



Eastcroft Park Primary School

SEN Policy 2025–26

Reviewed in accordance with the SEND Code of Practice 2024

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SENCO: Mrs Lyons

SEN Governor: Mr Michael Harvey

Local Authority: Knowsley Council

Policy Statement

This policy outlines Eastcroft Park Primary School's approach to supporting pupils with Special Educational Needs and Disabilities (SEND). It reflects the values and commitment of our whole school community to inclusion, equality of opportunity, and the highest possible outcomes for every child.

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1. Introduction

Eastcroft Park Primary School is committed to providing a supportive and inclusive environment that enables all pupils to succeed. We recognise that some pupils may require additional provision to ensure equal access to learning and participation.

2. Aims and Objectives

- Identify and support children with SEND early.
- Promote a whole-school approach to inclusion.
- Collaborate with families and professionals.
- Ensure provision is effective, consistent, and regularly reviewed.

3. Legislative Framework

This policy is underpinned by the following legislation:

- SEND Code of Practice (0–25 years, updated 2024)
- Children and Families Act 2014
- Equality Act 2010 (amended 2023)
- SEND and Alternative Provision Improvement Plan (2023)
- Ofsted Area SEND Framework (2025)
- High Needs Funding Operational Guide (2025–26)

4. Roles and Responsibilities

- Governing Body: Oversees SEND provision and ensures resources are effectively used.
- Headteacher: Implements the policy and ensures provision meets statutory requirements.
- SENCO (Mrs Lyons): Coordinates support, liaises with staff, parents, and external agencies.
- Teachers: Deliver inclusive teaching and adapt learning for individual needs.
- Support Staff: Deliver interventions and provide day-to-day support.

5. Identification and Assessment

We identify pupils requiring additional support through teacher assessments, observations, data analysis, and collaboration with parents and professionals.

6. The Graduated Approach (Assess–Plan–Do–Review)

We follow the graduated approach:

- Assess: Identify the specific needs and barriers.
- Plan: Agree on outcomes and strategies.
- Do: Implement support through quality first teaching and interventions.
- Review: Evaluate effectiveness and adjust provision termly.

7. Education, Health and Care Plans (EHCPs)

If a child's needs cannot be met through SEN Support, we may request an EHC assessment from the Local Authority. All EHCPs are reviewed annually to ensure that provision and outcomes remain appropriate.

8. Partnership with Parents and Pupils

We value collaboration with parents and carers, keeping them informed and involved at every stage. Pupils' views are actively sought to inform planning and decision-making.

9. Staff Development and Training

All staff receive training to improve understanding and provision for pupils with SEND. Recent and ongoing training includes autism awareness, speech and language development, and emotional regulation strategies.

10. Monitoring, Evaluation & Review

SEND provision is reviewed termly by the SENCO and the Headteacher. Impact is measured through progress data, feedback, and external evaluations. Governors review policy implementation annually.

11. Policy Approval & Review Record

Date approved by 20th November

Governing Body: 2025

Next Review November 2026

Date: