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Special needs concerns raised

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The chances of receiving help for special educational needs are dictated by location, race, gender and class, new research has revealed.

A study has found that children of middle class parents receive better support more quickly than those from lower social classes.

Also, a number of lobbying groups for issues such as autism and dyslexia receive more funding than other disorders.

Research carried out at the University of Bath on behalf of the Primary Review also highlighted a number of concerns over the effectiveness of the policy of inclusion that the government has been following, where children with special educational needs are taught in mainstream schools.

'Children with special educational needs are much more likely than their peers to be excluded from school. Pupils with behavioural difficulties are more at risk of exclusion,' the Press Association claims the researchers said.

This in turn affects their difficulties, the report suggested, adding that it could also have an impact on an individual's life after school.

The government's policy of inclusion for special needs children has come under firm from a number of education advisers in recent months.

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