



MARLBOROUGH COLLEGE

Special Educational Needs and Disability (SEND) Code of Practice Policy

Michaelmas Term 2023



MARLBOROUGH COLLEGE

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1. Introduction

- 1.1 This Policy concerns ISI Regulatory Requirements (Effective from Sept 2014) Part 1, paragraph 2, subparagraph 1(b)(i).
- 1.2 The SEND Code of Practice 2014 came into force in April 2015 and supersedes the Special Educational Needs and Disability Act of 2001.
- 1.3 Special Educational Needs and Disabilities (SEND) refers to any circumstances resulting in an individual pupil requiring additional or different help to take full advantage of the educational opportunities offered to pupils of the same age. These difficulties include communication and interaction, cognition and learning, social, emotional, and mental health, sensory and/or physical needs. It can also refer to gifted and talented pupils.
- 1.4 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 the curriculum.
- 1.5 Documents in support of this policy include:
 - Admissions Policy
 - English as an Additional Language Policy
 - Equal Opportunities Policy
 - Accessibility Policy and Action Plan 2021-2025

The documents are available via the College website together with the Academic Support Policy which is available on Firefly.

2. Admissions

- 2.1 Marlborough College seeks to operate its admissions procedures fairly and sensitively. The College values historic and family connections and it is also keen to foster new associations and links to build an inclusive and diverse pupil body. In order to make reasonable adjustments to support pupils with SEND, the College liaises with feeder schools, both in the state and private sector, in order to put reasonable adjustments in place during Common Entrance tests. Transition work is spread out over a number of years, with prospective pupils and their families having repeated opportunities to familiarise themselves with their new setting. The College has positive working relationships with feeder schools and values the transition information that they share with us. Housemasters/mistresses (HMs) and teachers make good use of this data to ensure that pupils make a positive start to their time at Marlborough. In addition, for pupils with SEND, the Learning Support Team liaise with prep school SENDCos and shares diagnostic information and support strategies with teachers via the College's management information system. This provides teachers with useful suggestions about how to differentiate their support. At the start of term, pupils new to the school are routinely screened and this additional source of information is also used to inform appropriate support. Each pupil is given a house tutor and weekly 1:1 sessions are held to discuss both pastoral and academic issues; these positive relationships are a key first step in supporting the

wellbeing of pupils. The HMs and Dames also provide new arrivals with important pastoral support and work hard to create opportunities to enable new pupils to integrate successfully into boarding house life.

3. Equality, Diversity and Disability

- 3.1 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, marital or civil partnership status ("protected characteristics").
- 3.2 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 to accommodate the needs of applicants who have disabilities for which, with reasonable adjustments, the College can cater adequately.
- 3.3 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 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.
- 3.4 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.

4. Appointment of Staff

- 4.1 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.
- 4.2 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.
- 4.3 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:
 - 4.3.1 curriculum
 - 4.3.2 teaching and learning
 - 4.3.3 timetabling, classroom and school organisation and setting
 - 4.3.4 serving of school meals

- 4.3.5 interaction with peers, societies, and activities
 - 4.3.6 assessment and exam arrangements
 - 4.3.7 school discipline
 - 4.3.8 exclusion/suspension procedures
 - 4.3.9 preparation of pupils for their next phase of education
- 4.4 All of these are bound by the limits of reasonable adjustment as detailed in the Equality Act 2010.
- 4.5 Marlborough College's SEND 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. The College endeavours to ensure that all subjects are available to each pupil but do on occasion allow a modified curriculum in response to the needs of an individual's learning profile.

5. Curriculum Activities

- 5.1 The curriculum at Marlborough College is designed to help pupils discover and develop their talents in the broadest sense. Rigorous academic programmes and high-quality teaching will, it is hoped, instil a love of learning for its own sake among pupils.
- 5.2 The College 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 the development of the key competencies: speaking, listening, literacy, and numeracy.
- 5.3 The 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 careers.
- 5.4 The organisation of the educational provision for any pupil with a special educational need is detailed in the Learning Support Policy document.
- 5.5 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.
- 5.6 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 pupils with disabilities, 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 activities.
- 5.7 School visits, including overseas visits, are made accessible to all pupils irrespective of attainment or impairment.

- 5.8 Marlborough College will, wherever possible, make reasonable adjustments 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:
- 5.8.1 the need to maintain academic, musical, sporting, and other standards for the pupil body as a whole
 - 5.8.2 the financial resources available to the school
 - 5.8.3 the health and safety requirements – the SEND Code of Practice 2014 does not override the College’s duties under Health and Safety legislation
 - 5.8.4 the interests of the other pupils and persons who may be admitted to the school as pupils
- 5.9 If a pupil’s co-curricular or recreational activities are limited by their SEND profile, alternative opportunities will be made available wherever possible.

6. Accessibility: Building and Site

- 6.1 Under the SEND Code of Practice 2014, the College has a planning duty to audit access to buildings and facilities. Such access audits are incorporated into the school’s plans for future development.
- 6.2 Marlborough College’s Accessibility Policy and Action Plan 2021-2025 recognises that its large campus with its historic buildings spread across a multi-level site currently presents accessibility challenges for pupils, staff, and visitors with physical disabilities. The College is working hard to resolve this and continues to make improvements throughout the College. This includes the monitoring of buildings and the campus and seeks to take reasonable steps to improve the College’s physical environment to increase the extent to which pupils with a disability are able to take advantage of education, sporting facilities, and associated services.

The College’s Accessibility Policy and Action Plan 2021-2025 will continue to seek to make improvements to accessibility throughout the College’s buildings and across its extensive campus. All new buildings will comply with the Equality Act 2010, and all refurbishments of existing buildings will, as far as practicable, be adapted to accommodate pupils, staff, and visitors with a disability.

7. Annual Accessibility Audit Committee

- 7.1 The College Accessibility Audit Committee serves to conduct a thorough audit of the College’s SEND Code of Practice compliance and appraise the ongoing achievement of objectives specified in the Accessibility Policy and Action Plan.

8. Awareness and Observance of the Policy

- 8.1 The College will take steps to ensure awareness and observance of this Policy by referencing the Policy in the Common Room Handbook and on the intranet. 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.

9. Claims of Unlawful Discrimination

9.1 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 College and follow the College Complaints Procedure.

10. Gifted and Talented Pupils

10.1 The school recognises 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 several ways, for instance as award holders or as members of specific departmental societies.

11. Version Control

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| Author: | Second Master |
| Approved by: | Master |
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12. Appendix A:

MARLBOROUGH COLLEGE

All parents are required to complete and sign this form for the College to comply with the statutory requirements of the Special Educational Needs and Disability (SEND) Code of Practice 2014. The data collected will help the College understand the best ways to support your child and is in line with both our SEND Code of Practice and Data Protection (GDPR) policies. In assessing any pupil or prospective pupil, the College may take such advice and require such assessments as it regards appropriate.

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 special educational need or disability of which I am aware.

My child has the special educational need or disability outlined in section A below.

My child has English as an Additional Language outlined in section B below.

Section A: Special educational need or disability

If your child has, or has had, a special educational need or disability, please provide the following information:

Please provide details of any diagnostic paperwork concerning your child.

- specific learning difficulties e.g., Dyslexia
- social, emotional, and mental health need e.g., ADHD
- communication and interaction need e.g., ASD
- sensory and physical need e.g., hearing impairment

Diagnostic paperwork should be from an HCPC educational psychologist, medical consultant, psychiatrist, speech therapist or other qualified professional.

Please enclose a copy of the report or confirm that it has already been sent.

Please provide details of any support your child has previously been given:

(e.g. my child previously had weekly one to one support lessons, counselling etc.)

Please provide details of any reasonable adjustments your child has previously been given:

(e.g. Access Arrangements)

Any other relevant information?

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

Fluent Good spoken & 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.....