

Special Needs Policy

- We must focus on Inclusion and 'Every Child Matters' which is the basis of Special Need Provision across the country.
- Assistance must be available for Literacy and Numeracy
- Special Needs provision is the responsibility of the individual member of staff. It need sot be more integrated into the work done in class and the demands of the curriculum. Most staff in Cransley teach in a multi-sensory way and differentiate effectively
- On entry to a new Key Stage, all children should be tested by the class teacher (or for KS 3 by the subject teacher) for reading age, spelling age and maths attainment using standardised tests which are agreed. This would then monitor progress.
- All results at each level should be entered onto a central data bank This would be easier with the new system and will facilitate pupil tracking.
- CAT testing will continue to be used to identify potential and enable us to calculate Value Added more accurately
- All pupils should be tested to discover what kind of learner they are – this must be added to their records
- All pupils (not just those with Special Needs) must have their information details passed on to staff who would be able to target learning more effectively.

Course of Action

- If a child presents as underachieving initially the teacher should speak to the parent. If it is the parent's wish that the child be tested, then they should be tested either by the staff in the Dyslexia Unit or by the Educational Psychologist (if dyslexia or another type of learning problem is suspected).
- If the problem suspected may be of a medical nature, ie ADHD, hearing problems then it may be necessary to involve medical help.

1:1 Multi-Sensory Lessons

- When a child is first diagnosed, input on a 1:1 is probably the best line of attack. These lessons should be arranged between parent, teacher and Dyslexia Unit staff.

Withdrawal from other Subjects

- Pupils may be withdrawn from other subjects at times. It should not be from a core subject and (for those who are very young) should not be during break or lunchtime. This provision should be self-funding.
- Except in the most severe cases, the 1:1 support must translate into inclass support. Strategies once learnt must be applied.
- 1:1 support needed for special cases (ie Aspergers Syndrome etc) should be arranged and may not follow the normal pattern.

In Class Support

- This should be seen as the normal means of offering support to a child who is experiencing problems.
- This will include children who are not dyslexic but do have problems.
- This can either be individual or in small groups.
- Ideally, this should be offered by either a member of the Dyslexia Unit or by a teaching assistant liaising with the subject staff.
- This could be permanent or withdrawn once a temporary problem was overcome.
- The cost would be shared between parents of those children receiving the support - - it would therefore be self-funding.
- Individuals who have 1:1 support should move onto classroom support as soon as possible.
- Children could receive support who had not had 1:1 support in the past.