

The Levett School

Brief description of the school

The Levett School is now the new all key stage behaviour provision (PRU) serving the whole of the Doncaster Local Authority. The provision was set up in September 2014, following a decision by the local authority, to close the then current KS3 / 4 (Gateway Centre) and to expand the key stage 1 and 2 provision (Cusworth Centre) in order to meet the needs of pupils from key stage 1 to key stage 4 under one leadership and governance.

The school currently operates on 2 sites in Doncaster approximately 4 miles apart. Site 1 The Levett School (Lower) is in Sprotbrough and currently has pupils across all ages at Key Stages 1 and 2, this is a new provision and the school has moved from the old Cusworth Site at the beginning of January 2016. Site 2 The Levett School (Upper) is on Barnby Dun Road and currently has pupils from KS3.

How we identify if your child may need additional help and/or has special educational needs (SEN)

All pupils at The Levett School have a Support Plan (SP) which is shared with pupils and reviewed regularly. In addition, pupils with a Statement or Education Health and Care Plan (EHCP) have a SEN Support Plan. Pupils with a statement or EHCP also have an annual review which is monitored by the Local Authority.

In addition pupils are regularly monitored and progress noted by class teachers and the Senior Leadership Team (SLT). Any concerns are discussed with the Special Educational Needs Co-ordinator (SENCO) and then further assessment if required can be carried out.

Parents can also raise any concerns they have with the class teacher and SENCO. Pupils are assessed against their own prior learning, baseline assessments and in accordance with their SEN needs.

Senior leadership Team meetings have data tracking as a regular agenda item and progress is reported termly at Management Committee meetings. The Management also receive an annual report on SEN. There are also regular updates on progress of this group at Management Committee meetings throughout the year.

The Levett School works closely with Child and Adolescent Mental Health Services (CAMHS), health professionals, Therapists, Social care and Educational Psychologists to identify the holistic needs of every child.

How we involve parents and carers in meeting the needs of their child and in whole school developments

The Levett School offers:

- Two Parents Evening meetings with the class teachers in the Autumn and Spring Terms
- An annual school report in the summer term – parents meetings can be arranged where required.
- Support Plans (SPs) are reviewed regularly (minimum termly) parents/carers are consulted either by phone, email or invitation to attend meetings (where

applicable) as part of the 'Assess, Plan, Do, Review' process to obtain their views and help shape provision for pupils

- Family Support workers and Learning mentors – dedicated members of staff to work with parents
- 'Open-door' policy with all staff
- Regular newsletters to inform parents/carers of recent and upcoming events.
- Our website contains information about how parents can help their children with their learning, as well as links to other informative sites.
- School policies are on the school website, including Special Educational Needs and Behaviour and Discipline. We are happy to give parents a paper copy of these or any other policy on request.
- Communication via telephone, text or email.

How we will involve your child in the planning and review of their support

- Pupil's voice is gathered via one to one informal conversations with a SENCO or other staff involved.
- All pupils have access to Learning Mentor sessions
- All pupils are involved and consulted in the Support Plan cycle, to shape their provision
- All pupils have a one page profile and have opportunity to update this regularly
- All pupils are invited to reviews eg. Annual reviews, SP reviews, transition reviews.

How we match the curriculum, teaching and learning approaches if your child has SEND

- Academic and pastoral data is collected prior to and during admissions meetings about current and previous levels and targets from their named mainstream school. This data is moderated within the first 6 weeks of admission to ensure gaps are identified and then used as a baseline for progress to be measured.
- Progress is regularly reviewed to ensure all pupils are making good progress. Early intervention ensures strategy can quickly be put into place where necessary.
- Further assessments are made when concerns are expressed about special educational needs by parents, teachers or parents/guardians.
- Any necessary interventions are reviewed as appropriate.
- Parents/Carers and young people are involved in these processes as described in the "arrangements for consulting" section.
- Regular book scrutinies, learning walks and lesson observations will be carried out by the SENCO and other members of the Senior Leadership Team. These will take place to ensure that the needs of all pupils are met and that the quality of teaching and learning is high.

How we provide additional support if your child has learning needs

- Differentiated quality first teaching (Wave 1)
- Small group teaching (Wave 2)
- Individual support (Wave 3)

- Personalised provision to meet children's needs as detailed in their support plan.

How we provide additional support if your child has social and communication needs

- Comic strip conversations to deescalate following an incident
- Social stories to prepare pupils for situation they may perceive as challenging
- Development and use of a five point scale to support communication
- Learning Mentor Time for pupils to access and feel supported
- PEEP (personal emergency and evacuation plan) in place as required
- ASCETS training to deliver specific programmes.

How we provide additional support if your child has physical, sensory and/or medical needs

- Accessibility plan
- Health care plan
- PEEP (personal emergency and evacuation plan) in place as required
- Work closely with School nursing team
- Sensory rooms/areas

How we provide help to support your child's emotional health and well being

Small group or individual teaching such as:

- The Friends Programme
- Learning Mentor Time
- Emotional Literacy
- Educational psychologist advice & intervention if necessary

There is an extensive pastoral system and close collaboration with families and external agencies which ensures pupils are supported in their emotional and social development.

We are also proactive in our PSHE curriculum targeting certain issues – including anti bullying and respecting individuality.

We offer target extra-curricular activities – sports, academic booster and eco clubs.

Your child still needs extra support, with your permission staff will access further support through the common assessment framework process.

How we promote developing independence

Independent learning activities

Supported transition back into mainstream schools

Encourage independence through assess, plan, do, review meetings

How we measure and review your child's progress against their targets and longer term outcomes

- The progress of all pupils is tracked every term by teaching staff. This is then interrogated within the forensic document and actions identified.
- The progress of the SEN cohort is also tracked independently by the Head teacher / SLT.
- The effectiveness of intervention is monitored as appropriate
- The SENCo and/or other members of the SLT hold termly Learning Walks/Observations to review effectiveness of provision
- The Head teacher with support from the SENCO produces an annual summary report with regards to progress for pupils with SEN
- Parents' and Pupils' views are sought verbally and through annual surveys
- We hold multi-agency meetings as required
- Progress is reviewed termly with pupils, parents and relevant staff throughout, for example Review Meetings and Pupil support plan Meetings

How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEND

All pupils who attend The Levett School have additional needs that have led them to be referred for additional support away from their mainstream / special school.

All pupils are encouraged to participate in a wide range of academic and extra-curricular activities, whenever possible.

How we include children with SEND in the life of our school

All pupils who attend The Levett School have additional needs that have led them to be referred for additional support away from their mainstream / special school.

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How we ensure that all our staff are trained and supported to meet a wide range of children's needs

- Regular training, which is disseminated amongst staff including principles of Theraplay, Supporting Attachment, ASD – Cygnet Training
- Support from Outside Agencies to deliver whole staff training e.g. CAMHS, Educational Psychologists
- All of our teachers are qualified and have undertaken specialist further professional development such as TEAMTEACH, safeguarding training.
- Specific training to meet specific needs is obtained where necessary and is also part of the Schools duty towards meeting the needs of every child.

External support and expertise we can call upon to help us to meet children's needs

At The Levett School, we embrace additional support from external agencies in order to assist us in meeting the needs of pupils and their families, and aiding the transition back into schools. Examples of some of the external provision utilised by the Levett School are listed below.

Local Authority Provision;

- Autism Outreach Service
- Educational Psychology Service
- SAID SEND Service (Parent Partnership Service)
- IFSS
- Ethnic Minority Traveller Achievement Service (EMTAS)
- Outreach Support from the Special Schools or Pupil Learning Centre's

Health Provision:

- CAMHs
- Speech and Language Therapy
- School Nursing
- Occupational Therapy

How we prepare children to join our school

Transition meetings

Home visits if appropriate

Opportunities before officially starting at the school

How we prepare children to move on from our school

Visits to mainstream and other provisions

Transition worker support

How we deploy our resources to meet the needs of children with SEND

SENCo to coordinate and monitor SEND

Teaching assistants to support SEN pupils

Intervention team, to deliver intervention programmes (wave 2 and 3)

Contact for more information

Head teacher/ Principal: John Bucknell (Acting Head Teacher)

Chair of Governing Body: Martin Fittes

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Telephone: 01302 390761

Email: admin@levett.doncaster.sch.uk

Website: <http://cusworthgateway.co.uk/doncaster/primary/cusworth>

SEND Policies and SEN Information Report link(s): SEN Information Report, SEN Policy, Accessibility Policy, Equal Opportunities Policy.