

Executive Summary 2024-2025

Pudsey Primrose Hill has an inclusive ethos and works in partnership with children, parents and other agencies to provide the best possible provision for all children, including those with Special Educational Needs and Disabilities (SEND). We have high expectations of all of our children and strive to identify and put support in place at the earliest possible stage for those children who need it. We are also able to support children pre-school age as we have our own Nursery on site which is located in its own building within the school grounds. Children can begin attending our Nursery from the start of the term after they turn 3. School were visited by OFSTED in October 2023 and after a 2 day inspection were judged as outstanding (the same grade awarded in our previous inspection in 201)..

The impact of SEND provision is overseen by the Headteacher and Governors, with a designated person having leadership and management responsibility in school. The Special Educational Needs Co-ordinator (SENCO) at Primrose Hill is Mrs Jennie Dale. Provision is monitored, reviewed and evaluated throughout the year, and an annual written report is given to the school's governing SEND link, Helen Dawson. Explanations are given as to how needs are being met and how SEN funding is being spent.

Throughout the year, inclusion for pupils with SEND continued to be a priority for the school; we continued to benefit from the support of external professionals, such as the Special Needs and Inclusion Team and the Educational Psychology Team. Both teams supported the SEND team and class teachers to personalise learning for a number of pupils with complex learning needs and/or social, emotional and mental health difficulties. Behaviour throughout school continued to be excellent for the majority of pupils; any pupils who required extra support to manage their behaviour had access to appropriate intervention and support in school. We have staff in school trained to deliver Drawing and Talking, Lego Therapy and Emotional Literacy as therapeutic interventions for children with social and emotional difficulties.

Pudsey Cluster continued to provide Speech and Language support to schools in the Cluster through Away with Words, a private speech and language company. Each school in the Cluster receives half a day per month with a qualified, experienced therapist from the service. The same therapist visits each month to ensure consistency of assessments, reports and targets. In addition to this, we refer to the NHS for extra support with the increasing speech and language caseload.

Name and contact details of the SENCO: Mrs Jennie Dale

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Name and contact details of the Intervention manager: Miss Adele Whiteley

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Name of SEND Governor: Zulekha Naseer z.naseer@primrosehill.owlcotesmat.org 0113 2574129

School characteristics

The number of pupils on the SEND register does fluctuate throughout the year. This is due to mobility of pupils or pupil's needs changing/new needs identified.

	2022-2023	2023-2024	2024-2025
Total number of children on school roll (excluding Nursery)	443	456	450
Number of children on SEN register for this period	67	60	58
Number of children with EHCPs	0	4	1
% of children on school roll with SEN	13.7%	13.5%	12.8%
National average % of children on school roll with SEN	13%	13.6%	14.2%
National average % of children with an EHC	4.3%	4.8%	5.3%

Education Health and Care Plans

	Number
Number of EHCP applications currently in progress	10
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	27	31	35
Cognition and learning	24	13	12
Social, emotional and mental health difficulties	10	13	8
Sensory and/or physical needs	6	5	3

(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	5	7	5
Reception on SEN register	13	8	6
Year 1 on SEN register	6	11	7
Year 2 on SEN register	4	6	11
Year 3 on SEN register	7	5	4
Year 4 on SEN register	5	7	6
Year 5 on SEN register	9	6	10
Year 6 on SEN register	17	9	9

Funding arrangements

The funding for the financial year April 2024 to March 2025

	2024-2025
Notional funding received by school	£120,034.50
Number of pupils for whom top up (element 3) funding is being claimed	16
Total funding received by school (top up funding, element 3)	£123,888
Total delegated SEN funding received by the school (elements 1, 2 and 3)	£243,922.50
Total number of pupils who are eligible for SENDIF Funding	2

Staffing

Support for all pupils across school is co-ordinated by the Special Educational Needs Co-ordinator, Mrs Jennie Dale, with support from the intervention manager, Miss Adele Whiteley. Staff are allocated to work with pupils who require additional support across school and this support is predominantly carried out within classrooms to ensure we promote an inclusive ethos.

	Number of Staff Sept 2023 - July 2024
SENDCO	1
Intervention Manager	1
Teaching Assistants (FTE)	16
Pastoral / Home School Liaison	1

Staff training 2024-2025 (relating to SEND)

Staff CPD continued to remain a high priority in school. Staff welcome the opportunity to attend different courses and then feedback to colleagues afterwards. A record is kept centrally of staff expertise and training in SEND

	Training accessed	Desired impact
All teachers and teaching assistants	Behaviour as communication delivered by Mindmate Support Team	For staff to develop their understanding of behavioural needs and develop strategies to support pupils
EYFS Lead	Gestalt Language Processing Training	To develop an understanding of Gestalt and how to support pupils who think and process language differently
Teaching assistant	Positive Regard Training	To understand the importance of maintaining unconditional positive regard for all pupils
Teaching assistant	Intensive Interaction Training	To develop an understanding of intensive interaction and use to support preverbal children in play
SENDCo	Executive Functioning Training	Introductory session provided for SENCOs to be able to feedback and share in own settings (train the trainer

		sessions to continue in the Autumn term)
Class Teachers	PDM time dedicated to various aspects of SEN throughout the year	To upskill staff to feel empowered to meet the needs of all learners
Teaching assistants	Half termly CPD training provided in house as a twilight session, focus varied each half term	To ensure Teaching Assistants feel confident to meet the varying needs of pupils with SEND

Relevant Data sets

Data for the achievement at the end of each Key Stage in July 2025

Foundation Stage Data:

	Pudsey Primrose Hill	National
All pupils	68%	68%
Pupil with SEN	1.6% (1 out of 6)	20%

Y1 Phonics Screening Check

% achieving expected standard nationally (SEN):	48%
Pudsey Primrose Hill SEN	57%

Key Stage 2

% achieving expected standard:	Reading	Writing	Maths	RWM Combined	Number of pupils with SEND in Y6
Pudsey Primrose Hill SEN	78%	56%	56%	56%	9

Range of interventions currently in place

Description	Priority readers
Analysis of effectiveness / impact	
Description	Children requiring extra support with fluency and word recognition read with an adult a minimum of 3 times a week
Analysis of effectiveness / impact Children working below age related in Reading across school read regularly with an adult in class on a one to one basis (minimum 3 x weekly). Lots of children develop confidence, comprehension and fluency as a result of these 10 minute focused teaching sessions. Staff teach children to blend and segment in order to read fluently and target questions at the children to assess comprehension when reading.	
Description	Phonics/reading interventions
Analysis of effectiveness / impact School have embedded a consistent approach to the teaching of early reading through the Floppy's Phonics programme. Pupils in EYFS and KS1 have daily teaching of the programme whole class and some children are identified as needing extra intervention, either through extra phonics sessions or daily reading with an adult one to one. In KS2, pupils access Project X as a reading/phonics intervention as this is more age appropriate for children still learning to develop their fluency.	
Description	Speech and Language Interventions
Analysis of effectiveness / impact These interventions are run primarily by members of support staff in school, who have access to the NHS speech and language toolkit after training/modelling from the Away with Words Speech and Language Therapist. Some children receive therapy and/or assessment reports through the NHS speech therapist if parents or school refer to them directly. These interventions are mainly delivered one to one, but some are delivered in small groups where appropriate e.g a social interaction groups.	
Description	Social, Emotional and Mental Health Interventions
Analysis of effectiveness / impact	
Description	Interventions to support emotional wellbeing and SEMH needs
Analysis of effectiveness / impact School continues to offer different therapeutic interventions for individuals, which include Drawing and Talking and bespoke Emotional Literacy (Treehouse). In addition to this, we regularly seek advice and support through Pudsey Cluster where we feel children may need access to interventions such as play therapy, bereavement support and therapeutic counselling. This year, two members of school support staff were also trained to deliver Lego Therapy and groups were set up in both KS1 and KS2. School continues to liaise with the	

Educational Psychology team/Learning Inclusion team to ensure we are meeting the needs of these pupils through bespoke interventions and reasonable adjustments in the classroom.

Attendance

The school continues to monitor the attendance of all pupils throughout school and provide support to families as needed. The SENDCo liaises with the attendance officer and provides support for families of pupils with SEND where attendance is a concern.

Whole school attendance rate 2024-2025	96.1%
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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 on a reduced timetable	1
Number of SEN pupils receiving their education off-site	1
Number of SEN pupils who are being taught out of their chronological cohort	0

SEND quality assurance arrangements

Quality assurance and performance management of support staff, pastoral staff and teachers

All teachers have performance management objectives and these are reviewed regularly throughout the year by the Headteacher and other members of the Senior Leadership Team. Monitoring of lessons takes place through drop in sessions with a focus on inclusion and provision for pupils with SEND. Monitoring of support staff is carried out through drop ins and observations of interventions. Monitoring is also carried out by analysis of data for pupils with SEND through the use of progression steps. Termly support and review meetings with the SEND team enable teachers to celebrate successes, identify strengths as well as barriers, and to plan next steps in collaboration with parents.

Quality assurance of interventions

Through the whole school monitoring cycle, interventions are observed throughout the year. These can be observations of pupils in the classroom or through observations of specific small group or one to one intervention. Support is provided for any members of staff requiring this, and opportunities are explored for further professional development. This could be within the school or through an outside agency depending on the need. Intervention reports and records are also monitored and tracked to assess progress and impact.

Individual Provision Maps

Class teachers use the 2020 BSquared Progression Steps to plan inclusive lessons for pupils working significantly below their age group. We encourage this to be part of whole class teaching wherever possible; research shows that pupils achieve better when they are included in the class and can access quality first teaching with support as required. For example, if a pupil's objective is to be able to write in full sentences, this should be taught in context within a whole class English or Topic lesson rather than out of the classroom as a discrete intervention session. As recommended by the Learning Inclusion Service, each child on the SEND register now has an Individual Provision Map which focuses on the provision required to be successful in school, rather than the setting of bespoke targets. These maps are used as working documents and are updated a minimum of 3 times a year. The provision maps focus on the strengths of the pupil as well as identifying barriers to learning.

Compliance with statutory duties

The school continues to meet all the statutory duties. Annual reviews for EHCs have been held and paperwork submitted to the authority within the set timescales.

	✓ / ☐
Is all provision in place for pupils with EHCPs?	✓
Have annual reviews have been conducted on time?	N/A for the year 2024-20245(EH Cs not due for review as less than one year since final plans in place)
Does the school's SEN policy reflects reality within the school?	✓
Has the school has responded to all professional recommendations made in this period?	✓
Is the school's building fully accessible?	✓
Is the school's website compliant with statutory requirements?	✓

Summary

SENDCo's priorities for the next academic year

Work closely with the PSHE leader to implement the 'Zones of Regulation' across school in order to support children recognise different emotions and understand that all emotions are valid.

Continue to develop the targeted and personalised provision for SpLD pupils through monitoring of lessons and interventions to ensure we meet the needs of pupils with a dyslexic profile in school.

Ensure relevant and purposeful CPD opportunities are provided for staff throughout the year
Ensure all new staff have a basic awareness of Autism (STARS level 1 'Making sense of Autism' training to be delivered)

Continue to develop home/school links to ensure effective communication and ensure a 'team around the child' approach in order to help each SEND pupil achieve their full potential.