Executive Summary

Support for pupils with Special Educational Needs at Pudsey Waterloo Primary School continues to be a high priority for all stakeholders. The school prides itself on the inclusive ethos that runs throughout the school. Staff work to personalise learning across the curriculum to ensure it is appropriately challenging for all pupils.

The number of children with SEND and EHCPs has increased slightly over the last 3 years but we are still below the national average. Although the percentage of SEND children is below national average those children that are on the SEND register have significant needs. We are having discussions around at what point children get added to our SEND register as this could account for our lower numbers. Our current belief is that all children on the SEND register are accessing Wave two intervention support or

Wave three individualised support. As there has been a focus on Wave one strategies (Quality First Teaching), staff are more confident at meeting the needs of pupils and this has reduced the need for Wave two and three support in some cases.

As a school our main areas of need is 'communication and interaction' which has guided our flexible staff CPD and whole school SEND focuses. As a school, we have seen an increase in Neurodiversity referrals and diagnoses. School staff have an excellent understanding of children's needs and provision is highly effective as children make good progress. However it is important to note that some SEND children may still remain below year group age related expectations because of their lower starting points.

Formative assessment is an integral part of the high quality teaching and learning that takes place across the school. Teachers use the 'B squared' assessment system for SEND children working below the year group expectations and this ensures that teaching supports all children to make good progress and focuses on developing the key skills and knowledge that each child needs.

Staff training remains a key priority so that staff are confident in meeting the needs of all children. This professional development encompasses a range of key areas such as speech and language, Autism, ADHD, Dyslexia and SEMH support.

School characteristics

	2020-2021	2021-2022	2022-2023
Total number of children on school roll	469	460	453
Number of children on SEN register for this period	32	40	44
Number of children with EHCPs	3	3	4
% of children on school roll with SEN	6.8	8.7	9.7
National average % of children on school roll with SEN	12.2	12.6	13

⬜ Education Health and Care Plans

	Number
Number of EHCP applications currently in progress	2
Number of EHCP applications planned for next year	4

⬜ 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.

	2020-2021	2021-2022	2022-2023
Communication and interaction	15	13	20
Cognition and learning	13	17	14
Social, emotional and mental health difficulties	3	10	8
Sensory and/or physical needs	0	0	2

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

⬜ Spread of needs across year groups

	2020-2021	2021-2022	2022-2023
Nursery on SEN register	1	1	4
Reception on SEN register	3	4	2
Year 1 on SEN register	4	5	7
Year 2 on SEN register	2	8	8
Year 3 on SEN register	3	5	7
Year 4 on SEN register	5	3	5
Year 5 on SEN register	9	6	5
Year 6 on SEN register	5	8	6

Funding arrangements

⬜ April 2022 - March 2023

	2022-2023
Notional budget received	£118,284
FFI funding	£72,464
Total funding received by school	£190,748
Total number of pupils who are eligible for SENDIF Funding	0

Staffing

⬜ Current SEN staffing infrastructure

	Number of Staff
SENDCo	2
Teaching Assistants	21
Learning mentors	2
Behaviour Support Worker	1

 ⬚ Staff qualifications (relating to SEN)

	Qualifications
1 x SENDCo	Tier 3 Autism Training

 ⬚ Training opportunities provided in this period

Training accessed	Desired impact	Number of staff training cascaded to
Autism Tier 1 training	Develop awareness and understanding of autism for a more specialised role.	1 x teacher 4 x LSAs
Autism Tier 3 training	Develop the role of a SENCo with focus on Autism and the responsibilities this entails.	1 x new Assistant SENDCo
Dyslexia Training	To identify, assess and support pupils with Dyslexia	2 x SENDCos
Termly network meetings and annual conference	Training on a range of different aspects of SEN, opportunity to network and share effective practise with colleagues	2 x SENDCos
Meeting the Needs of Early Years Children with Visual Impairment in your Setting	Raising awareness of the challenges faced by a child with a visual impairment. Understanding its implications within early years/school settings.A variety of strategies necessary to support a child with a visual impairment.	1 x teacher 2 x LSAs
Moving and handling training	To develop theoretical knowledge and practical skills in relevant areas of manual handling in order to support children with complex physical needs.	1 x teacher 4 x LSAs
PECS trainings	To provide strategies for pre-verbal children to be able to communicate.	2 x LSAs
Pre-verbal Speech and Language training	To provide strategies for pre-verbal children to be able to communicate.	1 x LSA
Selective Mutism training	For all staff to gain an understanding of Selective Mutism and how to support children in the classroom and around school.	All staff
Elklan Let's Talk 5-11 years training	Equipping level 3 Elklan-trained practitioner to deliver our course for parents or carers of primary school-aged children, Let's Talk with 5-11s.	1 x LSA

EAL training	To identify, assess and support pupils with EAL	1 x LSA
Epilepsy training, including administration of recovery medicine	To develop understanding of Epilepsy and how to support children with Epilepsy.	2 x SENDCos 1 x teacher 4 x LSAs
Team Teach Training	Staff to feel confident to use a range of de-escalation strategies and learn how to safely hold/manoeuvre children if necessary	All staff

Relevant data sets.:

⬜ Foundation Stage Data:

Pupils who achieved a Good Level of Development:

	Pudsey Waterloo	Leeds	National
All pupils	45%	61.8%	67.3%
Pupils without SEN	48%	71.4%	74.2%
Pupils with SEN	0%	21.1%	19.9%

⬜ Key Stage 1:

% achieving the expected standard: SEN	Reading	Writing	Maths	RWM*	Number of Pupils
Pudsey Waterloo Primary School SEN	0%	0%	0%	0%	7

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

⬜ Key Stage 2:

% achieving the expected standard: SEN	Reading	Maths	Writing	RWM	Number of Pupils
Pudsey Waterloo Primary School SEN	29%	57%	29%	29%	6

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

Attendance (September 2022 - July 2023)

Whole-school attendance rate	94.2%
Attendance rate for those on SEN register	92.4%
Attendance rate for those not on SEN register	94.5%

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	0
Number of SEN pupils receiving their education off-site	0
Number of SEN pupils who are being taught out of their chronological cohort	0

The quality of teaching and learning

Quality first teaching is an integral part of ensuring that all SEND children receive high quality teaching at Pudsey Waterloo in order to ensure they make progress across the curriculum. Through our monitoring, undertaken as part of our school's quality assurance cycle, we are able to evaluate practice across the school. This enables us to provide appropriate support and identify and share our strengths so that teaching across the school meets the needs of all children. Through effective quality first teaching SEND pupils are able to access whole class learning as independently as possible. In all lessons you will see a curriculum adapted to ensure challenge at all times. Furthermore, adult support is used at a varied level to ensure children are able to access learning whilst building their independence. In classrooms you will also observe teachers using a wide range of strategies to further support all SEND children including active listening, skilled speaking prompts, simplified texts, story maps, concrete and pictorial resources, over-learning and pre-teaching. The sensory room, sensory garden have been areas of the school that have been effective in supporting children with sensory and emotional processing needs.

    ☐   Range of interventions currently in place

Description	Same Day intervention and catch-up
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 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 on a weekly basis. 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.

SENDCos and school staff work closely with our Cluster Speech and Language therapist in order to deliver individual and group interventions. Early Years staff are 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 Ipads. 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
• To ensure quality first teaching meets the needs of all SEND pupils and supports them to make progress. • Personalised staff development based on performance management and monitoring so that staff have the appropriate knowledge and skills to support children in their class well. • 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 embed the role of Learning Intervention Manager across the school, delivering a variety of interventions to a wider range of pupils.
- To develop parental involvement and effective communication with parents of SEND children so that all children are supported well.