



**Pudsey Waterloo
Primary School**



Pudsey Waterloo Primary school **SEND Information Report 2026**

General Statement & Ethos

At Pudsey Waterloo Primary School, we promote a love of learning within a happy and safe environment. We maintain an inclusive ethos, working in active partnership with children, parents, and external agencies to achieve the best possible educational outcomes. We hold high expectations for all pupils, aiming to narrow attainment gaps and provide timely support at the earliest stage.

Every member of staff is directly responsible for meeting the needs of all pupils. SEN provision is managed by the Senior Leadership Team (SLT), coordinated by the SENDCo, Mrs Dee Watson, and supported by the Learning Intervention Manager, Miss Tacy Breddy-Surtees. The SLT and Governing Board regularly evaluate SEND provision and budget allocation.

1. Kinds of Special Educational Needs Provided For

We provide support for pupils across the four broad areas of need outlined in the SEND Code of Practice 2015:

- Communication and Interaction: Speech, Language and Communication Needs (SLCN), Autism.
- Cognition and Learning: Specific Learning Difficulties (SpLD), general learning difficulties, and pupils working significantly below age-related expectations.
- Social, Emotional and Mental Health (SEMH): Social and emotional regulation difficulties, anxiety, and mental health needs.
- Sensory and/or Physical Needs: Physical disabilities, visual/hearing impairments, and sensory processing differences.

2. Identification and Assessment of SEND Needs are identified as early as possible through:

- Entry profiles, EYFS scores, reading ages, and whole-school progress tracking data.
- Regular classroom monitoring and the Assess-Plan-Do-Review cycle.
- Teacher concerns, liaison with feeder nurseries, or information from previous schools.
- Parental concerns and pupil progress meetings.
- In-depth individual formal assessments or external agency involvement where needed.

3. Consultation and Involvement of Parents and Pupils

- Parents: Parents are vital partners. We involve parents in drawing up and reviewing targets on Pupil Passports and Individual Provision Maps (IPMs). We offer termly review meetings and provide signposting to support networks.
- Pupils: Children are involved in setting their own personal targets and reviewing their progress alongside staff. Pupil voice is actively gathered when evaluating provision.

4. Assessing and Reviewing Progress Towards Outcomes

Progress is monitored continuously using:

- Senior Leadership Monitoring: School leaders—including the SENDCo and Senior Leadership Team—regularly observe and monitor all classrooms and targeted intervention spaces to evaluate the quality of teaching, learning, and support environment.
- Individual Plan Tracking: Termly reviews of Individual Provision Maps (IPMs) and Pupil Passports.
- Whole-School Tracking: Whole-school provision mapping, work sampling checks, and progress tracking systems.
- Impact Assessments: Evidence-gathering on intervention impact to continuously refine and adapt strategies.
- EHCP Reviews: Annual Reviews for pupils with an Education, Health and Care Plan (EHCP) in full compliance with statutory timescales.

5. Teaching Approach and Curriculum Adaptation

All pupils have access to high-quality, well-differentiated classroom teaching.

- Adaptations: Class teachers adapt learning opportunities, resources, and tasks to remove barriers to learning.
- Interventions: Small group or 1:1 targeted interventions are delivered in designated intervention spaces to address specific learning gaps.
- Funding & Resources: Up to £6,000 per annum is allocated from the devolved school budget for additional support/equipment per pupil. Where needs exceed this, the school applies to the Local Authority for EHCP funding.

6. Facilities and School Accessibility In accordance with the Equality Act 2010 and statutory guidance:

- Physical Access: Ramps provide step-free access to school entrances. The main building features two floors with a lift for full upper-floor access. Nursery is on a single, fully accessible level.
- Facilities: Accessible toilets, a dedicated hygiene suite, and designated disabled parking spaces are available on site.
- Accessibility Audits: Audits ensure ongoing ease of access, and the full Accessibility Plan is available on the school website.

7. Inclusion in Outside Activities and Educational Visits

All school trips, extra-curricular activities, and residential visits are accessible to all pupils. Individual Pupil Risk Assessments (IPRA), Positive Handling Plans (PHP), or Individual Health Care Plans (IHP) are created in consultation with parents to ensure safe, full participation.

8. Support for Overall Emotional, Social, and Mental Health Development

We promote social and emotional literacy through PSHE lessons and daily Zones of Regulation sessions. To support pupils with SEMH needs, trained staff deliver targeted 1:1 and small group interventions:

- Emotional Literacy Support
- Drawing and Talking Therapy
- Lego Therapy
- Zones of Regulation & emotional regulation support

9. Staff Expertise and Training

- SEND team: The SENDCo is a qualified teacher holding required statutory SENDCo qualifications. The Learning Intervention Manager also holds the required statutory SENDCo qualification.
- Staff Development: Staff undergo continuous professional development (CPD) in areas such as Speech & Language, SEMH needs, Neurodevelopment, and Autism.
- Commissioned Expertise: Specialist external advice is commissioned as required.

10. External Agency Involvement

We collaborate closely with multi-agency partners:

- Speech and Language Therapy (SALT)
- Educational Psychology (EP)
- Leeds Inclusion Advisory Team (Early Years, SEMH, Learning & Cognition, Communication, Interaction & Autism)
- Occupational Therapy (OT)
- MindMate & NHS School Nurse
- Cluster Services (Family Support, Emotional Wellbeing Support, Counselling, Outreach) and Children's Social Care

11. Transition Arrangements

Transition between key stages or to secondary school is carefully planned:

- High School Transition: Individual plans include visits, handover of documentation, and meetings between SENDCos.
- EHCP Reviews: Next-phase destinations are formally addressed during EHCP review meetings.

12. Admission Arrangements for Disabled Pupils

No child is refused admission based on SEND, disability, ethnicity, or language needs. Admission arrangements follow the standard school admission policy agreed with the Local Authority. Prior to admission, transition planning meetings are held with parents and relevant agencies to ensure appropriate reasonable adjustments, facilities, and personal care provisions are in place.

13. Handling Complaints Regarding SEND Provision

If a parent or carer has concerns or a complaint regarding SEND provision:

1. Discuss the concern with the Class Teacher and SENDCo.
2. If unresolved, escalate the matter to the Headteacher.
3. If the issue remains unresolved, it will be handled under the formal Governing Board Complaints Policy (available on the school website), involving the SEND Link Governor as appropriate.

14. Contact Details & Local Offer Link

- SENDCo: Mrs Dee Watson (senteam@waterloo.owlcotesmat.org / 0113 3230342)
- Learning Intervention Manager: Miss Tacy Breddy-Surtees
- Headteacher / Executive Head: Dan White (Head of School) / Jonathan Parker (Executive Headteacher)
- Leeds Local Offer: Details on services available across Leeds can be found at [Leeds Local Offer Directory](#).
- Parent Support: Leeds SEND Information Advice and Support Service (SENDIASS) can be contacted on [0113 378 5020](tel:01133785020)

15. What Should Parents/Carers Do If They Think Their Child Has Special Educational Needs?

If you suspect that your child has special educational needs or requires support that is additional to or different from standard mainstream provision, please follow our stepped response:

1. **Speak to the Class Teacher:** In the first instance, make an appointment with your child's class teacher to share your observations, concerns, or any relevant medical/developmental information. The class teacher will gather initial observational evidence and review classroom strategies.
2. **Consultation with the SEND Team:** If further targeted support or investigation is required, the class teacher will liaise directly with our SENDCo, Mrs Dee Watson, or our Learning Intervention Manager,

Miss Tacy Breddy-Surtees. An initial planning meeting will be arranged with you to discuss potential targeted strategies, Pupil Passports, or referrals.

3. **Prospective Parents:** For parents who do not yet have a child enrolled at Pudsey Waterloo Primary School, please contact our SENDCo, Mrs Dee Watson, directly by phoning the school office on 0113 3230342 or emailing senteam@waterloo.owlcotesmat.org to arrange an initial meeting.