

# BARTON SEAGRAVE PRIMARY SCHOOL

Headteacher: Mr M Krzanicki



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## SEND Governors Report 2024-2025

Current SEN Cohort	Number	%	National (January 2025)
Pupils receiving SEND support	86	14%	14.2%

### Analysis of number of pupils on the SEND register at Barton Seagrave Primary School

Number of children on SEND register	86 (as of July 25 - not including children being closely monitored by the school)
Percentage of SEND pupils on roll	14%
Children with an EHCP	10
Children who receive Early Help Locality Funding	1
Looked After Children (LAC) in school	6



## SEND profile by year group

Reception	Y1	Y2	Y3	Y4	Y5	Y6
5	7	12	9	10	19	24

## Area of need

Speech, Language & Communication	Cognition and Learning	Social and Emotional Mental Health	Sensory and/or Physical Needs
25	32	23	6

## End of Year Assessment Data July 2025:

### Combined Reading Writing Maths

	RWM	Not RWM
Not SEN/D	59%	41%
SEN/D	23%	77%
<b>Total</b>	<b>54%</b>	<b>46%</b>

### Reading

SEN/D	Not on track to meet ARE at end of year		On track to meet ARE at end of year		On track to reach GD at end of year	
	%	count	%	count	%	count
No	21%	100	56%	261	23%	108
Yes	58%	40	30%	21	12%	8
<b>Total</b>	<b>26%</b>	<b>140</b>	<b>52%</b>	<b>282</b>	<b>22%</b>	<b>116</b>

### Writing

SEN/D	Not on track to meet ARE at end of year		On track to meet ARE at end of year		On track to reach GD at end of year	
	%	Count	%	Count	%	Count
No	29%	135	68%	317	4%	17
Yes	65%	45	33%	23	1%	1
<b>Total</b>	<b>33%</b>	<b>180</b>	<b>63%</b>	<b>340</b>	<b>3%</b>	<b>18</b>



## Maths

SEN/D	Not on track to meet ARE at end of year		On track to meet ARE at end of year		On track to reach GD at end of year	
	%	Count	%	Count	%	Count
No	26%	123	62%	289	12%	57
Yes	58%	40	35%	24	7%	5
<b>Total</b>	<b>30%</b>	<b>163</b>	<b>58%</b>	<b>313</b>	<b>12%</b>	<b>62</b>

### Identification of special needs:

Barton Seagrave School staff members continually identify any special educational needs as early as possible - each teacher is responsible for the children in their class, as stated in the Special Educational Needs and Disability Code of Practice. The progress of the children is monitored closely and if any child presents any areas of concern, then a referral is made to the school's Special Educational Needs Co-ordinator (SENDCo). If it is agreed that there are special educational needs, beyond the classroom differentiation, then interventions are discussed and shared with the parents.

Interventions are recorded on an online Provision Mapping programme that the school has purchased (Edukey). The interventions are implemented and then reviewed termly. Any interventions that are carried out are shared with parents by the class teacher or SENDCo. If it is felt necessary, then a referral will be made by the SENDCo to an external agency for further advice. Written permission is obtained from parents before a referral to an external agency is made.

Individual Education Plans are no longer statutory in the SEND Code of Practice however, short term targets are in place for those children who are in receipt of an Education and Health Care Plan (EHCP) or who may require an application for Early Help Locality Funding. Individual SMART (Specific, Measurable, Achievable, Relevant and Time-Bound) targets are set for children on the SEN register to monitor their progress. For some children, a Pastoral Support Plan or Behaviour Plan highlights the strategies that are in place to support a child.

As with all children at Barton Seagrave, it is essential that Quality First Teaching is used and targeted to support children's specific needs. This includes detailed lesson plans, where clear differentiation should be shown, and identification of any children with additional needs highlighted. In addition to this there will be 1:1 or small group work outlined on the Provision Maps. These interventions will usually be carried out by teaching assistants, planned by, and closely monitored by the class teacher and SENDCo. The SENDCo will also monitor these interventions during the year and review their impact on the Edukey software. These targeted interventions support children, including those with SEND, to make progress in line with national expectations.

As well as the support to improve academic progress there is also provision in place to support the behavioural, social and emotional development of the children in our care. Teachers submit a referral to the SENDCo requesting support from our Pastoral Support Team.



We have a wide range of resources which can be used with children with high levels of anxiety, anger management problems, friendship issues, experiencing bereavement etc. We also have the services of Sophie Goodman our Family Support Worker. She carries out our EHA's (Early Help Assessments) and works with the school, the family and outside agencies to support and meet the needs of the individual child and family.

We have interventions in place for children following recommendations from speech and language therapy, occupational therapy, physiotherapy and medical services as well as following advice from Educational Psychologists, Community Paediatricians, SEND Support Services (previously Autism Outreach), Maplefields Behaviour Outreach, Rowan Gate Outreach, School Nursing Team, Continence Team, CAMHS, Service Six, Youthworks and Hospital Outreach.

The number and complexity of children with SEND is rising and we are expected under the SEND Code of Practice to provide our 'best endeavours' to meet the needs of the child. There has been an increase in parents requesting a referral to the ASD/ADHD Service although the estimated waiting time from referral to final assessment is 3-4 years. All referrals to external agencies require parents to complete a written consent form. There has also been an increase in the number of parents requesting a referral through their GP on the 'Right to Choose' pathway for an ASD/ADHD assessment.

In the summer term, Mrs Sarah McKean was appointed as deputy SENDCo to work alongside and support the current SENDCo.

The SEND Governor is Ms Jyoti Pankhania.

### **SEND funding**

#### **Professionals:**

Educational Psychologists  
Wendy Brown (Dyslexia Assessments)  
Youthworks  
Thrive (Occupational Therapy)  
Physiotherapy  
Alternative Educational Provisions

#### **Resources:**

Online Provision Mapping  
Online resources to support spelling  
Nessy, dyslexia screening and programmes to support children with dyslexia  
Coloured overlays

Dyslexia friendly reading books / exercise books  
Pencil grips (a variety of different types)  
Fiddle tools  
Specialist resources to support children with specific physical needs



## **SEND Training in the last year:**

- SENDCo attended online SEND updates for North Northants
- Barton Seagrave Primary School subscribes to the School SEND Partnership Offer
- Relational approaches to supporting behaviour in school
- Drawing and Talking
- Emotional Based School Avoidance for both school staff and parents
- Sensory processing
- Hospital Outreach and how they can support students in school
- Gestalt language processing for professionals

Mrs Jaspriya Somal is a qualified Thrive Practitioner and attended online training for 'Supporting Positive Transitions in order to maintain her role as a qualified practitioner.

The Senior Leadership Team carried out appraisals for all Teaching Assistants in the summer term.

## **Areas for further development:**

- Ongoing CPD for all staff to enable them to support SEND children across the curriculum, including training to support emotional regulation and promote positive behaviours.
- To further develop communication between parents and class teachers so that parents are informed about targets, interventions and support. Class teachers to share individual targets with parents.
- SENDCo to have termly drop-in sessions for any parents who wish to discuss any concerns about their child.

## **The Future**

We are continuing to encounter increasing problems with the emotional well-being of the children in our care. We have been able to refer children to the Mental Health in Schools Team (MHST) who have worked alongside both children and their parents in school. We have also increased the number of referrals we have made to Maplefields Behaviour Outreach to gain recommendations to support the increasing number of children with emotional regulation.

Families are requesting support, and this is being addressed through Early Help Assessments and additional advice and signposting from Sophie Goodman, our Family Support Worker. As a school we need to continue to support the families in order to support our children.



There are an increasing number of children who require specialist medical support in school. Our staff are required to be trained by medical professionals to enable them to carry out the necessary procedures during the school day. Children with medical conditions do not always need to be added to the SEN register but they do have Individual Health Care Plans that must be followed in school and reviewed and updated regularly.

We are continuing to further our professional development as a school to meet the needs of all our children.

Sarah Aiken SENDCo

*Dated: 10th September 2025*

