



The Rivers
C.of E. Academy Trust

SEND Information Report

Burlish Park Primary School

September 2025



What types of SEN do we provide for?

The SEN Code of Practice identifies four main categories of need: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and Sensory and/or Physical.

Burlish Park Primary School supports children with a wide range of needs. Sometimes children may have needs that fall into more than one category below.

For example, a child with autism may also experience difficulties with anxiety and would therefore have needs in Communication and Interaction and Social, Emotional and Mental Health.

Communication and Interaction

- Difficulties in communicating with others
- Difficulties with social interactions
- Difficulty saying what they want to, understanding what is said to them, not understanding social rules of communication
- Children with Autism are likely to have difficulty with social interaction

Cognition and Learning

- Learning at a slower pace than their peers
- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound and Multiple Difficulties (PMLD)
- Specific Learning Difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia

Social, Emotional and Mental Health

- May demonstrate challenging, disruptive or disturbing behaviour
- Anxiety or depression
- Self-harming
- Eating disorders
- Attachment disorder
- Attention Deficit Hyperactivity Disorder (ADHD) or Attention Deficit Disorder (ADD)

Sensory and/or Physical

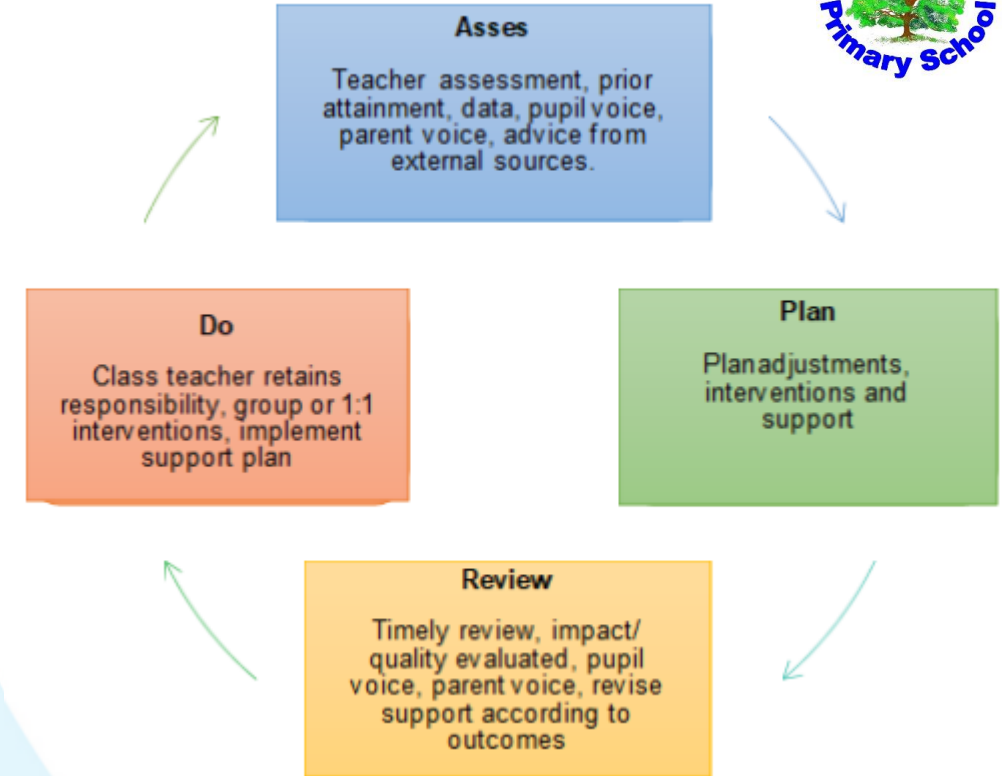
- Disability that prevents a child from accessing the educational facilities
- Vision Impairment (VI)
- Hearing Impairment (HI)
- Multi-sensory Impairment (MSI)
- Physical Disability (PD)

How do we identify and assess pupils 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, (usually a combination), which may include some 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.



Who is our special educational needs coordinator and how can they be contacted?

In the first instance, your child's class teacher should be contacted if you have any questions or concerns about your child's development or progress.

In addition to the class teacher, please contact our SENCo, Mrs Jelfs, via the School Office to make an appointment:

01299 823771

Office-bp@riverscofe.co.uk



Mrs Jelfs
Deputy Headteacher
SENCo

Our SEND Team:



Mrs Jelfs
Deputy Headteacher
SENCo



Mrs Hulme
SEND Assistant
Specialist Speech and
Language Assistant



Mrs Lewellyn
Lead Language Unit
Teacher



Mrs Bidwell
Language Unit Teacher



Miss Girling
Nursery Manager
EYFS Referrals

All of our teachers are teachers of SEND.

Some of our Teaching Assistants are trained in specific areas of SEND, such as ASD and ADHD. They offer vital advice to our team and implement interventions and strategies to support your child.

What is our approach to teaching pupils with SEN?

At Burlish Park, we believe that every child is unique. We value individuality and we are committed to providing opportunities for all children to achieve their best. We promote children's strengths and challenge every child accordingly. We also aim to identify needs early in their educational career and provide appropriate support. At all times, we aim to remove barriers to learning and ensure equality of opportunity for all.

Throughout each child's time at Burlish Park, we value the involvement of the children, the family and the team working around the children at all times.

Our teachers at Burlish Park are skilled in adapting teaching and learning to meet the diverse range of needs in class.

All of the work that we do with children is underpinned by Quality First Teaching, to ensure that all children are receiving the highest quality of provision to progress from their starting points.

How do we adapt the curriculum and learning environment?

School staff are experienced at developing appropriate adaptations to both the curriculum and to the resources used in order to enable all children to fully access the opportunities available to them. When planning the curriculum, school staff consider access for all children to ensure that they can take part in all activities.

Quality First Teaching ensures that children's individual needs are planned for with additional adult support, differentiated tasks or additional resources put in place where necessary.

Where an activity is taking place off-site, consideration is given to ensuring access for all children and any required adaptations or additional staffing requirements are accounted for. Adult to child ratios are carefully planned to ensure adequate staffing at all times whilst off-site. A Risk Assessment is carried out by the lead teacher in consultation with senior leaders, and the SENCo if necessary, to ensure adaptations or additional support required to ensure inclusion of children with SEND.

How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?

Quality First Teaching (QFT) strategies are used to ensure all children have access to the curriculum alongside their peer group. This could include, but is not limited, to the following strategies:

- Appropriate adaptations and adjustments
- Ongoing assessment and planning
- Clear learning objectives and success criteria
- Visual support
- Task planners
- Words banks
- Adjusted homework
- Access to online learning eg Nessy
- Targeted interventions
- Additional resources e.g. wobble cushions, sensory equipment
- Liaison with the SENCo
- Liaison with parents
- Clear routines and structure
- Classroom strategies e.g. choral response, partner talk
- Movement breaks
- Liaison with external professionals
- Specialist interventions (e.g. SALT)

How do we consult parents of pupils with SEN and involve them in their child's education?

We will have an early discussion parent/carer when identifying whether their child needs special educational provision, above Quality First Teaching provision provided in school.

These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We take into account the parents' concerns and observations.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

Parents will be informed if it is decided that a pupil will receive SEN support.

Parents/carers are involved throughout their child's learning journey through formal and informal discussions and meetings to ensure that we are supporting the child within a holistic approach.

How do we consult pupils with SEN and involve them in their education?

Burlish Park Ethos

We are an inclusive school and within school, a safe environment which nurtures individual learners. Children are encouraged to share their thoughts and feelings with adults in school.

Annual review/ EHC plans

Children's views are sought before the annual review and feed directly into the meeting and, therefore, their wishes influence changes to their provision and support in place. How children's views are sought will look different from child to child and will depend on the age of the child and their ability to share their views in different formats.

Teaching & Learning

Teachers ensure that planning reflects the needs of their class and specific adaptations for individuals and groups will be incorporated into planning. Through ongoing reflection and discussions plans are adapted throughout the learning journey. Through ongoing dialogue between teachers and children, teachers adapt planning and teaching to reflect children's needs and interests.

In addition to their involvement across the curriculum, discrete My Life/Circle Time lessons are taught, where specific issues arising in individual classes are addressed. These times are also often opportunities for children to share any worries they may have.

How do we assess and review pupils' progress towards their outcomes?

If there are concerns about a child's progress, the class teacher would discuss this with the SENCo to try and identify what specific difficulties the child is having. 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) is often enough for most children to make good progress.

Should the changes made to QFT 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.

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.

Parents can find more information about the process at: <https://www.ipsea.org.uk/ehc-needs-assessments>.

Further information is also available on the Worcestershire SEND Services website:

http://www.worcestershire.gov.uk/info/20613/send_school_provision_and_education_health_care_plans_ehcp

How do we support pupils moving between different phases of education?

Autumn Term

Secondary School application system opens on 1st Sept

Open day/evening events held at secondary settings

Deadline for Secondary applications on 31st October

Spring Term

Parents informed of Secondary allocations on 1st March

SENCO & Teachers meet with schools to discuss children's needs and adaptations needed

Additional visits and support planned for

Summer Term

Transition visits for all children

Additional visits arranged for children with SEND & those identified as need this support

Secondary transition events for pupils and parents

SENCO & Teachers provide schools with Pupil Passports & transition information

If a child is moving schools during their primary school career, we will provide any transition support needed, including discussion with new class teacher/SENCo, and ensure all relevant paperwork and documentation is passed onto the new school.

How do we support pupils preparing for adulthood?



At Burlish Park we provide a wide range of activities and opportunities to prepare pupils for adulthood by nurturing essential life skills, social development, and academic foundations.

Pupils foster independence through structured routines, high expectations and we encourage responsibility by assigning classroom roles and promoting decision-making.

Social interaction is emphasized, helping pupils develop empathy, teamwork, and communication skills. Additionally, problem-solving activities and critical thinking exercises build resilience and adaptability.

From September 2025, we will launch the Rivers MEE app (My Extraordinary Experiences). Burlish Park will offer 20 different experiences for your child to participate in whilst they are at Primary School. Experiences range from; staying one night away from home with your friends to going to see a live production. These experiences will enable your child to gain new skills and memories that will last a lifetime.

We provide children with skills to ensure that they can continue their education within the secondary system and beyond.

'An extraordinary education for every pupil'

How do we support pupils with SEN to improve their 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.

What expertise and training do our staff have to support pupils with SEN?

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.

How do we secure specialist expertise?

In some cases, outside professionals from health or social services may already be involved with the child. Where these professionals have not already been working with the school staff, the SENCo may contact them should the school and parents feel this is appropriate. Any involvement of outside agencies is with the consent of parents and following ongoing discussions with the class teacher.

As a school we have developed close working relationships with a number of outside agencies and work closely with the following organisations / agencies (and others where appropriate) in order to identify areas of need and make recommendations for any adaptations to provision:

- Speech and Language Therapy (SALT)
- Occupational Therapy (OT)
- Physical Disabilities Outreach
- Onside
- Kemp Hospice Bereavement Support
- Educational Psychologist (EP)
- Complex Communication Needs Team (CCN)
- Chadsgrove
- School Nurse

How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families.

The SENCo or SEND Assistant will support the further assessment of the child, co-ordinating the completion of referral paperwork and assisting in planning future support for them in discussion with colleagues and monitoring the action taken. The child's class teacher will remain responsible for working with the child on a day-to-day basis and for planning and delivering an individualised programme.

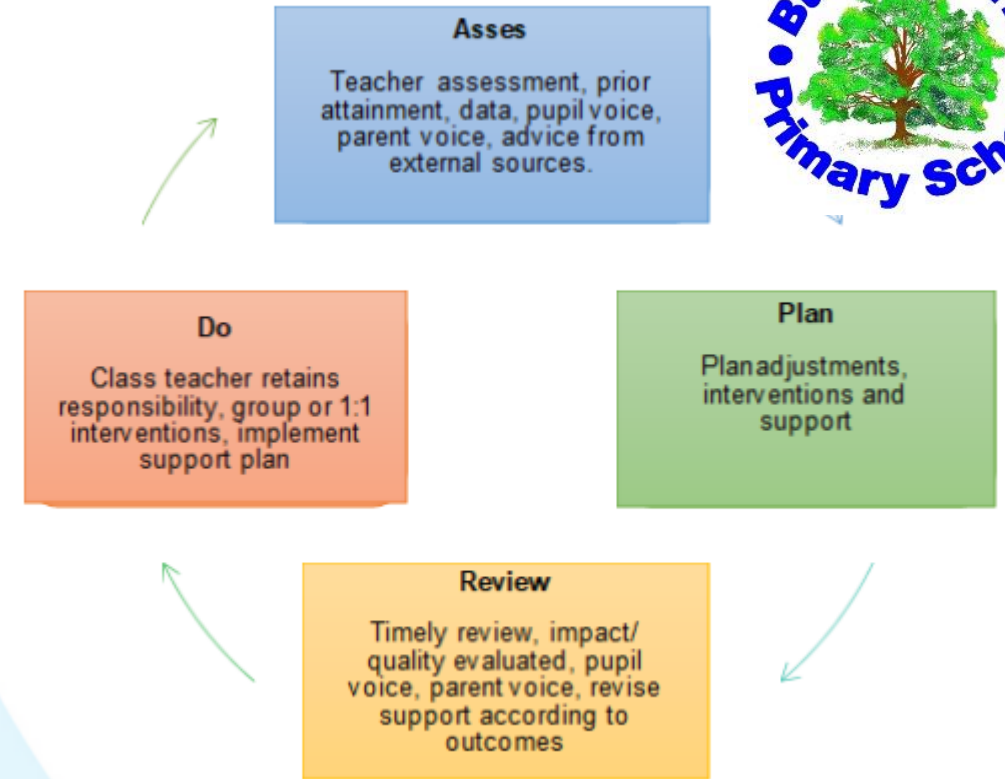
The class teacher is the first port of call if you have concerns about your child's development. Parents will always be consulted and kept informed of the action taken to help the child and of the outcome of this action.

How do we evaluate the effectiveness of our SEN 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
- Learning Support Plan reviews
- Pupil Progress meetings
- Provision Map / Inclusion review meetings
- External professional review meetings
- Consultation meetings with professionals
- Standardised tests
- Observations and Learning Walks



How do we handle complaints from parents/carers of children with SEN about provision made at the school?

At Burlish Park 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 Complaints Policy.

What support services are available to parents/carers?

What is early help?

Burlish Park Primary School - Support for Families

There are early help services for parents, children or whole families at Burlish Park Primary School. All early help is voluntary – families do not have to participate if they don't want to. However, there are sometimes periods in our lives when a little help can make a huge difference.

Early help can support children and their families who may be struggling with a range of things, including, but not limited to:

- Routines and family rules
- Keeping to a healthy lifestyle
- Children who are caring for a family member
- Disability within the family including children being a young carer
- Children in the family have special educational needs (SEND)



Where can the Local Authority's Local Offer be found?

[SEND Local Offer | Worcestershire County Council](#)

[Resources for Children's Speech and Language | Herefordshire and Worcestershire Health and Care NHS Trust](#)

- www.ipsea.org.uk – A useful site for free, legally based Special Education advice
- www.autism.org.uk – The National Autistic Society website, the main UK charity for supporting people with ASD and their families
- www.attentionautism.com – For more information on Attention Autism and how you can support your child to develop attention and turn-taking skills
- www.widgit.com/resources - Symbolled resources for different topics and areas of life, including resources for fire safety and about visiting the doctors/dentists
- www.autismuk.com – Lots of information on ASD
- www.downs-syndrome.org.uk – Advice and support, including booklets to help with independent toileting, sleeping and managing behavior
- www.autismspeaks.org – A comprehensive site, with a useful resource library

Glossary

The SEND process can be full of acronyms which can make understanding it even more difficult. Here is a set of the most common acronyms:

Attention deficit hyperactivity disorder (ADHD)
Autistic spectrum disorder (ASD)
Cerebral palsy (CP)
Child and Adolescent Mental Health Service (CAMHS)
Cystic fibrosis (CF)
Education, Health and Care Plan (EHCP)
Educational psychologist (EP)
Education Welfare Officer (EWO)
Early years foundation stage (EYFS)
Hearing impairment (HI)
Local authority (LA)

Local Offer (LO)
Moderate learning difficulties (MLD)
Obsessive compulsive disorder (OCD)
Occupational Therapist (OT)
Pathological demand avoidance (PDA)
Profound and multiple learning disability (PMLD)
Pupil Referral Units (PRU)
Physiotherapists (PT)
Speech and Language Therapists (SALT)
Special educational needs & Disabilities (SEND)
Special Educational Needs Co-ordinator (SENCo)
Visual impairment (VI)