



SEND Information Report

2026-27



We are an inclusive school and all teachers at Southfields Primary School:

- Are committed to meeting pupils' special educational needs.
- Ensure that pupils with SEND engage in activities alongside their peers.
- Are responsible and accountable for the progress and development of the pupils in their class.
- Provide high-quality teaching, adapted to meet the needs of individual pupils.

Staff and Contacts



- ☐ Head Teacher: Mrs S Mathlin
- ☐ Deputy Headteacher – Inclusion and SENDCo: Mrs C Hilton
- ☐ SENDCo & Pupil Premium lead: Miss S Payne
- ☐ Chair of Governors: Mr Durance
- ☐ SEND Governor: Mrs Stapleton
- ☐ Speech and Language hub: Mrs J Tate
- ☐ EHA Lead Practitioner: Mr A Brierley
- ☐ Thrive and Nurture support: Mrs T Wotton

Phone: 01733 562873

Email: sen@southfields.peterborough.sch.uk



Our Core Offer



High-Quality Classroom Teaching

All pupils are taught by their class teacher through excellent targeted classroom teaching, also known as **High-Quality Teaching (HQT)**.

For your child, this means:

- The teacher sets high expectations for your child and all pupils in the class.
- Teaching builds on what your child already knows, can do and understands.
- Class-based teaching assistants may support your child as part of normal classroom practice.
- Teaching is adapted and scaffolded to meet individual needs and ensure pupils are fully involved in learning.
- Specific strategies recommended by the SENDCo or external specialists are used to support your child's learning.
- Your child's teacher regularly checks progress and may provide additional support where needed.
- Where required, pupils can access support from external specialists such as Speech and Language Therapy, Occupational Therapy, Educational Psychology, Specialist Teachers or Behaviour Support.

This approach is guided by the **SEND Code of Practice (0-25 years)**, which promotes a **graduated approach: Assess, Plan, Do, Review**, to ensure your child makes the best possible progress.



The four broad areas of SEND



Our school currently provides additional and/or different provision for a range of needs. These areas of need are recognised in the SEND Code of Practice (2015).



A child or young person may have needs across more than one area and needs may change over time.



Communication & Interaction

Difficulties understanding, expressing and/or interacting with others.



- Speech, Language and Communication Needs (SLCN)
- Developmental Language Disorder (DLD)
- Autism Spectrum Condition (ASC)
- Social communication difficulties
- Receptive and expressive language difficulties
- Pragmatic language (using language in context)
- Understanding social rules and relationships



Cognition & Learning

Difficulties with learning and thinking skills which affect progress and achievement.

- Specific Learning Difficulties (SpLD)
e.g. dyslexia, dyscalculia, dysgraphia
- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulties (PMLD)
- Dyspraxia / Developmental Coordination Disorder (DCD)
- Difficulties with memory, processing and sequencing



Social, Emotional & Mental Health

Difficulties managing feelings, behaviour or mental health.

- Attention Deficit Hyperactivity Disorder (ADHD)
- Anxiety and worries
- Depression and low mood
- Attachment and trauma related difficulties
- Emotional regulation and self-esteem difficulties
- Behavioural, emotional and social difficulties (BESD)
- Other mental health needs



Sensory & Physical

Difficulties related to sensory processing and/or physical needs.

- Hearing impairment (HI)
- Visual impairment (VI)
- Multi-sensory impairment (MSI)
- Sensory processing difficulties (SPD)
- Physical disability / mobility difficulties
- Gross and fine motor difficulties
- Medical conditions that impact on learning



Every child is unique. We take a holistic, child-centred approach to identify needs early, plan the right support and help every child to learn, achieve and thrive.



Identifying pupils with SEND and assessing their needs.



All pupils are regularly assessed to monitor their progress. Teachers identify pupils whose progress:

- Is significantly slower than that of their peers from the same starting point
- Does not match or improve on their previous progress
- Does not close the attainment gap
- Causes the attainment gap to widen

Progress is not only academic and may include communication, social, emotional, behavioural or physical development.



Slow progress or low attainment alone does not mean that a pupil has SEND. When concerns arise, we consider the pupil's strengths and needs, their views and the views of parents/carers.

We use a range of information, including:

- Teacher observations and assessments
- Progress, attainment and learning behaviours
- The pupil's views
- Parent/carer views
- Information from previous settings
- Advice from external professionals, where appropriate



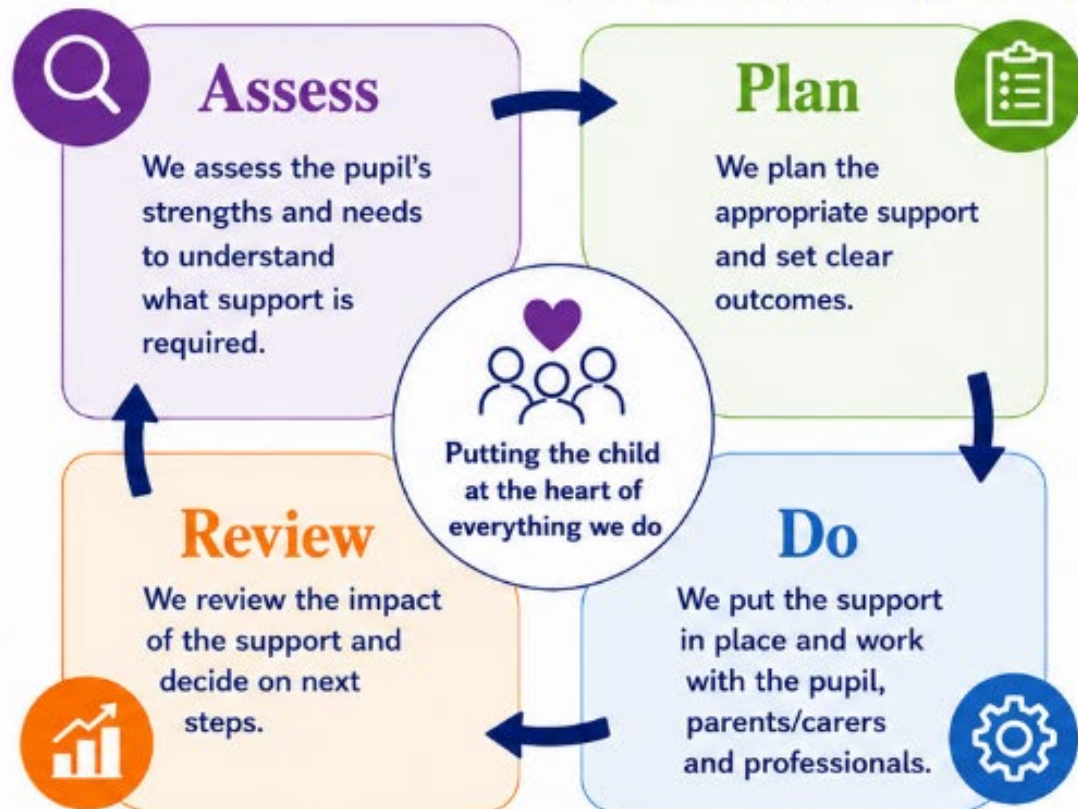
Where additional or different support is needed, we follow the **Assess – Plan – Do – Review** graduated approach.



The Graduated Approach



We follow the four-part cycle of **Assess**, **Plan**, **Do**, **Review** to identify needs, put appropriate support in place and review its impact.



When assessing a pupil's needs, teachers and the SENDCo will consider:

- ★ The pupil's strengths, needs, progress and attainment
- 👤 The teacher's assessment and experience of the pupil
- 💬 The views of the pupil
- 👥 The views and experiences of parents/carers
- 📄 Relevant assessment information
- 🤝 Advice from external professionals, where appropriate



Support and interventions are reviewed regularly



to consider their impact and inform next steps.





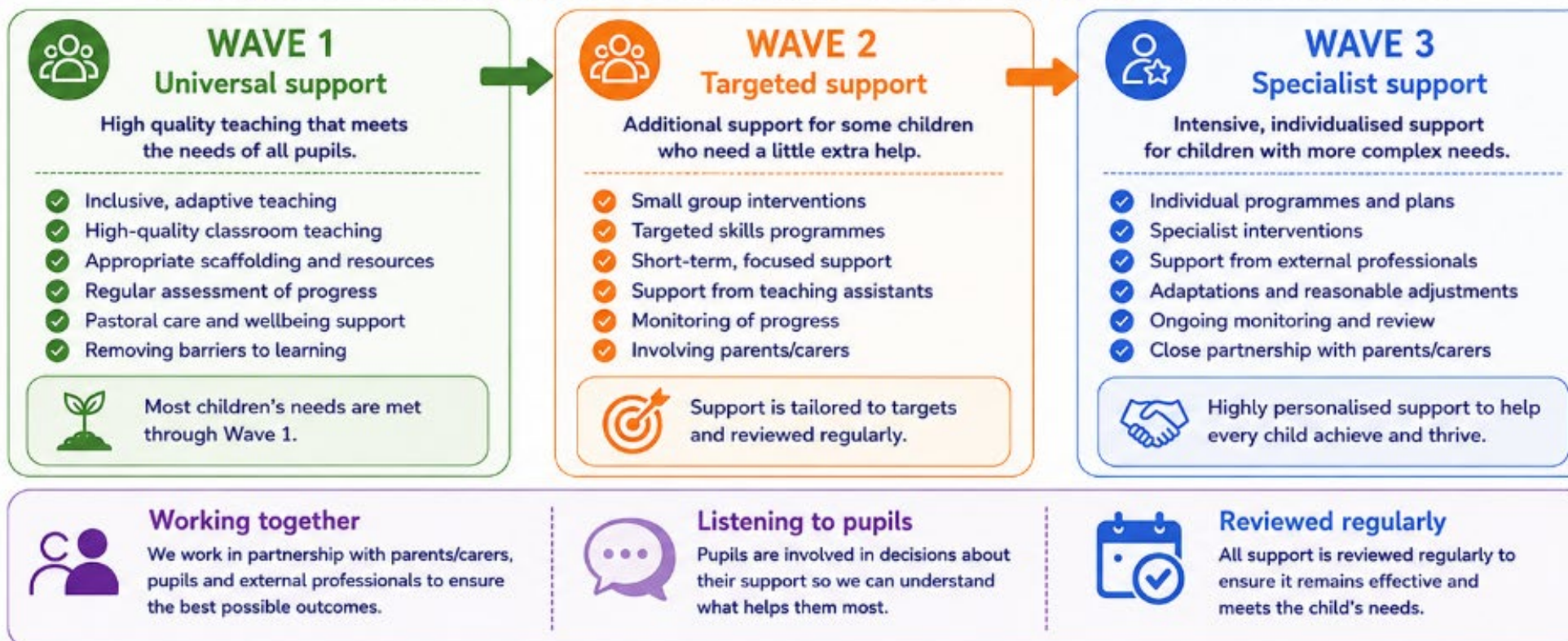
The levels of support we provide



At Southfields, we use a **graduated approach** to provide the right support at the right time.



Support increases in line with need. Some children may only need support for a short time, while others may need it for longer.



Our aim is to remove barriers to learning and support every child to be happy, confident and successful.



What should I do if I have a concern?



Your child is at the heart of our school. If you have a concern about your child, please talk to us as soon as possible – we are here to listen and help.



We will work together to understand your concern and take the right action.



We are here to help

Talking early means we can work together to support your child to learn, achieve and thrive.

Thank you for working in partnership with us.



You can contact the SENDCo:

- Email: sen@southfields.peterborough.sch.uk
- Phone: 01733 562873
- In person: Please ask at the school office to arrange a meeting.

Tips for sharing a concern

- Tell us what you are worried about.
- Share any information that may help us understand (home and school).
- The sooner we know, the sooner we can help.



Open communication and trust help us build the best outcomes for every child.





We value your views



Your views help us understand what we are doing well and where we can do better, so we can continue to **support every child to learn, achieve and thrive.**

Ways to share your views



Surveys and questionnaires

We regularly send out surveys to gather your feedback on different areas of school life and SEND support.



Meetings and conversations

You can speak with your child's teacher or the SENDCo at any time to share your views or discuss any concerns.



Email or written feedback

You can email us or send written feedback at any time. We welcome your ideas and suggestions.



Parent forums and events

We invite you to events and forums throughout the year to hear your views and work together on what matters.



How we use your feedback

We listen carefully to all feedback and use it to:

- ✓ Improve communication and information
- ✓ Develop our systems and approach
- ✓ Adapt support and resources
- ✓ Create the best possible experience for all families



What parents and carers say about us

1 “

Thank you, I have not had anyone be so supportive and say they will be there every step of the way.

”

2 “

Just another massive thank you for supporting not only our child but for supporting us as a family! I honestly could not have got through the last few years without you there to help me and truly listen and understand. You are one of a kind and we have been honoured. I don't have any words that can express my gratitude.

”

3 “

We just want to say a massive thank you. You have been nothing short of fantastic, patient and understanding.

”

4 “

The teaching assistant really has a lovely relationship with my child and knows how to support her in an amazing way.

”

5 “

Thank you so much for everything that you do with support for us, you truly are amazing.

”

6 “

You are always friendly and welcoming. Will always help if you are able to, I wish my son had this level of support.

”

We're here to help



Email: sen@southfields.peterborough.sch.uk



Phone: 01733 562873



In person: Please ask at the school office to arrange a meeting.



Thank you for taking the time to share your views.

Your feedback makes a real difference – together, we can achieve the best outcomes for every child.





We listen to our pupils



We believe every pupil has a voice and that their ideas, worries and opinions help us make Southfields the best it can be.
We listen, we act and we keep getting better, together.

How we listen to our pupils



We provide both formal and informal opportunities to gather pupil voice

We use a variety of ways to listen to pupils every day, in lessons, around school and through activities and events.



We have a school council with representatives from every class across the whole school

Our School Council representatives share ideas, give feedback and help make decisions about school life.



The SENDCo holds a SEND listening group regularly

Pupils with SEND have a voice through our listening group, where they can talk about what is working well and what could be better.



Other ways we listen

- Pupil voice activities and surveys
- Suggestion boxes around school
- Talking to staff and adults we trust
- Sharing ideas in class and in assemblies



What our pupils say about Southfields

1 “

Ear defenders squish my ears and make it better.



2 “

Things on my desk. Pictures so I know what to do. I have a break in class when I need it.



3 “

Timers help me know how long I have. Working with short bursts then having a break.



4 “

Fidget toys help me to be relaxed. Talking to Miss Wotton.



5 “

Dojo points. Feelings cards. Social stories. Blowing bubbles.



Examples of how pupil voice makes a difference



Improving our playground

Pupils have helped choose new equipment, games and activities they would like.



Helping with clubs and activities

We ask pupils what clubs they would like to see and what makes them fun.



Making classrooms and lessons even better

Pupils share what helps them learn and what would make lessons more interesting.



Sharing ideas to help everyone feel happy and safe

We listen to what makes pupils feel happy, safe and included at school.



Solving problems together

Pupils tell us what problems they have and help us think of solutions.



Thank you!

Thank you for sharing your thoughts and ideas.
Your voice helps us make Southfields the best it can be.

Together, we can achieve great things!



Supporting pupils transition between phases of education



At Southfields, we know that moving to a new phase of education is an important step.

We work closely with pupils, families and staff to make transitions as smooth, positive and supportive as possible.

Our transitions journey



Getting to know

We gather key information about each pupil through handovers, meetings and visits.



Preparing

Pupils have opportunities to visit their new setting, meet new staff and become familiar with routines.



Moving

We plan carefully to ensure the move is calm and well supported.



Settling in

We provide extra support during the first weeks and check in regularly.



Reviewing and reflecting

We listen to pupils and families and make adjustments where needed.

What we do

- Detailed transition meetings and information sharing between staff.
- Pupil profiles and support plans are shared and updated.
- Additional visits and stay-and-play opportunities.
- Social stories, visual timetables and familiarisation resources.
- Transition booklets and photographs to help pupils prepare.
- Dedicated transition meetings with parents/carers.
- Liaison with external professionals where needed.
- Extra adult support in place during the transition period.
- Regular check-ins to ensure pupils feel safe, settled and happy.



Please contact:
Mrs Hilton or
Miss Payne for
further support.

Our shared goal



We aim to ensure every pupil:

- Feels safe and confident
- Is supported to make positive relationships
- Can access learning and thrive in their new phase
- Has their individual needs understood and met

**Together, we make transitions
a positive experience.**



Every child. Every step. Every success.



Engagement in all activities



At Southfields, we believe every child should be able to take part in activities they enjoy.

We are an inclusive school – everyone belongs.



Inclusive for everyone

- ✓ All children are encouraged to take part.
- ✓ We remove barriers and put support in place.
- ✓ We celebrate differences and promote kindness and respect.



Support that helps

- ✓ We adapt activities and provide the right support.
- ✓ This might include extra adults, equipment or quiet spaces.
- ✓ We listen to children and families to make things work for them.



Wider opportunities

- ✓ We offer a wide range of clubs, visits and experiences.
- ✓ We help every child to build confidence, friendships and new skills.
- ✓ Everyone has the chance to shine!



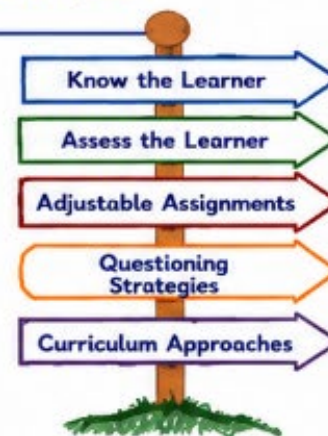
When children are included, they feel happy, they learn more and they thrive.



Our approach to teaching pupils with SEND



- ✓ Teachers are responsible and accountable for the progress and development of all the pupils in their class.
- ✓ High quality teaching is our first step in responding to pupils who have SEND. This will be adapted for ALL pupils and further personalised for some pupils.
- ✓ We will also provide group and individualised intervention programmes to meet specific needs.



Adaptations to the curriculum and learning environment



We make the following adaptations to ensure all pupils' needs are met:

- ✓ Adaptation to ensure all pupils are able to access the curriculum, for example, by grouping, 1:1 adult support, teaching style, content of the lesson
- ✓ Adapting our resources and staffing
- ✓ Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, visual images, interactive support
- ✓ Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, scaffolding for writing, reading instructions aloud.
- ✓ Working with and child independent resource areas for example equipment and recordable whiteboards



The SENDCo oversees the SEND policy and advises teachers with planning and provision for those children requiring SEND support.



We expect that:

- ✓ Teachers have high expectations for what our SEND pupils can achieve
- ✓ Staff support each other by sharing areas of their expertise
- ✓ Lessons are considered in relation to the needs of all pupils in the classroom



Every child. Every step. Every success.



Equipment and facilities to support pupils with SEND

We provide a range of equipment, resources and facilities to help pupils with SEND access learning, build independence and feel safe and supported in school.

We consider each child's needs on an individual basis.



Sensory and regulation

Our sensory integration room provides a dedicated space for pupils who need support with sensory processing and regulation. We also use a range of sensory resources and individual equipment according to individual pupils' needs.



Technology and equipment

Pupils can access a range of technology and equipment such as laptops, tablets, software and other assistive resources where these help to support learning, communication and independence.



Classroom resources and adaptations

We provide resources such as visual timetables, visual supports, coloured overlays, larger print, timers, working walls and individual workstations. Teaching is adapted and scaffolded to meet individual needs.



Meeting individual needs

We consider each child's needs individually. Where a pupil requires additional or specialist equipment, resources or adaptations, these are considered with parents/carers and relevant professionals.



Accessibility and disabled pupils

Southfields Primary School is committed to ensuring that disabled pupils are not treated less favourably than other pupils. We make reasonable adjustments and consider each pupil's individual needs to support access to the curriculum, the physical environment, information and wider school life.

Disabled pupils are admitted in accordance with the school's admissions arrangements. Where additional accessibility needs are identified, we work with parents/carers and relevant professionals to identify appropriate support, equipment and reasonable adjustments.

Further information can be found in our Accessibility Plan and Equality Information.

Support for learning and expertise of staff.



Staff who may be working with your child include: the class teacher, teaching assistant(s) and the SENDCo.



All of our teaching staff have Qualified Teacher Status.
All of our staff have attended Child Protection/Safeguarding training.



Mrs Hilton, Miss Payne, Mrs Mills and Miss Harlow (Early Years SENDCo qualification) have all achieved the National Award for Special Educational Needs Co-ordination. Extra support within lessons is allocated by the Senior Leadership Team according to funding, need and the support that is required.



We have a team of **33** teaching assistants, including **6** higher level teaching assistants, many of whom have completed the Elklan Communication Support Programme for children aged **5 - 11**.



Some of our staff have attended the following training:

- Elklan level 4 Speech and Language support for 5-11's
- Elklan level 3 Speech and Language support for 5-11's
- Precision Teaching
- OCR Level 5 in Teaching Learners with Dyslexia/Specific Learning Difficulties
- Adverse Child Experiences (ACE's) training
- Understanding Autism
- Little Wandle Phonics Programme
- Voice 21 – Oracy
- Therapeutic Thinking
- Attention Autism
- The Theory and Practice of Nurture Groups
- Makaton level 1-4
- PECS
- CCET Certificate of Competence in Educational Testing
- Thrive Approach
- Team Teach
- Portage Training



We are committed to developing the knowledge and skills of our staff so that we can provide the best possible support for all our pupils.

We work with the following agencies to provide support for pupils with SEND



Speech and Language Therapy

Assessment, advice and support for speech, language and communication.



Educational Psychology

Assessment, consultation and advice about learning and SEND.



Specialist Teacher Service

Specialist advice and support including autism, ADHD and sensory needs (e.g. Teacher of the Deaf).



Occupational Therapy

Assessment and support to develop independence with daily living skills, sensory needs and fine motor skills.



Physiotherapy

Assessment and support for physical development, movement, coordination and mobility needs.



Peterborough Local Authority Inclusion Team

Advice and support for schools, pupils and families around behaviour, inclusion and wellbeing.



CAMHS

Specialist mental health assessment and support for children and young people with more complex needs.



Mental Health Support Team (MHST)

Early mental health and emotional wellbeing support in school.



School Nursing

Support for the health and wellbeing of pupils, including advice, assessment and health promotion.



Social Care

Support for children and families when social care involvement is required.



Young Carers

Identification and support for pupils who have caring responsibilities at home.



NESSie

Emotional wellbeing and mental health support to help pupils feel safe, understood and able to thrive.



Peterborough Local Authority SEN Team

Support and guidance for schools and families regarding statutory SEN processes and provision.



Working together

We work closely with health services, local authority teams, voluntary organisations and other professionals to make sure pupils and families receive the right support.

We also work with other schools, sharing our expertise in speech, language and communication and learning from the expertise and good practice of others.



Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- ✓ Reviewing pupils' individual progress towards their goals each half term
- ✓ Reviewing the impact of interventions half termly
- ✓ Using pupil questionnaires and including pupil in the review of their interventions
- ✓ Monitoring by the SENDCos
- ✓ Using provision maps to measure progress
- ✓ Holding annual reviews for pupils with Education and Health Care Plans



Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:



SEND partnership working

Pupils with SEND are encouraged to be part of the school council and other pupil voice groups, and are involved in projects and initiatives to improve the school.



Team working across clubs and projects

Pupils with SEND are also encouraged to be part of all clubs to promote teamwork, learning new skills and building friendships.



Nurture approach

We follow our Nurture Support principles, a therapeutic and holistic approach to social, emotional and mental health needs which encompasses the needs of the child.



We have a zero-tolerance approach to bullying – please see more information in the behaviour and anti-bullying policies.

Complaints about SEND provision



We want to resolve any concerns quickly and informally wherever possible.
Please talk to us – we are here to help.

How to raise a concern or complaint

1



Class teacher

Talk to your child's class teacher in the first instance.
They are usually best placed to answer your questions.

2



Year/Phase Leader

If you are still concerned, speak to your child's
year leader or phase leader.

3



Deputy Headteacher/SENDCo

If further support is required, speak to the
Deputy Headteacher/SENDCo.

4



Headteacher

If the issue remains unresolved, you can
book an appointment to speak with the Headteacher.

5



Formal complaints procedure

If the issue is still not resolved, you can make a
formal complaint in line with our Complaints Policy
by contacting the Chair of Governors.



Help and support



If you need additional help or support
to raise a concern or express your views,
we can work with you and a member
of our staff to help you.

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**We will always listen and try
to find the best way forward
for your child.**

Monitoring arrangements



The SEND Information Report is reviewed **annually** by the Deputy Headteacher/SENDCo and Inclusion Team.



It is also **updated during the year** whenever information changes.

Links to other policies and documents

This information report links to our school policies on:

- ✓ SEND Policy
- ✓ Safeguarding and Child Protection Policy
- ✓ Accessibility Plan
- ✓ Behaviour Policy
- ✓ Equality Information and Objectives
- ✓ Supporting Pupils with Medical Conditions Policy
- ✓ Intimate Care Policy
- ✓ Anti-Bullying Policy
- ✓ Complaints Policy



These policies can be found on our school website or a copy can be requested from the school office.



We are committed to working in partnership with families to support every child to achieve their potential.



Key statutory guidance

This Information Report follows the guidance and requirements set out by the Department for Education in:

Special Educational Needs and Disability: Code of Practice 0 to 25 years



This guidance is available at:
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>



Local Offer and Support for Families



There are a range of local services and organisations that provide information, advice and support for children and young people with SEND and their families.



Peterborough SEND Information Hub (Local Offer)



Find information about SEND support and services available locally for children, young people and their families.



Visit the Peterborough SEND Information Hub (Local Offer)
<https://www.peterborough.gov.uk/children-and-families/send-local-offer>



SENDIASS

Peterborough SEND Information,
Advice and Support Service



Free, confidential and impartial information, advice and support for children and young people with SEND and their parents/carers.



0300 365 1020



SENDIASS@peterborough.gov.uk



Visit the SENDIASS website for more information:
<https://fis.peterborough.gov.uk/kb5/peterborough/directory/site.page?id=TYCT5txllwg>



Family Voice Peterborough



Peterborough's parent carer forum, supporting parents and carers of children and young people (0–25) with disabilities or additional needs.

They represent parent carer views and work with services to help shape and improve local SEND support.



Visit the Family Voice Peterborough website for more information.
<https://familyvoice.org/>



These services work together with schools, health, social care and other partners to help children and young people with SEND achieve the best possible outcomes.