



**Pudsey Waterloo
Primary School**



Pudsey Waterloo Primary School

2025 SEND Information Report for Parents

General Statement

At Pudsey Waterloo Primary School we promote a love of learning within a happy and safe school. The school has an inclusive ethos and works in partnership with children, parents and other agencies to provide the best possible educational outcomes for all children. We have high expectations of all our children and put support in place at the earliest possible stage where needed. We pride ourselves on being a welcoming and caring school.

All Special Educational needs and Disability provision (SEND) provision is overseen and managed by the Senior Leadership Team (SLT) in school and is co-ordinated by the SENDCo, supported by the Learning Intervention Manager. The SLT monitor, review and evaluate all SEND provision on a regular basis throughout the year and report to the school governing board on how individual needs are being met and SEND funding is being spent. Every member of staff is directly responsible for meeting the needs of all pupils

All children are treated as individuals and the class teacher, alongside other support staff, plan and adapt an appropriately differentiated curriculum for children with additional needs to ensure high quality teaching and learning with effective support and resources. Specific Pupil Passports and Individual Provision Maps are put in place and reviewed regularly. Detailed assessments are made to ensure children are on track to meet targets and that planning accurately addresses need. We gather evidence of impact of interventions used so that we can adapt our provision as necessary.

Children are involved in setting of personal targets and review their progress alongside teachers and support staff. Parents are vital partners in the child's journey through school and are invited to attend review meetings of their child's progress and targets for learning. They are encouraged to engage in supporting learning in ways that are appropriate for their child.

An appropriate and accessible learning environment is provided within the school building and adapted where possible with additional funding if available and necessary e.g. ramps added to aid wheelchair access to all areas of school, a lift and designated disabled parking. The accessibility plan is reviewed regularly and is available on the school website.

Staff in school are trained, and have worked alongside other professionals, to develop their skills, knowledge and expertise in specific areas of SEND e.g. speech and language, behaviour management, Neurodevelopment, Autism.

Support is sought from other agencies where necessary in order to maximise learning potential e.g. Speech and Language service; STARS; Occupational Health service; MindMate; local authority services e.g. school improvement, educational psychologists; cluster services e.g. behaviour support, family outreach etc

The school's policies, available on the website, reflect the school's commitment to inclusion, safety and well-being of children.

Frequently Asked Questions:

What do I do if I think my child may have Special Educational Needs?

If you think your child may require support which is additional to or different from that offered within the mainstream class then make an appointment to see your child's class teacher in the first instance.

For parents who do not already have a child in our school, then please contact the school's SENDCo- Mrs Dee Watson. The school's phone number is 0113 3230342.

How will the school support my child?

Your child's class teacher will provide learning opportunities that meet the needs of your child. Your child's class teacher will discuss your child's needs with the SENDCo if extra support/ advice is needed. If your child has a Passport and a Individual Provision Map, this will be shared with you.

What other support will there be?

Additional support will depend on your child's needs. We have close links with the following agencies:

- *Speech and language Therapy Service (SALT)*
- *Educational Psychology (EP)*
- *Leeds Inclusion Advisory Team - Early Years, SEMH, Learning and Cognition, Communication and Interaction (including Autism)*
- *Occupational Therapy (OT)*
- *MindMate*
- *School Nurse*
- *Social Care*

How accessible is the school?

The main school building is on two floors with a lift to ensure full access.

The nursery building is on one floor and is fully accessible.

There is an access toilet and hygiene suite.

The school undertakes regular accessibility audits to ensure ease of access for a range of disabilities and responds to the changing needs of the school population.

How will my child be included in activities outside of the classroom?

Whenever possible, the school ensures that all visits and activities are accessible to all pupils. Sometimes Individual Pupil Risk Assessments (IRPA); Positive Handling Plans (PHP) or Individual Health Care Plans (IHP) may be used to include specific advice for activities or trips. These are considered on an individual basis and parents may be contacted for support with these.

How will the school help children transfer to the next phase of education?

We have a number of local high schools that children transfer to, both within the Pudsey area and further afield. We endeavour to ensure that transition to high school is smooth and well-planned. Individual transition plans are put in place which will include meetings with the SENDCo of the receiving school, visits prior to transition, handover of any relevant paperwork.

Who can I contact for further information?

Pudsey Waterloo Primary school offers a tiered response to parents. In the first instance a parent should contact their child's class teacher, then the SEND team and then the Headteacher.

Main contacts in School :

SENDCo Mrs Dee Watson	Learning Intervention Manager Miss Tacy Breddy-Surtees
Executive Headteacher Mr Jonathan Parker	Head of School Dan White