
Moorlands Learning Trust

SEND Policy

	Position/Committee	Date
Prepared by	CEO/Trust Director of SEND & Inclusion	July 2025
Approved by	Trust Board	July 2025
To be Reviewed	CEO/Trust Director of SEND & Inclusion	July 2026

Moorlands Learning Trust

SEND Policy

1. Vision, values and broader aims

Our vision for inclusion within the Moorlands Learning Trust is that whatever their individual need or starting point, all students are enabled and empowered to achieve their personal best.

We believe that this can be achieved through a caring, systematic, personalised and holistic approach to overcome barriers to learning and personal development.

This **SEND Policy** and the **SEND Information Report** for all Moorlands Learning Trust schools outline how each school will ensure that the necessary provision is made for any student with special educational needs. SEND Information Reports are available on MLT schools' websites under SEND.

It is the aim of the Trust to provide every student with the best educational experiences possible. All students should be fully immersed within the life, curriculum and community of each school. Reasonable adjustments will be made ensuring that all students are fully included.

We are also committed to working in partnership with all stakeholders in decision-making processes, in particular students themselves and their parents/carers whilst maintaining appropriate confidentiality.

2. Development and implementation

This policy has been developed by the Director of Inclusion, Assistant Headteachers: Inclusion & SENDCOs in consultation with the CEO and Board of Trustees and is implemented by the Headteachers, Leadership Teams and Local Governing Bodies in each Trust school.

This policy is based on the statutory [SEN and Disability Code of Practice \(2015\)](#) and the following legislation:

Part 3 of the [Children and Families Act](#) (2014), which sets out schools' responsibilities for students with SEND

The [Special Education Needs and Disability Regulations](#) (2014), which sets out schools' responsibilities for education, health and care (EHC) plans, SEND Co-ordinators (SENDCOs) and the SEND Information Report.

The [Equality Act](#) (2010)

The **SEND Policy** should be read in conjunction with the **SEN Information Report** for the school your child attends, which is a statutory document reviewed by the governors each year and which contains more detailed information about how the **SEND Policy** is implemented in each school. All of these documents can be found on the school websites, with relevant links to each local authority's '**Local Offer**'.

Across the Trust, the **SEND Information Reports** constitute the '**School offers**' and have been developed with regard to the '**Local Offer**' for the relevant Local Authority respectively, both of which set out what all schools in each local authority should provide.

Please see Appendix I for a visual summary of how these documents fit together.

3. Definition and Identification of SEND

The SEND Code of Practice (2015) states *6.14 All schools should have a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised- identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.*

a. Definition of a Special Educational Need

'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) Have a significantly greater difficulty in learning than the majority of others of the same age; or*
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. (SEND Code of Practice, 2015, xiii-xiv).*

b. Definition of a disability

The Equality Act (2010) states that a person has a disability *if they have a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.*

c. Identifying a Special Educational Need

All teachers are teachers of students with SEND; all leaders are leaders of students with SEND. Teaching students with a special educational need is a whole school/Trust responsibility which is central to our school and Trust ethos.

At the core of every lesson and every curriculum area is a continuous cycle of planning, teaching, assessment, evaluation and reflection that takes into account the wide range of abilities, aptitudes and interests of the students in our school communities. The majority of students will learn and progress in line with their expected levels; however, for students with special educational needs there may be a need to provide an enhanced level of provision that supports them to be able to access the curriculum and make progress.

All relevant staff within each Trust school has access to Individual Pupil Passports/Plans for students with SEND. It is the responsibility of all staff to remain familiar with these documents throughout the school year, keeping up to date with changes and provisions that are specific to individual students, thus allowing them to effectively plan, scaffold and make reasonable adjustments for our students with SEND. These confidential documents are accessible to staff and staff will take care to protect this confidentiality.

All Moorlands Learning Trust schools follow a formal process when identifying special educational needs and these are outlined in each school's SEND Information Report, allowing the schools to identify and support those with SEND and ensure that provision is timely and appropriate to their individual needs.

4. Staff Training

Teachers and relevant support staff must be provided with the necessary information and training on an ongoing basis to ensure that the students they teach are able to flourish. Information and training will be provided on a variety of levels as needs arise including at whole-school, curriculum and individual level across the Trust.

It is also recognised that in some cases collaboration with external agencies may be required in order to access specialist support, but where possible expertise will be developed from within our schools.

In the classroom, our core principle is our commitment to provide high quality teaching for all students which places effective adaptive teaching and scaffolding at the heart of our teaching practice. We will hold ourselves to account in this regard through the whole-school Quality Assurance and Appraisal processes using the National Teacher Standards and the Professional Standards for Teaching Assistants (June 2016) as our guide.

5. Transition

As part of the transition to our Trust schools, each school offers a range of enhanced transition opportunities as outlined below for students with SEND.

At primary level, induction arrangements prior to a child entering Reception are based on information provided from the Pre-School Provider, Parent, Educational Psychologist, Speech Therapist, Health Visitor or other professionals involved with individuals. Reception staff will meet with staff from partner nursery schools prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENDCo after this meeting and provision arrangements will be discussed with the Headteacher, SENDCo, class teacher and parents/carers prior to the child beginning at school. Baseline assessments are carried out within the first half term of a pupil beginning at school. Parents are invited to review how children have settled into reception and discuss the support and provision being made.

At secondary level, we invite parents and carers of students with SEND for additional visits at any time during their child's Key Stage 2 journey and aim to attend EHCP reviews for students in Year 6 where possible. A member of the SEND and/or pastoral teams will visit all of our partnership schools to identify needs and establish support needed for a smooth transition. Our student passports/plans are written in conjunction with students, and parents/carers and will be reviewed at least once per year. Where necessary, we offer a separate transition day in addition to our full cohort offer for our more vulnerable students so that they can acclimatise themselves with the school before all of the Year 6s attend their transition days. All staff are briefed at the start of the new school year on and SEND students joining Trust schools, with regular updates throughout the academic year.

Each school within the Trust also adheres to 'Preparation for Adulthood' outcomes, as outlined in the SEND Code of Practice 2015. These outcomes aim to support children and young people with SEND in understanding and preparing for higher education and/or employment, independent living, participation in society and health. Within each Trust school, children and young people with SEND have access to specific and timely support around these outcomes so that they are well-prepared for key transition points up to the point they leave school and beyond.

6. Monitoring and evaluating the SEND Policy

The effectiveness of this policy will be monitored by the Trust Director of Inclusion and relevant senior leader in each school with the Headteachers and will be approved by the CEO and Board of Trustees. It will be reviewed annually to take into consideration changes in national guidance, legislation and relevant changes in Trust schools.

Appendix I: Visual summary of how the Moorlands Learning Trust SEND Policy, SEN Report, School Offer and Local Offer fit together for both of our Trust schools. Taken from 'The Key' June 2017

