



## MARLBOROUGH COLLEGE

### **SEND Code of Practice Policy**

This Policy concerns ISI Regulatory Requirements (Effective from Sept 2014) Part 1, paragraph 2, sub-paragraph 1(b)(i).

The SEND Code of Practice 2014 came into force from April 2015, and supersedes the Special Educational Needs and Disability Act of 2001

Special Educational Needs & Disabilities (SEND) refer to any circumstances resulting in an individual pupil requiring additional or different help in order to take full advantage of the educational opportunities offered to pupils of the same age. These difficulties include physical, emotional, behavioural and specific learning difficulties and can also refer to gifted and talented pupils.

The code requires schools to examine all aspects of their provision of educational and associated services and to ensure that appropriate responses are made to meet the needs of those with disabilities or special needs. Marlborough College is wholly guided by these principles in planning and designing its educational provision and is committed to ensuring that all pupils have equal access to learning and to the curriculum.

Documents in support of this policy include:

- Marlborough College Admissions Policy
- English as an Additional Language Policy
- Equal Opportunities Policy
- Learning Support Policy
- SEND Accessibility Plan

These policies are all available via the College website

### **Admissions**

The aim of our Admissions Procedure is to ensure that pupils who join the College are able to be happy, successful and secure within our academic, cultural and pastoral environment. We are an academically selective school but we do not believe in selection upon academic criteria alone. Our co-educational boarding nature offers wonderful opportunities to young people but also makes certain demands: readiness to live as a boarder within a tight-knit community is key to prospects of success. We also recognise the central value of Art, Drama, Music, Service and Sport and look to encourage enthusiasm for these fields. We look for pupils who are prepared to make the most of the opportunities on offer at Marlborough.

We do not discriminate on grounds of race or creed: those looking to join Marlborough College must, however, be comfortable with the demands set by our Anglican foundation and character. We seek to operate our Admissions procedures fairly and sensitively. We value historic and family connections with the College but are also keen to foster new associations and links.

Pupils and their parents must be prepared to work with us for the good of the College community. They should understand our rules and aspirations and be prepared to work with us in order to follow and achieve them.

Admission to the College depends upon a prospective pupil meeting the criteria required to maintain and, if possible, to improve the educational and general standards for all its pupils as commensurate with the ethos to which the College aspires. The College must also feel reasonably sure that it will be able to educate and develop the prospective pupil to the best of his or her potential and in line with the general standards achieved by the pupil's peers, so that there is every chance that the pupil will have a complete, happy and successful school career and emerge a confident, well-educated and well-rounded adult with a good prospect of a satisfying life. Subject to the Standard Terms and Conditions of Entry these criteria must continue to be met throughout the pupil's time at the College.

The College's policy is to apply these criteria to all pupils and potential pupils regardless of any SEND of which it is aware, subject to its obligation to make reasonable adjustments not to put any SEND pupil or potential pupil at a substantial disadvantage.

The College's Admissions process makes provision for the disclosure of disability and special needs and at all times the commitment of the College to deal appropriately and supportively in the Admissions assessment procedure is emphasised to parents. The College asks parents to complete a SEND Form (Appendix A) in respect of prospective pupils by no later than confirmation of registration. In assessing any pupil or prospective pupil the College may take such advice and require such assessments as it regards appropriate. Subject to this, the College will be sensitive to any requests for confidentiality.

### **Appointment of Staff**

Marlborough College declares itself to be an Equal Opportunities Employer and is opposed to any form of discrimination against its staff or potential staff on the grounds of their race, colour, nationality, ethnic or national origins, sex or marital status, disability, sexual orientation, age or religious beliefs and practices. The College will ensure that, whenever practicable, physical handicap or disability is in itself no bar to recruitment, promotion or training.

The College expects and places an obligation upon all its managers and staff to respect and act in accordance with both the letter and the spirit of the policy.

The College has a duty under the SEND Code of Practice 2014 to ensure that less favourable treatment does not occur in the following areas:

1. curriculum
2. teaching and learning
3. timetabling, classroom and school organization and setting
4. serving of school meals
5. interaction with peers, societies and activities
6. assessment and exam arrangements
7. school discipline
8. exclusion/suspension procedures
9. preparation of pupils for their next phase of education

All of these are bound by the limits of reasonable adjustment as detailed in the Disabilities & Discrimination Act 2005.

Marlborough College's Special Educational Needs curriculum, assessment, and examination provision falls under the jurisdiction of the Head of Learning Support and is described fully in the Learning Support Policy Document. We endeavour to ensure that all subjects are available to each pupil but do on occasions allow a modified curriculum in response to the needs of an individual's learning profile.

## **Curriculum Activities**

The Curriculum at Marlborough is designed to help pupils to discover and develop their talents in the broadest sense. Rigorous academic programmes and high quality teaching will, it is hoped, instill a love of learning for its own sake amongst pupils.

The College's curriculum broadly follows and extends the National Curriculum to allow for a proper combination of breadth and specialisation. It is designed to stimulate, challenge and support all pupils. The curriculum is inclusive, and fosters development of the key competencies: speaking, listening, literacy and numeracy.

The Marlborough College curriculum is designed to ensure that every individual maximises their potential. There is a clear focus placed upon success in public examinations, but the College also takes seriously its responsibility in preparing pupils to succeed beyond the College, at University, and in their subsequent career.

The organization of the educational provision for any pupil with a special educational need is detailed in the Learning Support Policy document.

In the delivery of the curriculum, allowances are made for disabled pupils (e.g. by allowing additional time); access to computer technology appropriate to pupils with disabilities is available, and all pupils are encouraged to take part in Music, Drama and physical activities. In general there are high expectations of all pupils, and staff seek to remove all barriers to learning and participation.

## **Co-curricular Activities**

The range of sporting activities offered by the College ensures that there are a number of activities particularly suited to disabled pupils (e.g. swimming) while others (e.g. Rugby) are inherently inappropriate. The specialist courses in individual sports available to coaching staff now invariably include training in meeting the needs of the disabled. Staff are encouraged to attend such courses as and when possible. The College will endeavour to ensure that all disabled pupils are able to participate in some sporting activity.

The range of co-curricular activities is sufficiently extensive and varied to ensure that disabled pupils are able to participate fully in the College's co-curricular programme. School visits, including overseas visits, are made accessible to all pupils irrespective of attainment or impairment.

Marlborough College will, wherever possible, make reasonable adjustment to allow SEND pupils to access the full educational and learning experiences that the school provides. However, under the reasonable adjustments duty, the College also has to consider:

1. the need to maintain academic, musical, sporting and other standards for the pupil body as a whole;
2. the financial resources available to the school;
3. the health and safety requirements – the SEND Code of Practice 2014 does not override the School's duties under Health and Safety legislation;
4. the interests of the other pupils and persons who may be admitted to the school as pupils.

In the event that a pupil's co-curricular or recreational activities are limited by their SEND profile, alternative opportunities will be made available wherever possible.

## **Accessibility: Buildings and Site**

Under the SEND Code of Practice 2014, the school has a planning duty to audit access to buildings and facilities. Such access audits are incorporated in the School's plans for future development.

Marlborough College's SEND Accessibility Audit and Action Plan considers the implications of a large site which is not uniformly flat, and recognises that any child with impaired mobility will face some difficulties in moving around the grounds. While reasonable adjustment will always be made for individuals if possible, the site is not suitable for children with severe physical impairments or disabilities.

As a historic building with a large campus, access to some areas of the school/some buildings could be difficult for pupils with a physical disability. It is not always possible to make a reasonable adjustment to the structure or facilities but every effort is made on an individual basis to support and accommodate any pupil for whom these issues are identified as challenging.

### **SEND Code of Practice Review Committee**

The College SEND Code of Practice Review Committee serves to conduct a thorough audit of the College's SEND Code of Practice compliance and appraise the on-going achievement of objectives specified in the SEND Accessibility Audit and Action Plan. See Appendix B for more details.

### **Awareness and Observance of the Policy**

The College will take steps to ensure awareness and observance of this policy by referencing the policy in the Common Room Handbook. Existing policies (e.g. Equal Opportunities) will be reviewed and amended as necessary to ensure that due recognition is given to the needs of the disabled. Opportunities will be sought to raise awareness of the Policy and its implications through staff training. As appropriate, further written guidance will be issued to staff and contractors.

### **Claims of unlawful discrimination**

Any claim for unlawful discrimination under the SEND Code of Practice must come from the parent not the child. In the first instance the complaint should be made to the school and follow the school's parental grievance policy. However, parents have the right to refer a complaint to the Health, Education and Social Care (HESC) Chamber of the First-Tier Tribunal within six months of the date on which they believe unlawful discrimination has taken place.

### **Gifted and Talented Pupils**

The school recognizes gifted and talented pupils as having special educational needs, and individual teachers and tutors differentiate their work in response to the needs of this group. These pupils are recognised in a number of ways, for instance as award holders or as members of specific departmental societies.

Author: Deputy Head (Academic)

Where found: College Website

Policy Date: Michaelmas 2018

Policy Review: Michaelmas 2019



MARLBOROUGH COLLEGE

SEND Form

LEARNING DIFFICULTIES & DISABILITY

In order for the College to comply with the requirements of the Special Educational Needs and Disability Code of Practice 2014 **all parents are required to complete and sign this form and return it to the Admissions Office.**

Child's name: \_\_\_\_\_

**Declaration** *(please tick, complete as necessary and sign at the bottom of side 2)*

I confirm that my child has no learning difficulty or disability of which I am aware

My child has the learning difficulties or disabilities outlined in Sections A and B below

**Section A: Learning Difficulties**

1. The College provides appropriate learning support for pupils who have, or ever have had, learning difficulties. The College does not have a remedial department.
2. If your child has, or has had, learning difficulties please provide the following information:

a) Was dyslexia, or any other cause, confirmed in an assessment by a chartered educational psychologist or other qualified professional? If it was, please give details and/or enclose a copy of the report.

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b) What remedial action was taken? Please give details

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c) Any- other relevant information?

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## Section B: Disability

1. The College's SEND Code of Practice Policy states that it will apply its admissions criteria to all pupils and potential pupils regardless of any disability of which it is aware, subject to its obligation not to put any disabled pupil or potential pupil at a substantial disadvantage compared with any pupil who is not disadvantaged because of his or her disability.
2. In assessing any pupil or prospective pupil the College may take such advice and require such assessments as it regards appropriate.

d) Does your child suffer from any form of disability for which the College may need to make reasonable adjustments? If so, please describe the disability and, if appropriate, enclose a copy of any - report or assessment by a doctor or other qualified professional

e) Any other relevant information?

Name of parent: \_\_\_\_\_

Signature of parent: \_\_\_\_\_

Date: \_\_\_\_\_

*Please return this form to the Admissions Office, Marlborough College, Wiltshire, SN8 1PA*

## Appendix B

### **SEND Code of Practice Review Committee**

The College has set up a Disability Policy Review Committee which consists of :

The Director of Corporate Resources  
Senior Admissions Tutor  
Deputy Head (Academic)  
Head of Boarding  
Director of Co-Curriculum  
Head of Learning Support  
Director of Estates  
Director of Human Resources

and may co-opt additional members whose expertise in any field they feel would be of assistance. The Committee's terms of reference are:

- (i) To review the College's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled.
- (ii) To make recommendations with a view to improving the accessibility of its education in its many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments; to plan for the future and to prepare this Disability Policy.
- (iii) To prepare the College's Accessibility Plan.
- (iv) To review such plans and policies as necessary and at least every 3 years.

The following areas are considered by the Committee:

Admissions  
Physical layout of the College and its boarding facilities  
The Curriculum  
Extra-curricular activities  
Sporting Activities  
Welfare  
Awareness and Observance of the Policy