



PYRAMID
SCHOOLS TRUST

Working in partnership, so future generations achieve, belong and contribute

SEND Policy

Edition 4: 18/03/2026

Document Control		
Edition	Issued	Changes from previous
1	14/07/2022	New policy. Approved by the Board of Trustees
2	6/12/2023	New policy. Approved by the Board of Trustees
3	20/03/2025	Updated grammatically Approved by the Board of Trustees
4	18/03/2026	No Changes Approved by the Board of Trustees

Review Cycle: Annually

Review Date: March 2027

1. Legislation and guidance

This policy is produced in response to the statutory Special Educational Needs and Disability (SEND) Code of Practice January 2015, which provides statutory guidance on duties, policies and procedures for school and takes account of the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities;
- The Special Educational Needs and Disability (SEND) Regulations January 2015, which sets out the schools' responsibilities for Education, Health and Care Plans (EHCPs), SEND Coordinator (SENDCOs) and the SEND information report;
- The Equality Act 2010, which sets out schools' duties to protect pupils from discrimination and disadvantage.

2. Definitions

A pupil has SEND where their learning difficulty or disability calls for special educational provision. Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age.

A child or young person has a learning difficulty or disability if they have:

- significantly greater difficulty in learning than the majority of others the same age, or
- a disability which prevents or hinders him/her/them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Children and young people who have special educational needs may have a disability under the Equality Act 2010. A person with a disability is defined by the Equality Act 2010 as having a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on the person's ability to carry out normal daily activities. 'Long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

The definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have special educational needs but where a child or young person requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010 they will be additionally covered by the SEND definition.

3. Aims and Objectives

The Pyramid Schools Trust SEND policy aims to:

- Set out how our schools will support and make provision for pupils with special educational needs (SEND);
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

The Pyramid Schools Trust fully endorses the SEND Code of Practice (2015) core principles:

- All children and young people are entitled to an education that enables them to make progress so that they:
- Achieve their best
- Become confident individuals living fulfilling lives, and
- Make a successful transition into adulthood, whether into employment, further or higher education or training.

The Trust recognises, respects and values difference and understands that diversity is a strength. We have the highest expectation of all our pupils, including those with SEND. We aim to work closely with teaching staff, supporting them with training and development so that they can deliver well personalised lessons with the needs of pupils with SEND in mind.

4. Roles and Responsibilities

The Pyramid Schools Trust will:

- Keep up to date with relevant SEND legislation and ensure the MAT's policies and practices remain compliant.
- Promote inclusion and equality across the MAT, ensuring that all pupils have access to high-quality education regardless of their needs or disabilities.
- Implementing a system of quality assurance to ensure that all schools within the Trust provide high-quality support and education for SEND pupils
- Ensure that all member schools comply with legal obligations related to SEND, including those related to EHCPs and the Equality Act
- Maintain transparency in decision-making and holding member schools accountable for their responsibilities within the SEND policy.
- Address disputes or concerns related to SEND provision within the Trust and working to find resolutions that prioritise the best interests of the pupils involved.

The Headteacher

The Headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND information report and provision within the school;
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.
- Set the vision for an inclusive school environment where the diverse needs of pupils with SEND are recognised and catered to.
- Promote an inclusive culture within the school where all pupils are respected, valued, and supported, regardless of their individual needs.
- Effectively allocating resources, including funding and personnel, to support SEND provision and inclusion within the school.
- Ensure that the school complies with all legal obligations related to SEND, including the Equality Act, and that policies align with statutory requirements.

The SEND Governor

The SEND Governor will:

- Monitor the quality and effectiveness of SEND and disability provision within the school and update the local governing board on this;
- Work with the Headteacher and SENDCO, ensuring that the school's SEND policy, SEND information report is effectively implemented and is compliant with statutory requirements and best practices.
- Collaborate with the school's governing body to provide oversight and accountability for SEND provision within the school.
- Participate in the development, review, and evaluation of the school's SEND policy, and SEND information report, to ensure it aligns with current legal obligations and provides the best support for SEND pupils.
- Review and analyse data related to SEND pupils' progress, outcomes
- Address disputes or concerns related to SEND provision within the school and work to find resolutions that prioritise the best interests of the pupils involved.

The SENDCO

The SENDCO will:

- Participate in the development of the Trusts overall educational strategy to ensure inclusivity
- Collaborate with senior leaders within their schools, to embed SEND best practice across your setting
- Oversee the identification and assessment of pupils with SEND across their setting
- Work with teachers, parents and external agencies to collect and analyse relevant data for identification
- Ensure that robust tracking and monitoring systems are in place to support early interventions
- Continuously monitoring the progress of SEND pupils within the setting

- Evaluate the impact of interventions and make adjustments as needed.
- Coordinate and facilitate the provision of tailored support and interventions for pupils with additional needs
- Efficiently coordinate EHCP provisions to ensure compliance with statutory requirements while maintaining accurate records of provision-mapped costs
- Support teaching staff in implementing effective teaching strategies for pupils with additional needs
- Collaborate with external agencies and specialists to ensure the necessary support services are available. Collecting and managing data related to SEND pupils to inform decision-making and reporting to relevant authorities.
- Organise CPD opportunities for teachers to enhance their understanding and ability to address the needs of pupils with additional needs
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching;
- Promote a culture of inclusivity for all, within the setting
- Act as a liaison between parents, teachers, school leaders, and external agencies to ensure that the needs of pupils with SEND are being met.
- Communicate regularly with parents and guardians, providing them with updates on their child's progress and ensuring their input in decision-making.
- Be the point of contact for external agencies, especially the Local Authority and its support services;
- Advocate for the rights and needs of pupils with SEND and empowering SEND pupils to become active participants in their own education and future planning
- Maintaining records and documentation related to SEND, including Individual Learning Plans (ILPs) and EHCPs (Education, Health, and Care Plans).
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;

Teaching Staff

Each teacher is responsible for:

The progress and development of every pupil in their class;

- Work closely with teaching assistants and specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching;
- Ensure they follow this SEND policy and the SEND Procedures with the school.
- Adopt inclusive teaching practices to ensure that all pupils, including those with SEND, have equal access to the curriculum
- Adapt teaching approaches to meet the diverse needs and abilities of pupils, providing additional support or challenges as required
- Identify pupils who may have SEND and referring them for assessment as needed
- Collaborate with the SENDCo to develop targeted support through ILPs, review progress and development and decide on any changes to provision
- Engage in continuous professional development to enhance knowledge and skills related to teaching students with additional needs
- Establish a classroom environment that is conducive to the needs of pupils with SEND, considering sensory, physical, and emotional factors

- Promote positive behaviour management techniques and inclusion in the classroom
- Ensure that materials are accessible for pupils with additional needs
- Advocate for the rights and needs of pupils with SEND within the school community and contributing to the development of an inclusive culture

Support Staff (Pastoral Workers, Teaching Assistants, Learning Mentors, Inclusion Teams)

Support Staff will:

- Be fully aware of the Trust SEND policy and school procedures for identifying, assessing and making provisions for pupils with SEND;
- Provide direct support to students with SEND to help them access the curriculum and achieve their learning objectives.
- Work closely with classroom teachers and the school's SENDCO to implement strategies and interventions that support students with SEND and additional needs.
- Assist in the implementation of inclusive teaching practices, to ensure that students with SEND can actively participate in lessons.
- Engage in ongoing training and professional development to enhance knowledge and skills related to supporting students with SEND
- Ensure that all support and interventions provided align with the school's and Trust's SEND policies.
- Support the work of teachers and support the inclusion of SEND pupils where possible;
- Support SEND pupils on a 1:1 or small group basis on pre-learning, additional learning and relevant intervention programmes, as required or stated within EHCP

5.Children with Specific Circumstances

The SENDCO and designated teacher work closely to ensure that the needs of children with specific circumstances are fully understood by relevant school staff.

Looked After Children (LAC)

Pupils within the Trust who are being accommodated, or who have been taken into care, by the Local Authority (LA) are legally defined as being 'looked after' by the LA. The Trust recognises that pupils that have SEND are more likely to be 'looked after', and it is likely that a significant proportion of them will have an EHC plan.

Each school has a designated member of staff for coordinating the support for LAC. [Children with other needs](#)

The Trust is aware that there are other needs that may require additional support. These are not considered SEND but may still impact on progress and attainment. These include:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language
- Social and economic disadvantage

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

The Trust supports pupils that have English as an Additional Language (EAL), aiming to ensure that they have a quality experience and are able to achieve.

6. Admissions and Support for SEN and Disabled Pupils

The SEND Code of Practice states: 1.27 The School Admissions Code of Practice requires children and young people with SEND to be treated fairly. The Admissions process must ensure the following:

- Applications are considered from parents of children who have SEND but do not have an EHC plan on the basis of the school's published admissions criteria as part of normal admissions procedure.
- Must not refuse to admit a child who has SEND but does not have an EHCP because they do not feel able to cater for those needs.
- Must not refuse to admit a child on the grounds that they do not have an EHCP plan.
- The school admissions process for pupils with SEND (other than those pupils with an EHCP) must be the same as it is for pupils without SEND.

The Trust is committed to ensuring that those with Special Education Needs and vulnerable children are not treated less favourably than other applicants.

The Trust will not treat disabled pupils less favourably for a reason relating to their disability and will take reasonable steps to ensure that they are not placed at a substantial disadvantage to those who are not disabled.

The Trust recognises its duty under the 2010 Equality Act and Section 69 of the Children and Families Act 2014:

- Not to discriminate against pupils with disabilities in their admissions and exclusions, and provision of education and associated services.
- Not to treat pupils with disabilities less favourably for a reason related to their disability.
- To make reasonable adjustments to avoid putting pupils with disabilities at a substantial disadvantage.
- To publish an Accessibility Plan that will increase access to education for pupils with disabilities.
- The Trust recognises and values parent / carers' knowledge of their child's disability and its effect on their ability to carry out normal activities, and respects the parent/carers and the child's right to confidentiality.
- The Trust aims to ensure a common high quality of experience for all pupils to help maximise each individual's potential, whilst supporting creativity and individuality within teaching and learning, through personalised learning activities and effective formative assessment.

7. Identifying pupils with SEN and assessing their needs

The Trust has a clear approach to identifying and responding to SEND and recognises that early identification and effective provision improves long-term outcomes for the pupils.

Methods to identify pupils making less than expected progress and possibly have SEND include:

- Concerns raised by pupils or members of staff;
- Monitoring of progress data (it is important to note this can include progress in areas other than attainment, for example behaviour/ attendance data);
- Scores on standardised assessments;
- Parents/ Carers raising concerns.

Less than expected progress might be when a pupil:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the pupil's previous rate of progress;
- fails to close the attainment gap between the child and their peers;
- widens the attainment gap.

The first response to any concerns about progress will be high quality teaching, personalised to the individual; as the Code of Practice states, we believe additional intervention and support cannot compensate for a lack of good quality teaching. The majority of pupils can make progress through such teaching. If teachers have an initial concern about progress they will discuss this with parents/ carers.

If, despite high quality teaching and class-based intervention a pupil continues to make less than expected progress a referral will be made to the appropriate person in the Trust school. The school SENDCO will be responsible for investigating and where necessary assessing the pupil to determine if they potentially have any special educational needs requiring additional support.

8. Consulting and involving pupils and parents

If a concern is raised with a Trust school about a child potentially having SEND the pupil and their parent/carers will be involved in early discussion. The aim of this discussion will be to ensure:

- Everyone develops a good understanding of the pupil's areas of strengths and difficulties;
- Parents and pupil have the opportunity to raise any concerns;
- Clarity of desired outcomes and next steps.

If support is required, the Trust school will determine whether they can provide it by adapting the core offer or whether something different to or additional is needed. If it is determined that a child does have SEND they will be added to the Trust school SEND register and a Learning Plan with clear outcomes will be created.

If a child is on SEND Support or has an Education Health Care Plan then parents/ carers and pupils will both be involved in reviews of their support; these will take place three times a year (including the annual review for pupils with an EHCP). Pupil and parent feedback is also gathered annually through questionnaires and focus groups.

9. Assessing and reviewing pupils' progress towards outcomes

The Trust follows the graduated approach and the four-part cycle of assess, plan, do, review. Reviews may include evaluating progress towards Learning Plan outcomes, use of whole school data and exit assessments from intervention programmes.

10. Supporting pupils moving between phases and preparing for adulthood

The Trust places pupils and their families at the centre of planning for future transitions. Transition between key stages are supported in ways which include:

- Sharing information with feeder schools and with further education providers;
- Personalise transition planning for pupils with high levels of SEND/ EHCPs;
- Access to careers guidance or Central Bedfordshire Youth Support Services (for pupils from Central Bedfordshire with an EHCP);
- Additional discussions with a representative of the Trust school;
- Supported visits to further education where necessary;
- Access to Personal Development Lessons, which are delivered to all pupils, including those with SEND, across all year groups.

11. Complaints about SEN provision

In the first instance we encourage parents to discuss any concerns with the SENDCO at the relevant Trust school.

If your concerns are not dealt with satisfactorily, please refer to the Trust complaints procedure:

https://pyramidschoolstrust.org/_documents/%5B768258%5DPyramid_Schools_Trust_Complaints_Policy.pdf

12. Details of support services for parents of pupils with SEND

Headteachers will monitor compliance with this policy within their academies throughout the academic year, with The Pyramid School Trust quality assuring the impact of this policy in supporting SEND pupils and in meeting the SEND Code of Practice.

13. Details of support services for parents of pupils with SEND

1. Central Bedfordshire's Special Educational Needs Information, Advice and Support Service (SENDIASS): <https://cbsendiass.org/>
2. Independent Advisor of Special Education Advice (IPSEA): <https://www.ipsea.org.uk/>
3. Central Bedfordshire Local Offer: https://localoffer.centralbedfordshire.gov.uk/kb5/centralbedfordshire/directory/home_page

Please also see your child's school website, for support services in your local area.

14. Procedures within our Schools

Please see the websites of the individual schools in the Pyramid Schools Trust for their procedures and named SENDCOs::

Arnold Academy: <https://www.arnoldacademy.org.uk/>

Beecroft Academy <https://beecroftacademy.co.uk/>

Brooklands Middle School <https://www.brooklandsschool.co.uk/>

Harlington Upper School: <https://www.harlington.org/>

Parkfields Middle School: <https://www.parkfieldsschool.co.uk/>

Harlington Lower School: <https://www.harlingtonlower.co.uk/>

Ramsey Manor Lower School: <https://www.ramseymanor.co.uk/>

Sundon Lower School: <https://www.sundonlower.co.uk/>

Westoning Lower School: <https://www.westoning.org/>

Redborne Upper School: <https://www.redbornecommunitycollege.com/>