

Although grammar schools usually take more able pupils, it should not be assumed that this means they do not have pupils with special needs. Many special educational needs, such as ADHD, Dyslexia, Dyspraxia, are present at all levels of ability. The present policy and legislative open enrollment does not apply to statemented pupils and grammar schools have the right to refuse admission if they feel they cannot cater for a pupils' special needs.

Legislation and policy applies equally to grammar schools and each school will have a designated SENCO. They will follow the code of practice and will have access to the services of peripatetic advisers, though the amount of provision is likely to be less. The usual approach is for within class support. The SENCO will provide Inset and advice to teachers within the class and pupils are generally at Stage One or Two. He/she will also be the first contact if a teacher suspects a pupil has a difficulty. It is likely then that he/she will discuss this with the Housemaster or Year Head. Further information is likely to be sought from other teachers working with the pupil. At this point it is probable parents will be consulted.

Fewer pupils are likely to be statemented. Sometimes laptop computers (Alphasmart) can be provided.

In some schools it may be possible for pupils with particular literacy difficulties to drop one examination subject and spend more time receiving help with skills which will enhance their performance in the other subjects. Some schools alter the timetables of the lower sets so that they are given increasing time for literacy. At GCSE coursework clubs can be organized, either during lunchtimes, after school or during games periods. This can help pupils organize their work and provide further study skills. It would be important though that the pupils attend voluntarily and that it should only be for a limited period.

The SENCO will work out with the teachers' concerned what extra provision, if any, is suitable for pupils doing examinations. At present in some ELBs allowances will only be made for pupils who have the written support of a psychologist or who have a reading and spelling age below 12. Schools complain that this disadvantages pupils who have higher reading ages but are still performing well below their potential, e.g. gifted pupils. It also disadvantages pupils whose schools who have worked very hard with pupils to overcome their difficulties.