Burlish Park Primary School Special Educational Needs (SEN) Information Report

March 2026



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Purpose of the SEN Information Report

All schools are required as part of the Children and Families Act (2015) to publish a Special Educational Needs (SEN) Information Report.

The purpose of the SEN Information Report is to provide information to our current and prospective families, the Local Authority and Government agencies.

The SEN Information Report provides details about how Burlish Park Primary School implements The Rivers C. of E. Academy Trust's SEND Policy.

This report will be updated at least annually and include the required information as set out in the DfE SEND Code of Practice 0-25 Years (2015), Children and Families Act (2014) and The Special Educational Needs and Disability Regulations (2014).

Burlish Park Primary School Information

Burlish Park Primary School is currently one of 16 settings within The Rivers C. of E. Academy Trust. Burlish Park Primary School is proud to be part of an innovative and inclusive trust with a vision to provide an extraordinary education for all pupils, including those with SEN.

Burlish Park Primary School is a two-form entry school with 456 children on roll. We offer Nursery provision for children aged 3 – 11 years old. We currently have 61 children on our SEN register and 19 children with EHCPs.

There is a resourced provision for children with SEND; the Language Unit. The pupils attending the Language Unit have a speech disorder and/or a developmental language disorder. The provision caters for 10 pupils of primary school age. Pupils spend the morning in the Language Unit and the afternoon joining their mainstream classes at Burlish Park.

You can find our most recent Ofsted report here: Burlish Park Ofsted Report January 2023

The school was rated Good overall with outstanding features in the areas of Leadership and Management and Personal development.

Meet the SENCO and SEND Assistant



Mrs Rebecca Jelfs is the SENCO and Deputy Headteacher at Burlish Park Primary School. She has been part of the school since 2007, teaching across Key Stage 2, with extensive experience in Year 6.

She leads SEND provision and is committed to ensuring all pupils feel supported, included, and able to achieve their best, working closely with staff and families.



Mrs Hulme is our SEND Assistant and Specialist Speech and Language Assistant. She supports pupils with additional needs, particularly in developing communication and language skills.

Working closely with children, staff, and families, she provides tailored support to build confidence and ensure every child feels understood and able to succeed.

Identifying Children with SEN

Early identification of pupils with SEND is a priority at Burlish Park. Children are identified as having SEND through a variety of ways, which may include some or all of the following:

- Liaison with previous school or pre-school setting
- Child performing significantly below age related expectations.
- Concerns raised by a parent and/or teacher
- Liaison with external agencies such as Educational Psychologists, Speech and Language Therapist, Occupational Therapist, Learning Support Team, Complex Communication Needs Team, School Nurse etc.
- Tools for assessing difficulties e.g. standardised tests.

Consulting with Families and Young People

At Burlish Park Primary School, we place great importance on the voice of the child and ensure it is central to all aspects of our SEND provision. We actively seek pupils' views by regularly checking in with them. Pupils are encouraged to share their thoughts on their learning and any additional help they may need. This ongoing dialogue allows us to adapt provision in a responsive and meaningful way, ensuring that support is tailored to each individual and promotes both their wellbeing and progress.

For pupils with an Education, Health and Care Plan (EHCP), we ensure their views are gathered in advance of any review meetings so that their voice is clearly represented. We also work closely with parents and carers, inviting them to share their thoughts and perspectives, particularly at key points such as transition or whenever they feel their child may require additional support. This collaborative approach helps us to build a full understanding of each child's needs and ensures that provision remains responsive and effective.

We also formally invite parents and carers to meet with teachers to discuss Individual Education Plans (IEPs). These meetings take place termly, in October, February and June, providing regular opportunities to review progress, share updates and agree next steps. This ensures that parents remain fully involved in their child's support and that provision continues to meet their needs effectively.

Assessing and Reviewing Progress

If there are concerns about a child's progress, the class teacher would discuss this with the SENCo. The teacher may be advised to make adaptations to the learning environment, lesson planning and resourcing to try and remove any barriers to learning. Quality First Teaching (QFT) alongside our Universal+ offer is often enough for most children to make good progress.

Should the changes made not have the desired effect on the child's progress, the model of Assess, Plan, Do, Review will be followed by the school to assess the child's needs, plan interventions / provisions to support them, do the actions in the plan and then review the impact.

Individual Education Plans (IEPs) may be put in place when a child is identified as needing additional support that is different from, or additional to, the usual classroom provision. IEPs are used to set specific, targeted outcomes and outline the strategies and interventions that will support the child's progress. Typically, two cycles of assess–plan–do–review are completed, allowing time to gather evidence on the effectiveness of the support in place. If, after these cycles, progress remains limited, the school may consider whether more specialist support or external advice is required to better meet the child's needs.

Where, despite the school taking relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, the school may decide that it is necessary to request an Education, Health and Care (EHC) needs assessment. This is the first step to getting an Education, Health and Care Plan (EHCP). Parents can request an EHC assessment at any time if they feel that their child needs a full assessment of their needs.

IPSEA, or the Independent Provider of Special Education Advice, is a registered charity est ablished in 1983. It offers free and independent advice to parents of children with special educational needs (SEND) in England and Wales. .

Worcestershire SEND Services provide a range of support and resources for children and y oung people with Special Educational Needs and Disabilities (SEND). These services are d esigned to ensure that children with SEND have access to the right services at the right tim e to reach their full potential.

Supporting Transition

At Burlish Park Primary School, we recognise that transitions are an important part of a child's educational journey. We take care to ensure they are as smooth and positive as possible for both pupils and their families.

For children starting Nursery, we offer home visits prior to them joining the setting. These visits allow staff to meet children in a familiar and comfortable environment, helping to build early relationships and ease any anxieties. This also provides valuable opportunities to get to know each child as an individual and to begin strong communication with parents and carers from the outset.

In Early Years, children are invited to attend additional transition sessions. These sessions help them to become familiar with their new environment, routines and the adults who will be supporting them. This gradual introduction supports confidence and helps children feel secure and ready to learn when they start.

For pupils in all other year groups, transition is supported through opportunities to spend time with their new teacher, alongside a whole-school transition day. This allows children to experience their new classroom, understand expectations and begin to build relationships ahead of the new academic year.

We also hold 'Meet the Teacher' events during the summer term. These sessions give parents and carers the opportunity to meet staff, visit the new classroom environment and discuss any questions or information that will support a smooth transition. We value this partnership with families and recognise its importance in ensuring every child feels confident and well-prepared.

For pupils moving on to secondary school, our Year 6 teachers work closely with staff from local high schools to share information and plan transition events. Stourport High School, our main feeder school, begins working with pupils as early as Year 5. These sessions focus on building the skills and confidence needed for the move to high school and are beneficial for all children, regardless of which secondary school they will attend.

Teaching Pupils with Special Educational Needs

Universal Provision

- We are committed to creating an inclusive, supportive environment where all learners can thrive.

- Our universal offer includes:
- A communication-friendly environment (modelled language, visual cues, structured interactions)
- Visual timetables to support routines, transitions, and reduce anxiety
- Use of concrete resources in maths and English to make learning accessible
- Strong outdoor provision, including:
    - Forest School (resilience, problem-solving, nature connection)
    - Sport (physical development, teamwork, confidence)
- Together, these approaches support all learners to engage, achieve, and flourish.

Targeted Provision

- We provide additional support for children who need help to access learning and reach their potential.
- Support is identified through assessment and delivered via Individual Education Plans (IEPs) with personalised targets.
- Our targeted interventions include:
- Literacy support:
    - Phonological processing (e.g. syllables, rhyme, initial/final sounds)
- Speech and language programmes:
    - Talkabout (social skills, self-esteem)
    - Language for Thinking (KS1, SALT-supported pupils)
    - Word Aware (Levels 2 & 3 for vocabulary development)
- Mathematics intervention:
    - Success@Arithmetic (number skills and confidence)
- Specialist input from the Language Unit:
    - Screening, early identification, small group support
- This targeted approach provides focused, timely support to build confidence and improve access to the curriculum.

Specialist Provision

- For children with more complex needs, we offer highly personalised, specialist support.
- Provision is guided by external professionals, including:
- Speech and Language Therapy (SALT)
- Educational Psychology
- Other relevant specialists
- Key features include:
- A Local Authority-funded Language Unit providing:
    - Specialist support for speech, language, and communication needs
    - Expertise that benefits the whole school
- Use of PIVATS to track small steps of progress and set meaningful targets
- Bespoke provision, such as:
    - Adapted teaching approaches
    - Individualised interventions
    - Additional adult support

- Close collaboration between school staff, the Language Unit, and external professionals ensures a consistent, joined-up approach.
- This enables children with the highest levels of need to make sustained progress and achieve their full potential.

Adaptations to the Curriculum

At Burlish Park Primary School, we adapt the curriculum to ensure that all children can access learning and achieve success. We recognise that every pupil is unique, with different strengths, needs and starting points, and therefore a flexible approach is essential. We also understand that some children make progress in smaller, more gradual steps, and our adaptations are designed to support and celebrate this progress over time.

By making adaptations—such as adjusting the level of challenge, providing additional support, or using different teaching strategies—we ensure that barriers to learning are reduced. This enables all pupils, including those with SEND, to fully participate in lessons, build confidence and make meaningful progress alongside their peers.

Adaptations to the Learning Environment

All learning environments at Burlish Park Primary School are carefully designed to support pupils' needs and promote effective learning. Classrooms provide opportunities for forward-facing teaching, alongside engaging working wall displays that support and reinforce current learning.

Visual timetables are used to provide structure and predictability, helping pupils to understand routines and feel secure. We also ensure that all classrooms are communication-friendly environments, with resources and approaches adapted to suit the age and stage of the children. These features work together to create inclusive spaces where all pupils can access learning and feel supported.

Staff Development

All staff working at Burlish Park receive regular training in school during staff meetings, and during 6 INSET days across the year. Training is carefully planned to address areas of expertise that require development and to ensure ongoing updates to training previously covered.

Training is also provided across Rivers Academy Trust allows Burlish Park to work with colleagues and develop collaborative support. Training is delivered by school staff as well as external professionals such as; Speech and Language Therapists, Complex Communications Needs (CCN) Team and other outside professional agencies. Recent training focusing on special educational needs has included Autism Awareness,

understanding of Speech and Language Difficulties, the use of visual timetables, meeting the needs of all learners and Safeguarding.

Staff delivering tailored interventions to children with additional needs receive in-house training and support. If necessary, training is arranged with the outside agencies who have recommended the intervention. For example, where a Speech and Language intervention has been recommended, staff work with our Speech and Language Therapist and assistant therapist to ensure they understand the specific needs of each child and deliver the intervention successfully.

The Inclusion Team are developing Trust-wide interventions to support children with Articulacy, Maths, Reading, Writing and Transition. We are keen to develop a team of specialist Teaching Assistants who will support your children in these areas.

Engagement in Activities

School Activities

At Burlish Park Primary School, we are passionate about ensuring every child has the opportunity to discover something they are good at and truly enjoy. We recognise the positive impact that sport, the arts and enrichment activities can have on both wellbeing and confidence, and we are committed to providing a wide range of opportunities for all pupils.

Through a variety of sporting activities, as well as opportunities such as choir and drama club, we aim to give children the chance to try new experiences, develop their skills and find something they are passionate about. We believe this is an important part of helping every child feel successful, included and motivated.

Every term, each year group provides opportunities for parents and carers to engage in their child's learning through 'parent pop-in' sessions and educational visits. These experiences are designed to enhance the curriculum, bringing learning to life and providing meaningful, real-world contexts for pupils; providing valuable links with the wider community.

Parent pop-ins allow families to share in classroom experiences, celebrate learning and gain a better understanding of how children are supported in school. Educational visits further enrich this by offering hands-on opportunities that deepen understanding, build confidence and create memorable learning experiences for all pupils.

My Extraordinary Experiences (MEE)

The My Extraordinary Experiences (MEE) initiative launched in September 2025 as a commitment from The Rivers C.of E. Trust to deliver an extraordinary education for all pupils.

The MEE app helps teachers at Burlish Park Primary School to ensure that every pupil has access to a rich variety of experiences that build confidence, character, and curiosity.

All pupils can access the bespoke MEE app as an area to log enrichment activities, reflect on their growth, and earn digital badges for their achievements.

This is an exciting development this academic year and we would love for you to learn more using this link: Rivers MEE Explained

Emotional and Social Development

At Burlish Park we take a whole school approach to improving emotional and social development. Through our STAR values, we ensure a holistic approach to developing positive emotional wellbeing and social development. School staff are skilled in identifying social and emotional difficulties in children and we have a dedicated, trained Mental Health First Aiders as well as a member of Senior Leadership Team who is trained in Trauma Informed Schools Approaches.

Children are encouraged to discuss any worries or concerns with the adults in school so that they can be dealt with promptly so that they do not manifest into more serious difficulties. All classrooms have a 'Worry Box' so that they are able to share and worries with class adults. We have a number of interventions available in school to support the development of positive social skills such as lunchtime club, tailored individual support programmes, social stories and home/school contact books where appropriate.

We work closely with outside agencies to further support. CAMHS WEST (Well-being Emotional Support Team) Practitioners work within school to support children and families through a range of interventions to support emotional well being at an early intervention level. As well as this, we are also able to offer play therapy and drama therapy for children who may have experienced trauma or bereavement.

Should a child's emotional needs affect their mental health, we may make a referral to the Childhood and Adolescent Mental Health Service (CAMHS) in consultation with

parents / guardians. The school participates in Anti-Bullying Week every year and takes any reports of bullying very seriously.

Burlish Park Primary School - Support for Families

Evaluating the Effectiveness of Provision

All provision for children is closely monitored to ensure progress is made from starting points. Provision is monitored through a combination of the following processes:

- Intervention trackers and review
- Fortnightly SEND meetings with Headteacher, Deputy Headteacher - SENCo and SEND Assistant
- Learning Support Plan reviews
- 3 termly Pupil Progress meetings per academic year
- Provision Map / Inclusion review meetings
- External professional review meetings
- Consultation meetings with professionals
- Standardised tests
- Observations and Learning Walks
- Rivers Multi Academy Trust strategic visits
- Regular strategy meetings with the central Inclusion Team

Engaging with External Agencies

To secure further specialist expertise, Burlish Park Primary School will often consult and liaise with external agencies including:

Advisory Services (LA/Other)	NHS Services	Social Care
• Educational Psychologist • Specialist Advisory Teachers • Sensory Support Team (VI and HI Teachers) • Complex Communication and Autism Team (CCAT)	• Speech and Language Therapy • Occupational Therapy • Physiotherapy • School Health Nurse • Hospital Consultants/Pediatricians	• Social Workers • Early Help • MST

• Learning Support Services (LSS)	• Child and Adolescent Mental Health Services (CAMHS)	

When a pupil is identified as a Child who is Looked After (CLA/LAC) by the local authority and has a Special Educational Need, the SENCO will provide a high level of input into Personal Education Plan (PEP) meetings and may be a point of contact for alongside the Designated Teacher for Looked After Children.

Local Offer Contribution

Our school may serve pupils from a number of different local authorities.
Each local authority has a Local Offer for SEND which can be accessed online using the links below:

Birmingham	Birmingham City Council Local Offer Information
Dudley	Dudley Council Local Offer Information
Sandwell	Sandwell Metropolitan Borough Council Local Offer Information
Walsall	Walsall Council Local Offer Information
Wolverhampton	City of Wolverhampton Council Local Offer Information
Worcestershire	Worcestershire County Council Local Offer Information

Raising a Concern

Should a parent or carer have a concern about the special educational provision made for their child, they should in the first instance discuss this with the class teacher.

If the matter is not resolved satisfactorily, parents or carers have recourse to the following options:

- Discuss the concern with the school SENCO – Mrs. Rebecca Jelfs
- Discuss the concern with the school Headteacher – Mrs. Heather Lindley

Should the concern still not be resolved, The Rivers C.of E. Academy Trust Complaints Policy is published on the school website and can be followed.