



## Special Educational Needs

The Special Educational Needs Co-ordinator (SENCO) is Mrs Laura Dove. She has day-to-day responsibility for the operation of the schools' SEN Policy. At Fir Tree all children are special and valued equally. They have an equal opportunity to be involved in a broad and balanced curriculum and are entitled to an appropriately differentiated curriculum to ensure access and success. The school recognises the importance of early identification and assessment of children with special educational need and that these needs must then be met.

Special Educational Needs encompass a broad spectrum including learning difficulties, health and medical problems, physical disabilities and emotional, social and behavioural difficulties. Where there are concerns regarding a child's learning being affected by any of the above, observations and assessments will be carried out. The child may then be placed on the Special Educational Needs Register. The school uses a graduated approach in recognising a continuum of Special Educational Needs as set out in the New Special Educational Needs and Disabilities Code of Practice 0-25 years. At all stages parents are informed of the school's actions.

We recognise that some children have more challenging needs than the others. To ensure all children have an inclusive curriculum, they may require additional or different help with their

learning to allow them to take part and achieve to the best of their ability. In order for them to participate fully we will:

- Create an appropriate learning environment
- Identify special needs as early as possible
- Identify appropriate specialist help
- Ensure support plans are in place and regularly reviewed
- Create provision for as full an access to the curriculum as the special needs allows
- Ensure parents are involved in supporting their child's education
- Take into account, where appropriate, the child's view of their learning
- Help children manage their behaviour and emotions
- Use differentiated teaching in the classroom
- Use Intervention programmes when necessary.

We have high expectations of all children. We look to provide a stimulating and varied curriculum for all.

## Able, Gifted and Talented

We use the term 'gifted and talented' to refer to pupils from the top 5-10% of their cohort. Gifted refers to pupils who achieve or have the ability to achieve at a level significantly in advance of their year group, in one or more subjects in the statutory curriculum. Talented refers to pupils who have the ability or potential in art, music or PE. The Able, Gifted and Talented co-ordinator is Mrs Laura Dove. It is her role to ensure that these children are identified and that provision is put into place to allow them to reach their potential.

## Accessibility

The key objective of the Accessibility Plan at Fir Tree is to reduce and eliminate barriers to access the curriculum and to allow for full participation in the school community for pupils, and prospective pupils, with a disability.

