

MIAG



Special Educational Needs & Disability Policy

Ratified by Chair of Govs:

Signed by 

Date 

Date:

Review Date:

1. Introduction:

MIAG is committed to meeting the needs of all learners, including those with special educational needs and disabilities (SEND). We believe that all learners are entitled to a broad, balanced, and engaging curriculum that supports their academic, social, emotional, and personal development.

We recognise that many of our learners have Social, Emotional and Mental Health (SEMH) needs or Communication/Interaction needs and will have experienced difficulties accessing mainstream education.

This policy sets out how we identify, assess, and support learners with SEND to enable them to thrive.

2. Aims:

- ✚ To ensure that every learner's individual needs are identified and met
- ✚ To provide a supportive, nurturing environment where learners feel safe, valued, and understood
- ✚ To work in partnership with learners, parents/carers, and other professionals
- ✚ To ensure a graduated response to support learners, including access to specialist interventions where necessary
- ✚ To prepare learners for adulthood and equip them with the skills to succeed in education, employment, or training

3. Legal Framework:

This policy complies with the statutory requirements laid out in the following:

- ✚ Children and Families Act 2014
- ✚ SEND Code of Practice: 0–25 years (2015)
- ✚ Equality Act 2010
- ✚ Education Act 1996

4. Definitions:

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

A learner has a learning difficulty or disability if they:

- Have significantly greater difficulty in learning than the majority of others of the same age
- 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

SEND is categorised into **four** broad areas:

- ✚ Communication and interaction
- ✚ Cognition and learning
- ✚ Social, emotional, and mental health difficulties
- ✚ Sensory and/or physical needs

5. Roles and Responsibilities:

- ✚ **SENDCo:** Responsible for the day-to-day operation of the SEND policy, coordinating support, and liaising with external agencies
- ✚ **All Staff:** Responsible for identifying and supporting learners with SEND and implementing strategies within the classroom and wider provision
- ✚ **Senior Leadership Team:** Monitors the quality and impact of SEND provision and ensures resources are appropriately allocated

6. Identifying Needs:

We use a range of information to identify SEND, including:

- ✚ Prior assessments (EHCPs, Education Psychologist reports)
- ✚ Initial assessments on entry
- ✚ Observation and feedback from staff
- ✚ Information from parents/carers and previous settings
- ✚ Concerns raised by learners themselves

We recognise that SEMH needs may overlap with other areas of SEND, and we treat every learner as an individual. We also recognise that for a number of our learners that their presenting behaviours are often as a result of undiagnosed Speech, Language and Communication needs, and that behaviours are often as a result of learners struggling with communication.

7. Graduated Response:

We follow a graduated approach in line with the Assess–Plan–Do–Review model.

- ✚ **Assess:** Understand the learner's needs through a combination of observations, assessment, and discussion
- ✚ **Plan:** Set targets and decide on interventions and support needed
- ✚ **Do:** Deliver the planned support/intervention
- ✚ **Review:** Monitor progress and make adjustments where necessary

8. Education, Health and Care Plans (EHCPs):

We fully support the development and implementation of EHCPs and ensure that they are reviewed annually in line with statutory requirements. We work closely with local authorities and other professionals to contribute meaningfully to these reviews.

We ensure that as part of our offer where learners are following a bespoke package of support that outcomes from the learner's EHCP are incorporated into their package.

9. Access to the Curriculum:

All learners have access to a curriculum that:

- ✚ Takes account of their views and aspirations
- ✚ Is flexible and personalised
- ✚ Encourages emotional regulation, confidence, and resilience
- ✚ Is differentiated and scaffolded as required
- ✚ Builds towards achievable outcomes in learning and life skills

10. Working with Parents and Carers:

We view parents/carers as key partners and aim to involve them in all stages of their child's learning journey. We:

- ✚ Communicate regularly and clearly
- ✚ Provide opportunities for meetings and feedback
- ✚ Involve parents/carers in reviews and planning

11. External Support:

Where appropriate, we engage external professionals, including:

- ✚ Educational Psychologists
- ✚ CAMHS and other mental health services
- ✚ Speech and Language Therapists
- ✚ Occupational Therapists
- ✚ Local Authority SEND teams/Commissioners

12. Transition Planning

We support all transitions, including:

- ✚ Entry into MIAG
- ✚ Transition between phases or programmes
- ✚ Exit into further education, training, or employment

This includes:

- ✚ Transition meetings
- ✚ Sharing of information and support plans
- ✚ Tailored induction and exit support

13. Monitoring and Evaluation:

The impact of SEND provision is monitored through:

- ✚ Progress tracking and outcomes
- ✚ Observations and feedback from staff and learners
- ✚ Annual reviews and EHCP meetings
- ✚ Quality assurance by senior leaders and commissioning teams

14. Complaints:

Complaints related to SEND provision should follow the MIAG Complaints Procedure which is available on our website www.MIAG.co.uk

We aim to resolve concerns informally and positively wherever possible.

15. Policy Review:

This policy will be reviewed annually to ensure it remains compliant with statutory requirements and continues to meet the needs of our learners.