



# Waverley School

## Learning Success Policy

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### Mission Statement

*“To provide one-to-one and small group support for Individual learning success.”*

### Introduction

The governing bodies of county, voluntary and grant-maintained schools (including LA-maintained and grant-maintained special schools) are required to publish information about their SEN policy. The specific requirements on coverage are laid down in the Special Education Needs Code of Practice 2001.

### Waverley School's Obligation

As an independent school we are currently under no obligation to follow the DfES Code of Practice for Special Educational Needs (the exception being in the Early Years Setting where funding is received for 3 and 4 year olds). However, our Learning Success policy will respect its recommendations.

### Aims

In order to carry out our Mission, we believe that we should aim to:

- Provide a happy, secure, caring and stimulating learning environment.
- Encourage the highest standards of academic excellence and behaviour.
- Encourage children to take responsibility for themselves and become independent learners.
- Educate and celebrate the whole child as an individual, preparing them orally, physically, socially, intellectually and emotionally for their future lives.
- Provide a firm and consistent framework of discipline and encourage children to take responsibility for themselves.
- Provide effective liaison with the local secondary schools and ensure continuity of the children's education.
- Encourage children to do their personal best, enjoy their school experiences and build upon their successes.



### **Definition of Special Educational Needs**

A pupil has special educational needs if they have a **learning need** which calls for special educational provision to be made for them.

A pupil has a learning need if they:

- a) Have a significantly greater difficulty in learning than the majority of pupils of the same age/class;

Or

- b) Have a disability which prevents or hinders the pupil from making use of educational facilities provided for pupils in that age group in the school.

### **Special educational provision means:**

Educational provision, which is additional to, or otherwise different from, the educational provision generally provided for other pupils of the same age.

### **A Graduated response**

In line with the DfES SEN Code of Practice, Waverley School uses a graduated response to pupils with SEN.

- a) Individualised learning is provided through use of Waverley Learning Plans for the learning success of all children.

The DfES SEN Code of Practice refers to two further stages:

1. School Action
2. School Action Plus

### **School Action**

The triggers for school action could be:

- A teacher's concern about a pupil's behaviour or learning abilities.
- Parent(s) concern about a pupil's behaviour or learning abilities.
- The results of the class screening.

As a consequence of these triggers action may be taken by:

- Class Teacher
- Learning Success Team
- Parent



The appropriate person(s) above will decide on the most effective intervention. In some cases this could be an immediate move to School Action Plus. In most cases the intervention would take the form of:

- A consistent approach by all staff involved – usually with significant input by the Learning Success Team in the form of drawing up of IEPs (see appendix 1)
- Learning Success Lessons, individually or in a small group.
- Other external support.

### **School Action Plus**

Usually pupils will be placed on School Action Plus following School Action when it is clear at the review stage that not enough progress is made – despite receiving an individualised programme – and more expert help is needed. School Action Plus will involve one or more of the following:

- GP
- Educational Psychologist
- Child Psychologist
- Child Psychiatrist
- Social Services
- LEA (e.g. in the case of a school or parental referral/request for statutory assessment)
- External Special Needs expert or therapist
- Other

Waverley School considers all children to have individual needs and aims to meet these as best as possible taking into consideration the child's age, developmental stage and other circumstances.

Within the school the pupils are educated in three distinct phases:

1. Early Years – Ages 0-5 (Nursery and Pre-Prep)
2. Reception and Key Stage One
3. Key Stage Two

Waverley School has given the responsibility for Special Educational Needs to three members of the Learning Success Team who work co-operatively – each taking particular responsibility for one area (age range for pupils Reception to Year 6.)

Reception and Key Stage One	Sarah Dingle
Years 3 & 4 (with responsibility for overview of English programmes in KS2)	Annette Ellis
Year 5 & 6 ( with responsibility for overview of Maths programmes in KS2)	Tammy Howard



Each member of the Learning Success Team will be responsible for:

- The day to day operation of the Learning Success policy
- Liaising with, and advising, all members of staff
- Co-ordinating provision for children with SEN
- Maintaining a SEN register and overseeing records on children with SEN
- Liaising with parents of children with SEN or ensuring that the class teachers do so
- Contributing to training and keeping all members of staff informed of new developments and issues
- Liaising with external agencies

### **Monitoring and Evaluation**

The Learning Success Team will monitor individual education plan folders termly and review with the class teacher and parents as necessary. The implementation of the school's Learning Success Practice is monitored by the Headteacher and Learning Success Team throughout the year.

### **The Role of the Learning Success Assistant**

The Learning Success Assistant will support children on the Learning Success register on a one to one basis, in the classroom and with small withdrawal groups. They will follow the specific targets detailed on the child's IEP or work on specific programmes. Regular meetings are held between the Learning Success Team and the Learning Success Assistant to review the progress of the children on the Learning Success Register and to discuss strategies and programmes. The Learning Success Assistant will also be involved in the reviewing of IEP targets and target setting. The LSA will maintain individual records of the programmes that each child is following and evidence of their progress.

### **Records of Provision**

The Learning Success Team will keep a central file documenting the provision for children on the Learning Success Register. This file also contains a full list of all the resources and programmes of intervention available at the school.

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Review Date: 1<sup>st</sup> November 2012