

SOUTHAMPTON INCLUSION PARTNERSHIP

NEWSLETTER

Summer Term 2025

Dear Colleagues and SENCOs

As we enjoy some warmer weather, it's a great opportunity to celebrate the wonderful initiatives that are happening across the city to support pupils with SEND. This term's newsletter identifies just some of those achievements.

In my role as Deputy Regional Lead for Whole School SEND in the South East, national colleagues have commented upon the excellent partnership working we have within Southampton and want to know just how we do it!

The simple answer is collaboration and communication between all of us, underpinned by a determined commitment to improve the lives of some of our most vulnerable pupils in the city.

Do check out our newsletter which contains some important information about past, current and future events. And more exciting initiatives on the horizon!

Clare Belli

Head of Southampton Inclusion Partnership

Deputy Regional SEND Lead for Whole School SEND, South East and South London.



The Southampton Inclusion Partnership —10 years of fostering inclusivity and empowering the lives of pupils with SEND! 🎉

Over the past decade, SIP has made a profound impact, championing equity, collaboration, and support for pupils living in Southampton and beyond.

Here's to a decade of success and many more years of positive change ahead!

🏆 #SIP10Years #InclusiveFuture
#SpecialEducation #SIP
#SouthamptonInclusionPartnership

SEND Workshops—Springwell School

Our SEND workshops, costing just £55 per delegate, are a wonderful opportunity to observe classes in a special school setting and discuss strategies for managing behaviour and meeting the needs of children with learning and communication difficulties.

If you have specific requirements for your visit, please notify Lisa Benham when you make your booking at info@southamptoninclusion.net

Dates available are as follows:

Thursday 6 Nov 2025
Thursday 15 Jan 2026
Thursday 12 Feb 2026
Thursday 19 Mar 2026
Thursday 23 Apr 2026
Thursday 11 Jun 2026

All start at 8:30 am and finish at 11:45 am

To book please visit our website at
www.southamptoninclusion.net/courses/

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Pre-Phonics Webinars

During the Spring and Summer Term this year, Southampton Inclusion Partnership ran a series of three webinars designed to develop staff knowledge of how to support learners who are not ready for formal phonics.

The webinars were attended by 24 schools from Southampton, as well as schools from Suffolk, Middlesex, Plymouth, Portsmouth, Kent, Surrey and Hampshire.

Feedback from the series was overwhelmingly complimentary. Comments from participants included...

"Exceptional training....exactly what we have been looking for and have struggled to find through other commercial phonics schemes...In developing our graduated approach to reading offer, it makes the next steps for our most vulnerable learners so clear."

For the cost of £30, these webinars are available to access from the **Southampton Inclusion Partnership** website, alongside a revised guidance booklet to accompany the series.

If your setting would like to commission bespoke follow up support for your setting, focusing on using and adapting the materials for pupils within your own setting, please contact Lisa Benham for further information.



SENCo Hub

Thursday 26 June 2-4pm

The theme of the session is on **Whole school SEMH approaches**.

We are delighted to announce that we have a number of exciting national and local speakers on this topic. A massive thank you in advance for our speakers for their time for this event.

This event is held **online** between 2pm -4pm on Thurs 26 June. The link for the meeting can be found here: [SENCo Hub – 26th June 24](#)

This event is open to any professional inside or outside of schools with an interest in SEND and Inclusion, so please do feel free to share the link with any colleague who would be interested in this event.

Telephone Consultation Service



This is an opportunity to speak to one of our Specialist Support Assistants about a pupil with SEND you have concerns about and seek advice.

In the case of pupils currently not receiving a package of support from Outreach, we would be grateful if schools could make use of this service, rather than calling or emailing direct.

These sessions take place **every Wednesday between 3.15pm and 4.30pm**.

Please call Springwell School on 02380 445 981 extension 3.

Details are available on our website.



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Whole School SEND, Nasen Update



You may already be aware that there have been some changes to Whole School SEND teams to align with national regions. Southampton now sits within the south east team. The new Regional Lead for our area is now:

Katherine Walsh, katherinew@wholeschoolsend.org.uk

Supported by three Deputy Regional SEND Leads:

Clare Belli clareb@wholeschoolsend.org.uk

Tina Harvey tinah@wholeschoolsend.org.uk

Becky Jones beckyj@wholeschoolsend.org.uk



Whole School SEND deliver the Universal SEND Services programme, a freely available training offer, funded by the DfE and in partnership with the Education and Training Foundation.

Whole School SEND Free [Online](#) Units.

Whole School SEND Professional Development Groups

We are pleased to announce that Southampton have been selected for fully funded online support in the form of a professional development group. The programme aims to support school improvement in relation to SEND, this year with a specific focus on improving provision for learners with communication and interaction needs.

Three online meetings (3 x 2 hours) will be underpinned by developing a secure knowledge of the Education Endowment's Implementation Cycle framework. Participants will identify an area of school improvement related to SEND and work collaboratively with the group to explore, plan, deliver and evaluate school improvement within their own settings.

Experienced facilitators will support participants to identify and refine a focus for their school project before embarking on the delivery phase. This will be supplemented by optional coaching sessions on line. Dates have been agreed as follows:

- Thurs 9th October 2025, 1.30 pm to 3.00 pm (online)
- Thurs 4th December 2025, 1.30 pm to 3.00 pm (online)
- Thurs 5th February 2026, 1.30 pm to 3.00 pm (online)

Where possible, participants are invited to attend in pairs so that they can work together on a key project, build a school approach to distributed leadership and secure sustainability of project outcomes e.g. SENCo attending alongside Teaching and Learning Lead.

In order to express interest, please contact [Daniel Beck](#).

A minimum of 15 participants is required for this programme to go ahead.



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SEMH Transition Project Update

As you are aware, **Southampton Inclusion Partnership** was allocated funding, through the Delivering Better Value Grant, to support schools in improving Yr 6 to 7 transition. This support was specifically targeted at pupils with SEMH needs who may find transitioning to secondary school challenging.

The overall aim of the project was to improve transition for these children/young people, reducing the risk of exclusion and poor attendance, resulting in a successful secondary education and preparation for adulthood. Supported by The Polygon School, the project focused on partnership working between primary and secondary schools and is another example of the collaborative work that is in evidence across the city.

The final evaluation report is now published and can be accessed on the Southampton City Council Website at:

[SEMH Year 6 to 7 Transition Project Impact Report](#)

Recommendations from the report are summarised below:



Primary	Secondary
Share early information about pupils who may face challenges.	Prioritise meetings with primary schools, pupils and parents.
Invite secondary staff to EHCP reviews for collaborative target setting.	Share a clear menu of interventions and support options.
Recognise and communicate pupils' underlying needs.	Actively listen to primary insights and pupil/parent perspectives.
Include pupil and parent voice in the transition process.	Share preparatory materials early e.g. social stories.
Provide detailed pupil profiles covering provision, interventions, attendance, and relationships.	Avoid rigid approaches; offer fresh starts and personalised plans.
Ensure transition documents address all four areas of need.	Use holistic assessments beyond academic data.
Gradually reduce pupil support to build independence and self-esteem.	Define and communicate support options clearly.
Provide modelled timetables and review interventions regularly.	Offer pre-transition activities like after-school clubs.
Visit secondary schools to understand their resources and expectations.	Focus on building trust with all new pupils, including those from alternative provisions.
Use these insights to better prepare pupils for transition.	Align behaviour policies with agreed adjustments for individual pupils.
	Involve external agencies early to enhance transition planning.

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Are you a Special School looking to develop maths in your school?

Solent Maths Hub works with a number of Special Schools across the region, supporting them to develop a Teaching for Maths Mastery approach.

All of our work is free, and expressions of interest are currently being taken to enable us to plan for the year ahead.

Please email: s.martin@solentmathshub.org.uk

Do you have EYFS Teachers, ECTs or Teaching Assistants who would like to develop their subject knowledge in maths?

Solent Maths Hub delivers a series of free workshops across the year.

To express interest in joining one of these groups, email:
charlie.dowse@solent.mathshub.org.uk



School SEND Spotlight



Our new feature, **SEND Spotlight**, shines a light on and celebrates some of the good SEND practice taking place across the city.

Over the last year **Oasis Academy Mayfield** have implemented Zones of Regulation groups to support pupils with SEND to understand their emotions and determine what they need in order to regulate during the school day.

The 4 week programme of support has been developed using the Zones of Regulation guidance and has been a collaborative project between school staff and Southampton Inclusion Partnership. The school have also introduced Regulation Stations that identified pupils can access using a regulation exit card. The regulation stations contain a variety of activities, tools, sensory resources and personalised items that the pupils have chosen to help them regulate. Pupils use timers to help them manage their time at the regulation station before returning to class when calm. Adult check ins are also available when needed.

This approach has had a positive impact on pupil regulation through pupils and teachers having a common language and shared understanding of emotions. The team have also been able to track patterns of dysregulation in order for curriculum leads to provide additional support and coaching to teachers where needed. Great work Molly and all the team at Oasis Mayfield.

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Congratulations!



Southampton Inclusion Partnership have provided ongoing, commissioned SEND support to the **St Mary's Partnership** of Schools over a number of years. We would like to say huge congratulations to **Valentine Primary School** who recently received a judgement of Good in all areas.

Inspectors noted that: "Pupils with SEND consistently receive the support they need to be successful and to learn well."

Congratulations to Daniel, Anna, Tristan and all the staff. The school would like to thank all external partners who have supported them on their journey of improvement.

Outreach Service for SEND

Currently the Outreach Team are working at capacity and schools may have to wait for an initial visit and SSA involvement. However, please continue to send in your referrals as planned and we will process them as soon as we can.

Looking to apply for the NPQ for SENCOs in 25/26 AY?



Expressions of interest are now open to apply for the next NPQ cohort. Future funding and cohort timings will be confirmed in due course following the Spending Review.

To express your interest in applying for the NPQ for SENCOs, with HISP Teaching School Hub and Best Practice Network, please complete this [expression of interest form](#).

You will be contact as soon as further information is available.

Initial Teacher Training – Primary PGCE with SEND



Since September 2024, the **Southampton Inclusion Partnership** and the **University of Winchester** have been co-running a **PGCE Primary with SEND**. Our first cohort of student teachers are nearing the end of their final placement, and many have secured teaching positions for September in both special and mainstream schools.

We wanted our teacher training to emphasise the importance of supporting SEND in both mainstream and special schools and feel this has been a very successful outcome this year.

We wish our soon to be Early Career Teachers the very best in their future teaching careers.

If you are considering a career in teaching and have a keen interest in SEND, please visit our website and contact us for more information:

<https://www.southamptoninclusion.net/initialteachertraining>



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UNIVERSITY OF
WINCHESTER



Ofsted
Outstanding
Provider



PGCE PRIMARY

SEND Route

Become a teacher and specialise in SEND. Our PGCE Primary SEND route could be for you!

Join us on an 'outstanding' teacher training programme and become one of our sought after graduates. Taught by experts, our PGCE Primary – specialising in SEND route fully equips you for your first year of teaching and beyond.

Working with our passionate tutors and your student peers provides you with the knowledge, understanding and skills you need to become autonomous, innovative, research-informed teachers able to flourish in a changing environment. On this

programme you will learn to teach across the whole primary age-range whilst having the opportunity to specialise in SEND.

This route is an exciting joint venture between the University of Winchester and the Southampton Inclusion Partnership who provide SEND support and training to schools across Southampton and beyond.

Other specialist routes include PGCE Primary 3-7 years, PGCE Primary with Mathematics and PGCE Primary Physical Education.

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ON THE PGCE PRIMARY SEND ROUTE YOU WILL:

- Undertake a placement in two different schools, one in primary mainstream and the other in a special needs school.
- Attend university-based training with the PGCE Primary cohort with a focus on the whole primary age-range with modules covering: child development, developing your teacher identity and effective pedagogy; subject knowledge and inclusion and diversity.
- Have regular sessions with your SEND specialism colleagues to deepen your understanding of SEND, knowledge of SEND strategies and adaptive teaching and assessment. These sessions will be led by guest lecturers from local special and mainstream schools.
- Engage in debates about current issues and be responsive to changes in policy and educational contexts.
- Work in partnership with University tutors and a mentor within your school who will support you every step of the way.

QUALIFICATIONS REQUIRED:

- Grade C/4 GCSE (or equivalent) in maths, a science, and English language or literature.
- First or Second Class Honours degree (or equivalent).
- A strong and genuine commitment to teaching.
- A keen interest in Special Educational Needs and Disabilities (SEND).

COURSE CODE:

PGCE Primary SEND

R854

FOR FURTHER INFORMATION:

Please scan the QR codes.

Visit our website:



Visit the SIP website:



Email:

primarypgce@winchester.ac.uk

Visit DfE 'Find' site:

gov.uk/find-teacher-training-courses



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New Forest Parenting Programme (NFPP)

Parent-led intervention for children with, or at risk of ADHD



New Forest
Parenting
Program

The New Forest Parenting Program was written by a group of professional psychologists and clinicians and is designed to help parents and carers whose children have ADHD and is an evidence-based program. The course runs internationally as well as across the UK and has a proven track record of helping families.

The programme helps parents to learn about ADHD and how it may affect their child. It helps them to learn the skills needed to promote self-regulation, and reduce inattentiveness, impulsiveness, and difficult behaviours in their children.

Parenting any child can be hard work but parenting a child with ADHD can be additionally challenging. How they learn from their parent is different to how most children learn. Understanding the difference in the brain of a child with ADHD is key to helping parents understand how to adapt their parenting style to help their child. The aim is to help parents become their child's trainer.

A diagnosis of ADHD is not needed to take part in the course. If a diagnosis is in place, the program can be used whether or not a child is receiving medication to treat their ADHD. Upon completion of the full course, parents will receive Certification which will also be recorded with CAMHS in order to assist in accessing the service.

The course is run in school over six 2-hour sessions, two weeks apart for the parents of up to 10 pupils. If you book as a cluster of schools to share costs, we can offer the Springwell School community room as a venue or you can host across your cluster.

Full NFPP Programme cost £1750, including session documentation & refreshments. So, the cost could be divided across your cluster eg. 5 schools, 2 pupils families supported at each school for £350 per school.

The course is run by Jules Wheeler, Higher Level Specialist TA & NFPP Therapist (SIP) and a specialist teaching assistant (SIP). Both of whom have lived experience of Autism and ADHD.

Testimonials

"The trainers were just amazing, so knowledgeable and helpful, warm, understanding and able to give great strategy advice and talk with experience and in an easy, open way. It was great to be in a group with other parents, sharing stories and advice - we learnt a lot from each other too.

It has been amazing, I was so glad to get a place. I have learnt so many different things being in this group which has benefited me, my child, and my whole family. I appreciate it very much.

I have learnt a lot from this course and met some amazing people, a great course. Thank you so much for helping me to understand and support my child.

This course has been invaluable for me. I started feeling completely out of my depth with limited knowledge and struggling in terms of understanding how I could support my daughter. I have learnt more that I could have imagined about how to better understand and support her. The advice and strategies I've learnt have had such a positive impact. Life is still tough, but I feel much better equipped and able to support my daughter."

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Southampton Neurodiversity Multi-Disciplinary Team (ND MDT)

Meet the Southampton ND MDT, newly formed to deliver the Southampton Young People's Neurodiversity Strategy. This team aims to have oversight of the ND pathway in our city. The team is currently in the first phase and include newly appointed ND Family Engagement Workers. Between us we have many years' experience in supporting children and young people with SEND from 0-19 years. We have worked with children and their families in a wide range of settings and using a multitude of different approaches.

The overarching aims of the Neurodiversity strategy include:

- Develop a needs-led pathway of support across the city.
- Introduce a free online Neurodivergent Profiling Tool to identify and support needs.
- Increase awareness, knowledge and understanding of Neurodivergence amongst settings, young people and their families, and a wide range of relevant professionals.

Further information about the ND MDT will be shared on the local offer website and through SEND and Inclusion Events over the coming academic year.

The team can also be contacted for information on
SCCNeurodiversityTeam@southampton.gov.uk



SEMH Graduated Approach Online Guide

This Online Analysis Tool is a resource for education settings to use to provide them with information on how to use the Graduated Approach to support pupils with Social, Emotional and Mental Health (SEMH) Difficulties.

The Online Analysis Tool will support settings with identifying areas of strength in their current practice and areas of development. It is hoped that this tool will support settings with ideas of best practice and direction for where to focus for further research and development.

Link: [SEMH Graduated Approach - online guide](#)

SCC SEND Mainstream Funding Cluster Model

We have 41 settings across the city who are part of the voluntary pilot which started last term and runs until the end of the year. Anonymous feedback on the model from those involved has been overwhelming.

We have allocated £1,000,000 for settings to access across the 2025/2026 financial year as cluster funding requests for either individual students, groups of students or project based requests. There are further benefits of the model that we have seen including the referrals for solution focused discussions, access to expertise (EPs, SEND team, Locality Leads), sharing of best practice and wellbeing checks which have been positively received SENCoS and Inclusion Leads who are part of the pilot.

Details of the next stages of the process for the 2025-2026 academic year will soon be sent to all schools.

For full details of the SEND Mainstream Funding Cluster Model, including the access to digital resources that are part of the process, please refer to the Cluster model webpage: [SEND Mainstream Funding Cluster Model](#)

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SCC - Digital Solutions for SEND and Inclusion

Following our recent SEND and Inclusion Event based on digital solutions for SEND and Inclusion, we are really excited to be able to offer all Southampton Education Settings (5-19) the opportunity to access for FREE the '**Be thAT teacher**' and '**Be thAT Teaching Assistant**' training courses delivered by Southampton based Microlink.

Be thAT teacher

This course has pathways for Leaders and Classroom teachers. Across three sessions there is a focus on development of Assistive Technology within mainstream school communities.

Be thAT Teaching Assistant

This course is specifically designed to help TAs develop the use of Assistive Technologies to support their work with Neurodivergent Children in mainstream classrooms. The training is built around three 90-minute online group coaching sessions.

We are really excited to announce that both courses could be accessed next academic year for **free** for Southampton Education Settings (5-19). If you would like to be an early adopter for these courses by accessing them across October – Dec 2025, please could you express your interest to [Daniel Beck](mailto:Daniel.Beck@Southampton.gov.uk) (Daniel.Beck@Southampton.gov.uk) and a pre-booking form will be shared to judge when the best time would be to run the three sessions for each training course for the first group of settings who would like to access the courses.



EHCP Quality Assurance Update – Improving EHCP Quality with Invision360



The SEND Team is pleased to share positive developments in our ongoing work to improve the quality of Education, Health and Care Plans (EHCPs). We've introduced Invision360, a platform used by over 50 local authorities, to support our quality assurance (QA) process. Now two months in, the tool is already helping professionals from education, health, and social care to better understand what makes an effective EHCP and identify areas for improvement.

This is part of a wider QA programme which includes focused training and review cycles to ensure legal compliance and a stronger child and young person (CYP) focus.

We're gradually expanding the number of EHCP auditors and welcome more professionals across the city to get involved. Each volunteer commits to just one 30-minute audit a month. If you're interested in supporting this vital work, please contact Ali Clark at Ali.Clark@southampton.gov.uk.

Ali Clark – SCC Practice Manager (Quality Assurance)



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Portage Training - A small step approach to learning for children with SEND.

This is a two and a half day course and applicants will receive a basic qualification certificate in Portage model of teaching.

Whilst this is predominately aimed for 0-5year olds but there are benefits for teachers in Year R too!

The costing for the course is as followed:

- Southampton maintained schools and Southampton private, voluntary, and independent early years and childcare providers - £110
- Academies, free schools and other organisations - £140

This year the dates are:

Session one - Monday 6 October 2025 - 9.15am-4pm - Civic Centre

Session two - Tuesday 7 October 2025 - 9.15am-4pm - Civic Centre

Session three - Tuesday 25 November 2025 - 9.30-11am - Online session

More information on the course and to book is here: [Portage Workshop: A small step approach to learning for children with SEND - 2025](#)

Portage 0-5 Autism ADHD Leaflet.pdf

RE:MINDS

Re:Minds is a Southampton based organisation supporting families whose children/young people have Autism, ADHD or other neurodiverse needs and/or mental health needs - with or without a diagnosis. Their aim is to allow people whose children face similar issues to meet up in an informal setting to share knowledge and talk about any challenges families are facing. They don't claim to be experts, just other families who understand what it can feel like to be on this journey.

SEND & PORTAGE EARLY YEARS SPECIALIST SERVICE

The SEND & Portage Early Years Specialist service supports children aged 0-4 who have special educational needs and are delayed in at least two areas of development. After an initial home visit, families are invited to attend their monthly Stay and Play sessions held across the city while they wait for further support. This support could include group teaching sessions, home visits, or parenting courses like Early Bird. The service has an open referral system, meaning anyone (with the parent's permission) can refer a child to the service, including the family themselves.



To find more information on these organisations please check out the 0-5 section of the Re:Minds website www.reminds.org.uk or scan the QR code or call 0300 3002019

SCAN ME



DO YOU THINK YOUR CHILD HAS AUTISM OR ADHD?

Support for children under 5 in Southampton




We've gathered a list of local resources and services that we hope you'll find helpful.




SENDIASS

SENDIASS helps empower parents, carers, children, and young people to take an active, informed role in decisions about their education, health, and social care. Scan the QR code for more information.



HEALTH VISITING


Your Health Visitor can offer support and advice on behaviour, sleep, toilet training, and eating. If you need additional help, you can contact the duty team at 0300 123 6661, or access 'Time 4 Play' for more support.



INTENSIVE INTERACTION & MAKATON SIGNING

Intensive Interaction is a technique that many of you may already be using with your children without even realizing it. To learn more, watch this video.

Today, over 100,000 children and adults use Makaton symbols and signs. Makaton can be used either as a primary method of communication or to support speech. Adults can use Makaton to help children understand and learn new words and signs.




EARLY YEARS & CHILDCARE

The Early Years Advisory Teachers (EYATs) and Area SENDCos are qualified teachers with extensive experience in early years education and Special Educational Needs and Disabilities (SEND). They offer support to pre-school, nursery and childminders to make sure their SEND provision is effective. The team can offer practical ideas, strategies to set targets and adjust the curriculum to meet each child's needs.

CHILDREN'S THERAPIES

The Speech and Language Therapy team supports children with speech, language, and communication needs, as well as feeding and swallowing difficulties. You don't have to wait for a drop-in session to get help—parents and carers can call the telephone advice line for guidance at any time. 'Chatter Matters' drop-in sessions are also available locally. For more information, scan the QR code or call 0300 300 2019.



COMMUNITY PAEDIATRIC MEDICAL SERVICE



Community Paediatricians can assess and diagnose autism in children under 5, but they prioritize those with early developmental delays in two or more areas. There are no additional services or benefits for children with a diagnosis that weren't already available before. Children showing signs of neurodiversity, but without evidence of learning disability, should be referred to the Autism Assessment Service after their 5th birthday.

AUTISM HAMPSHIRE

Autism Hampshire provides a variety of services designed to support individuals, families, and professionals. Get in touch with them, and they will do our best to answer your questions and help you find the information you need.

DINGLEYS PROMISE

The Family Support Offer is available to all families with children aged 0-5 who have special educational needs and disabilities or developmental delay. The support includes stay-and-play sessions, home visits, Walk and Talk, and information sessions. To request family support, scan the QR code to visit their website.




SOUTHAMPTON AUTISM SUPPORT SERVICE

SASS is an Autism support service for Southampton and the surrounding areas. They offer support, guidance, training, and advocacy for individuals with Autism, those who may have Autism, and those who care for them.

BBC TINY HAPPY PEOPLE

The BBC Tiny Happy people website has lots of ideas to help children develop language & communication.



Southampton Inclusion Partnership NEWSLETTER



Since 2015, we've proudly trained over 50 dedicated teachers specialising in SEND.

Imagine the impact you could make!

Could you or someone you know be the next to join our passionate community with **SIP & The University of Winchester**?



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Check out our Website

For up to date news on our Courses, Outreach Service or Teacher Training visit our website at **www.southamptoninclusion.net**

Get in Touch

If you have news to share or a training or SEND event you would like us to consider promoting, please get in touch at **info@southamptoninclusion.net**