



## MARLBOROUGH COLLEGE

### **Learning Support Policy**

Marlborough College has high expectations and aspirations for all pupils, including those with Special Educational Needs and Disabilities (SEND). The College is committed to identifying and addressing the SEND of pupils so that they get the support they need to achieve their best. The most effective response to the progress of pupils with SEND is a whole-school commitment to high quality teaching within the mainstream classroom, with adjustments made to support pupils' areas of weakness. The College is committed to preventing discrimination and promoting Equality of Opportunity for pupils with SEND.

The College aims to comply with current legislation, including the Disability Discrimination Act 1995, the Equality Act 2010 and the Children and Families Act 2014. As an independent school, the College is not bound to comply with all aspects of the Special Educational Needs and Disability Code of Practice 2014, but must have regard to its statutory guidance.

#### AIMS

The College aims to:

- Ensure that the identification of SEND is built into its overall approach to monitoring the progress and development of all pupils
- Make reasonable adjustments for pupils with SEND to prevent them being put at a substantial disadvantage. A reasonable adjustment may include providing access arrangements in exams, which are explained in a separate policy that is available on the College website
- Ensure that pupils with SEND have access to a broad and balanced curriculum with high expectations for every pupil
- Ensure that teachers are aware of their pupils needs and understand strategies to identify and support SEND in their teaching

#### KEY TERMS

##### **Special Educational Needs and Disabilities (SEND)**

A pupil has SEND if he or she 'has a learning difficulty or disability which calls for special educational provision to be made for him or her. A pupil 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.

A pupil is disabled under the terms of the Equality Act 2010 if they have ‘a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. In a school context, study and related education activities are included in the meaning of ‘day to day’.

**It is important to note that within the selective, high-achieving educational context of Marlborough College, a pupil may be identified as having learning support needs whether or not they have been identified as having SEND.** The majority of pupils who attend learning support lessons do so because they have a mild Specific Learning Difficulty such as dyslexia, mild dyspraxia or simply because they need help with developing their study skills.

Having English as an Additional Language does not mean that a pupil has SEND. Provision of support for these pupils is explained in a separate policy document available on the College website.

## IDENTIFICATION OF NEED

The College has a clear approach to identifying and responding to SEND and learning support needs.

The Learning Support Department (LSD) liaises closely with the admissions department to identify pupils with a history of SEND or learning support prior to their arrival at the College. Parents are encouraged to disclose information regarding their child’s needs as part of the admissions process. A disclosure of SEND or learning support needs does not prejudice the child’s application in any way but it does allow the College to anticipate the pupil’s needs and plan accordingly.

The LSD conducts literacy screening assessments with all new Shell (Year 9) pupils on arrival in September, and identifies those whose standards of literacy attainment give cause for concern.

In addition to liaison with admissions and the Shell screening, the LSD accepts new referrals throughout the academic year. If any member of College staff, parents or the pupil him/herself has a concern about their academic progress they may make a referral to the LSD. A first approach should be made to the Housemaster/Housemistress (HM) and/or the LSD either verbally or in writing. A verbal approach should always be followed up by an outline of concerns in writing. The HM, together with the LSD, will remain central to communication with pupil and parents throughout the identification and support of a child with SEND or learning support needs.

With full consultation between HM, LSD, parents and the pupil at each step, further action typically might be any or all of the following:

- An informal assessment in the Learning Support Department, which is undertaken with no charge to parents
- A full educational psychologist’s assessment
- Learning Support lessons either individually or on a small group basis for a fixed number of targeted lessons, or longer term input. Most students attend once per week but a small number of pupils with SEND may attend up to two or three times weekly.
- An application to public exam boards for access arrangements.
- Information and suggestions to subject teachers who teach the individual pupil.

- A 'case'conference' with all teachers of a particular pupil together with their HM and tutor, a member of the LSD, the Director of Teaching and Learning and/or the Deputy Head (Academic).

The LSD posts a confidential list of pupils with SEND, a history of learning support or current learning support needs on the staff area of the College's information management system (iSAMS). This list is stored electronically, updated regularly and is accessible to teaching staff, Housemasters and Housemistresses, and tutors. The list records the nature of the SEND or learning support needs, whether the pupil needs extra time in internal or external exams, and if it is appropriate for them to word process in examinations. It also indicates if the pupil is currently receiving lessons and which member of the LSD teaches them. It is the responsibility of individual subject teachers not only to be sensitive to the learning difficulties of pupils they teach, but also to endeavour to adjust their teaching style and materials so that these particular pupils are not disadvantaged. Guidance on strategies for supporting individual pupils is available in Pupil Profiles via iSAMS and it is the responsibility of subject teachers to access this information and use it to inform their teaching. Some common examples of reasonable adjustments within the classroom are allowing extra time for class tests and tasks, providing hand-outs on coloured paper/with enlarged fonts and allowing access to appropriate software.

All teachers are reminded, at least annually, of the need to be aware of this information and to act on it, or see the LSD for further advice.

## LEARNING SUPPORT LESSONS

The support offered to pupils with SEND or learning support needs is largely the responsibility of the subject teacher, who will make reasonable adjustments in the classroom to support learning. However, provision may include individual tuition with a specialist teacher to enhance literacy and study skills. Specialist provision is co-ordinated by the Head of Learning Support and lessons are delivered by a team of specialist teachers. It may be necessary to seek referral to an Educational Psychologist (EP) for a full diagnostic assessment.

Pupils attending the Learning Support department are offered regular one-to-one 35 minute lessons, usually on a weekly basis. Upper School pupils negotiate a lesson time outside their academic and co-curricular/sporting commitments. In the Lower School a programme of rotating lessons is organised if other timetable options are not possible. Ten lessons per term are usually delivered in the Lower School; the number of lessons is more flexible in the Sixth Form. The fee is added to the parents' bill at the end of each term. Two weeks' notice is usually required in writing to terminate Learning Support lessons. Pupils are required to give 24 hours' notice if they are unable to attend a lesson. Failure to do so will result in the missed lesson being charged.

Learning Support teachers may recommend referral to other specialists and/or work alongside other programmes of treatment or therapy at the parents' request.

## MONITORING PROGRESS

Monitoring the progress of pupils with SEND and learning support needs is part of the College's overall approach to monitoring progress and is the responsibility of all staff. The LSD endeavours to provide an additional level of monitoring progress for pupils who attend learning support lessons. This usually takes the form of an individual review meeting between the learning support teacher and the pupil; progress is discussed based on information from Educational Psychologist's reports, the College reporting system (Progress Indicator Reports) and test or examination results. Progress against CEM baseline data is also measured, in line with College policy for all pupils. At the end of the year, this is recorded on an 'End of Year Review' form and kept in the student's file.

## CHARGING POLICY

There is no charge for an LSD internal assessment. If a full Educational Psychologist's assessment is agreed by parents, in order to further investigate their child's learning profile, the cost of the assessment is usually chargeable to parents. The College retains the services of three Educational Psychologists and the LSD makes all the arrangements for the assessment to be carried out. Privately commissioned educational psychologists' reports may be helpful diagnostically but, in line with exam board regulations, cannot be used to support an application for exam access arrangements. When access arrangements in exams are put in place as part of a reasonable adjustment for a disabled candidate, no charges are made. The cost of any additional invigilation or auxiliary aids needed is met by the College, as far as is practicable.

Learning support lessons are, in the majority of cases, viewed as extra tuition for which a charge is made. Within the demanding academic environment of the College, pupils may be identified as having learning support needs due to underachievement relative to ability, even when they do not have a diagnosed SEND. They may, for example, have mild dyslexia or dyspraxia which is not severe enough to warrant a SEND diagnosis but has a mild, adverse effect on their academic attainment. They may attend one lesson per week in order to improve their study skills, particularly advanced essay writing, to help them achieve the grades required by their first choice university, to help them manage their workload, or to cope with exam anxiety.

## LIAISON AND CONSULTATION

Learning Support teachers attend Parents' Meetings and are happy to discuss parents' concerns by telephone, email or by appointment. Learning Support teachers liaise with subject teachers about the academic progress of pupils attending Learning Support lessons. There is also close consultation with Housemasters and Housemistresses and tutors as necessary.

## POLICY FOR PUPILS WITH A STATEMENT OR AN EDUCATION AND HEALTHCARE PLAN

Marlborough College complies with statutory requirements for pupils with a statement or an Education and Healthcare Plan (EHC). The College will, in these circumstances, liaise with the Local Authority and other external agencies to ensure that appropriate educational provision is put in place.

The Learning Support department will devise the first Individual Education Plan (IEP), in consultation with the child's parents and, where appropriate, the child, within two months of arrival at Marlborough College, or immediately the EHC is finalised. The child's achievements, in the light of the IEP, will be reviewed at least twice a year by the College, and fully considered at the first annual review of the EHC when further targets can be set.

In working with a child who has an EHC, Marlborough College will at all times take account of good practice, ensure consultation with relevant services where this is necessary, agree priorities (through the IEP process), inform parents, teachers and other interested professionals, and regularly review targets and teaching strategies and objectives.

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Where found: College Website

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