



Moorlands

Learning Trust

Moorlands Learning Trust SEND Policy

	Position/Committee	Date
Prepared by	Trust Director of SEND	September 2026
Approved by	Trust Board	October 2026
To be Reviewed	Trust Director of SEND	Autumn 2027

NB. This policy reflects the statutory SEND framework currently in force. It also takes account of the direction set by the Government's 2026 SEND reform proposals, including earlier support, inclusive mainstream provision and clearer levels of support. Proposed reforms will not replace existing statutory duties unless and until the relevant legislation and statutory guidance change.

Moorlands Learning Trust SEND Policy

1. Vision, values and broader aims

Our vision for inclusion within the Moorlands Learning Trust is that, regardless of starting point or individual need, all pupils 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 Trust-wide **SEND Policy** explains how Moorlands Learning Trust schools secure provision for pupils with special educational needs. It should be read alongside each school's statutory **SEND Information Report**, which governors review annually and update in-year following significant changes. The report explains local implementation and, as required by Schedule 1 of the Special Educational Needs and Disability Regulations 2014, covers the identification and assessment of need, provision, curriculum access, staff expertise, equipment and facilities, pupil and parent/carer involvement, complaints, external agency support and links to the relevant local authority's **Local Offer**. Both documents are available on school websites.

Inclusion is a **non-negotiable principle across the Trust**. All schools operate as inclusive communities where difference is valued, barriers to learning are proactively identified and removed, and pupils are supported to participate fully in the life, curriculum and community of their school. MLT schools have an unwavering focus on the building of positive relationships to ensure a sense of belonging and inclusivity for every pupil; pupils are 'seen, known and supported'.

We are committed to:

- Ensuring all pupils can access a **broad, balanced and ambitious curriculum** alongside their peers
- Delivering **high-quality teaching as the first response** to meeting need
- Making reasonable adjustments to secure equitable access and participation
- Promoting independence, confidence and positive self-identity.
- We work in partnership with pupils, parents/carers and professionals to make informed decisions about provision, recognising the importance of collaboration and pupil voice in achieving strong outcomes.

2. The Moorlands Learning Trust Approach to SEND

All schools within Moorlands Learning Trust operate within a **shared Trust-wide framework for SEND**, ensuring consistency, equity and high expectations across all settings. Each school will use its best endeavours to ensure that the special educational provision required by pupils with SEND is secured, in line with statutory duties and the Trust's shared commitment to inclusion.

This approach is underpinned by:

- A consistent **graduated approach (Assess–Plan–Do–Review)**
- Agreed **Trust SEND principles and expectations for practice**
- A strong commitment to **high-quality teaching and adaptive classroom practice**
- A shared understanding that **all teachers are teachers of pupils with SEND**.

This common framework ensures:

- Equity of provision for pupils across all Trust schools
- Consistency in professional practice and decision-making
- Effective monitoring of provision and impact at both school and Trust level
- Collective accountability for improving outcomes for pupils with SEND.

3. Development and implementation

This policy has been developed by the Director of Inclusion and SENDCos within the Trust, 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 SEND Code of Practice: 0 to 25 years and should be read alongside current Department for Education guidance, the Children and Families Act 2014, the Special Educational Needs and Disability Regulations 2014, the Equality Act 2010 and any subsequent statutory updates or national reform guidance issued by the Department for Education.

- Part 3 of the [Children and Families Act](#) (2014), which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care plans, SEND Co-ordinators and the SEND Information Report.
- The [Equality Act](#) (2010).

Each school also maintains and publishes an Accessibility Plan, which sets out how the school will improve access to the curriculum, the physical environment and information for disabled pupils.

4. Definition and Identification of SEND

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.

Moorlands Learning Trust adopts a clear and consistent approach to the identification of special educational needs and disabilities, in line with the SEND Code of Practice (2015).

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

Most pupils' needs will initially be addressed through inclusive, high-quality teaching, reasonable adjustments and support available to all pupils. Where this is not sufficient, the school will use the Assess–Plan–Do–Review cycle to understand the pupil's barriers, agree outcomes and put additional support in place. The pupil and their parents/carers will be involved, and the impact of support will be reviewed regularly.

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Provision across the Trust is informed by the four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs.

Pupils may present with needs across more than one area.

All Trust schools follow a consistent graduated approach, known as Assess–Plan–Do–Review, to identify, plan for and meet pupils' needs. This cyclical process is closely aligned with the MLT SEND Principles to ensure equity of provision:

- Supports early identification
- Ensures provision is matched to need
- Enables ongoing evaluation of impact
- Secures continuous improvement in outcomes.

This process allows schools to identify and support those with SEND and ensure that provision is timely and appropriate to their individual needs. Specialist advice will be sought where the school requires further expertise to understand or meet the pupil's needs from relevant education, health or care professionals, including the 'experts at hand' service which will bring expertise into mainstream schools.

A pupil does not need to be identified as having SEND to receive inclusive support or reasonable adjustments. Some disabled pupils will have SEND, while others will not require special educational provision. Schools will respond to identified barriers and comply with their Equality Act duties whether or not a pupil is recorded on the SEND register.

5. Inclusion Strategy and Inclusive Mainstream Fund

Each school will publish an Inclusion Strategy by 31 December 2026 and review it annually, in line with the Department for Education's Inclusive Mainstream Fund conditions. Informed by self-evaluation, data and pupil and parent/carer voice, it will identify common barriers, planned evidence-informed activity, intended outcomes, implementation, evaluation and budgeted costs.

Schools will use the fund to strengthen inclusive universal provision, remove barriers and provide early targeted support in line with the seven DfE principles of inclusion. Headteachers will lead delivery; local governing bodies will scrutinise the strategy, spending and impact; and the Trust Board and Trust Director of Inclusion will receive assurance through Trust monitoring.

6. Individual Support Plans

Where a pupil receives additional SEND provision, the school will maintain an accessible record of the pupil's needs, strengths, intended outcomes, agreed provision and reasonable adjustments. This will be developed with the pupil and their parents/carers and reviewed through the Assess–Plan–Do–Review cycle. Each school's terminology may be slightly different e.g. pupil passport, individual learning plan etc. Schools will adapt their recording arrangements to meet any future statutory requirements for Individual Support Plans.

7. Roles and Responsibilities

Clear roles and responsibilities across Moorlands Learning Trust ensure effective implementation of this policy and accountability for outcomes.

The Trust Board

Holds overall statutory responsibility for ensuring that the Trust and its schools comply with SEND and disability duties, receiving assurance through local governing boards, senior leaders and Trust monitoring processes about the quality, consistency and impact of provision.

The Trust Director of Inclusion

- Provides strategic leadership for SEND and inclusion across the Trust
- Supports schools to develop effective inclusive practice and secure consistent implementation of Trust SEND principles
- Provides opportunities for SENDCos and inclusion leaders to share good practice, develop collective expertise and solve common barriers
- Facilitates professional networks, training and peer support to strengthen leadership of SEND and inclusion across all schools
- Supports schools to evaluate the impact of provision and ensure that pupils with SEND are able to access, participate in and achieve within an ambitious curriculum
- Promotes collaboration with parents/carers, external agencies and local authorities where this supports improved outcomes for pupils.

Headteachers and Senior Leaders

- Are responsible for the effective implementation of this policy within their school
- Ensure that SEND and inclusion are central to school improvement planning, curriculum leadership and quality assurance
- Promote a culture of inclusion in which all staff understand that every leader and teacher is responsible for pupils with SEND
- Are responsible for the construction and publication of the Inclusion Strategy.
- Hold leaders and staff to account for the quality of high-quality teaching, adaptive practice, reasonable adjustments and targeted provision
- Ensure that the SENDCo has sufficient time, status and access to senior leadership to carry out the role effectively
- Use pupil outcome information, attendance, behaviour, exclusion and safeguarding data to identify patterns, barriers and priorities for improvement
- Ensure that pupils with SEND can access, participate in and achieve within an ambitious curriculum and wider school life
- Work with governors, Trust leaders, parents/carers and external agencies to secure effective provision and improved outcomes for pupils.

SENDCo

Each school has a designated and appropriately qualified SENDCo who:

- Will hold, or be working towards, the mandatory national qualification for SENDCOs within the required statutory timescale, where this applies
- Coordinates SEND provision within the school and supports the consistent implementation of the Trust SEND Policy and school SEND Information Report
- Will work alongside senior leaders to develop the Inclusion Strategy.
- Leads the graduated approach, ensuring that pupils' needs are assessed, provision is planned and implemented, and impact is reviewed regularly
- Advises and supports teachers and support staff to identify need early, remove barriers to learning and provide effective adaptive teaching and reasonable adjustments
- Works with senior leaders to ensure SEND and inclusion are reflected in curriculum planning, quality assurance, staff development and school improvement priorities
- Maintains accurate and up-to-date SEND records, including individual plans, provision maps, review information and statutory documentation
- Monitors the quality and impact of SEND provision, using evidence from pupil progress, attendance, behaviour, safeguarding and wider participation to inform next steps
- Works in partnership with pupils, parents/carers and external professionals so that provision is informed, coordinated and responsive to individual need
- Supports effective transition arrangements for pupils with SEND, including entry to school, movement between phases or year groups, and preparation for adulthood where relevant
- Contributes to statutory processes, including EHC needs assessments, annual reviews and liaison with local authorities
- Facilitates staff training, professional guidance and sharing of effective practice so that all staff understand their responsibilities for pupils with SEND.

All Staff

All teachers are teachers of pupils with SEND. It is the responsibility of all staff to:

- Promote an inclusive culture in which all pupils are welcomed, valued and supported to participate fully in school life
- Deliver high-quality, adaptive teaching that is responsive to pupils' needs and enables access to an ambitious curriculum
- Use assessment effectively to identify pupils' starting points, check understanding and adapt teaching in response to need
- Identify emerging needs early and share concerns promptly with the SENDCo, senior leaders and parents/carers where appropriate
- Implement agreed strategies, individual plans, reasonable adjustments and targeted support consistently
- Maintain clear routines, positive relationships and well-structured learning environments that support inclusion and independence
- Contribute to the graduated approach by helping to assess need, implement provision, review impact and refine next steps

- Protect the confidentiality of pupil information and use SEND records responsibly to inform planning, teaching and support
- Engage with relevant training and professional guidance to strengthen their knowledge of SEND, inclusion and adaptive practice.

8. Staff Training and Workforce Development

All staff will receive ongoing, role-appropriate professional development to identify needs early, remove barriers and support pupils effectively. Training will strengthen inclusive and adaptive teaching, reasonable adjustments, the graduated approach and the effective use of scaffolding and assistive technology.

Schools will draw on SENDCo leadership, Trust expertise and external specialists where required. Leaders will use quality assurance, appraisal and school improvement processes to evaluate whether training improves practice and pupil outcomes.

9. Transition

Pupils with SEND and disabled pupils are admitted in accordance with each school's published admissions arrangements. Schools will not treat disabled pupils less favourably and will consider reasonable adjustments, access arrangements and transition support so that pupils are not disadvantaged.

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

Each school publishes its transition arrangements in its SEND Information Report. These include the timely transfer of information, involvement of pupils and parents/carers, liaison with previous or receiving settings, and additional transition support where required. From the earliest appropriate stage, schools will support preparation for adulthood, including aspirations for further education and employment, independent living, participation in the community and good health. Planning will reflect the pupil's age, strengths, needs and ambitions.

Where pupils with SEND also have medical conditions, schools will work in line with the Trust policy for supporting pupils with medical conditions. Individual Healthcare Plans, where required, will be considered alongside SEND support so that educational, health and safety needs are coordinated effectively.

Where alternative or off-site provision is used, leaders remain responsible for ensuring that SEND needs, reasonable adjustments, safeguarding arrangements, attendance, progress and the quality of provision are planned, monitored and reviewed.

10. Partnership with Parents, Carers, Pupils and External Agencies:

Moorlands Learning Trust recognises that strong partnerships are essential in securing the best outcomes for pupils with SEND.

We are committed to working collaboratively with:

- Pupils, ensuring their views inform provision
- Parents and carers, as key partners in decision-making
- External professionals, to access specialist advice and support
- The local authority

This collaborative approach ensures that provision is well-informed, coordinated and responsive to need.

11. Safeguarding and SEND

Moorlands Learning Trust recognises that pupils with SEND may be more vulnerable to safeguarding risks and ensures close collaboration between SEND and safeguarding leads to ensure that pupils receive appropriate and coordinated support.

All staff:

- Are aware of the additional vulnerabilities that pupils with SEND may face
- Understand the importance of recognising and responding to safeguarding concerns
- Work in accordance with the Trust's Safeguarding and Child Protection Policy.

12. Monitoring the Quality and Impact of SEND Provision

Monitoring focuses on the quality, consistency and impact of SEND provision across the Trust. This ensures that leaders and governors have clear evidence of how well pupils' needs are being identified, how effectively provision is being implemented, and whether this is improving access, participation and outcomes.

The Trust and its schools monitor SEND provision through a range of evidence, including:

- the extent to which provision is matched to need
- whether reasonable adjustments are understood and implemented consistently
- the impact of interventions on progress, independence, confidence and participation
- whether pupils with SEND have equitable access to the curriculum and wider school life
- any patterns, barriers or risks that require further action at school or Trust level.

Where patterns in attendance, behaviour, use of restrictive intervention, suspension or exclusion emerge, leaders consider whether unmet SEND, disability-related need, environmental barriers or reasonable adjustments require further review through the graduated approach.

Monitoring outcomes are used to inform school improvement priorities, professional development, resource allocation, support from the Trust Director of Inclusion and reporting to governors and trustees.

This ensures that provision is:

- Effective
- Responsive to need
- Continuously improving.

13. Monitoring and evaluating the SEND Policy.

The effectiveness of this policy will be monitored by the Trust Director of Inclusion and the 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.

14. Complaints and Concerns

If parents/carers have concerns about SEND provision, they are encouraged to raise these with the school in the first instance, usually through the class teacher/form tutor, SENDCo or relevant senior leader. Where concerns are not resolved informally, they will be managed in line with the Trust's Complaints Policy. Where concerns relate to statutory EHC processes, parents/carers may also access local authority disagreement resolution, mediation and tribunal routes, as appropriate.