SEND information report

Barton Seagrave Primary School

Information for parents and carers | September 2026

Our commitment to your child

At Barton Seagrave Primary School, every child is part of Team Purple. We want children to feel safe, belong, enjoy learning and develop the confidence to face the future. We have high expectations for children with special educational needs and disabilities and work with families to understand what helps each child succeed.

This report explains how we identify needs, plan and review support, involve families and children, and work with specialist services. It covers children receiving SEN support and children with an Education, Health and Care plan, often called an EHCP.

Who to contact

Role	Contact
SEND coordinator or SENDCo	Mrs Sarah Aiken
Deputy SENDCo	Mrs Sarah McKean
Headteacher	Mr Marek Krzanicki
SEND governor	Ms Jyoti Pankhania
Family Support Worker	Sophie Goodman

Contact the SENDCo through the school office on 01536 722793 or email s.aiken@bartonseagraveprimary.co.uk. You can also email enquiries@bartonseagraveprimary.co.uk and ask for your message to be passed to the SENDCo.

School address: Belvoir Drive, Barton Seagrave, Kettering, NN15 6QY. Your child's class teacher is usually the best first contact for everyday questions about learning or support. Please ask for an appointment if you need a fuller discussion.

What SEND means

A child has special educational needs when a learning difficulty or disability means they need educational provision that is additional to, or different from, that generally provided for children of the same age. A disability does not always mean a child has SEN. We consider reasonable adjustments for disabled children whether or not they are on the SEN register.

Understanding and identifying needs

The needs we support

We are a mainstream primary school supporting children across the four broad areas of SEND. Children may have needs in more than one area, and these may change over time.

Area	What this can mean for a child
Communication and interaction	Understanding or using language, communicating with others or managing social situations, including needs associated with autism.
Cognition and learning	Learning, remembering or applying new skills, including specific learning difficulties such as dyslexia.
Social emotional and mental health	Managing anxiety, emotions, relationships or other difficulties affecting wellbeing and learning.
Sensory and physical	Hearing, vision, sensory processing, mobility or physical needs that affect access to learning.

If you are concerned about your child

Please speak to the class teacher or contact the SENDCo. You do not need to wait for parents' evening or a medical diagnosis. We will listen to your concerns, discuss your child's strengths and difficulties, and agree what to explore next.

How we identify and assess needs

Teachers monitor children's learning and development closely. When concerns arise, they discuss these with the SENDCo. We consider classroom observations, assessments, work, progress over time, information from parents and the child, and advice from previous settings or professionals where available.

We first consider the quality of teaching and whether adaptations are helping. If a child needs additional or different provision because of SEN, we discuss SEN support with parents, explain the support proposed and record the child's needs. Low attainment, learning English as an additional language or difficult behaviour alone does not establish that a child has SEN.

Where more detailed assessment or advice is needed, the SENDCo can arrange further school assessment or discuss referral to an appropriate specialist. We seek written parental consent for routine referrals to external services. Safeguarding information may need to be shared without consent where necessary to protect a child.

Support while waiting for an assessment

We respond to the needs your child shows in school. Support and reasonable adjustments do not depend on receiving an autism, ADHD or other diagnosis. Please share new advice or reports with us so we can consider what these mean for your child's learning.

Planning and reviewing support

Our assess plan do review cycle

Stage	What happens
Assess	We build a picture of strengths, needs and barriers, drawing on school assessments and the views of the child, family and relevant professionals.
Plan	We agree priorities, measurable targets, teaching adaptations, any additional intervention and a review point with the family.
Do	The class teacher remains responsible for teaching and progress. Teaching assistants and other staff deliver agreed support under the teacher's direction.
Review	We check the difference support has made, listen to the child and parents, and decide whether to continue, adapt or change the approach.

Interventions are recorded on Edukey, our online provision mapping system, and reviewed termly. Your child's class teacher or SENDCo will explain the support and discuss progress with you. Individual targets are specific, measurable, achievable, relevant and time-bound, often called SMART targets.

For some children, an individual education or learning plan brings together short-term targets and provision. Pastoral Support Plans or Positive Behaviour Support Plans may also record strategies, adaptations and reasonable adjustments. Our development work includes making these adjustments clearer within individual plans.

How often we meet parents

We offer termly parents' evening consultations and SENDCo appointments. SENDCo drop-in opportunities have also been offered during the year. Parents of children receiving SEN support should have opportunities to discuss needs, provision and progress at least three times a year. Please contact us between reviews if circumstances change or support is not working as expected.

Education Health and Care plans

If a child may need provision through an EHCP, we discuss an EHC needs assessment with parents and work with the local authority and relevant professionals. Parents can also request an assessment directly from the local authority. SEN support continues while an assessment is considered or undertaken.

For children with an EHCP, we work to deliver the special educational provision specified for school and contribute to the statutory annual review. This considers progress towards outcomes, the child's and family's views, whether provision remains suitable and any changes or transition arrangements needed. Day-to-day support is reviewed between annual reviews too.

If progress is slower than expected

We revisit the assessment, check that agreed support is being delivered and consider whether the targets or approach need to change. We may seek further specialist advice. Our aim is to improve learning, participation and independence rather than simply add more of an intervention that is not helping.

Teaching and additional support

High quality teaching comes first

All teachers are teachers of children with SEND. We keep the curriculum ambitious and adapt how we teach so children can take part and build knowledge and skills. Additional intervention complements classroom teaching; the class teacher remains responsible for the child's learning.

Our school development plan places a clear emphasis on strengthening the universal SEND offer: the support available through everyday classroom practice. The summer review records training on adaptive teaching and the Education Endowment Foundation's five a day principles. This helps staff consider clear explanations, modelling, scaffolding, flexible grouping and strategies that help children manage their learning.

Adapting teaching and the learning environment

Adaptations are selected for the individual child. These can include breaking tasks into manageable steps, showing worked examples, practising key skills, using visual prompts, adjusting instructions or resources, and allowing appropriate processing time. Plans may identify regulation breaks or access to a quieter space when needed.

Resources available include dyslexia friendly books and exercise books, coloured overlays, pencil grips, appropriate fiddle tools, online spelling resources, Nessy and specialist resources for physical needs. We consider whether each resource helps the child access learning and become more independent.

Additional support

Support may include individual or small-group teaching, targeted reading, spelling or mathematics work, speech and language activities, and programmes recommended by occupational therapy, physiotherapy or other professionals. Teaching assistants usually deliver targeted interventions, planned and monitored by the class teacher and SENDCo.

The type, frequency and duration of support depend on assessed need and the child's plan. Being on the SEN register, or having an EHCP, does not automatically mean a child will have a teaching assistant beside them throughout the day.

Equipment and funding

We use the school's delegated funding to provide teaching support, interventions, staff training and resources. The SENDCo and leaders consider equipment with parents and specialists, and seek additional local authority support or funding where appropriate. Decisions are based on assessed need and the provision required, including EHCP requirements.

Wellbeing participation and accessibility

Emotional and social support

Teachers can refer children to the Pastoral Support Team. Support is available for difficulties such as anxiety, managing strong emotions, friendship problems and bereavement. Sophie Goodman, our Family Support Worker, works with families and services through Family Help Conversations and other support.

We draw on approaches such as Zones of Regulation and Thrive where appropriate. We can also discuss referrals to the Mental Health Support Team and specialist outreach services. The support chosen depends on the child's needs and the advice available.

Children should know which adults they can approach. Please tell the class teacher or SENDCo if your child feels worried, isolated or unsafe. We take bullying seriously, including bullying related to disability or additional needs, and respond through our safeguarding and behaviour procedures. We consider how a child can report concerns and how adults can check their wellbeing.

Taking part in school life

We aim for children with SEND to learn and join activities alongside their peers, including physical education, playtimes, clubs, visits and enrichment. Staff consider barriers, reasonable adjustments, medical advice, staffing and risk assessments with families. Please discuss access needs when an activity is being planned so arrangements can be considered early.

Our Team Purple values help children understand kindness, respect and belonging. We teach children to value differences and seek help when someone is being treated unfairly.

Admissions and fair treatment

Disabled children are considered through the school's published admissions arrangements and are not refused admission simply because of disability or SEN. Where an EHCP names the school, the statutory arrangements apply. We work with parents and the local authority to plan provision and make reasonable adjustments to avoid substantial disadvantage.

We consider adjustments to teaching, routines, communication and participation. A child does not need to be on the SEN register for us to consider disability-related adjustments.

Facilities and the accessibility plan

Acorn provision, adapted learning materials and specialist resources support access to learning. Physical access requirements are considered individually with families and relevant professionals. Please contact the SENDCo before a visit or admission to discuss routes around school, classroom access, toileting or personal care, specialist equipment and emergency arrangements.

Our Accessibility Plan addresses access to the curriculum, improvements to the physical environment and access to written information. It is available through the school's SEND webpage. Please ask the office for the current plan or for information in an alternative format. Staff can discuss accessible formats, large print, visual support or help understanding school information.

Medical needs

Children with medical conditions may have an Individual Healthcare Plan, whether or not they have SEN. Plans are reviewed and updated, and staff receive training from medical professionals for procedures they need to carry out during the school day. Parents should share changes promptly with school.

Working with families and specialists

Parents as partners

You know your child well. We want to understand what you see at home, your child's strengths and interests, and your priorities. Parents contribute to discussions about needs, targets, referrals, provision and reviews. The class teacher or SENDCo will explain what school is doing and discuss practical ways to support your child at home.

Please contact us if communication or meetings are difficult to access. We can discuss an appropriate format and support. Improving communication between class teachers and parents throughout the year is a specific development priority in the governors' report.

Listening to children

Children's views matter when support is planned or reviewed. Adults help them explain what they enjoy, what they find difficult and which approaches help. Depending on age and communication needs, this may involve conversation, observation, pictures or other communication support. We help children understand their targets and build confidence in asking for help and making choices.

Staff expertise and development

The SENDCo coordinates provision and advises staff, supported by the Deputy SENDCo. The governors' report records SEND updates for North Northamptonshire, participation in the School SEND Partnership Offer and staff training from the Mental Health in Schools Team.

Training has included Zones of Regulation, attachment-informed behaviour support, Circles for Learning and talking with children about difficult topics. Mrs Somal is a qualified Thrive Practitioner and undertakes training to maintain this role. Medical professionals train staff for relevant healthcare procedures.

We identify further training through children's needs, monitoring and staff development. The SDP summer review identifies extending adaptive teaching training to teaching assistants as a next step. The governors' report prioritises ongoing training for SEND across the curriculum, emotional regulation and positive behaviour.

Specialist services and support for families

When appropriate, we work with educational psychologists, speech and language therapy, occupational therapy, physiotherapy, community paediatrics, SEND Support Services, Maplefields Behaviour Outreach, Rowan Gate Outreach, school nursing, the Continence Team, CAMHS, the Mental Health Support Team, Service Six, Youth Works and Hospital Outreach.

The SENDCo coordinates educational referrals and helps staff use recommendations in school. Routine referrals are discussed with parents and written consent is sought. Access depends on the service's criteria and arrangements; a referral does not guarantee immediate assessment or ongoing direct work.

Leaders and governors oversee this partnership work through reports and discussion of provision. Where needed, we work with health, social care, local authority services and voluntary organisations to support children and families. Relevant professionals may contribute to planning, reviews and transitions.

Transitions and where to get advice

Starting school or moving classes

We plan transitions with families and the previous or receiving setting. Support can include sharing needs and successful strategies, meeting key adults and additional familiarisation visits. The SENDCo coordinates information so staff understand the child's support before a move.

Moving to secondary school

We discuss the next phase with parents, children and receiving staff. Children with EHCPs have transition needs considered through their review arrangements. Children receiving SEN support can have transition discussions and additional visits where needed. We share relevant provision and advice securely with the receiving school.

Throughout primary school we support age-appropriate independence, communication, friendships, choices and asking for help. These skills prepare children for the next stage of education and later life.

If you are unhappy about SEND support

Please raise concerns with the class teacher or SENDCo so we can understand the difficulty and discuss a response. If concerns remain unresolved, or you wish to complain formally, use our published Complaints Policy. Formal complaints about staff other than the Headteacher go to the Headteacher through the office, marked Private and Confidential.

Complaints about the Headteacher go to the Chair of Governors through the office. The policy explains the governing body's review stage, timescales and further routes. Please follow that process rather than approaching individual governors. The office can help you access it, including reasonable adjustments where needed.

School complaints procedure

Disagreements about local authority EHC assessment or plan decisions have separate routes, including mediation and appeal rights where applicable. SEND IASS can explain the options and help you understand who is responsible for the matter you wish to raise.

Independent information and advice

North Northamptonshire SEND IASS provides free, confidential and impartial information, advice and support for children and young people with SEND and their parents and carers. You can contact the service directly without a school referral.

Telephone: 0300 373 2532 | Email: sendiass@northnorthants.gov.uk

North Northamptonshire SEND IASS

The Local Offer

The North Northamptonshire Local Offer brings together information about education, health, care and other services for children and young people aged 0 to 25 with SEND. It includes information on EHC assessments, support services and local opportunities.

North Northamptonshire Local Offer

Council information about the Local Offer and EHC plans

Further reading

Read this report alongside the school's Inclusion Policy, Accessibility Plan, admissions arrangements, Behaviour Policy, medical conditions arrangements and Complaints Policy.

School SEND information and policies

SEND Code of Practice