

Southfields Academy

SEND Information Report 2026–2027

Updated: September 2026

This report explains how Southfields Academy identifies and supports students with special educational needs and disabilities (SEND). It sets out the support available, how we work with students and their families, and who to contact with questions or concerns.

Our vision

We want every student with SEND to feel happy, safe and valued at Southfields Academy, with a strong sense of belonging and confidence in their future. We recognise each young person's strengths, interests and aspirations, and believe that success includes both academic achievement and personal growth.

Our ambition is for students to become confident, kind and increasingly independent young adults who can build positive relationships, make informed choices and participate fully in their communities. We want them to understand their needs, recognise their achievements and feel able to ask for support when they need it.

Through high-quality teaching, timely support and close partnership with students and families, we aim to:

- Reduce barriers to learning so that students can participate in school life and fulfil their potential.
- Develop literacy, numeracy and communication skills that students can use across the curriculum and in everyday life.
- Support students' emotional wellbeing, self-esteem and ability to manage challenges.
- Encourage growing independence while recognising that each student will need different types and levels of support.
- Help students make sustained progress from their individual starting points and celebrate their achievements.
- Prepare students for their next stage of education, training or employment and for a fulfilling adult life.

Understanding special educational needs

The SEND Code of Practice: 0 to 25 years, revised in January 2015, explains that a child or young person has special educational needs when a learning difficulty or disability requires special educational provision. This includes significantly greater difficulty in learning than most others of the

same age, or a disability that prevents or hinders access to facilities generally available to peers in mainstream education.

Who to contact

Our Special Educational Needs Coordinator (SENCo) is **Gemma Le Grande, Assistant Headteacher for Inclusion**. She leads SEND provision across the Academy and is a member of the Senior Leadership Team.

For questions or concerns about your child's SEND needs, please email **senco@southfieldsacademy.com**. We aim to respond within 48 hours, excluding weekends and school holidays. Please use this address for SEND-related enquiries.

For other enquiries, not relating to SEN please contact:

- **General enquiries:** info@southfieldsacademy.com
- **Admissions:** admissions@southfieldsacademy.com
- **Punctuality and absence:** attendance@southfieldsacademy.com

Families can book a tour throughout the school year using the *"Book a Tour"* form on the Academy website. Whilst we do not offer separate SEND tours; tours are led by an experienced member of staff and tailored to families' needs.

Our Inclusion Team

The Inclusion Team coordinates SEND support, including statutory consultations, education, health and care needs assessments, annual reviews and interventions. Team members have the following roles and areas of responsibility:

- **Gemma Le Grande — Assistant Headteacher for Inclusion and SENCo**
NASENCo, PGCE, BA (Hons) English Literature
senco@southfieldsacademy.com
- **Katy Hill — Social, Emotional and Mental Health Interventions Lead**
PGCE, BA (Hons) Social Science. Contact via: katy.hill@southfieldsacademy.com
- **Sabrina Sulliman — Lead Practitioner: Literacy, SEND Interventions Lead NPQLL, QTS, BA (Hons) English.** Contact via: sabrina.sulliman@southfieldsacademy.com
- **Stela Setaki — The Achievement Studio Resource Base Lead**
BA Psychology, MSc Mental Health in People with Learning Disabilities, QTS, Systemic Practitioner. Contact via: stela.setaki@southfieldsacademy.com
- **Anne Marie Hall — The Rowan Centre, supporting deaf students**
Contact via: anne-marie.hall@southfieldsacademy.com
- **Samantha Simpson — Access Arrangements Coordinator (APAAC certified).** Contact via: accessarrangements@southfieldsacademy.com
- Our **Designated Safeguarding Lead (DSL)** is **Jemma Hughes:**
jemma.hughes@southfieldsacademy.com.

Our support staff continue to develop their knowledge and experience in the following areas:

- Access arrangements
- Transition from primary to secondary school
- ADHD mentoring
- Support for autistic students
- Art therapy
- Emotional Literacy Support Assistant (ELSA) work
- AME coaching
- Elklan
- Speech and language support
- Developmental Language Disorder
- Selective mutism
- Dyslexia
- Phonics
- Guided Reading (reading comprehension)
- Reading Fluency Support
- Dyscalculia
- Numeracy
- Sports mentoring

Working with families

We value families' knowledge of their children and work with parents and carers to understand students' needs, review progress and plan support.

All students and their families have an annual parents' evening. Further opportunities to meet staff include three IEAP days, Year 7 "Meet the Tutor" events and events supporting the move from Key Stage 3 to Key Stage 4.

Students with an **education, health and care plan (EHCP)** have an annual review and an allocated keyworker. Keyworkers provide families with fortnightly progress updates, make contact at the end of each term and send an updated Pupil Passport for approval. Pupil Passports summarise students' needs and the strategies that help them learn.

If your child is offered an intervention, we will contact you to seek consent. You should receive a progress review at the end of the intervention. Where possible, a member of the Inclusion Team also attends pastoral meetings for students with SEND.

Families can request a termly meeting to discuss their child's progress and support by contacting the SENCo.

Support for families in Wandsworth

At Southfields Academy, we recognise that understanding SEND support can sometimes feel complicated. We value the knowledge parents and carers have about their children and encourage families to speak with our Inclusion Team about their questions, concerns and hopes for the future.

As a school in the London Borough of Wandsworth, we also want families to know about the information and support available locally.

Wandsworth SEND Local Offer

The Wandsworth SEND Local Offer brings together information about services for children and young people aged 0–25 with special educational needs and disabilities. It includes guidance on education, health, education, health and care plans, local activities, travel and preparation for adulthood.

Families can explore the support available through the [Wandsworth SEND Local Offer](#).

Information and advice for families

The Wandsworth Information, Advice and Support Service (WASS) provides information, advice and support for children and young people with SEND and their parents and carers. Families can contact the service for help understanding SEND processes and participating in discussions about education and support.

Further information is available on the [WASS service page](#).

Email: wass@wandsworth.gov.uk

Understanding support available in school

Wandsworth's Ordinarily Available Provision guidance explains the support that mainstream schools and settings are expected to provide from their own resources, including support for students who do not have an EHCP.

A shorter guide for parents and carers, alongside translated versions, is available on the [Wandsworth Ordinarily Available Provision webpage](#).

If you would like to discuss how support relates to your child's individual needs at Southfields Academy, please contact our SENCo.

Families living outside Wandsworth

We recognise that some Southfields Academy families live in neighbouring boroughs. Your home local authority's SEND Local Offer can provide information about services available where you live. Please continue to contact our Inclusion Team about your child's support within the Academy.

Listening to students

We encourage students to speak openly with the Inclusion Team about their needs, concerns and experiences of support. Students' views are central to writing and reviewing Pupil Passports and to EHCP annual reviews.

Students are involved in discussions about their access arrangements and are invited to review how these are working before each assessment point. Students with a keyworker have individual time with them each week. Keyworkers also attend IEAP day activities to help students set targets and review their provision.

We seek students' views at the beginning and end of each intervention so that their experiences inform our support.

Identifying and assessing needs

We use information from students, families, staff, previous schools and other professionals to identify needs. We review this information alongside assessment evidence to understand where support is required and how needs may be changing.

The SENCo reviews student progress after formal assessment points - we use summative assessment, reading age data (for KS3 students) and contextual data (attendance, effort and behaviour) to gain a fuller picture of students' progress and needs.

Information from previous schools

For students joining Year 7, information gathering begins during Year 6 through consultations and the induction process. We meet primary school colleagues in the summer term. Where a student has an EHCP, we endeavour to attend their annual review, visit them in their primary setting and offer two induction days before they join Year 7. We actively support the borough's Enhanced Transition Programme which offers more support to students with additional needs (without an EHCP).

Information from primary schools may continue to arrive during the autumn term. Families are encouraged to contact the SENCo with any questions or information about their child's additional needs.

Assessment and screening

We use Key Stage 2 information and reading assessments completed during induction to inform teaching groups and identify students who may need further support. Teaching groups are reviewed twice a year following scheduled assessments. Reading assessment information also helps us identify students who may benefit from phonics support in Year 7.

We can screen for speech, language and communication needs and for specific learning needs associated with dyslexia and dyscalculia. Screening helps us identify possible needs and decide on appropriate support or referral; it does not itself provide a diagnosis.

Referrals and professional advice

Concerns may be raised by teachers, support staff, parents and carers, or students themselves. Teachers are expected to use adaptive teaching strategies and consider their impact as part of the referral process. Support staff also identify and share concerns about emerging or changing needs.

The Inclusion leadership team meets weekly to discuss referrals and agree next steps. We work with health and social care professionals and use their reports and recommendations to inform support.

Ongoing review of progress

Teachers assess learning throughout the year, alongside two formal assessment points. The Inclusion Team uses this information to review progress, identify where support needs to change and recognise students' achievements. Assessment information also contributes to consideration of access arrangements for examinations in Key Stages 4 and 5.

Our annual Inclusion Conference in October provides an opportunity for staff to share information about students' needs and effective teaching and support strategies.

Planning and reviewing support

We use a graduated approach known as “**assess, plan, do, review**”:

- **Assess:** Build an understanding of the student's strengths, needs and barriers to learning.
- **Plan:** Agree the support, intended outcomes and arrangements for review.
- **Do:** Put the agreed teaching strategies and support into practice.
- **Review:** Consider the impact of support and agree what should happen next.

Some students' needs can be met through adaptive teaching and Ordinarily Available Provision: the support normally available within a mainstream school. These students may not need a separate intervention. Others require more targeted or intensive support.

Where appropriate, we will discuss requesting an education, health and care needs assessment (EHCNA) with the student and their family. The Inclusion Team will work with families throughout this process.

Teaching and additional support

We aim to provide an inclusive education in which students can access learning alongside their peers. We share relevant information about students' needs and effective strategies with staff.

Lesson observations, learning walks and reviews of students' work help us evaluate how teaching is adapted.

We recognise the value of learning with subject specialist teachers in the classroom. Where additional support is needed, this may include targeted interventions or support within lessons, according to the student's needs.

Our provision covers the four broad areas of SEND described below. Students may have needs across more than one area, and support is planned around the individual.

Communication and interaction

We support students with speech, language and communication needs, including autistic students. Following screening, we can refer students to NHS specialist services where appropriate. Trained support staff deliver interventions for speech, language and communication needs, including support for selective mutism.

For students from outside the borough, Sixth Form students and students with an autism diagnosis, we commission specialist support delivered individually or in small groups, as appropriate.

The Achievement Studio provides additional support for autistic students with EHCPs who have a place in the resource base. Further details appear in the resource base section below.

Cognition and learning

We support students with learning needs, including those associated with dyslexia and dyscalculia. Support staff can provide annual intervention for students with dyslexia. Interventions run for a fixed period to balance targeted support with time in lessons and to enable us to support as many students as possible.

We also provide a Year 7 phonics programme for students who need additional support with early reading skills. You can read more information about our phonics programme:

<https://www.littlewandlecode.org.uk/>

Social, emotional and mental health needs

Our approach to behaviour is relational and restorative - this approach is driven by the Senior Leadership with frequent training opportunities for all staff throughout the academic year.

Support for students includes ELSA work, executive function support, creative arts activities and sports mentoring. These approaches can also support students with ADHD, according to their individual needs. In the previous academic year we participated and successfully completed the borough's ADHD Ambassador Programme, designed to deepen understanding of neuro-diversity and to provide an educational environment to support learners with ADHD. We also focussed on developing our understanding of in-class movement breaks to maximise learning time and create more 'pause-points' in lessons to support focus and regulation.

We have a Mental Health Lead who offers structured support, games clubs and drop-in sessions. The Designated Safeguarding Lead works with colleagues to support students' emotional wellbeing. Our Academy Welfare Officer supports attendance, and we also have a school nurse.

During the 2026–2027 academic year, a free breakfast is available to every student in the canteen from **7.45 am to 8.15 am**.

Sensory and physical needs

The Rowan Centre supports deaf students with EHCPs to access mainstream education. The Academy has lifts in two blocks to support access around the site.

Within The Achievement Studio, a sensory room and dedicated spaces support regulation and structured social activities during breaks. Provision is described in more detail below.

The curriculum and preparation for the next stage

At Key Stage 3, students are currently taught in streamed groups. This enables us to allocate additional adult support and provide smaller classes for more support, where needed. We will review this approach throughout the year to consider students' progress and support needs.

At Key Stage 4, a similar model is used in core subjects to support progress and preparation for post-16 study.

Our Sixth Form offers Level 2 courses, vocational Level 3 courses and A levels. This range provides different routes for students to continue their education, including those who need further time and support before progressing to Level 3. Students with additional needs have achieved successful outcomes across these pathways.

Resource Base: The Achievement Studio

The Achievement Studio (TAS) is a resource base for 28 autistic students in Years 7 to 13, all of whom have an EHCP and a diagnosis of autism and/or speech and language communication needs. Our Base is designed to offer support across all year groups and transition stages to adapt to our students' often changing needs. Our ultimate aim is to provide support to enable students to attend mainstream education as independently as possible and to transition to adulthood equipped with skills that enable resilience, confidence and independence.

The Base has a sensory room, two classrooms and resources for structured social interaction during breaks. Students are able to access the Base whenever they need support with regulation and the staff team are empathetic and experienced in terms of working with young people with needs relating to communication. Interventions are delivered in the smaller spaces available in the Base. Students in successive cohorts have achieved strong, positive outcomes with this support.

Resource Base: The Rowan Centre

The Rowan Centre provides specialist support for **up to 16 deaf students with EHCPs**, enabling them to access mainstream education.

Further information about both resource bases is available on the Academy website in the SEND, Deaf and Hearing Support Centre, and TAS pages.

Inclusion Base: The XL Centre

During the 2026–2027 academic year, we are developing the XL Centre, an Inclusion Base offering a Year 11 curriculum for students who have experienced difficulty accessing mainstream education. This is often for a range of reasons: a history of poor attendance; social/emotional needs; cognition and learning - requiring a more streamlined curriculum to ensure success.

Our aim is for each student to engage with their education, attend regularly and on-time and achieve at Level 2 to secure a clear pathway beyond Year 11.

Staff training and development

SEND and inclusion are priorities for staff development. Our annual Inclusion Conference (every October) and updates during staff training days help colleagues develop their understanding of students' needs and effective approaches to teaching. The SENCo's role within the Senior Leadership Team ensures that inclusion informs Academy decision-making.

During the 2025–2026 academic year, support staff received training in:

- Precision teaching
- Emotion coaching
- Phonics and literacy support
- ADHD

During 2026–2027, we are training more members of our support staff to deliver phonics and reading interventions, and providing Elklan training to strengthen support for students with speech, language and communication needs.

Links to Policies and Procedures

Southfields Academy follows the guidance from the Code of Practice (2014)

[SEND code of practice: 0 to 25 years - GOV.UK](#)

Southfields Academy Complaints Policy - please use the link below

<https://www.southfieldsacademy.com/attachments/download.asp?file=3308&type=pdf>

Access Arrangements Policy - please use the link below

[Access Arrangements](#)

Ordinarily Available Provision - see link below

[Ordinarily Available Provision Guide | Family Information Service](#)

Wandsworth Local Offer: [SEND Local Offer | Family Information Service](#)

Further advice and support can be sought from Wandsworth's Information Advice and Support Service: [Wandsworth Information, Advice and Support Service](#)