

POLICY STATEMENT: LIBRARY SPECIAL NEEDS POLICY

RATIONALE

All children are entitled to a broad and balanced curriculum, whatever special educational needs they may have. As the Library plays an essential role in the implementation of the curriculum across all subject areas, specific provision is made to ensure that every pupil has the opportunity to make the most of this facility.

PURPOSES

- To enable pupils to become competent Library users by providing an induction course appropriate to their special needs.
- To encourage the development of literacy and the perception that reading is not just an academic activity but also an enjoyable recreational experience, by offering accessible materials which are attractive and up-to-date.
- To promote the development of individual research skills, including the use of Information and Communications Technology, in a supported self-study environment, by providing a variety of resources suited to the special needs of the child.

GUIDELINES

- Differentiated resources are provided in the Year 7 induction course to cater for the full range of ability - a specific pamphlet for the less able and extension exercises in the mainstream pamphlet for the more able.
- Approximately 10% of the fiction stock is particularly designated for less confident readers. There are specific reference and non-fiction resources with differentiated text. Some mainstream material is also appropriate for pupils with special needs including a number of spoken word cassettes.
- Consultation takes place between the Library Co-ordinator and pupils with special educational needs regarding the suitability of resources and pupils are encouraged to comment on Library provision in general through the Suggestion Box.

CONCLUSION

The Library aims to provide a pleasant, user friendly environment in which children with differing needs can feel comfortable and encouraged to realise their full potential.

S A Miller

First issued 1995

Reissued July 1997

Revised July 1999

Revised December 2002