SEND INFORMATION STATEMENT

2026–2027

Purpose of this statement

This organisation-wide statement explains how MIAG (Meeting Individual Aspirations & Goals) understands and supports special educational needs and disabilities (SEND) across its Schools and Provisions. Individual provisions may publish additional information about their own local offer, facilities and contacts.

About MIAG:

MIAG provides education and support for children and young people with a range of special educational needs and disabilities. Our Schools and Provisions work with learners who may experience barriers to learning, participation, communication, emotional regulation, relationships, attendance or independence.

We recognise that every learner is an individual. Our approach is based on understanding each learner's strengths, needs, aspirations and barriers to learning and providing the appropriate combination of education, support, reasonable adjustments and specialist input.

MIAG works within the SEND framework established by the Children and Families Act 2014, the SEND Code of Practice: 0 to 25 years and the Equality Act 2010. DfE guidance for schools and alternative provision expressly includes independent schools and independent specialist providers.

Who does MIAG support?

MIAG provision is designed for learners whose individual needs require an appropriately personalised and specialist approach. Depending on the provision and its agreed admissions criteria, this may include learners with:

- Social, Emotional and Mental Health (SEMH) needs
- Autism and communication and interaction needs
- Anxiety, emotional regulation and engagement difficulties
- Attention, concentration and executive functioning difficulties
- Specific learning difficulties and other learning needs
- Complex or overlapping needs identified within an Education, Health and Care Plan (EHCP)

The suitability of a placement is considered individually. A diagnosis or category of SEND does not, by itself, determine whether a MIAG provision is appropriate. We consider the learner's needs, strengths, aspirations, EHCP outcomes, support requirements, risks and the provision required to enable meaningful progress.

Identifying and understanding need:

Information about a learner's SEND is considered before and during placement. This may include the EHCP, previous educational information, professional advice, assessment information, attendance and engagement information, learner and parent/carer views, medical information and safeguarding information where relevant.

Once a learner is accessing MIAG, staff continue to build an understanding of need through teaching, observation, assessment, learner voice, work and progress information and professional collaboration. Where needs change, MIAG works with the learner, family, commissioning local authority and relevant professionals to review the support required.

What does MIAG provide?

Area	MIAG approach
Teaching and learning	Personalised teaching, appropriate differentiation, clear routines, practical and experiential learning, appropriate challenge and support for independence
Curriculum	Curriculum pathways adapted to learner need, including academic, functional, vocational, practical, enrichment and preparation-for-adulthood opportunities
Emotional regulation	Relational approaches, regulation opportunities and personalised support where identified as appropriate
Reasonable adjustments	Adjustments to teaching, communication, environment, assessment and participation based on individual need
Specialist support	Appropriate external professional advice and intervention where required
Assessment and progress	Progress considered from individual starting points, EHCP outcomes, curriculum goals and wider personal development outcomes
Safeguarding	SEND support operates alongside MIAG safeguarding arrangements, with a child-centred approach and appropriate information sharing

Learner voice and parent/carer involvement:

MIAG recognises learners and parents/carers as important partners. We seek to understand what matters to the learner, what helps them to learn and regulate, what they find difficult and what they want to achieve.

- Learners are supported to contribute to planning, reviews and decisions affecting their education in ways appropriate to their age, communication and individual needs
- Parents/carers are encouraged to share information, contribute to planning and review, discuss progress and raise concerns
- Parents/carers are involved in EHCP review arrangements and significant decisions about support where appropriate
- Feedback is used to improve individual provision and, where relevant, wider MIAG practice

Staff expertise and professional development:

MIAG recognises that effective SEND provision depends on staff having appropriate knowledge, skills and confidence. Staff receive induction, mandatory training and role-specific development appropriate to their responsibilities.

- SEND and SEMH
- Safeguarding and child protection
- Relational and trauma-informed practice
- Communication and regulation approaches
- Medical, medication, allergy and first aid arrangements where relevant to role
- Positive behaviour support and physical intervention where relevant to role
- Equality, inclusion and reasonable adjustments
- Specialist training identified through learner need, professional advice or local provision arrangements

Working with other professionals:

Depending on individual need, MIAG may work with local authorities, SEND teams, educational psychologists, speech and language therapists, occupational therapists, health professionals, social care, mental health services, careers services and other specialist organisations.

Information is shared appropriately and lawfully, with the learner's welfare, rights and best interests central to decision-making.

Accessibility and reasonable adjustments:

MIAG is committed to meeting its responsibilities under the Equality Act 2010 and to making reasonable adjustments to support disabled learners. We consider access to the physical environment, curriculum, information, activities and wider participation.

Safeguarding and SEND:

Safeguarding is integral to SEND provision. MIAG follows Keeping Children Safe in Education 2026 and its safeguarding arrangements. Staff maintain a child-centred approach and recognise that children with SEND may have additional safeguarding vulnerabilities. KCSIE 2026 is in force from 1 September 2026.

EHCPs, progress and review:

Where a learner has an EHCP, MIAG works within the outcomes, provision and arrangements set out in the plan. Progress is considered through day-to-day assessment, formal review arrangements and the learner's wider development.

- Academic and functional skills
- Engagement and participation
- Communication and relationships
- Emotional regulation and wellbeing
- Attendance and readiness to learn
- Independence and preparation for adulthood
- Personal development and future aspirations

Evaluating our SEND provision and monitoring progress:

MIAG regularly evaluates the effectiveness of the support and provision it provides for learners with SEND. This includes reviewing individual progress, engagement, attendance, wellbeing and progress towards identified learning and EHCP outcomes. Information from assessment, learner reviews, staff observations and wider professional input is used to identify what is working well and where provision or support may need to be adapted.

Learner progress is monitored through our usual assessment and review processes and is shared with parents/carers regularly, including through progress updates, review meetings and, where appropriate, EHCP annual reviews. Parents/carers are encouraged to contribute their views and work collaboratively with MIAG to ensure that support remains appropriate to the learner's needs and aspirations.

Preparation for adulthood and transition:

MIAG supports learners to develop the skills, confidence and knowledge needed for their next stage. Planning is personalised and may include education and training, employment, independent living, community participation, health and wellbeing.

Where a learner moves to another education, training or support setting, MIAG works with the learner, family, receiving provider, local authority and other relevant professionals to support a planned transition.

Local Authority Local Offers:

MIAG works with the local authorities that commission or place learners within its Schools and Provisions. Families should refer to the Local Offer published by their home or commissioning local authority for information about wider SEND services, support and provision.

Where appropriate, MIAG will signpost families to the relevant Local Offer and other sources of independent advice and support.

Raising a concern:

We encourage learners and parents/carers to raise concerns as soon as possible so that they can be addressed constructively. The first point of contact will normally be the relevant member of staff or the Headteacher/Provision Leader.

Where a concern cannot be resolved informally, MIAG's Complaints Policy provides the formal route for raising and responding to complaints. This Information Statement does not replace that process.

Key MIAG documents:

- MIAG Belonging, SEND, Inclusion Policy.
- MIAG Equality Policy
- MIAG Accessibility Plan
- MIAG Safeguarding and Child Protection Policy
- MIAG Curriculum and assessment arrangements
- MIAG Complaints Policy

Legal and guidance framework:

This statement is informed by the Children and Families Act 2014, the SEND Code of Practice: 0 to 25 years, the Equality Act 2010, the Education (Independent School Standards) Regulations 2014, Keeping Children Safe in Education 2026 and relevant DfE guidance for schools and independent specialist providers. It is published by MIAG as accessible organisation-wide information about its SEND approach; it is not presented as a statutory SEN Information Report applicable only to maintained schools and academies.

Review and contact:

Statement	MIAG SEND Information Statement
Published	October 2026
Next review	October 2027, or sooner where significant changes occur
Organisational lead	COO, with operational leadership through Headteachers/Provision Leaders and SEND leadership

MIAG will review this statement at least annually and when there are significant changes to SEND legislation, statutory guidance, MIAG provision or organisational arrangements.

MIAG ~ Meeting Individual Aspirations & Goals