Moorlands Learning Trust

MOORLANDS LEARNING TRUST SEND PLEDGE

At Moorlands Learning Trust we are passionate about giving our children and young people the best possible start in their educational lives. We firmly believe that SEND is everyone's responsibility and we work hard to ensure that there is a strong sense of inclusion across our settings.

We pledge to:

1. Ensure an inclusive culture in all of our schools, where your child feels safe and is able to focus on learning and thrive in all areas of their lives; academically, personally and socially;
2. Listen to, support and be a voice for parents, carers and our children and young people;
3. Ensure that communication from the SEND Team is timely, responsive and supportive, so that our children and families feel fully involved in decision-making about our children and young people's education (schools will provide an initial response within two working days, taking into account part-time working hours where relevant, with further contact as required);
4. Work collaboratively with our parents, carers, children and other agencies so as to ensure the best possible support at all times;
5. Recognise and respond early where a child or young person presents with additional needs, delivering appropriate interventions where necessary;
6. Provide a high quality, adaptive and supportive education for all of our children and young people, making sure that our SEND provision is responsive to and meets need to improve outcomes.

Our Trust SENDCos

There are currently fourteen SENDCos working across our trust schools, all of whom hold the appropriate SEN qualifications as a minimum. Our SENDCos are highly committed to supporting families in enabling and empowering children and young people to be the best they can be, and each SENDCo has a wealth of experience and training that ensures they're able to give your child or young person the right support at the right time. SENDcos follow the 'assess, plan, do, review' model as laid out in the SEND Code of Practice 2014. Further information about each school and relevant LA's local offer can be found on school websites, along with contact details.

Our Trust Director of Inclusion

As part of our recognition that SEND needs continue to increase and become more diverse, we have a Trust Director of Inclusion; a qualified and highly experienced SENDCo who has worked in a number of schools supporting provision and progression for children and young people. The role is focused on supporting trust SENDCos with the strategic and day to day implementation of SEND support, providing direction and guiding development so that standards are consistently high and SENDCos are well-supported. We also employ a full time SEND Trust Administrator who is available to support SENDCos across the Trust in all aspects of SEND administration and record keeping.

The SEND Code of Practice 2015 defines SEND as being:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her;

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

• has a significantly greater difficulty in learning than the majority of others of the same age, or

• has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

SEND Areas of Need:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and Physical