

# SPECIAL EDUCATION NEEDS POLICY

Wockhardt Global School, Aurangabad



# **Our School Mission**

Wockhardt Global School is committed to providing opportunities to students to become lifelong learners by acquiring global mindedness, instilling compassion and care for fellow beings and environment, experiencing relevant and challenging learning engagements, involving in self-reflection and critical thinking, acknowledging and respecting individual differences and taking appropriate action.

## **IB Mission Statement**

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

# CONTENTS

<b>1. Introduction</b>	<b>1</b>
<b>2. Philosophy</b>	<b>1</b>
<b>3. Rationale</b>	<b>1</b>
<b>4. Schools objectives for inclusion provision</b>	<b>2</b>
<b>5. Learning support requirements</b>	<b>2</b>
<b>6. Identification of students requiring learning support</b>	<b>2-3</b>
<b>7. Process of Induction to the SEN Programme</b>	<b>3-4</b>
<b>7.1 Primary Years Programme</b>	<b>3-4</b>
<b>7.2 Middle Years Programme</b>	<b>4</b>
<b>7.3 Diploma Programme</b>	<b>4</b>
<b>8. New Students</b>	<b>5</b>
<b>9. Identification of learning needs in classroom</b>	<b>5</b>
<b>10. Strategies to meet inclusion needs</b>	<b>6</b>
<b>11. Curriculum Planning</b>	<b>6</b>
<b>12. Classroom Instructions</b>	<b>6-7</b>
<b>13. Assessment of students with learning support needs</b>	<b>7</b>
<b>14. Examination</b>	<b>7</b>
<b>15. Classroom learning/Lab learning</b>	<b>7</b>
<b>16. Co-curricular Activities</b>	<b>7</b>
<b>17. CAS</b>	<b>8</b>
<b>18. Inclusive Assessment Arrangement for IB Assessment</b>	<b>8-9</b>
<b>19. Internal Assessment- to be submitted to IB</b>	<b>9</b>
<b>20. Roles and responsibilities</b>	<b>9</b>
<b>20.1 Role of the Governing Body</b>	<b>9</b>
<b>20.2 Role of the School Director</b>	<b>10</b>
<b>20.3 Role of the Programme Coordinator</b>	<b>10</b>
<b>20.4 Role of the Special Educator/Inclusion Manager</b>	<b>11</b>
<b>20.5 Role of the Subject Teacher</b>	<b>11</b>
<b>20.6 Role of the School Counsellor</b>	<b>11-12</b>
<b>20.7 Role of the School Parent</b>	<b>12</b>
<b>21. Record format</b>	<b>12</b>

<b>22. Planning</b>	<b>13</b>
22.1 Formulation of Time table	13
22.2 IEP	13
22.3 Goal setting with the students	14
22.4 Collaborative Teaching	14
<b>23. Support provided</b>	<b>14</b>
23.1 Remedial Classes	14
23.2 In class support	14
23.2.1 Role of a Special Educator during in class support	14-15
23.3 Withdrawal support	15
23.3.1 Various skills that are targeted in the withdrawal or collaborative teaching	15
<b>24. Mainstreaming</b>	<b>15-16</b>
<b>25. Documentation</b>	<b>16</b>
25.1 Written records	16-17
<b>26. Limitations/Liability of the School</b>	<b>17</b>
<b>27. Links to the other school's policies</b>	<b>17</b>
27.1 Admission Policy	17
27.2 Assessment Policy	17
<b>Bibliography</b>	<b>18</b>
<b>Appendix 1</b>	<b>19-20</b>
<b>Appendix 2</b>	<b>21-24</b>
<b>Appendix 3</b>	<b>25-27</b>
<b>Appendix 4</b>	<b>28</b>
<b>Appendix 5</b>	<b>30</b>
<b>Appendix 6</b>	<b>31</b>

## 1. Introduction

Wockhardt Global School is an **all-inclusive** private sector educational institution, which makes provisions for pupils with Special Educational Needs (SEN). The school offers a flexible International curriculum based on the International Baccalaureate Diploma Programme in Grade 11 & 12, Middle Years Programme in Grade 6 to Grade 10 and Primary Years Programme in Grade 1 to Grade 5.

According to the Special *Education Needs within the International Baccalaureate Programmes guidelines*, “**Inclusion** is an on-going process that aims to increase access and engagement in learning for all students by identifying and removing barriers. This can only be successfully achieved in a culture of collaboration, mutual respect, support and problem solving. Inclusion is the learner profile in action, an outcome of dynamic learning communities.”

Adhering to the above principle, WGS has made a provision in its admission policy to offer admission to children of all nationalities, catering to the need of each individual child. In addition to this, the school offers admission to any individual child irrespective of the caste, gender, creed or religion if student meets the required criteria.

## 2. Philosophy

Wockhardt Global School (WGS) recognizes the need for a coherent and strong guiding policy for inclusion of all students, allowing them to access learning and fulfil their potential. The school believes in supporting all students by appropriately addressing their learning needs.

The School’s policy on Special Education Needs, which will be based on total inclusion, that will offer support for pupils with Learning Disabilities, Slow Learners, Attention Deficit Disorder, Attention Deficit Hyperactivity Disorder and other Cognitive deficits.

## 3. Rationale

WGS will ensure that all students are provided with the necessary support. This rationale is supported by School Mission Statements:

- Wockhardt Global School is committed to provide opportunities to students to become lifelong learners.
- acknowledging and respecting individual differences and taking appropriate action.

The SEN Department will consist of qualified Special Educators who will set up the systems and procedures for supporting all the SEN pupils who will be on the school rolls.

#### **4. Objectives of WGS for Inclusion provision:**

- To identify students having learning difficulties at early stage as far as possible so that they get necessary learning support.
- To utilize resources, in accordance with this policy, to be able to cater all students' needs.
- To provide opportunities to these students requiring learning support, join in with the activities of the school where appropriate.
- To ensure that all students make the best possible progress. Recording, monitoring and reviewing the progress regularly.
- To ensure parents are informed and aware of their ward's special needs and built effective communication between parents and school.
- To create an environment so that students express their views and are fully involved in decisions, whenever and wherever possible, related to their education.
- To prepare and periodically review Student Support Plans (SSP) and Individual Education Plans (IEP)
- To provide appropriate training for those involved in the implementation of the policy.

#### **5. Learning Support Requirements**

Students who require inclusive assessment arrangements may show requirement of learning support due to one or more of the following:

- Autism spectrum/Asperger's syndrome
- Learning disabilities
- Medical conditions
- Mental health issues
- Multiple disabilities
- Physical and/or sensory challenges
- Social, emotional and behavioral difficulties
- Specific learning difficulties
- Speech and/or communication difficulties

#### **6. Identification of Students with Learning Challenges**

- The school believes that early identification of students who have learning challenges is essential to allow support systems to be put in place for these students.
- At the time of enrolment, the school tries to identify if students need learning support. The school will follow stipulated guidelines for identifying and developing accommodations and adjustments for students needing special learning support.
- The school will ensure the following key steps if a student is identified having learning challenges at the time of seeking enrolment or in due course.

a. A preliminary talk with the parents of children, having special educational needs is conducted by the school authorities when they contact for admission.

b. The details of information regarding any learning concerns will be requested on the admission form. The concerns need to be well supported by Medical Certificates and reports given by certified Medical Practitioner. This information will be processed by the Admission Department and forwarded to the school Psychologist and counsellor and Inclusion Manager, for their follow up actions. The school is in the process of appointing the above professionals.

c. Such cases will be discussed with the School Director, Respective Programme Coordinator, and Counselling Department. This will ensure that the student needs are addressed in the following areas:

- Classroom arrangement
- Examination set up
- Laboratory set up
- CCA (Co-Curricular Activity)
- Participation in Service as Action in MYP and CAS participation in DP

Interviews will be conducted with potential students and families for enrolment for the following academic year. The school psychologist will attend interview of students with special learning needs. Due consideration will be given to the prior knowledge of the students who come for admission. Such students will be assessed after considering all the aspects. Based on the resources available at WGS, discussions among inclusion manager and coordinators will be held to find the schools capacity to be able to cater to these specific needs. If the school realizes it to be a very difficult case, he/she will be referred to special schools for their best development.

If the school management finally takes a decision to admit such student/s then the following process of induction will be implemented in the respective programmes.

## **7. Process of induction to the SEN programme**

### **7.1 Primary Years Programme**

The class teacher, another member of staff, parent expresses concern about the child. A referral form is filled. She/ He approaches the Programme Coordinator who finally speaks to the Director and Counselor/SEN educator will be informed about it. A referral form will be shared with the SEN educator to carry out the necessary classroom observations followed by a discussion with the relevant teachers. A detailed assessment will be carried out based on the Observation Checklist devised by the SEN educators. The detailed observation report will be shared with the concerned teachers, Program Coordinator and the Director. After the informal observation has been completed, parents will be informed and invited into the school to discuss

the findings and plan the future course of action which may/will include an assessment by an outside source. Before the external assessment, parental permission has to be taken.

The child is then inducted to the program with an additional SEN Fee to be deposited at the time of induction.

After the induction, an Individualized Educational Plan will be devised and the same will be shared with all concerned. The future course of action will be planned according to the inputs given by each.

If the child does not require any support, the recommendation to make learning easy for the child will be shared with the parent, teachers and Coordinator.

If the child requires behavioral counselling, a schedule for the same will be set up with the counsellor.

## **7.2 Middle Years Programme**

The class teacher, any member of staff or parent expresses concern about the child. The process for induction of any student with special learning needs is as follows-

- Academic feedback/concern will be shared with the Form Tutor who then discusses it with the MYP Coordinator. In case of a need for assessment the SEN educator will be informed.
- Parental consent will be sought by the Form Tutor to conduct an assessment which includes standardized tests like DTLD (Diagnostic Test for Learning Disability),
- DTRD (Diagnostic Test for Reading Disability), WRAT (Wide Range
- Achievement Test) and Woodcock Johnson Tests of Achievement (WJ).
- An assessment report will be prepared and shared with the MYP Coordinator and the need for SEN support is established.
- If the child is required to be on SEN support, the report will be shared with the parents, Form Tutors and the subjects teachers.
- Parental consent will be sought and the induction process is initiated.

Subsequently, the child may undergo another set of standardised tests conducted within the department to ascertain his/her present level of functioning and to facilitate academic planning.

After the assessment, an Individualized Educational Plan will be devised and the same will be shared with all concerned. The future course of action will be planned according to the inputs given by each. If the child does not require any support, the recommendation to make learning easy for the child will be shared with the parent, Form Tutors, subject teachers and Coordinator.

## **7.3 Diploma Programme**



The subject teachers will be given a Referral Form designed by the SEN educator. On the basis of the Referrals the SEN educator will conduct pre-screening tests to identify learning gaps. If it seems that the student has a learning need, the student will be referred to an outside source for a detailed Psycho-Educational Assessment.

Based on the reports the parents will be called for a meeting with the Form Tutor, SEN educator and the IBDP Coordinator. Parental permission will be sought and the student will be inducted to the SEN programme.

## **8. New Students**

The students will be referred by the Admissions personnel to the SEN Educator as a part of admission process. The reference will be made according to the past records of the student or an unsatisfactory performance in the school's placement assessments and discussion with the parents. A battery of pre-screening tests including Diagnostic Test for Learning Disability, Wide Range Achievement Test, Cognitive Profiling and the self-formulated SEN Entrance Exam Papers will be conducted and an SEN Feedback form to be filled. The report will be shared with the concerned program coordinators and School Director for their further approval for induction.

## **9. Identification of Learning Needs in Classroom**

If a student is found to have learning challenges in the classroom supported by observation, prior knowledge then teachers can take any of the following steps to provide support to the students within the classroom :

- Use existing information as a starting point.
- Highlight strengths and weakness of students in terms of skills to support in class.
- Use baseline assessment to identify what the student knows, understands and can do.
- Ensure on-going observation/assessment to provide feedback so that assessment forms the basis of the next steps.
- Involve the parents
- Involve the student.
- Use differentiation to scaffold learning.
- Keep records of strategies used and their level of success.

If these arrangements are not adequate to show progress in learning student/s will be referred to the Inclusion Manager. The Inclusion department will investigate the case and may suggest parents to conduct diagnostic test to identify the learning challenges. School may also ask parents involve outside health services to fully cater to the needs of such student.

Once the learning challenges of the student is identified, the inclusion manager along with the Programme Coordinator will assess if the learning needs can be fulfilled in the school. Parents will be notified if any support is needed. An action plan to be made in collaboration with teachers, Programme Coordinator, Counselling Department and Parent to cater to the needs of the

student. A range of strategies will be used to ensure that the school meets the needs of such students. Short and long term interventions/ Individual Educational Programmes (IEP) will be put in place to cater the needs of these students.

#### **10. Strategies to meet Inclusion Needs:**

- Information containing general details of difficulties and suggested support strategies/ recommendations will be maintained in a separate folder for each child.
- Teachers will be kept informed about the on-going nature of the learning difficulties/illness. This record will be maintained from the time, the child is enrolled in the school.
- The teachers will be trained by Inclusion Manager. They are acquainted to gain knowledge from the relevant IB publications and apply strategies to meet the learning needs.
- Various games, exercises like Brain Gym, Yoga and special breathing techniques will be utilized by specialists.
- A variety of teaching strategies and tools will be employed depending on the nature of the difficulty. A wide range of resources like Audio-Visual materials, Computer software, Internet and Audio recording of text are made available.
- Provision of taking photographs, voice and video recording facilitates close monitoring of the child's progress.
- If Students are identified as ADD (attention deficit disorder) or ADHD (attention deficit hyperactivity disorder), then they will be given the facility to have a work space free from distraction. One-to-one assistance will be given wherever needed to maintain attention on activities and tasks.
- The learning in Special Need students will be monitored and reviewed at quarterly in co-ordination with the parents, so as to make amendments, if required for the benefit of the student.

#### **11. Curriculum planning:**

- Teachers will plan collaboratively to meet the requirements of students with learning difficulties. Teachers will design learning experiences that allow students across a range of needs to meet their learning objectives. (Prior knowledge is valued and scaffolding strategies may provide a more concrete, and less abstract, context for understanding which includes use of visual aids, demonstrations and dramatization). Enhancing self-esteem and extending learning goes hand in hand.
- WGS affirms the identity of a learner and encourages the qualities, attitudes and characteristics promoting responsible citizenship and international-mindedness by valuing and using the diversity of cultural perspectives to enhance learning.

## **12. Classroom Instructions:**

Wockhardt Global School faculty will employ inclusive teaching techniques and design learning expectations that allow all students, including those who have special educational needs, to meet the rigorous standards of the IB Programmes. Students will be provided with opportunities to achieve these goals by participating in carefully constructed differentiated teaching strategies designed to maximize students' potential and also allow the student to demonstrate learning in different ways.

## **13. Assessment of Students with Learning Support Needs:**

- Continuous assessment allows for self-reflection and peer review, which enhances and supports all learners in gaining independence and becoming advocates for their own learning.
- Assessments prepared are diverse and relevant to the learner, allowing for differentiation with different entry and exit points. The purposes and outcomes of the assessment process are explained explicitly to all.
- Elements of social interaction and personal growth are part of the assessment process.
- Where standard assessment conditions could put students requiring inclusive assessment arrangements at a disadvantage by preventing them from demonstrating their level of attainments, special arrangements are authorized. Coordinators and teachers are responsible for submitting requests for special arrangements. The school ensures to achieve the special arrangements approved by IB for the special need students.

## **14. Examination:**

In the examination settings, the following will be accommodated depending on the request by the student's doctor/medical practitioner and decision by the School Director, Programme Coordinator.

- Allowing of extra time in the examination
- Providing of a school laptop so that student can key in the answers instead of writing
- Providing of an extra room and invigilator
- Provision of large print of the exam paper
- Allowing of colored print of the exam paper

The above facilities will be made available for all the in school examination and assessment so that the candidate can get familiar to the examination settings leading up to the IB examinations.

## **15. Classroom Learning / Laboratory Learning:**

The subject teachers will be informed of the student's condition. Thus, each teacher will be advised and be mindful of the student's needs while teaching.

## **16. Co-Curricular Activity (CCA)**

There may be certain CCAs that the student may not be able to participate in. Thus, the school provides an array of CCAs that the students can choose and participate in.

## **17. Creativity, Activity and Service (CAS):**

As CAS is a core component in the IBDP, there is a requirement by the school to ensure that the student participates and meet the outcomes for CAS. There is a wide variety of service activities, expeditions and cultural performances that the candidate can participate in the school. If there is a need for the candidate to have a special arrangement, the IBO will need to be consulted.

## **18. Inclusive Assessment Arrangement for IB Assessments-To be implemented in future**

The Programme Coordinator will inform the IBO using the appropriate procedures and providing the necessary documentation of the candidates requiring inclusive assessment arrangements. Once the Coordinator learns of the decision of the IB, the student, parents, and teachers involved will be informed.

The following is a list of accommodation arrangements that maybe granted once IBO has reviewed the required documentation:

- **Additional time:** Usually 25% more time is allowed for the candidate, which gives them 15 extra minutes for every hour of exam time.
- **Rest periods:** Supervised rest time maybe allowed, during which time the candidate is not allowed to work on their exam.
- **Information and communication technology:** A computer could be used to type the answers to the exam instead of hand writing the answers. The student cannot use any software that would give the candidate an unfair advantage during the exam. Voice-activated technology or augmentative speech equipment can be requested when this has been the candidate's normal way of working in the school.
- **Scribes:** A person who writes down dictated answers from the candidate.
- **Readers:** A person who reads the questions to the candidate and can also read back answers the candidate has provided. The reader cannot explain a question or give advice on how to answer the question.
- **Communicators:** A person who is able to convey information to a candidate with a hearing impairment, through the use of lip-speaking, finger-spelling or sign language.
- **Prompters:** A person who is able to ensure that a candidate is paying attention to the examination. This would normally be authorized for candidates diagnosed as having a neurological or cognitive disability resulting from a severe attention problem. It cannot be a relative or a teacher in the school.
- **Extensions to deadlines:** This arrangement applies to cases of illness or accident when a candidate is genuinely prevented from completing work in time for the coordinator to submit the work to the examiner.

- **Assistance with practical work:** If a candidate has a physical disability, assistance with practical work can be requested. This arrangement is normally confined to the requirements of internal assessment (for example, practical work in experimental science or geography fieldwork). It is particularly suited to situations where there is a concern for a candidate's health or safety.
- **Exemptions from assessments:** Exemptions are not normally granted for any assessment component of the Diploma Program. However, if an assessment component or part demands a physiological function that a candidate is not able to perform, an exemption may be authorized.

## **19. Internal Assessments: To be submitted to IBO-to be implemented in future**

The school's policy is such that there is no need for extra help to be given to the student for Internal Assessments (IA). No assistance will be rendered to the candidate for any IA related matters. If there is a need for extra assistance, the school will need to seek authorization by the IBO with the necessary medical documents to be submitted. The following are the guidelines for IA that the school will adopt:

- The IB Examiner cannot be informed of the condition/adverse circumstance of the candidate in any way possible.
- The teacher marking the IA cannot make adjustments
- The teacher cannot provide any special assistance to be rendered to the candidate.
- However, the school can seek for an extension of deadline with the necessary medical documents to be submitted.

## **20. ROLES AND RESPONSIBILITIES**

The SEN team will work in close collaboration with the following people to ensure the holistic and continuous development of all students with learning needs.

Governing Body  
 School Director  
 Coordinators  
 Subject teachers  
 Guidance counsellor/Inclusion Manager  
 Parents

### **20.1 Role of the Governing Body**

- To ensure that the school has a **Special Education Needs Policy** in place.
- To ensure that an appropriate budget is allotted to procure necessary resources on behalf of students with Special Educational Needs.

- To ensure that a qualified specialist is appointed as HOD to look after the functioning of the SEN department.
- To ensure that the Special Education Needs Policy forms part of the School plan.

## **20.2 Role of the School Director**

- To facilitate the appointment of a School counselor and SEN teachers.
- To provide consent for approval of a budget to procure required resources for the Department.
- To take significant decisions for induction of a child with special needs in collaboration with the School Counselor and/or SEN teacher.
- To promote a whole school approach to Special Educational Needs, make all staff aware of their responsibilities in this area and to facilitate appropriate staff development in this area.
- To promote the development of positive partnerships with parents of students with special educational needs.
- To establish a Special Needs Support Team within the school with a specific remit to ensure identification of and support for students with special educational needs.

## **20.3 Role of the Programme Coordinators**

- The SEN team works in close collaboration with the various academic Coordinators which include the PYP Coordinator, MYP Coordinator and IBDP Coordinator. Their role includes-
- To provide significant inputs during the induction of students with Special Needs and their placement in different groups.
- To encourage, motivate and guide students with Special Needs to provide them a positive environment conducive to their holistic development.
- To facilitate training workshops for the Special Educators to enhance their understanding of difficulties of their students and to equip them with updated strategies and tools.
- Providing relevant inputs and feedback during student assessment and observation for induction to the programme.
- Facilitating student placement in groups and helping them choose appropriate subject packages.
- Organizing regular discussion and planning meetings to monitor student progress.
- Collaboratively work towards the holistic and continuous development of all students with learning needs.
- To provide platforms for collaboration between the SEN team and subject teachers to aid planning of Individualized Educational Plan and goal setting.

- To facilitate differentiated teaching structure and delivery, and assessments according to the individual needs of the students with special needs.
- To allow for accommodation during assessments and differentiation of papers wherever necessary.

#### **20.4 Role of the Special Educator**

- Planning and execution of Individualized Education Plans for students which is age, ability and class based.
- Providing constant support to the class teacher to meet the curriculum demands of individual planning.
- Liaising with parents.
- Helping and getting involved with assessment and diagnostic tests for new and existing students to understand their level of functioning.
- Preparing a Data Bank of students to provide an easy reference point for the entire academic staff.
- Being involved with department meetings to discuss the future plans of action.
- To assess and evaluate the individual strengths and weaknesses of each child which will aid in educational planning.
- To work in collaboration with parents and resident parents to understand the Special Needs of each child and work collectively towards goal setting.
- To provide a positive and supportive environment of love and care for learning to happen.
- To understand individual levels of functioning of each child and varying teaching instructions and strategies accordingly.

#### **20.5 Role of the Subject Teacher**

- To be familiar with the School's policy and procedures (as outlined in this document) for dealing with students with Special Educational Needs.
- Differentiate teaching structure and delivery, and assessments according to the individual needs of the students with special needs.
- Collaboratively work towards the holistic and continuous development of all students with learning needs.
- Record work of the students with special needs in various forms of notebooks, video of an activity, projects, photographs of their work etc.
- Seek advice from the SEN educators regarding students with special educational needs, when required.
- Develop an attitude of ownership to the education of students in their classes with Special Educational Needs.
- Support/encourage independence in the student.

#### **20.6 Role of the School Counsellor**

- Assist all students, including those with Special Educational Needs at different stages of schooling.
- Provide support to deal with emotional and social issues.
- Provide guidance to deal with academic pressures and provide strategies for organizational skills and classroom management.
- Works closely with the respective Program Coordinators, Subject Teachers, and Special Needs Educators to identify students requiring further attention.

### 20.7 Role of the Parents

Parents and guardians play a key role in the emotional, social, and academic development of a student with learning difficulties. Parents hold key information and have a critical role to play in their child's Education. They have unique strengths, knowledge, and experience to contribute to the shared view of a child's needs and the best way of supporting them. Parents are expected to develop a strong partnership with school to enable the pupils with Special Educational Needs to achieve their true potential. The SEN educator makes provision for communicating to the parents on a regular basis. The Parents Communication Record is maintained so that the minutes of the meeting and outcomes are discussed and recorded.

### 21. Record Format

The child is then inducted to the program with an additional SEN Fee to be deposited at the time of induction.

Student	Referred by	Reported to	Discussed with	Informed to	Parent's consent
Existing students	Form Tutor, Subject Teacher, Parents, Coordinators	Programme Coordinator	Director  Programme Coordinator	SEN Educator	Consent Form for assessment  Consent for Induction



New students	Admissions Personnel/ program coordinators if interacted with students	SEN Educators	Programme Coordinator  Director	Admissions Team/ School Director	Programme discussed with parents
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## 22. PLANNING

### 22.1 Formulation of Time

#### Table

An individualized time table will be formulated at the beginning of the academic year according to the subjects dropped by the students with Special Needs. Carefully thought subject packages will be planned and content heavy subjects will be dropped if needed to facilitate remedial intervention.

Each child will be provided with remedial inputs in core subject areas (2 classes per subject) with emphasis on planning their study and monitoring their progress in other subjects by working closely with the subject teachers.

The time table will also include in-class support provided by the specialists for all classes in English, Math, Science, UOI and concerned subject groups in MYP and DP.

### 22.2 Individualised Education Plan (IEP)

Special Education services are individualized to meet the unique needs of students with disabilities. Special Education includes individual or small group instruction, curriculum or teaching modifications according to the areas of strength and improvement of the child. These services are provided in accordance with an Individualized Education Plan (IEP), which is specifically tailored to the unique needs of each student. IEP is formulated with the feedback from the subject teachers, at the start of the academic year. The IEP is shared with the teachers and parents in IEP meetings to discuss the current level of functioning and the target level to be achieved in a Semester. The meeting is attended by the Subject teachers, Special Educators and Coordinators. Another IEP meeting is planned with the Parents and attended by Special Educators and Programme Coordinators. The intensive individualised document includes the following:

- Information on the current functioning level of the pupil, including any relevant test data.
- Information on the learning strength and areas of improvement of the student.

- Individualized goals for the student according to his/ her level and area of difficulty.
- Any special educational programs or strategies and methodologies that will be used.
- Specific subject based strategies that will help the child in the learning process.
- The social and emotional growth of the child along with areas that need to be worked upon.
- Specific scores from the standardised tests that will help to plan a relevant educational programme.
- Strategies for class teachers and subject teachers to help students with educational needs learn better in their classrooms.

### 22.3 Goal Setting with the student:

Goal Setting by	Facilitated by	Shared with
Child	Special Educator	Subject teacher, Home Room/Form Tutor, Parent during IEP meeting

At the start of the academic year, Individual short term goals are set by the child, facilitated by a Special Educator and subsequently shared with the subject teacher. Short term goal setting is prepared and followed through every Semester of a year.

### 22.4 Collaborative Teaching

The mainstream teachers work very closely with Special Educators to actively seek to remove barriers. IEP Plans are discussed with subject teachers and strategies to deal with students are shared. Goal setting for individual student is done keeping the strengths and weaknesses in mind. The Special Educator shares strategies for differentiation which are specific to the unit/concept taught and are incorporated in the Unit Plan. The teaching is aimed at creating an inclusive environment that must be effective, friendly and welcoming, healthy and protective for all learners.

The teachers are communicated to on several occasions at the beginning of the academic year to help them understand each child's strength and areas of improvement and plan their lessons in the best interest of the child's learning ability. The collaboration is ongoing and continues throughout the year. The Counselor works in close collaboration with SEN Department to identify any behavioural concerns due to unmet educational needs or due to emotional concerns for planning a relevant intervention programme for the student.

Within the mainstream class there is a continuous and comprehensive assessment of a student throughout the year. The assessment consists of

- Formative,
- Summative

- End Of Semester Assessments and
- Year End Exams

Following Accommodations may be provided during the End of Semester and End of Year Assessments:

- Reader
- Scribe or Word processor
- Extra Time (25% extra) or 15 minutes for every hour.

## **23 SUPPORT PROVIDED**

Nature of SEN support provided to the pupils is in the form of:

- Remedial classes
- In Class Support
- Withdrawal Support

### **23.1 Remediation**

Remedial classes are given depending upon the individual needs of the pupil. Carefully thought subject packages are planned and content heavy subjects are dropped if needed to facilitate remedial intervention. This is done in consultation with the Principals, relevant Coordinators and parents.

Intensive in-class support is provided to the SEN Students from early Primary School to Grade 10 in a variety of subjects, based on their level and need.

### **23.2 In-class Support**

In Class support is provided by the Special Educator to the child with special needs in a mainstream classroom. The in- class support is provided in English, Mathematics, UOI and Science. In class support includes the following:

- Student focused support.
- Helping the student work at the pace of the class.
- Expecting students to become independent & help them meet with their class curriculum demands gradually on their own.
- To facilitate learning, help develop conceptual knowledge & thought processes
- Observing academic progress.

#### **23.2.1 Role of a Special Educator during In-class support:**

- Special Educator facilitates the child to understand, work and perform as independently as possible by empowering him/her with learning aids/ techniques to make learning easier.
- He/ She also equips the subject teacher with various individualised strategies that would successfully work for the students with educational needs.
- In all cases the subject teacher is the authority figure for each child within the classroom. He/ She has the right to take decisions related to discipline issues even if
  - the same involves SEN students.
- The aim of the SEN educator is to train students towards responsibility and independence. A Special Educator in collaboration with the subject teacher encourages
  - students to work independently on class tests and graded assignments.

### **23.3 Withdrawal Support**

The Special Needs educator endeavours to provide an eclectic mix of teaching styles and strategies when working with students with Special Educational Needs. These include 1-1 support, team teaching and target teaching. Team teaching when appropriate is encouraged and the school acknowledges its place in promoting inclusion. The individual needs of the student dictate what type of practice is most appropriate.

#### **23.3.1 The various skills that are targeted in the withdrawal or the collaborative teaching are:**

- Organizational skills
- Critical thinking
- Linguistics – written & oral
- Conceptual Understanding
- Social development
- Emotional growth`
- Behavioural modification
- Academic inputs
- Mathematical Skills
- Counselling
- Study Skills

## **24. MAINSTREAMING**

A student with special needs is mainstreamed as he/she acquires the necessary skills for independent study which is evident from his improved academic behaviour and performance. All subject teachers involved with the student provide a cohesive feedback of the child. The information will be collated and incorporated in a formal report prepared by the Special Educator. The report will be recommended by the concerned Program Coordinator and approved by the School Director.

If the student is ready to be mainstreamed and does not require SEN support, then parental consent will be sought and the process for mainstreaming is initiated. After approval from the Program Coordinators and School Director, a letter of mainstreaming will be sent to the parents by the School Director/Program Coordinator. The mainstreaming of the SEN students is an important milestone for the student and is shared with all the teachers who were involved in the child's academic journey.

## **25. DOCUMENTATION**

**25.1 Written Records:** Numerous records are documented to be shared and substantiate the positive learning graph of each student with special needs. The documents are kept for ready and future reference and are helpful in planning goals for a child that are in continuum.

The details are as follows with some samples in the Appendix.

<b>S.No</b>	<b>Name of the Written Record</b>	<b>Prepared By</b>	<b>Target Group</b>	<b>Shared during</b>	<b>Frequency of Review</b>	<b>Shared with</b>
<b>1.</b>	SEN Placement Exam papers from Grade 1 to Grade 10.	SEN Educators	For newly inducted students	At the time of admission	During Admission	Admissions, Program Coordinators, School Director
<b>2.</b>	SEN Feedback Form	SEN Educators	For newly inducted students	At the time of admission	During Admission	Admissions, Program Coordinators, School Director
<b>3.</b>	SEN Consent Form	SEN Educators	Parents	Assessment and Induction	Once	Form Tutor, Coordinator, School Director

4.	Individualised Educational Plan	SEN Educators	Students, Parents, Subject Teachers, Coordinators,	IEP Meetings	Once	Subject teachers, PYP/MYP Coordinator, Parents, School
5.	Data Bank	SEN Educators	Subject Teachers,	Beginning of the Session	Once	Subject teachers, MYP Coordinator, School
6.	SEN Reports	SEN Educators	Students, Parents	End of the Semester	Twice	Students, Parents, Program Coordinators
7.	Observation Checklist	SEN Educators	Students of Primary School	Beginning of the Session	Once	Home Room Tutor, PYP Coordinator, School Director

## 26. Limitations/liability of the school

- WGS does not have special/remedial educators or teachers trained in special/remedial education for Diploma Programme since it is not a certified special education institute.
- The school can only provide the necessary support with the cooperation or parents/guardians and out - of - school remedial educators.
- Parents are responsible for providing the school with required documents before the school can give support to the students.
- Documents include remedial / special educator's report, reports of psychological tests, educational / counselling psychologist's report, etc.

## 27. Links to other school's policies-

This policy has a direct link with school's admission policy and assessment policy.

**27.1 Admission Policy-** All the students seeking admission have to submit necessary documents. Moreover, students having Special education needs/learning challenges have to submit appropriate records to support the case at the time of admission.

**27.2 Assessment Policy-** Students with special education needs/learning challenges need to provide necessary support during in school all types formative, summative and term end assessments. Moreover, in future these provisions will be extended for IAs that are moderated by IBO and the external examinations.

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## Appendix 1

### SCHOOL COUNSELLING/LEARNING SUPPORT REFERRAL FORM

Name of the teacher: \_\_\_\_\_

Date : \_\_\_\_\_

Name of the Student: \_\_\_\_\_

Gender: \_\_\_\_\_

Grade/class attending: \_\_\_\_\_

Check the characteristics which generally describe the student's behaviour:

- |  |  |
|--|--|
| <input type="radio"/> Withdrawn                      | <input type="radio"/> Low self – esteem                    |
| <input type="radio"/> Inattentive; distractible      | <input type="radio"/> Fighting                             |
| <input type="radio"/> Avoids eye contact             | <input type="radio"/> Extreme quietness                    |
| <input type="radio"/> Interrupts class with noises   | <input type="radio"/> Physical aggression by hitting other |
| <input type="radio"/> Unusual temper outburst        | <input type="radio"/> Rudeness to teacher                  |
| <input type="radio"/> Disturbs class routine         | <input type="radio"/> Clowning                             |
| <input type="radio"/> Doesn't work well in groups    | <input type="radio"/> Verbal insults                       |
| <input type="radio"/> Verbally aggressive            | <input type="radio"/> Disruptive talking                   |
| <input type="radio"/> Defiance                       | <input type="radio"/> Chronic avoidance of work            |
| <input type="radio"/> Seeks constant adult attention | <input type="radio"/> Harassing classmates                 |
| <input type="radio"/> Limited sitting tolerance      |  |
| <input type="radio"/> Fidgety                        |  |

Why have you referred the child for counselling/observation/Learning support for special needs? Describe in detail.

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Signature of Home Room Teacher with date: \_\_\_\_\_

Coordinator notified of counselling services and signature: \_\_\_\_\_

Signature of special education Teacher: \_\_\_\_\_

School Director notified of counselling services and signature: \_\_\_\_\_



## **APPENDIX 2**

### **TEACHER REFERRAL FORM**

Student Name: \_\_\_\_\_

SEN

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

### **ACADEMICS**

	<b>R</b>	<b>O</b>	<b>F</b>
Does the student have particular difficulty with reading or spelling?			
Does he put figures or letters the wrong way e.g. 15 for 51, 6 for 9, b for d, was for saw?			
Does he read a word then fail to recognize it further down the page?			
Does he spell a word several different ways without recognizing the correct version?			
Does he have a poor concentration span for reading and writing?			
Does he have difficulty understanding time and tense?			
Does he confuse left and right?			
Does he answer questions orally but have difficulty writing the answer?			
Does he have trouble with sounds in words, e.g. poor sense of rhyme?			
Is he unable to read satisfactorily in spite of adequate intelligence and educational opportunity?			
Is his performance in academic tasks often inconsistent?			
Are his written assignments of poorer quality than would be expected considering his/her intellectual potential?			
Can he comprehend reading at his/her grade level?			
Can he explain major facts from stories read silently?			
Are his math skills on grade level?			
Can he explain major facts from stories read silently?			
Does he have difficulty in handwriting?			
Does he have trouble with drawing, writing, and copying skills?			
Does he have difficulty sequencing days of week, months of year etc?			

Does he have difficulty remembering words and learning new words.			
Does he have difficulty finding appropriate words while explaining something			
Does he have difficulty organizing ideas for a task (manual or written)			
Is his room, locker or notebook messy			
Does he lose reading place (word or line)			
Does he develop negative emotional behavior due to or during academic performance			

### BEHAVIOUR

	R	O	F
Does the student exhibit a short attention span?			
Does he show lack of interest and motivation towards school?			
Is he easily distracted from tasks?			
Does he exhibit signs of frustration in class?			
Is he frequently overly active or a disturbance in class?			
Is he often passive or withdrawn?			
Does he often forget assignments?			
Does he often lose papers?			
Does he have difficulty remembering and following directions?			
Is he unusually clumsy?			

**R- Rarely, O-Occasionally, F-Frequently**

### **APPENDIX 3**

#### **Checklist for the Identification of Students facing Problems in Academics**

##### **I. Visual Perception and Processing:**

<b>S. No.</b>	<b>Areas</b>	<b>Y/N</b>
1	Difficulty organizing the position and shape of input	
2	Example: (u=n, E=3, W=M, b=d=g=q, 7=L, rotations/reversals)	
3	Difficulty focusing on a figure with background	
4	Difficulty locating things: skipped words, lines, rereads	
5	Judging distance and depth ( appears clumsy)	
6	Disoriented about position in space, poor sense of direction	
7	Visual : Inept at jump rope, hopscotch, ball sports	

##### **II. Auditory Perception and Processing:**

<b>S. No.</b>	<b>Areas</b>	<b>Y/N</b>
1.	Difficulty detecting subtle differences in phonemes (mixes up similar sounding words: How are you?=9)	
2.	Cannot focus on sounds with competing background noise ( seems not to listen or pay attention)	
3.	Auditory lag: Must concentrate harder to understand speech (Misses parts of auditory information)	

##### **III. Sequencing:**

<b>S. No.</b>	<b>Areas</b>	<b>Y/N</b>
---------------	--------------	------------

1.	Mixes up math operations( $2+5=3$ )	
2.	Mixes up letters when copying	
3.	Mixes up numbers when copying ( $2+3=$ ___ $= 2+3=3$ , $61=16$ )	
4.	Cannot apply known sequences on demand	
5.	Must recite A B C's to use dictionary or to Alphabetize	
6.	Cannot remember the rules for games	
7.	Cannot name holidays, seasons, or months in order	
8.	Cannot remember the layout for setting the table	
9.	Does not dress or tend to chores in the recommended sequence	
10.	Recalls events in the wrong sequence	

#### IV. Abstract thinking:

S. No.	Areas	Y/N
1.	Unable to make generalizations	
2.	Takes things literally	
3.	Misunderstands jokes, puns and idioms	
4.	Does not apply known math processes to solve story sums	
5.	Does not apply known patterns to language art tasks	
6.	Does not automatically relate new facts to known facts	
7.	Can recall details but not the main idea	

#### V. Organizational Skills:

S. No.	Areas	Y/N
1.	Messy notebook, locker, room, cupboard, folder, bag	
2.	Unable to plan ahead, organize time	
3.	Assignments and books are often left behind	
4.	Loses books, assignment sheets, glasses, stationary most of the time	
5.	Speech is fine but writing is disorderly	

## VI. Memory Skills:

S. No.	Areas	Y/N
1.	Unable to remember concept	
2.	Inconsistent visual memory	
3.	10-15 repetitions over several days required to remember	
4.	Disrupted flow of ideas in speech	
5.	Disrupted flow of ideas in writing	
6.	Abnormal degree of forgetfulness	
7.	Inability to recall recent events	
8.	Sudden onset memory loss	

## VII. Motor Development:

S. No.	Areas	Y/N
1.	Gross motor development age appropriate	
2.	Fine motor development age appropriate	
3.	Difficulty coloring neatly	
4.	Difficulty copying, drawing shapes, letter, figures	
5.	Poor visual-spatial awareness and positioning	
6.	Poor, cramped or illegible handwriting	
7.	Unable to express thoughts	

## VIII. RED FLAGS:

Is student able to?

S. No.	Areas	Y/N
1.	Readout loud	
2.	Understand what is read	
3.	Remember what is read	
4.	Recall/Write spellings correctly	
5.	Form letters legibly	
6.	Write legibly	
7.	Write sentences and paragraphs age appropriately	

8.	Use correct punctuation	
9.	Use correct Grammar	
10.	Finish written work in stipulated time	
11.	Follow spoken directions	
12.	Remember what was said	
13.	Understand what is said	
14.	Remember schedules	
15.	Meet deadlines	
16.	Keep belongings in order /turning assignments in time	
17.	Perform well in tests	
18.	Sense of directions/copying accurately	
19.	Pronounce words correctly	
20.	Understand the difference of left-right	
21.	Say the right things when asked	
22.	Remember math facts	
23.	Remember math processes	
24.	Memorize the basic math facts	
25.	Do mental math	
26.	Tell time	
27.	Associate name/face	
28.	Memorize dates	
29.	Memorize numbers	
30.	Deal with money	
31.	Remember the learned concept	
32.	Deal with Math anxiety	

**Teacher's Observation:**

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Date: \_\_\_\_\_

Signature: \_\_\_\_\_

**Special Educator's Comments:**

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**Date:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

Wockhardt Global School

## **APPENDIX 4**

### **INFORMAL OBSERVATION FOR A STUDENT IDENTIFIED FOR SPECIAL EDUCATION NEEDS**

<b>Name of the Student</b>	
<b>Grade attending</b>	
<b>Age</b>	
<b>Gender</b>	
<b>Referred by</b>	
<b>Reason for referral</b>	
<b>Language spoken by student</b>	
<b>Language of instruction</b>	

Above mentioned student is observed in different academic as well as non-academic areas and he is observed for his academic skills, self-management skills, communication skills, social skills thinking skills and research skills according to the PYP curriculum.

#### **ACADEMIC SKILLS**

Literacy:

Reading:

Decoding:

Reading comprehension:

Oral expression:

Vocabulary:

Written expression:

Sentence construction:

Picture description:

Receptive language:

Listening skill:

Attention span:

Following of Instructions:

Spelling:

Knowledge of Rhyme:



Phonological Awareness:

Story Time:

Listening comprehension:

Ability to recall a story:

Ability to sequence a story and its event:

**Visual Art**

Motor skills:

Spatial awareness:

**PHE**

Motor skills:

Social skills:

**Number Operations**

Place Value:

Addition:

Subtraction:

Multiplication:

Division:

Word Problems:

Language of Math:

**Unit of Inquiry**

Comprehension of Subject Matter:

Background Information:

**Summary**

Action plan

IEP

Home based Programme

## **APPENDIX 5**

### **Wockhardt Global School**

#### **Letter of Consent**

I understand that Wockhardt Global School requires additional information in order to better understand my child's learning needs. My signature below indicates that I give my consent for the following:

☐ I give my consent for my child to undergo an assessment at Wockhardt Global School.

- ☐ Educational Assessment
- ☐ Cognitive Assessment
- ☐ Attentional/Executive Function Screening
- ☐ Social- Emotional Screening
- ☐ Other: \_\_\_\_\_

☐ I give my consent for Wockhardt Global School to receive assessment reports from an external provider who has assessed or treated my child.

☐ I give my consent for Wockhardt Global School to contact the external provider with questions that will facilitate an understanding of my child's learning needs.

Name and contact Details of outside Organization:

\_\_\_\_\_

Parent's Signature: \_\_\_\_\_ Student's Name: \_\_\_\_\_

Parent's Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix 6

### BACKGROUND AND MEDICAL INFORMATION

#### Section-1: Socio Demographic Data:

1.1 Name:

0.1 Date:

1.2 Age:

0.2 Regn No.:

1.3 Gender:

0.3 Admission No.:

1.4 Date of Birth:

0.4 Referred by:

1.5 Education:

1.6 Address:

1.7 Socio –economic status:

1.8 Languages spoken by the student:

1.9 Mother tongue

1.10 Spoken language at home:

#### Section -II

2.1 Father's Name:

2.2 Father's Occupation:

2.3 Mother's Name:

2.4 Mother's Occupation:

2.5 Parent's Education: Father:

Mother:

2.6 Total Family income per Month:

2.7 Address and phone No.:

2.8 Religion:

#### Section-III:

3.1 Informants Name and relationship with the student:

3.2 Duration of contact with the Student:

3.3 Reliability of Information:

3.4 Adequacy of information:

3.5 Present Complaints: (Nature and Duration):

3.6 Age at which the problem was recognized (How?)

3.7 Previous Consultations and treatment

- a) Nature of Consultations:
- b) List of chronological order of all consultations
- c) Treatment offered

#### Section-IV: Family History

4.1 Type of History: 1. Nuclear 2. Non –nuclear

4.2 Status of Family: 1. Intact 2. Broken

4.3 Household Composition  
(Include all Members like grandparents, relatives and others)

NO.	Name	relation to the case	Age	Education	occupation	Health	Income
-----	------	----------------------	-----	-----------	------------	--------	--------

4.4 Pedigree Chart:

4.5 Consanguinity:

#### 4.6 Family History:

- MR
- MI
- Epilepsy
- Others

### Section –V

#### 5.1 Prenatal History

- Regular antenatal checkup
- Attempted abortion
- Threatened Abortion
- Rh Incompatibility
- Diabetes
- Bleeding During Late pregnancy
- Nutrition
- Trauma
- Hypertension
- Jaundice
- Fetal Movements
- Convulsions
- Emotional Trauma
- Infections
- STD
- Irradiation
- Drugs(give the trimester)
- Nicotine
- Alcohol
- Any other

## 5.2 Natal and Neonatal History

- Delivery place
- Term
- Labor Duration
- Delivery Type
- Abnormal Presentation
- Prolapsed Presentations
- Cord round neck
- Birth weight
- Color of the baby
- Activity of the Baby
- Respiratory distress
- Multiple pregnancies
- Nutritional disorders
- Congenital anomalies
- Infections
- Feeding Problem
- Trauma
- Any other (specify)

## 5.3 Immunization History

	Primary	Booster	Reactions (if any)
BCG			
Polio			
D.P.T			
Measles			
MMR			

## 5.5 Developmental History

## Section –VI: School History

6.1 Normal

6.2 Special

6.3 Integrated

6.4 Others

6.5 Scholastic Performance (General)

6.6 Attendance

6.6 Class in which the child joined (age of entry).....

Class currently attending .....

Class when discontinued.....

Give details of detention, if any

6.8 Reason for school change

6.9 peer group adjustment

6.10 Teachers report (in case of non-availability, parent's impression may be recorded)

a) Scholastic Performance

b) Classroom Behavior

6.11 Any other Information

## Section VII: Play (Information to be obtained from parent/guardian)

7.1 play Behavior

7.2 Reasons for poor play behavior

7.3 Knowledge of Games governed by

7.4 Behavior at play in group situations

7.5 Leisure time activity

## Section VIII

Family Involvement:

1. In personal needs of the case
2. Educational activities
3. Play and leisure activities
4. Interpersonal relationship of Family members with the child
5. Physical environment

Accommodation:

No. of rooms:

Ownership:

## Section IX:

### Social Environment:

- 1) Neighborhood interaction
  - Visits to the Family
  - Family visits outside
- 2) Participation in socio –religious activities with the child
- 3) Supports of extended family
- 4) Problems in the neighborhood because of student

## Section - X

Reasons for the conditions of the case as received by the informant

## Section –XI

### Expectation of Parents: