



Marlborough House
Vinehall
A REPTON SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

References:

- A. Handbook for the Inspection of Schools, Commentary on the Regulatory Requirements, ISI, September 2024
- B. Statutory Framework for the Early Years Foundation Stage, DFE, January 2024
- C. Framework for the inspection of association independent schools, including residential (boarding) schools and registered early years settings, ISI, March 2024
- D. Children and Families Act, 2014E. SEND Regulations 2014, SEN and Disability Code of Practice, 0-25 years, 2014 Updated May 2015.
- E. Special Education Needs and Disability Act 2001 (SENDA)
- F. The Equality Act 2010
- G. The Joint Council for Qualifications: Adjustments for candidates with disabilities and Learning difficulties, Access Arrangements and Reasonable Adjustments, with effect from 1 September 2024-31 August 2025

1. Definition of SEND

A pupil is considered to have Special Educational Needs and/or Disabilities (SEND) if they have a learning difficulty or disability that calls for special educational provision to be made for them. A child or young person has a learning disability or a disability if they:

- Have a significantly greater difficulty learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in a mainstream school.

(*SEND Code of Practice, 2015, Section 6.15*)

Special educational provision means **educational or training provision that is additional to, or different from**, that made generally for other pupils of the same age.

2. Aims and Objectives

Aims:

At Marlborough House Vinehall, we aim to create a nurturing, inclusive environment where every pupil — from the youngest in Pre-Prep to those preparing for senior school — can thrive academically, socially, and emotionally.

Objectives:

- To identify pupils with SEND as early as possible through careful observation, assessment, and close collaboration with parents.
- To ensure that all pupils have access to a broad, balanced, and stimulating curriculum within small, supportive classes.
- To implement the graduated approach (assess, plan, do, review) in all stages of SEND support.
- To ensure that staff understand their role in supporting pupils with SEND and receive relevant professional development.
- To foster strong partnerships with parents, pupils, and outside specialists.
- To promote independence, confidence, and self-belief in every child.

3. Responsible Persons Definition

The following people are responsible for SEND provision at Marlborough House Vinehall:

- **Headteacher:** Overall responsibility for ensuring that the needs of all pupils, including those with SEND, are met.
- **Head of Learning Support (Catherine Walker):** Strategic oversight of SEND provision across the school.
- **SENDCo for Pre-Prep (Vanessa Brooks):** Responsibility for identifying and supporting children with SEND in the Early Years and Pre-Prep.
- **Head of Nursery and Kindergarten (Sarah Wolford):** Responsibility for identifying and supporting children with SEND provision for Nursery and Kindergarten children.
- **Class Teachers and Subject Teachers:** Responsible for the progress and wellbeing of every pupil in their class, including those receiving additional support.
- **Teaching Assistants and Learning Support Staff:** Provide targeted interventions and practical support under the guidance of teachers and the Learning Support Department.

4. Role of the Head of Learning Support

Catherine Walker, Head of Learning Support, oversees provision for pupils with SEND across the school and ensures consistency and quality in teaching and support.

Her responsibilities include:

- Managing the day-to-day implementation of the SEND policy.
- Maintaining the school's SEND register and records of support.
- Coordinating and monitoring interventions and support strategies.
- Liaising with parents, teachers, and external professionals.
- Advising on effective differentiation and inclusive classroom practice.
- Ensuring smooth transition arrangements for pupils moving between year groups or on to senior schools.
- Overseeing the work of the SENDCo for Pre-Prep (Vanessa Brooks)
- Reporting on SEND provision to the Senior Leadership Team.

5. The School Offer

Marlborough House Vinehall is proud of its inclusive ethos and commitment to supporting all learners. Our small class sizes and strong pastoral care enable us to respond quickly and sensitively to individual needs.

Our SEND provision includes:

- High expectations of all children registered with SEND.
- Quality First teaching (QFT) in every classroom with a focus on adaptations to meet need.
- Where appropriate, small group or 1:1 support sessions delivered by experienced staff.
- Individual Support Plans (IEPs) for identified pupils.
- Pastoral support through form tutors, the pastoral team, and Head of Pastoral, Nick Jensen.
- Close collaboration with parents and regular review meetings.
- Access to a range of external professionals, including educational psychologists, occupational therapists, and speech and language therapists.

We support pupils across the four broad areas of need identified in the **SEND Code of Practice (2015)**:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health Difficulties
4. Sensory and/or Physical Needs

See [Marlborough House Vinehall – SEND Support pathway document.](#)

6. Admissions Procedure

Marlborough House Vinehall welcomes applications from all children, including those with special educational needs and/or disabilities.

- Parents are encouraged to share details of any known or suspected additional needs at the time of enquiry or registration.
- The school will request any relevant reports, assessments, or records from previous settings or professionals.
- Where appropriate, reasonable adjustments are made during entrance assessments or taster sessions.
- Admission decisions are based on the child's individual needs and the school's capacity to provide effective support.
- If the school believes it cannot meet a child's needs appropriately, this will be discussed openly and sensitively with parents.

7. On-Entry Procedures

When a child joins the school, the following steps take place:

- Information from parents, nurseries, or previous schools is reviewed.
- Baseline assessments are conducted to establish each child's starting point.
- Teachers and the SEND team monitor early progress and development.
- Any concerns are discussed with parents and, where appropriate, the pupil is added to the SEND register.
- An Individual Education Plan or monitoring strategy is established if needed.

This ensures early identification and effective intervention from the outset of a pupil's time at Marlborough House Vinehall.

9. Staff Training

At Marlborough House Vinehall, we value continuous professional development to ensure our staff can meet the diverse needs of all learners.

- All staff receive training on inclusive practice, differentiation, and understanding specific learning needs such as dyslexia, autism, ADHD, and speech and language difficulties.
- The Head of Learning Support (Catherine Walker) and the Pre-Prep SENDCo (Vanessa Brooks) provide in-house training sessions and updates.
- Staff induction includes familiarisation with the SEND policy and procedures.
- Specialist training opportunities are sought for individual staff where specific needs arise.
- The school actively promotes a culture of reflection and collaboration to enhance SEND provision.

PHYSICAL ACCESSIBILITY

We recognise that some children with special educational needs may also have physical disabilities. Parents and prospective parents of disabled children can request copies of MHV School's Accessibility Plan, this shows the ways in which we plan to make our buildings progressively more accessible to disabled pupils, parents and visitors. The Disability and Accessibility Policy is available on the school website ([link](#)).

EXAMINATIONS

Access arrangements for Common Entrance Examinations or similar will follow JCQ guidelines in the light of senior schools' requirements as advised by the ISEB.

Rest breaks, adjustments to the papers (e.g. enlargements, coloured paper), use of a word processor and/or a human voice in place of pre-recorded tests and access to a reading pen may be implemented at the discretion of the Head of Learning Support, with the agreement of teachers and parents, ideally no later than the start of Year 7. The school has a laptop policy (see Appendix B).

Extra time and/or use of a reader or a scribe will be allowed if recommended by an external assessor, in liaison with the school within 2-3 years of the examination and ideally no later than the start of Year 7. Consideration will be given when difficulties have been diagnosed at a later date, but cannot be guaranteed.

These concessions will be made available in the same way for school examinations and must reflect the child's usual method of working within the school over the duration of the C.E. course.

OTHER ADJUSTMENTS

We are able, depending on need, requirements of future schools and touch-typing ability, to arrange for children to use laptop computers in classes and examinations, once typing skills enable them to use one efficiently, in accordance with the school laptop policy.

CHARGING POLICY

Specialist Learning Support assessments and lessons may incur extra charges as set out in the "Extras" sheet that is posted out at the beginning of each academic year, unless they fall within the school's duty to make reasonable adjustments for a disabled pupil, when no charge will be made. Charges for the help of an Individual Needs Assistant will depend on the number of pupils involved and the frequency of the sessions. Parents will be advised of these charges as they arise before support is implemented.

External specialist services will be charged directly by the service provider for assessment and/or intervention. MHV has close links with other professionals such as Educational Psychologists, Speech and Language Therapists and Occupational Therapists, who visit the school regularly to assess or provide intervention for pupils.

SEND Online Learning Strategy (former SEN COVID-19 Strategy)

In the event of school closure, lessons will need to be delivered in various ways, considering that our pupils learn in different ways and at different speeds. In our remote learning provision, we will do our best to replicate what would usually happen in a one-to-one in person session; focusing on multi-sensory techniques, phonics, tricky words and tasks to apply learning. A variety of structured presentations have been created, which all follow the structure and pattern of our 1:1 sessions. We have written a Remote Learning Scheme which includes PowerPoint presentations, and each presentation has 5 or 6 activities covering sequencing, phonics, spelling, speed reading and memory games. These will be posted weekly.

For the younger children in Pre Prep, Teddy Training videos will be available, and these will begin with movement and singing. We also aim to include practical activities using playdough and scrap materials as well as scissors and pens to develop fine and gross motor skills and encourage good handwriting. Video tutorials to illustrate a good pencil grip and activities to promote this will also be available.

Our Learning Support team can deliver the lessons according to the child's preference:

- a) Upload the presentation at the beginning of the week for the child to work through at times to suit the family. A catch-up session can then take place at a specified time at the end of the week or through Teams live or email/phone if the latter is difficult, or
- b) A 'live' time can be arranged to go through the activities on the presentation and see how this develops.

For any live sessions to take place, parental consent is required and to comply with safeguarding procedures the sessions are recorded.

Wider school communication and liaison

The Head of Learning Support and EAL teacher attend every staff meeting and can respond to concerns raised about any EAL pupil, and to follow up with subject teachers and tutors.

The Head of Learning Support and EAL teacher work in close conjunction with the Head of English to discuss children's needs and plan appropriate interventions, if needed.

Early Years Foundation Stage (EYFS)

MHV is an Early Years provider, which takes funding from East Sussex local authority and therefore has regard to the SEND Code of Practice.

MHV accepts children from the age of 2 years old. Reasonable steps are taken to provide opportunities for children to develop and use their home language in play and learning to support their language development at home. For example, staff liaise closely with parents, use technology including apps as well as books and games to inform their practice and promote children's learning. Cultures and languages are respected and embraced. Staff also ensure that EYFS children have sufficient opportunities to learn and reach a good standard in English language through differentiated activities and liaise with the Head of Learning Support and EAL teacher in the Prep School as necessary.

APPENDIX B: Laptop Policy

This policy on the use laptops as word processors in examinations and assessments is reviewed and updated annually, in line with JCQ regulations and guidance contained in the publications: JCQ Access Arrangements and Reasonable Adjustments (AA), 2024-25; JCQ Instructions for conducting examinations (ICE), 2024-25.

Aims

The aims of this policy are:

- To ensure that all pupils have equal access to the curriculum
- To enable all pupils to achieve the best possible for their ability

- To provide guidelines for pupils and teachers on safe, appropriate and efficient laptop use

Who may use a laptop as their normal way of working in school?

Pupils with disabilities and learning difficulties may use a laptop as their normal way of working in school in order to prevent them from being placed at a substantial disadvantage. Use of a word processor is only granted if it is appropriate to a pupil's needs (for example, the quality of language significantly improves as a result of using a word processor due to problems with planning and organisation when writing by hand). Permission must have been received from the Head of Learning Support (in conjunction with the Head of Attainment).

The following conditions must be met before permission will be given for a pupil to use a laptop as their normal way of working in school:

- A specific recommendation has been received from either:
an educational psychologist, specialist teacher or medical expert or the School's Head of Learning Support
- Touch-typing speed should exceed handwriting speed (c.30 wpm)
- Pupils and parents have signed the Laptop Code of Practice
- The laptop is adequately marked and insured

The Head of Learning Support will confirm the list of laptop users. Concerns related to possible laptop use should be referred to the Head of Learning Support in time for arrangements to be in place at the start of the course to show normal way of working to meet JCQ requirements. The Head of Attainment and Head of Learning Support will liaise with IT support over requisite technical support and the provision of a 'clean' laptop.

Staff with any concerns e.g. illegible writing should see their Head of Department, who will pass concerns onto the Head of Learning Support. The Head of Learning Support will see pastoral and academic staff and liaise with the Head of Attainment. JQC regulations will inform the decision made in every case.

How and when is a laptop used?

In class:

- Laptop use is allowed with the agreement of the subject department head and the subject teacher
- Work must be printed out by students and stuck into exercise books or placed in a file as required by each department. Work must be submitted in an acceptable format
- Pupils must ensure that laptops are charged every evening
- Laptops must be capable of being run on battery, and that battery power should always be used. For health and safety reasons mains cables can be used only with specific permission to do so
- Laptops must always be on mute
- Any integrated recording devices must be always disabled

Homework:

- Written homework tasks must be printed at home and, where appropriate, stuck into an exercise book or placed in a file as required by each department

- Work must be submitted in an acceptable format
- Pupils may email homework to teachers only with the express prior permission of that teacher.

Examinations:

MHV School complies with *AA Adjustments for pupils with disabilities and learning difficulties* regulations and guidance as follows:

- The use of word processors is only permitted whilst ensuring that the integrity of the assessment is maintained, at the same time as providing access to assessments for a disabled student
- The use of a word processor is not granted where it will compromise the assessment objectives of the specification in question
- Pupils may not require the use of a word processor in each specification. As subjects and their methods of assessments may vary, leading to different demands of our pupils, the need for the use of a word processor is considered and agreed where appropriate at the start of the academic year. Pupils are subsequently aware that they will have the use of a word processor for examinations
- Pupils are made aware that they will have the use of a word processor for examinations and non-examination assessments
- The use of a word processor for pupils is only granted if it reflects the support given to the pupil as their 'normal way of working', which is defined as support:
 - a. in the classroom; or
 - b. working in small groups for reading and/or writing; or
 - c. literacy support lessons; or
 - d. literacy intervention strategies; and/or
 - e. in internal school tests and mock examinations
- The only exception to this is where an arrangement may need to be put in place because of a temporary injury or impairment at the time of an exam or assessment. In such cases, the school may ask to see medical documents as evidence of need

MHV School complies with the 2024-25 JCQ regulations and guidance as follows:

- We will notify JCQ of any arrangements to use a laptop in examinations by submitting a Preparation Form 1 and keeping evidence of need until certificates are issued.

The school allows pupils to use a word processor in an examination to type certain questions, i.e. those requiring extended writing, and handwrite shorter answers. The school is also aware that examinations which have a significant amount of writing, as well as those that place a greater demand on the need to organise thought and plan extended answers, are those where pupils will frequently need to type. Examinations which require more simplistic answers are often easier to handwrite within the answer booklet. The pupil avoids the difficulty of visually tracking between the question paper and screen

In all cases, the school:

- ensures that a word processor cover sheet is completed and included with each pupil's typed script
- does not simply grant the use of a word processor to a pupil because he/she prefers to type rather than write, or can work faster on a keyboard, or because he/she uses a laptop at home

Spelling and grammar check and predictive tools will be disabled (in very specific circumstances an Educational Psychologist or Specialist Teacher Assessor may recommend differently) as will any connection to the internet.

Scripts will be printed out on school printers as soon as each examination ends. The pupil must be present for this to check that all pages have been printed and then sign each page.

The school will also save a digital copy of each printed examination onto an encrypted drive until the end of the Post Results period.

Word processors and their programmes

MHV complies with JCQ *Word Processors* instructions by abiding with their ICE 14.20 regulations.

Laptops and tablets

MHV further complies with JCQ (ICE 14.20) instructions by ensuring:

- pupils will be provided with access to a laptop/tablet in the main examination hall which is either connected to a mains power supply or is 'free standing' with a battery, checked to ensure sufficient capacity for the entire duration of the examination, allowing for any additional time
- pupils are reminded that their centre number, student number and the unit/component code must appear on each page as a header or footer
- pupils are instructed to handwrite their details as a header or footer (if they are unable to do this electronically) once they have finished the examination and printed off their typed script; pupils are also supervised to ensure that they are solely performing this task and not re-reading their answers or amending their work in any way
- pupils are instructed to appropriately number each page (e.g. page 1 of 6)
- pupils are instructed to use a minimum 12pt font and double spacing
- pupils are reminded to save their work at regular intervals
- pupils are present at the end of the examination when their script is printed off so they can verify that the work printed is their own

Accommodating word processors in examinations

Pupils using word processors (including laptops or tablets) are internally accommodated in the following manner:

Pupils will be seated in the main examination hall unless they have another access arrangement which requires separate invigilation, for example a read aloud.

Invigilation arrangements relating to the use of word processors is no different to any other invigilation since students are accommodated in the main exam room.

Policy Review

- This policy is reviewed **annually** by the Head of Learning Support and the Senior Leadership Team to ensure compliance with current legislation and best practice.

SEND POLICY Reviewed October
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- **Policy authors:** Catherine Walker, Head of Learning Support and Vanessa Brooks, Pre-Prep SENDCo
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