

SEND Information Report for Parents



To be reviewed: October 2025.

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(Updated 15.10.24)

This document is solely concerned with those pupils identified as receiving 'SEN Support' or those in receipt of an 'Educational, Health, Care Plan'.

Burlish Park Primary School is an inclusive school and for a more comprehensive picture of how we provide for all pupils including those with educational needs and disabilities please read the Access & Inclusion (SEND) Policy.

What kinds of special educational needs does the school make provision for?

Burlish Park Primary School is a mainstream school, which, in line with other local mainstream schools, endeavours to provide the best possible education to a diverse population of children, with a wide range of individual needs. Burlish Park Primary follows the framework set out for all local schools in 'SEND Local Offer Worcestershire: The Graduated Response within Worcestershire'. This document describes the entitlement of pupils in Worcestershire mainstream schools and forms part of the authority's local offer. Application for places should be made to the school office initially.

In addition, Burlish Park Primary is commissioned by Worcestershire Local Authority to provide 10 places for pupils within its Language Unit. These places are for pupils identified as having either a speech disorder and/ or a developmental language disorder and have the potential to access mainstream education, but without the provision would currently struggle to reach their potential within a mainstream class. The aim of the provision is to return pupils to a mainstream class once they have acquired the skills to be successful.

Entrance into a Language Unit (either at Sutton Park Primary, Burlish Park Primary or King Charles I Secondary) is via a placement panel which is formed of representatives from the local authority, the speech and language service and the three schools. Inclusion on the list of pupils for consideration is made by a child's speech and language therapist or following a review of an Education Health Care Plan (EHCP). SENCOs in local schools should approach their named speech and language therapist if they think a pupil might be a candidate for consideration for a place in the unit. There is no entry into any of the Language Units by direct application to the schools.

What is the school's approach to teaching pupils with special educational needs?

Burlish Park Primary School follows the 'graduated approach' of Assess, Plan, Do and Review which describes the effective teaching and learning process for all pupils. It also believes that including the arrangements for pupils with SEN and/or disabilities SEND within the arrangements for all pupils improves the teaching and learning for all.

For our pupils with SEND this will become more detailed, more frequent and involve more specialist expertise in successive cycles in order to match provision to the pupil's needs.

How does the school adapt the curriculum and learning environment for pupils with special educational needs?

We believe, and the SEND Code of Practice 2014 agrees, that the key to improving the chances for pupils with SEND is initially through good quality inclusive teaching (often called 'wave1' or 'Universal') which considers the learning needs of all the pupils in the classroom. Teachers adapt the teaching and learning for all pupils including those with SEND by adapting the learning challenges (setting challenges that are appropriate for individuals and groups of pupils), by using a wide range of targeted teaching styles to match the diverse needs of the pupils (illustrating a talk with pictures or objects, using gestures and hand signs to support oral talk, allowing pupils to record work as a video rather than writing etc.) and through actively planning the removal of potential barriers to an individual pupil's learning (providing a peer reader to allow poorer reader access to age appropriate texts, allowing a pupil with a slower processing speed time to prepare his oral answers).

The school is constantly working to ensure its quality first teaching and learning environments are compatible with the recommended 'Universal provision' in the guidance for the 'Dyslexia', 'Speech and Language' and 'Dyspraxia' Pathways.

What additional support for learning is available to pupils with special educational needs?

In addition to ensuring all lessons are correctly pitched, matched and adapted to meet the needs of all learners, the school undertakes thorough assessment of the progress of all learners and puts in place several interventions to meet the needs of identified groups of pupils. These can include, phonic work, reading, writing, handwriting, number and maths, fine or gross motor skills, nurture, social and friendship skills, and speech and language skills. Class teachers are ultimately responsible for planning the provision for all pupils in their classes and within their year group and key stage teams plan the interventions for groups and individuals. They have access to phase leaders, subject leaders, senior leadership, the SEND team and external professionals to support them.

These interventions are often known as 'targeted' provision (or 'wave 2') and while they are not exclusively aimed at pupils with SEND many will be of benefit to pupils with SEND.

However, some pupils with SEND will need a level of support that goes beyond adaptation and is even more personalised to their individual needs. These highly tailored interventions will involve planning between the class teacher, parents, pupil, subject leaders, senior leadership, SEND team and quite possibly external professionals. These interventions, often called 'Individual Enhanced Provision' (or IEP) will target specific areas of individual need identified through detailed assessment, using external professionals when needed. They might take place within or outside the classroom and be delivered by teaching assistants, teachers or other professionals (such as speech and language therapists or their assistants).

What are the school's arrangements for assessing and reviewing the progress of pupils with special educational needs?

All pupils' progress is continually assessed by teaching staff on a daily basis through their oral, written and physical responses to learning. These observations lead teachers to make immediate, weekly and termly changes to their teaching in response to the pupils' needs.

Teachers use several screening and assessment materials to support their identification of a range of learning difficulties that pupils might be vulnerable to and plan the interventions to meet these needs.

Teachers within each key stage regularly meet and discuss the learning and the social and emotional needs of the pupils within their care. This leads to joint planning of interventions across year groups and key stages.

Termly 'Pupil Progress Meetings' with the senior leadership team carefully analyse the data of the year, class, vulnerable groups and individuals to look for groups and individuals where provision could be changed to improve progress. This progress is then reviewed continually and also more formally at the next Pupil Progress Meeting.

The SENCO attends Pupil Progress Meetings and/or meets individually with class teachers termly to discuss the progress of pupils with learning difficulties and/or disabilities, including those identified as receiving SEN Support or those with an Education Health Care Plan and to plan future provision and interventions.

How the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs?

Physical lessons such as P.E. or Forest School are planned in the same inclusive way that all lessons are planned. Particular attention is given to removing potential barriers to learning for pupils who are physically disabled and adaptations could include: hitting a ball from the top of a cone rather than from a bowler, using a different bat or ball, having a runner. All pupils within the school play some games that were originally designed for pupils with disabilities and for several years now the school has taken part with local schools in a variety of sporting activities aimed at pupils with SEND.

The underlying principle for the school is to use an attitude of 'can do' to work with the individual pupil and his or her parents to find pragmatic solutions to meet the challenges some pupils meet engaging in some activities.

What support is available for improving the emotional, mental and social development of pupils with special educational needs?

Class teachers are skilled in providing pastoral support, and this is strengthened through the role the phase leaders take and the termly meetings of the ECM team, which review information, progress and provision for all pupils with emotional, mental or social development needs.

All pupils from Reception to Year 6 have a timetabled lesson for the delivery of the progressive and balanced PSHE curriculum. The curriculum covers topics from the two statutory core themes of PSHE at primary school level (Relationship Education and Health Education) but also topics from the Living in the Wider World theme, which is highly recommended by the PSHE Association.

Targeted interventions often include various social skills groups and many classes, in EYFS and KS1, run some form of 'circle time'.

The school has members of staff trained and experienced in delivering the Nurture programme. Additionally, we are a part of Trauma Informed Schools; supportive environments and resources are available to provide targeted individualised support for a growing number of pupils with a SEMH SEND need. The staff have received training on PACE as part of their CPL programme.

How does the school identify pupils with special educational needs?

Please refer back to the question about school's arrangements for assessing and reviewing the progress of pupils with special educational needs, for an explanation of the processes for identifying a pupil's educational needs. This question is concerned with when those needs define a child as having 'Special Educational Needs'.

The SEND Code of Practice 2014 states: "A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable. (6.15)

The first response to such progress [that is below expectations] should be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class or subject teacher, working with the SENCO, should assess whether the child has SEND."

When provision and interventions are successful at a level of adaptation, usually wave 1 and wave 2 and the pupil then makes the expected level of progress, given their age and individual circumstances, Burlish Park Primary would not always deem it necessary to define an individual as having Special Educational Needs. However, it should be noted that such a pupil might still have a disability as identified in the 'Equality Act' (2010).

When provision and interventions at universal and targeted are not sufficient to ensure a pupil quickly makes the expected level of progress or a pupil only makes the expected level of progress when provision and intervention is increased to a level that could be described as personalisation through the increased application of the graduated approach, AND the pupil fits into one of the broad areas of need as laid out in the SEND code 2014 then the level of support the pupil receives will be defined as 'SEN Support'. ['Expected level of progress' can also apply more widely than the national curriculum subjects and can include a pupil's social and emotional development as well.]

This is obviously a somewhat subjective decision and as the code states will vary between schools. However, this is not a critical decision as the label of 'SEN Support' does not bring any additional concrete benefits. There is no reason why any provision or intervention required cannot be provided by the school for any pupil regardless of label. The views of parents and pupils will be considered when provision is planned and parents will obviously have an input into the level of school/home liaison and frequency of reviews this in turn will be significant when assessing if the level of provision meets SEN Support.

Requesting an Education, Health and Care Needs Assessment

SEN support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child or young person (including acting upon outside agency support) the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care Needs Assessment. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEN support.

Where, despite appropriate assessment and provision, the child or young person is not progressing, or not progressing sufficiently well, the local authority should consider what further provision may be needed. The local authority should consider:

- whether the special educational provision required to meet the child or young person's needs can reasonably be provided from within the resources normally available to mainstream early years providers, schools and post-16 institutions, or
- whether it may be necessary for the local authority to make special educational provision in accordance with an EHCP

[SEND Code 2014]

In practice, the authority is only likely to grant an EHCP to high needs pupils or pupils requiring access to specialist provision.

High needs pupils and students are defined by the Department for Education as those requiring provision costing more than is ordinarily available for most pupils.

That is pupils for which the school has already spent the Element 1 core education funding – mainstream per-pupil funding (AWPU) and Element 2 Additional support funding from the notional SEND budget. And now needs Element 3 top up funding from the commissioner to meet the needs of the pupil. Even then an EHCP is not required to request additional funding for a pupil.

Parents can request an Education, Health and Care Needs Assessment, but the same criteria exist for issuing an EHCP whether the school or the parent request one. The school would encourage a parent of a pupil with SEND contemplating making a request to contact the school to discuss the pupil's current provision before going ahead. The school is best placed to know the extent and cost of any provision already made and if additional provision, if necessary, can be made from the notional SEND budget without the need for an EHCP.

What are the arrangements for involving parents of pupils with SEND and the pupils themselves in the review of progress and the planning of provision?

Where a pupil is receiving SEN support, the school will continue to talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school.

However, it will be a little more formal around the timing and agenda for discussions with parents and pupils and more detailed in the recording of information.

Teachers will meet parents at least three times each year. The views of the pupil will also be included in these discussions. This could be through involving the pupil in all or part of the discussion itself or gathering their views as part of the preparation.

The focus of these discussions will be to strengthen the impact of SEN support by increasing parental engagement in the approaches and teaching strategies that are being used. It will provide an opportunity for the parent to share their concerns and, together with the teacher, agree their aspirations for the pupil. For parents to provide essential information on the impact of SEN support outside school and any changes they have noticed in their child's needs. This information is now recorded on a SEND Pupil Passport. The Pupil Passport is written cohesively between the pupil (if possible), the teacher and parents. This passport then follows the child through school and supports them with any new staff and transitions so everyone is informed about the pupil.

EHCPs will be used to actively monitor children and young people's progress towards their outcomes and longer-term aspirations. They will be reviewed as a minimum every 12 months. Reviews will be chaired by the leader of Access & Inclusion or the Headteacher/Deputy Headteacher and will focus on the child or young person's progress towards achieving the outcomes specified in the EHCP. The review will also consider whether these outcomes and supporting targets remain appropriate. Reviews will be undertaken in partnership with the child and their parent or the young person, and will take account of their views, wishes and feelings, including their right to request a Personal Budget.

Parental permission is always sought when referring pupils to any outside professionals (see question later) and the outside professionals will usually meet parents either before visiting the pupil or immediately after. All reports are given to parents and a member of the SEND team is happy to talk through the report with parents.

Discussion with pupils around outside professionals are usually best done informally and concentrating on introducing the professional, explaining what will happen and discussing any outcomes in a meaningful and practical way for the pupil.

What expertise and training do the staff have in relation to children and young people with Special Educational Needs and how is further specialist expertise secured including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with Special Educational Needs and in supporting the families of such pupils?

The school routinely updates the training of its teaching staff to ensure they are skilled in delivering high quality inclusive teaching and learning.

The school is continually renewing its training in specific areas of Special Educational Needs and has constructed a bank of resources for staff to access to update and refresh their knowledge and practice.

Worcestershire County Council is responsible for the delivery of services to children and young people across Worcestershire. The school currently purchases advice and support from Chadsgrove Teaching School mainly, but not solely, their Learning Support Team. The school has contacts with Educational Psychologists who can be commissioned to provide individual pieces of work as required.

The school has active links with health authority's speech and language service (there is a named therapist for the mainstream school in addition to the weekly support the service provides for the Language Unit), school nurse, local paediatricians, Visual Impairment team, Occupational Therapy service and Physiotherapy service.

The school are able to support and signpost to voluntary organisations such as: KEMP (bereavement support), Early Help, Reach4wellbeing, Starting Well, School Nursing Service etc. For more information please follow this link: [Burlish Park Primary School - Support for Families](#)

The school can make referrals to support organisations as the need arises, but these are usually subject to the organisation's own waiting list. Parents are involved in the decision to refer and their permission is ultimately sought. [The exception is safeguarding when social services might be contacted without parental permission]

How does the school use equipment and facilities to support children and young people with Special Educational Needs and how is additional equipment secured?

The school has a wide range of equipment that is ordinarily available to pupils: iPads, laptops, cameras, recording devices, concrete practical mathematical and scientific equipment to support learners, writing slopes and support cushions.

Additional equipment for pupils with SEND is recommended and often supplied by outside professionals, otherwise the professional can suggest where it can be purchased.

What are the school's arrangements for supporting pupils with Special Educational Needs in a transfer between phases of education?

Transitions can be worrying for many pupils, whether it is moving classes at the end of a year, moving into the school or Language Unit or leaving the school for another establishment. There are many transition arrangements in place for all pupils including: mornings or lessons visiting the new classroom, teacher and support staff during the summer term, detailed handing over of knowledge and experience of pupils between teachers and class discussions.

However, some pupils require more than this and for these pupils we plan an individual transition package with pupils and parents which could include: additional visits to the new class, additional meetings (formal or informal) with new teacher, pupils preparing a booklet about themselves, pupils preparing a PowerPoint presentation to share with new class mates or taking photographs of the new environment to keep over the summer holidays. These are only examples we can tailor the package to suit the needs of the individual.

Burlish Park follows the transition pathway for SEND pupils with Stourport High School and other local schools. SHS begins its transition while the pupils are still in Year 5 with regular sessions and visits from SHS staff during the year (see A&I policy for more details). Where necessary individual pupils can have additional and adapted transition plans.

Worcestershire County Council has some further details about transition which is available for guidance.

[Transition | Worcestershire County Council](#)

How do parents contact the SEND team?

The role of Access and Inclusion Leader includes the legal responsibilities and strategic leadership duties of a Special Educational Needs Coordinator (SENCO) and is held by Mrs Naomi Thomas.

Please feel free to approach us informally before or after school, but be aware that we will probably need to discuss the issue with members of staff who know your child well before we can get back to you with an answer or arrange a further meeting.

Otherwise, ask your child's class teacher to involve the SEND team.

Email: office-bp@riverscofe.co.uk

What should a parent, of pupils with special educational needs, do if they have a concern about the provision made at the school?

At Burlish Park Primary we are proud of our ethos as an inclusive school and the provision for all children. All staff have a shared commitment to ensuring all children's needs are met and strive for excellence in the provision for all children that we work with.

If a parent feels that the provision that their child receives falls short of our high expectations, this should be raised with the class teacher in the first instance. Should the matter remain unresolved, parents are able to make an appointment with the SENCO via the school office either for a telephone call or a face to face meeting. In addition, any concerns can also be raised with the Headteacher or Deputy Headteacher. In the unlikely event that a parent feels that the matter is not resolved in a satisfactory way they should follow the school's procedure for complaints which can be found on the school website.