



MARLBOROUGH COLLEGE

Special Educational Needs and Disability (SEND)

Code of Practice Policy

This Policy concerns ISI Regulatory Requirements (Effective from Sept 2014) Part 1, paragraph 2, subparagraph 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 and 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
- SEND Accessibility Plan

which are all available via the College website together with the Learning Support Policy which is available on Firefly.

Admissions

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 to build an inclusive and diverse pupil body. Pupils and their parents must be prepared to work with us for the good of the school community. They should understand our rules and aspirations and be prepared to work with us in order to follow and achieve them.

Equality, diversity and disability

All applicants for admission will be treated equally, irrespective of their or their parents' race, sexual orientation, religion or belief, pregnancy or maternity, sex, gender reassignment or any disability. Applicants will also be treated equally in respect of their parents' age, sex or marital or civil partnership status ("protected characteristics").

The College is inclusive and welcomes applicants with disabilities and special educational needs. The College currently has limited facilities for the disabled but will do all that is reasonable to comply with its legal and moral responsibilities under the Equality Act 2010 in order to accommodate the needs of applicants who have disabilities for which, with reasonable adjustments, the College can cater adequately.

Parents of a child who has any disability or special educational needs should provide the College with full details on enrolment. The College needs to be aware of any particular requirements which may affect a child's ability to participate in the admissions procedure and to take full advantage of the education provided at the College.

The College shall determine the reasonable adjustments that are required for the applicant based on the information provided, in accordance with the College's obligations under equality legislation. The College will consult with parents about the adjustments which can reasonably be made to ensure that the application procedure is accessible for the child and that the College can cater adequately for the child should an offer of a place be made.

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 provision of assessment and examination arrangements 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 suited to disabled pupils; any individual pupil's particular needs are likely to make adjustments easier to achieve in some sports than others. The specialist courses in individual sports available to coaching staff now invariably include training in meeting the needs of the disabled, and staff are supported in attending 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 those 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.

Annual Accessibility Audit Committee

The College Accessibility Audit 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.

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 of 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 Complaints Procedure.

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 2021

Policy Review: Michaelmas 2022



MARLBOROUGH COLLEGE

SEND Form

Learning difficulties and disability

13+ ENTRY

All parents are required to complete and sign this form in order for the College to comply with the statutory requirements of the Special Educational Needs and Disability (SEND) Code of Practice 2014.

Child's full name

Preferred first name (if different)..... Date of birth.....

Declaration (please tick/ complete as necessary and sign overleaf)

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, B and C below

Section A: Learning difficulties

- 1. The College provides appropriate learning support for pupils who have, or ever have had, learning difficulties.
2. If your child has, or has had, learning difficulties please provide the following information:

Was dyslexia, or any other specific learning difficulty, confirmed in an assessment by a Chartered Educational Psychologist (EP) or other qualified professional? If so, please give details and enclose a copy of the report, or confirm that an EP report has already been sent.

What support was given? Please give details, (e.g. My child has weekly one to one support lessons).

Any other relevant information?

Section B: Disability

1. The College’s SEND 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 prospective pupil at a substantial disadvantage compared with any pupil who is not disadvantaged because of their disability.
2. In assessing any pupil or prospective pupil, the College may take such advice and require such assessments as it regards appropriate.

Does your child have 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.
Any other relevant information?

Section C: Use of English (please tick as appropriate)

Fluent Goodspoken & written Fair spoken & written Beginner

Length of time English has been studied.....

Language/s spoken at home.....

Signature 1.....

Signature 2

Print full name.....

Print full name.....

Date

Date.....