

## **SPECIAL NEEDS**

*The school is committed to the provision of an inclusive education, identifying and supporting the needs of the individual.*

*The school ensures that its provision for Children with Special Educational Needs is in accordance with DfES Code of Practice.*

*The school's policy for Children with Special Educational Needs is reviewed on an annual basis. Teachers and Learning Support Assistants receive regular training resulting in improved provision for and identification of children with special needs.*

*The school has a Special Educational Needs Co-ordinator (SENCO) who manages diagnostic and support systems for pupils with learning and behavioural difficulties including physical, sensory, speech and language disorders. Mrs Issac is the school's SENCO.*

*Children with Special Needs have an Individual Education Plan (IEP), which details the child's difficulties, targets, provision of support and time-scale for review. Individual Education Plans are reviewed regularly throughout the academic year, and parents are informed of the progress made.*

*Provision for children with special educational needs include*

- *Individual help*
- *Small group support*
- *Additional whole class support assistance*

*Additional support is provided for those pupils who have a Statement of Educational Needs. The school works closely with external agencies (Occupational / Speech and Language Therapists, Educational Psychologist, Behaviour Support Team, Learning Support Team etc) to ensure the successful implementation of individual programmes.*

*Parents of children with disabilities are welcome to visit the school to discuss how the school might meet their child's specific needs.*

*The school has an accessibility plan. Eighty per cent of the classrooms currently have wheelchair access. The school has toilets suitable for wheelchair access and pupils with ambulatory difficulties.*

## **VERY ABLE PUPILS**

*Equally, there are children who require additional challenge because they have exceptional abilities. These abilities may be academic, creative or sporting. All teachers are aware of the West Sussex ID cards for Highly Able Pupils and nominate pupils to the Able Pupils Co-ordinator (Mrs. Issac). The school endeavours to meet the needs of Able Pupils by small group work and*



*specialist input both in and out of the classroom. Able pupils are encouraged to participate in after school clubs and enrichment courses organised by the LEA.*

## **HOMEWORK**

*The school believes that homework is an important feature of the children's learning. Homework or 'SHARE' (School, Home, Activities, Research, Exercise) refers to activities which reinforce or extend the children's learning, and are completed outside lesson time, independently or with parents, carers or others.*

*Some activities will be planned and given on a regular basis including reading, number bonds/tables and spellings. Some tasks will arise spontaneously from an idea that arises in class. Other exercises will reinforce the work undertaken in class. At times, the children will be asked to prepare or finish off work.*

*The amount of homework will gradually increase as pupils pass through the school. It is neither possible nor desirable to set prescribed limits – much depends on the individual child. The following is a rough guide to what, on average, might be expected:-*

<i>Years 1 and 2</i>	<i>1 hour per week (daily reading, spellings, other literacy and number work)</i>
<i>Years 3 and 4</i>	<i>1.5 hours per week (daily reading, weekly spellings, other literacy and number work with occasional assignments in other subjects)</i>
<i>Years 5 and 6</i>	<i>2.5 hours per week (daily reading and a regular weekly schedule with continued emphasis on literacy and numeracy but also ranging widely over the curriculum)</i>

*The time allocation includes a daily reading session. All primary children should spend at least 10 – 20 minutes, reading a day. (Non-readers should listen to their parents or carers reading). However, it is also important that children (like adults) have time to rest, relax and to pursue other interests, if they are to become well-rounded individuals*

