



Executive Summary

At Pudsey Waterloo Primary School, supporting pupils with SEND is a shared priority for our whole school community. We are proud of our inclusive culture, where every child is welcomed and valued. Our teachers adapt learning to meet children where they are, ensuring that every pupil—no matter their starting point—feels supported, included, and appropriately challenged in their daily lessons.

While our internal SEND and Education, Health and Care Plan (EHCP) population remains slightly below the national average, the school has seen a consistent four-year upward trend in identification. It is important to note that the complexity of need within our cohort is significant.

-Identification Policy: We maintain a robust register that now includes all pupils on a pathway for neurodevelopmental assessment.

-Documentation: Every child on the register is supported by a bespoke Individual Provision Map and/or a Pupil Passport, ensuring their voice and specific needs drive their learning journey.

In line with wider national trends, we have observed a marked increase in Social, Emotional, and Mental Health (SEMH) needs across the school. In response to this we have implemented Individual Behaviour Provision Maps for pupils requiring targeted support. This strategic approach ensures that we look beyond surface-level actions to identify specific, personal triggers for each child, allowing staff to deploy a bespoke toolkit of proactive and reactive strategies to support emotional regulation. By formalising these individual requirements, we have integrated necessary adaptations to the school behaviour policy, ensuring our behaviour system is flexible enough to accommodate underlying needs while maintaining a safe and inclusive environment for all.

Our focus remains on high-quality adaptive teaching within the classroom, an approach that empowers our staff to meet a diverse range of needs at the universal level. By prioritising these proactive classroom strategies, we have reduced the necessity for more intensive interventions, though targeted Wave 2 and individualised Wave 3 support remains an integral part of our provision for those with more complex, higher needs. As 'Communication and Interaction' continues to be our most prevalent area of identified need, mirroring broader national trends, it remains the primary driver for our flexible support models and ensures that our resources are directed where they can have the most significant impact on pupil engagement and inclusion.

To accurately track the impact of this provision, we utilise an assessment strategy that balances daily formative feedback with specialised tracking for pupils with more complex requirements. For children working two or more years below age-related expectations, we use a fine-graded assessment system that allows us to capture the "small steps" of progress. While some of our SEND pupils may remain below chronological age-related expectations due to their lower starting points, our internal data confirms that our provision is effective, as these pupils demonstrate good progress relative to their specific needs and personal targets.

The continued success of our SEND provision is underpinned by a commitment to professional development. This year, CPD has been selected to address our growing SEMH needs, with a specific focus on deepening staff understanding of neurodevelopmental profiles. By prioritising training in de-escalation techniques and relational practice, we have equipped our team with the skills to foster a supportive environment where pupils feel understood and regulated.

Pudsey Waterloo Primary School
SEN Annual Report 2024-2025

School characteristics

	2022-2023	2023-2024	2024-2025
Total number of children on school roll	453	447	458
Number of children on SEN register for this period	44	60	81
Number of children with EHCPs	4	7	9
% of children on school roll with SEN	9.7	13.4	17.7
National average % of children on school roll with SEN	17.3	18.4	19.6

Education Health and Care Plans

	Number
Number of EHCP applications currently in progress	9
Number of EHCP applications planned for next year	6

Breakdown of SEN register by primary category of need

The primary category of need is determined by what the pupil needs the most support with at school.

	2022-2023	2023-2024	2024-2025
Communication and interaction	20	27	42
Cognition and learning	14	13	10
Social, emotional and mental health difficulties	8	18	27
Sensory and/or physical needs	2	2	2

(Broad Areas of Need taken from SEN Code of Practice 2015)

Spread of needs across year groups

	2022-2023	2023-2024	2024-2025
Nursery on SEN register	4	1	7
Reception on SEN register	2	6	7
Year 1 on SEN register	7	6	9
Year 2 on SEN register	8	9	10
Year 3 on SEN register	7	12	11
Year 4 on SEN register	5	8	14
Year 5 on SEN register	5	11	10
Year 6 on SEN register	6	7	13

Funding arrangements

April 2024 - March 2025

	2023-2024	2024-2025
Notional budget received	£116,795	£134,193
FFI funding	£136,738	£161,037
Total funding received by school	£253,533	£295,230
Total number of pupils who are eligible for SENDIF Funding	1	1

Pudsey Waterloo Primary School
SEN Annual Report 2024-2025

Staffing

☑ Current SEN staffing infrastructure

	Number of Staff
SENDCo	1
Teaching Assistants	21
Learning mentor	1
Learning Intervention Manager	1

☑ Staff qualifications (relating to SEN)

	Qualifications
SENDCo and Learning Intervention Manager	Tier 3 Autism Training
SENDCo and Learning Intervention Manager	Started 18 month NPQ SENDCo program
Learning Intervention Manager	Elklan Level 5 Talk Tutor

☑ Training opportunities provided in this period

Training accessed	Desired impact	Number of staff training cascaded to
Autism Tier 1 training - Making sense of Autism	To develop awareness and understanding of Autism.	4 x LSAs
Autism Tier 2 training - Good Autism practice	To develop knowledge and understanding of good autism practice. To provide practical strategies, guidelines and activities that can be used to support Autistic pupils.	2 x LSAs
Team Teach Positive behaviour training	To ensure a consistent, whole-school approach to de-escalation through a shared language of positive, relational practice. By equipping all staff with trauma-informed strategies, we foster a safer environment that reduces the need for restrictive interventions and prioritises emotional regulation for all pupils.	All staff, including lunchtime supervisors
MindMate - Understanding Behaviour as communication	This has ensured children feel understood and supported during challenging moments. This shift toward needs-led practice fosters a safer, more compassionate environment where pupils feel valued and their underlying needs are expertly met.	All teachers and LSAs

**Pudsey Waterloo Primary School
SEN Annual Report 2024-2025**

MindMate - Understanding Anxiety	This has equipped staff with the tools to proactively identify and support anxious pupils, resulting in children who feel more resilient and better able to use self-regulation strategies to navigate their school day with confidence.	All teachers and LSAs
How to use Widgit for adaptations in the classroom	To enable teachers to create high-quality visual scaffolds that reduce cognitive load and remove barriers to learning, enabling all pupils to navigate tasks with greater autonomy and confidence.	All teachers
Termly network meetings and annual conference	Training on a range of different aspects of SEN, opportunity to network and share effective practice with colleagues	SENDCo Learning Intervention Manager
NHS ARFID training	To develop understanding of ARFID and how to support children/families	SENDCo Learning Intervention Manager
Executive Function Skills assessment tool	To understand how to assess children with EF difficulties that are awaiting a ND assessment	SENDCo Learning Intervention Manager
Barnado's Cygnet training	To understand how to support parents of Autistic children.	Learning Intervention Manager

Relevant data sets:

☑ Foundation Stage Data:

Pupils who achieved a Good Level of Development:

	Pudsey Waterloo	Leeds	National
All pupils	56%	64.9%	67.7%
Pupils without SEN	64%	73.7%	75.8%
Pupils with SEN	0%	21.2%	19.7%

☑ Key Stage 2:

% achieving the expected standard: SEN	Reading	Maths	Writing	RWM	Number of Pupils
Pudsey Waterloo Primary School SEN	30%	40%	30%	20%	13

**RWM=Percentage of pupils who received the age related expectations in Reading, Writing and Maths.*

Attendance (September 2024 - July 2025)

Whole-school attendance rate	95.31%
Attendance rate for those on SEN register	94.24%

**Pudsey Waterloo Primary School
SEN Annual Report 2024-2025**

Exclusions

Total number of permanent exclusions (all pupils)	0
Total number of fixed-term exclusions (all pupils)	0
Total number of permanent exclusions (SEN cohort)	0
Total number of fixed-term exclusions (SEN cohort)	0
Total number of school days lost to fixed-term exclusions (all pupils)	0
Total number of school days lost to fixed-term exclusions (SEN cohort)	0

Alternative arrangements

Number of SEN pupils who are on a reduced timetable	2
Number of SEN pupils receiving their education off-site	0
Number of SEN pupils who are being taught out of their chronological cohort	1

The Quality of Teaching and Learning

High-quality adaptive teaching is the foundation of our universal provision, ensuring that all pupils with SEND at Pudsey Waterloo receive the targeted support necessary to make good progress across the curriculum. Through our quality assurance cycle, we evaluate classroom practice to identify strengths and provide support, ensuring that teaching effectively meets the diverse needs of our cohort.

This responsive approach enables pupils with SEND to access whole-class learning with increasing independence. Within every lesson, the curriculum is adapted to provide an appropriate level of challenge, with adult support deployed flexibly to facilitate access while consciously building pupil autonomy.

In our classrooms, a wide range of evidence-based strategies are used, including active listening, skilled verbal prompts, simplified texts, and story maps. To further embed learning, staff utilise concrete and pictorial resources, over-learning, and pre-teaching, alongside a consistent suite of visual resources across all year groups. Furthermore, our specialised environments—including the sensory room, the Cube, and the beanbag room—provide essential spaces to support children with sensory and emotional processing needs, ensuring they are regulated and ready to learn.

☑ Examples of interventions currently in place

Description	Same Day intervention and catch-up
<p>Analysis of effectiveness / impact The school continues to use Same Day Interventions whenever needed. Interventions are implemented based on assessments made in each lesson. Pupils are identified as needing support according to the progress made in each lesson and whether they have achieved against the learning outcomes. If the staff consider that the pupil is able to make progress in the following lesson following some intervention before the next lesson, then this will take place. The numbers of pupils who receive this each day alters daily, based on the needs of the individuals, but it is expected that pupils will not require this additional support each day as that would mean that work was not pitched appropriately within the lesson. This method has proven to be very successful and has had a positive impact on the achievement of a wide range of pupils, some of them on the SEND register and some of them who do not have any additional needs. School are very aware that this approach is not going to be successful for all pupils, in all aspects</p>	

**Pudsey Waterloo Primary School
SEN Annual Report 2024-2025**

of the curriculum. Some pupils on the SEND register will have some Same Day Intervention alongside their bespoke support plans that have been created by school staff, at times with input from outside agencies.	
Description	Intervention programme (SHINE)
Analysis of effectiveness / impact Shine Maths and Reading is used throughout the school. Pupils are identified as needing support according to teacher assessment and termly assessments carried out. All programmes have both input and output assessments in order to monitor progress and inform future teaching. Throughout school, it has supported all pupils to meet gaps in prior learning and ensure progress.	
Description	Specific speech and language intervention
Analysis of effectiveness / impact Several pupils have needed a high level of individual intervention specific to their speech difficulties. We have three members of staff that have received Level 3 Elklan Speech and Language training so are qualified to deliver high quality interventions. Our Learning Intervention Manager delivers regular 1:1 Speech and Language therapy to a number of children in Early Years that need more intense therapy. The SEND team and school staff work closely with our MAT Speech and Language therapist in order to deliver individual and group interventions. Our Learning Intervention Manager is trained to assess speech sounds so are able to identify pupils that require additional support. Overall, Speech and Language interventions have had a positive impact on the communications skills of pupils but also their self-esteem and confidence has dramatically improved.	
Description	Intensive Interaction
Analysis of effectiveness / impact Intensive Interaction is an intervention for pupils with communication needs such as Autism. It helps pupils to learn appropriate interaction skills which they struggle to naturally develop due to their difficulties with verbal and non-verbal communication. At Waterloo, this has had a positive impact on the various SEND pupils who have required it and have provided them with skills they need to interact with adults and other pupils.	
Description	Zones of Regulation
Zones of Regulation were introduced to all pupils across the whole school this year. All teachers delivered a sequence of lessons where children created their own toolkits to support them with emotional regulation. Once the Zones had been embedded across the whole school, small group interventions took place to support certain children further with their emotional regulation. This is starting to have a positive impact.	
Description	Lego-based Therapy
Lego therapy aims to develop social communication skills in children, such as sharing, turn-taking, following rules, using names and problem-solving. We have a number of children that take part in small interventions (three at a time) following recommendations by our Speech and Language therapist. During interventions, we have seen improvements in listening skills, turn taking, joint attention, resilience, patience, perseverance and problem solving.	
Description	Nessy
Nessy is a reading, spelling and grammar curriculum designed to support children with dyslexia. It is aligned with how children with dyslexia learn to read and write. A number of children across school access it independently on I pads. It is tailored to their individual needs and focuses on gaps in their learning. Children enjoy accessing Nessy and we are able to closely monitor their progress through the app. Children that use the app regularly have made good progress.	

Compliance with statutory duties

	✓ / ?
The accessibility of school trips and extra-curricular activities	✓
Whether the school's website is complaint with statutory requirements	✓
Is the school's building fully accessible?	✓
Are pupils with EHCPs receiving their statutory right to provision?	✓
Are annual Reviews for EHCPs have been carried out and any paperwork has been submitted to the authority within the timescales?	✓
Are all written professional recommendations being implemented?	✓

Summary

SENCo's priorities for next academic year
<ul style="list-style-type: none"> • To continue to manage the transition of the FFI model to an EHCP model, working closely with the Local Authority to ensure that children are in receipt of the appropriate level of funding to meet their needs. • To develop 2 areas of resourced provision to meet the growing needs of our children. 1 area for Early Years and 1 area for a range of children throughout the rest of the school. • To further enhance our inclusive culture, we will provide high-quality CPD focused on SEMH and mastering proactive emotional regulation. This ongoing development ensures all staff have the expertise and confidence to cultivate a supportive school environment where all children feel secure and ready to learn. • To ensure adaptive teaching meets the needs of all SEND pupils and supports them to make progress. • To provide support for all staff to ensure that children's needs are met effectively so that SEND children make good progress. • To ensure that all SEND children are accessing an appropriately challenging and engaging curriculum that provides them with a broad and balanced education. • To develop parental involvement and effective communication with parents of SEND children so that all children are supported well and parents are kept up to date.