



IB CONTINUUM  
CONTINUUM DE L'IB  
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# INCLUSIVE EDUCATION POLICY 3.0

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## **Our School Mission**

Wockhardt Global School is committed to providing opportunities for students to become lifelong learners by acquiring global mindedness, instilling compassion and care for fellow beings and the 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.

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## 1. Introduction

Wockhardt Global School is an IB World School that offers the IB Diploma Programme (DP), IB Middle Years Programme (MYP), and IB Primary Years Programme (PYP). The school is committed to providing a challenging and inclusive education for all students, including those with special educational needs (SEN).

According to the Special Education Needs within the International Baccalaureate Programmes guidelines, "Inclusion is an ongoing 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."

In keeping with the IB learner profile, WGS's admissions policy ensures that all children, regardless of their nationality, culture, socioeconomic background, gender, beliefs, or religion, have the opportunity to be admitted if they meet the school's admissions criteria. This reflects WGS's commitment to providing a holistic education that meets the needs of all learners.

## 2. Philosophy

Wockhardt Global School (WGS) is committed to an inclusive approach to education, which is based on the belief that all students can learn and succeed, regardless of their background or abilities. The school's access and inclusion policy is designed to remove barriers to learning and ensure that all students have the opportunity to participate fully in the IB programmes. This includes providing appropriate support for students with learning, physical, or emotional needs.

- The school's policy on *Special Needs Education* (SEN) is based on the *principle of inclusion*, which means that all students, regardless of their abilities, are educated together in the same classrooms.
- The school provides *support* to students with *learning disabilities*, *slow learning*, *attention deficit disorder* (ADD), *attention deficit hyperactivity disorder* (ADHD), and other *cognitive deficits*.
- This support may include *individualized learning plans*, *extra help from teachers*, *access to assistive technology*, and *opportunities for social and emotional development*.

## 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 providing opportunities for students to develop the IB Learner Profile attributes, specifically the attributes of Inquirer, Knowledgeable, Thinker, Communicator, Principled, Open-minded, Caring, Risk-taker, and Balanced.
- The school acknowledges and respects the individual differences of its students, and takes

appropriate action to cater to their diverse needs. This includes providing differentiated instruction, offering a variety of extracurricular activities, and creating a supportive and inclusive learning environment.

The *Special Needs Department* will be staffed by *trained Specialists in Education* who will *establish the frameworks and processes for providing support to all students with special educational needs (SEN)* who are enrolled at the school.

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

- Early identification and intervention: The school will identify students with learning difficulties as early as possible and provide them with the necessary support. This will be done through a variety of methods, such as screening, assessment, and consultation with parents and other professionals
- To implement resources in compliance with this policy in order to cater to the needs of every learner. Participate in school activities when necessary to give these students who need learning support opportunities.
- To ensure that all students make the best possible progress: This is the goal of continuous and comprehensive assessment in the IB Primary Years Programme (PYP).
- Recording: This refers to the collection of evidence of student learning, such as work samples, observations, and student self-assessments.
- Monitoring: This is the regular review of student progress to identify areas of strength and need.
- Reviewing: This is the process of making sense of the evidence of student learning and making decisions about next steps.
- To develop effective interaction between parents and the school and to make sure that parents are educated and aware of their ward's special needs.to establish efficient communication between parents and the school and to make sure that parents are educated and aware of their ward's unique requirements.
- To foster an environment where students are free to express their opinions and take part actively in choices impacting their learning regardless of where or when it is possible. To foster an atmosphere where students can freely voice their opinions and participate actively in choices affecting their education whenever and wherever it is possible.
- Individual education plans (IEP) and student support plans (SSP) need to be developed and updated on an ongoing basis. Individual education plans (IEP) and student support plans (SSP) should be developed and reviewed on frequently.
- Individual education plans (IEP) and student support plans (SSP) must be created and reviewed on a regular basis. Individual education plans (IEP) and student support plans (SSP) need to be developed and reviewed on a regular basis.

#### 5. Learning Support Requirements

Students seeking inclusive evaluations may require learning help for one or more of the following causes: Students who require inclusive assessment arrangements may show a requirement for learning support due to one or more of the following:

- Autism spectrum/Asperger's syndrome
- Learning disabilities
- Mental health issues

- Multiple disabilities
- Physical and/or sensory challenges
- Social, emotional and behavioural difficulties
- Speech and/or communication difficulties

## **6. Identification of Students Requiring Learning Support**

The school recognizes the importance of early identification of students with learning needs to facilitate the establishment of support mechanisms. · During the enrollment process, the school endeavours to determine if students require learning support. The school will adhere to prescribed protocols for the assessment and development of accommodations and adjustments for students in need of special learning support. · The school will ensure the following key procedures if a student is identified as having learning needs during enrollment or at a later point.

- The school authorities engage in an initial discussion with the parents of students with special educational needs when they initiate contact for admission.
- The admission form will solicit comprehensive information regarding any academic or learning challenges. This data should be substantiated with medical certificates and reports provided by licensed medical practitioners. The Admission Department will review and transmit this information to the school's psychologist, counsellor, and inclusion manager for necessary follow-up actions. The school is presently in the process of appointing the aforementioned professionals.
- These instances will be deliberated upon with the School Principal, Relevant Programme Coordinator, and Counselling Division. This will guarantee that the student's requirements are attended to in the subsequent domains:
  - ❖ 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 prospective students and their families for enrollment in the upcoming academic year. The school's educational psychologist will participate in interviews with students who have special learning needs. Thorough consideration will be given to the students' prior knowledge during the admission process. These students will undergo a comprehensive assessment taking all factors into account. Utilizing the resources available at WGS, inclusive educators and coordinators will engage in discussions to determine the school's capacity to meet these specific needs. If the school deems it to be a particularly challenging case, the student will be referred to specialized institutions to ensure their optimal development.

If the school governing body approves the admission of such student/s, the following induction procedures will be carried out in the relevant programs.

## **7. Orientation to the SEN program**

### **a) Early Years & Primary Years Programme**

The class teacher, another member of staff, or parent brings a concern to the attention of the school. A concern is documented. The teacher or staff member raises a concern with the Programme Coordinator, who then takes the necessary steps to involve the Director and the Counsellor/SEN educator. The referral form will be provided to the SEN educator, who will then use it to gather information about the child and develop a plan for intervention.

A comprehensive evaluation will be conducted by the SEN educators. The thorough examination report will be forwarded to the relevant teachers, Programme Coordinator, and HOS.

After the informal assessment process has concluded, parents will receive notification and an invitation to meet with the school to review the results and formulate the next steps, which may or will involve an evaluation conducted by an external expert. Prior to the external assessment, parental consent must be obtained. Following the assessment, the student will be admitted into the program, with an additional Special Educational Needs (SEN) fee due upon admission. Subsequent to admission, an Individualized Education Plan (IEP) will be developed and shared with all relevant parties.

The plan of action will be developed based on the feedback from all stakeholders. If the child does not need any support services, the guidance on how to make learning more accessible for the child will be given to the parent, teachers, and Programme Coordinator. If the child needs help with their behaviour, a plan will be developed in collaboration with the counsellor.

## **b) Middle Years Programme**

A referral is made by the class teacher, a staff member, or a parent for the child. The process of welcoming and integrating any student with special learning needs is as follows-

- Academic feedback or concerns will be communicated to the Form Tutor, who will subsequently confer with the MYP (Middle Years Programme) Coordinator. If an assessment is deemed necessary, notification will be extended to the SEN (Special Educational Needs) specialist.
- An evaluation report will be generated and communicated to the MYP (Middle Years Programme) Coordinator, confirming the requirement for SEN (Special Educational Needs) assistance
- If the student necessitates SEN (Special Educational Needs) assistance, the report will be disseminated to the parents, Form Tutors, and subject teachers
- Parental authorization will be requested and the process of welcoming and integrating the student is begun.

Following this, the student may undergo a subsequent series of department-administered standardized assessments to determine their current level of performance and support academic planning.

After the assessment, an Individualized Education Plan (IEP) will be formulated and distributed to all relevant parties. Future steps will be determined based on the input from each stakeholder. If the student does not require additional support, recommendations for facilitating their learning will be conveyed to the parent, Form Tutors, subject teachers, and Coordinator.

## **c) Diploma Programme**



The subject teachers will receive a Referral Form created by the SEN (Special Educational Needs) specialist. Upon receipt of the referrals, the SEN specialist will carry out initial screening assessments to detect any learning disparities. If it appears that the student exhibits specific learning requirements, the student will be recommended for an external Psycho-Educational Assessment.

Following the assessment reports, a meeting will be arranged with the parents, Form Tutor, SEN (Special Educational Needs) specialist, and the IBDP (International Baccalaureate Diploma Programme) Coordinator. Parental consent will be requested, and the student will be enrolled in the SEN program.

## **8. New Students**

Students will be recommended by the Admissions department to consult with the Special Education Needs (SEN) Educator as a component of the enrollment procedure. This referral will be initiated based on the student's academic records or unsatisfactory performance in the school's placement assessments, as well as through discussions with parents or guardians. A series of preliminary assessments, including a Diagnostic Test for Learning Disabilities, a Wide Range Achievement Test, Cognitive Profiling, and the institution's own SEN Entrance Exam (for new students requiring pre-assessment), will be administered. Additionally, an SEN Feedback form must be completed, and if the child has a history of prior evaluations, relevant reports will be necessary. In cases where the child is currently taking medication, parents will be notified at least one hour prior to the scheduled meeting. The assessment report will then be shared with the relevant program coordinators and the Head of School for their subsequent approval regarding the student's admission

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

If a student is identified as having educational challenges in the classroom through observation and prior knowledge, teachers have several options for providing classroom support:

- Begin with existing information as a starting point.
- Assess students' strengths and weaknesses in terms of their skills to offer in-class support.
- Utilize baseline assessments to determine the student's current knowledge, comprehension, and abilities.
- Continuously observe and assess to provide feedback that informs the next steps in instruction.
- Engage parents in the process.
- Encourage active participation from the student.
- Implement differentiation strategies to scaffold their learning.
- Maintain records of the strategies employed and their degree of success.

If these interventions do not demonstrate sufficient progress in the student's learning, they will be referred to the Inclusion Manager. The Inclusion department will then investigate the case and may recommend that parents arrange diagnostic tests to identify the specific learning challenges. Additionally, the school may suggest involving external healthcare services to better meet the needs of these students.

Once the student's learning challenges have been identified, the Inclusive Educator, in conjunction with the Programme Coordinator, will evaluate the school's capacity to address these learning requirements. Parents will be promptly informed if any additional support is deemed necessary. Subsequently, a collaborative action plan will be formulated involving teachers, the Programme Coordinator, the Counselling Department, and parents to address the student's specific needs.

A variety of approaches will be employed to ensure that the school effectively addresses the requirements of these students. Both short-term and long-term interventions, as well as the implementation of Individual Educational Programmes (IEPs), will be employed to meet the unique needs of these students.

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

- The information containing general particulars regarding challenges and recommended support strategies or suggestions will be documented in separate folders for individual students.
- Teachers will be continuously updated about the ongoing nature of students' learning difficulties or health issues, and this record will be maintained starting from the moment a student enrolls in the school.
- Inclusive educators will provide training to teachers, equipping them with the knowledge derived from pertinent IB publications and the ability to apply strategies tailored to meet the students' learning needs.
- Specialists will employ various methods such as games, exercises like Brain Gym, Yoga, and specialized breathing techniques to support students with diverse needs.
- A wide array of teaching approaches and tools will be utilized, depending on the specific challenges faced. A plethora of resources, including audio-visual materials, computer software, internet access, and audio recordings of text, will be readily accessible.
- The provision for capturing photographs, voice recordings, and video recordings will enable close monitoring of each student's progress.
- In instances where students are identified as having ADD (Attention Deficit Disorder) or ADHD (Attention Deficit Hyperactivity Disorder), they will be offered distraction-free workspaces and one-on-one assistance as necessary to maintain focus on activities and tasks.
- The progress of Special Needs students will be regularly assessed and reviewed in collaboration with parents on a quarterly basis to make any required adjustments for the students' benefit.

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

Educators will engage in collaborative planning to effectively address the unique needs of students with varying learning difficulties. Teachers will design learning experiences that are inclusive, catering to a wide spectrum of student needs to help them achieve their learning objectives. This approach places significant importance on recognizing and building upon students' prior knowledge, and it may involve the implementation of scaffolding strategies to provide a more concrete context for understanding, including the utilization of visual aids, demonstrations, and dramatization.

Promoting self-esteem and extending the learning journey are intrinsically connected goals. At WGS, we uphold and celebrate each student's individual identity, actively nurturing qualities, attitudes, and attributes that foster responsible global citizenship and an international perspective. We highly value and leverage the diversity of cultural perspectives within our learning community to enhance the educational experience.

## **12. Classroom Instructions:**

Faculty at Wockhardt Global School will implement inclusive pedagogical methods and formulate learning objectives that enable the full spectrum of students, including those with special educational requirements, to attain the demanding standards set by the IB Programmes. Students will be afforded opportunities to reach these objectives through engagement in thoughtfully crafted differentiated teaching approaches that are tailored to optimize each student's potential and permit diverse modes of demonstrating their learning.

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

Continuous assessment aligns harmoniously with the core principles of self-reflection and peer review, actively nurturing the growth of independence and fostering a sense of ownership among learners for their educational journey.

The assessments created are characterized by their rich diversity and custom tailoring to the specific needs of each learner, providing opportunities for differentiation at various entry and exit points. The purposes and anticipated outcomes of the assessment process are conveyed with utmost clarity to all stakeholders.

The assessment process is thoughtfully designed to encompass elements of social interaction and personal growth, thereby enriching the comprehensive educational experience. In situations where adhering to standard assessment conditions could place students who require inclusive assessment accommodations at a disadvantage, potentially impeding their ability to effectively demonstrate their level of achievement, special arrangements are duly authorized. Coordinators and educators shoulder the responsibility of initiating requests for these specialized accommodations, with the school rigorously ensuring the implementation of IB-approved special arrangements for students with special needs.

## **14. Examination:**

In the context of examination arrangements, the following accommodations will be made as per the request of the student's healthcare professional and the decision of the School Director and Programme Coordinator:

- Extension of examination duration, if deemed necessary.
- Provision of a school-provided laptop to facilitate typing responses instead of handwritten ones.
- Allocation of an additional room for the examination along with a dedicated invigilator.
- Supplying a large-print version of the exam paper.
- Permitting the use of coloured print on the exam paper, as required.

These aforementioned accommodations will be accessible for all in-school examinations and assessments, ensuring that candidates become acquainted as a result of the assessment settings in preparation for the IB examinations.

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

The student's learning needs will be communicated to the subject teachers, ensuring that each teacher receives guidance and remains attentive to the student's specific requirements during their instructional sessions.

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

There could be specific Co-Curricular Activities (CCAs) that the student might not be able to engage in. Consequently, the school offers a variety of CCAs from which students can select and actively participate in those that align with their capabilities and interests.

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

Since CAS constitutes a fundamental element of the International Baccalaureate Diploma Programme (IBDP), it is imperative for the school to guarantee the student's active participation and fulfillment of CAS objectives. The school offers a diverse range of service activities, expeditions, and cultural performances in which the student can engage. In the event that the student requires special accommodations, consultation with the International Baccalaureate Organization (IBO) will be necessary.

## **18. Inclusive Assessment Arrangement for IB Assessments-**

The Programme Coordinator will follow the prescribed procedures to notify the International Baccalaureate Organization (IBO) of candidates in need of inclusive assessment accommodations, accompanied by the requisite documentation. The coordinator will promptly tell the impacted student, parents, and pertinent teachers after she has received the IBO's decision.

The following list highlights possible accommodations that could be approved after the IBO has looked over the pertinent paperwork:

- Extra time: The candidate is typically given an extension of 25% more time, which equates to an additional 15 minutes for every hour the exam lasts. Rest periods: Supervised breaks may be permissible, during which the candidate is not permitted to work on their exam.
- Information and communication technology: The use of a computer for typing exam answers instead of handwriting may be an option. However, the student is not allowed to use any software that could provide an unfair advantage during the examination. In cases where the student regularly uses voice-activated technology or augmentative speech equipment in their usual school work, such accommodations can be requested.
- Scribes: An individual who transcribes dictated responses from the candidate.
- Readers: An individual who reads the exam questions to the candidate and can also read back the answers provided by the candidate. The reader is not allowed to offer explanations for questions or provide advice on how to answer them.

- Communicators: An individual who can convey information to a candidate with a hearing impairment through methods such as lip-speaking, finger-spelling, or sign language.
- Prompters: An individual responsible for ensuring that the candidate remains focused during the examination. This accommodation is typically authorized for candidates diagnosed with neurological or cognitive disabilities resulting from severe attention issues and cannot be a relative or a teacher from the school.
- Extensions to deadlines: This provision is applicable in situations of genuine illness or accidents that genuinely hinder a candidate from completing their work within the timeframe required for the coordinator to submit the work to the examiner.

## **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 from 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 an extension of the 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.

- Parents
- Governing Body
- Head of the School
- Coordinators
- Subject teachers
- Guidance counsellor/Inclusive Educator

### **a) Role of the Governing Body**

To secure the allocation of a fitting budget for the procurement of necessary resources on behalf of students with Special Educational Needs.

To appoint a qualified specialist as the Head of Department (HOD) entrusted with overseeing the functioning of the SEN department.

To incorporate the Special Educational Needs Policy as an integral component of the school's overarching plan.

### **b) In the role of the Head of School**

- To facilitate the appointment of a School Counsellor and Special Educational Needs (SEN) teachers.
- To grant consent for the approval of a budget aimed at procuring necessary resources for the Department.
- To collaboratively make significant decisions concerning the enrollment of a child with special needs, working in coordination with the school Counsellor and/or SEN teacher.

**In the capacity of promoting a comprehensive school-wide approach to Special Educational Needs:**

- To advocate for the integration of a holistic approach to Special Educational Needs throughout the school, ensuring that all staff are well-informed about their responsibilities in this area and facilitating pertinent staff development.
- To actively foster the establishment of positive partnerships with parents of students with special educational needs.
- To institute a dedicated Special Needs Support Team within the school, specifically tasked with the identification and support of students with special educational needs.

**c) Role of the Programme Coordinators**

Within the framework of the International Baccalaureate (IB), the role of Programme Coordinators entails:

- Actively participating in the integration of students with Special Needs and their placement into various educational groups.
- Inspiring, motivating, and guiding students with Special Needs, fostering an environment conducive to their comprehensive development.
- Organizing training workshops for Special Educators, enriching their understanding of their students' challenges and equipping them with updated strategies and tools.
- Providing pertinent insights and feedback during student assessments and observations for program inclusion.
- Assisting in the allocation of students to suitable groups and helping them choose appropriate subject packages.
- Coordinating regular discussions and planning sessions to oversee student progress collaboratively and promote the continuous development of all learners with diverse educational needs.
- Establishing effective channels for collaboration between the Special Education Needs (SEN) team and subject teachers, facilitating the formulation of Individualized Educational Plans (IEPs) and goal-setting processes.
- Supporting the implementation of a differentiated teaching approach, tailoring instruction and assessments to align with the unique requirements of students with special needs.
- Making provisions for special arrangements during assessments and adapting examination materials as needed to ensure equitable access and fairness.

**d) Role of the Special Educator**

- Develop and implement Individualized Education Plans (IEPs) modify to the age, abilities, and grade level of each student.
- Provide consistent support to the class teacher in meeting the specific curriculum requirements for individualized planning.
- Encourage communication and collaboration with parents.
- Be of use to in conducting assessments and diagnostic tests for both new and existing students to check their functional levels.
- Collect a comprehensive data of students work for easy reference by the entire academic staff.
- Take an active participation in department meetings to discuss future action plans.
- Analyse the unique strengths and weaknesses of each child to inform educational planning.
- Associate with parents and resident guardians to understand the specific needs of each child and work together towards goal-setting.
- To develop a caring and supportive environment facilitative to learning.

#### **e) Role of the Subject Teacher**

- Become acquainted with the school's guidelines and protocols, as outlined in this document, for addressing the needs of students with Special Educational Needs.
- Personalize teaching methods, the delivery of instruction, and assessment strategies to align with the unique requirements of individual students with special needs.
- Actively engage in collaboration to contribute to the comprehensive and ongoing development of all students with diverse learning needs.
- Record the academic progress and accomplishments of students with special needs using various mediums, including notebooks, activity videos, projects, and photographic documentation of their work.
- Seek counsel and insights from SEN educators when encountering students with special educational needs who may benefit from additional support or accommodations.
- Foster a sense of ownership and unwavering dedication to the education of students with Special Educational Needs who are part of their classes.
- Encourage and nurture the growth of independence among students, extending encouragement and assistance as necessary.

#### **f) Role of the School Counsellor**

- Support all students, including those with Special Educational Needs, across different educational strategies.
- Offer support in addressing emotional and social challenges.
- Provide assistance in managing academic pressures, along with strategies for improving organizational skills and classroom management.
- Collaborate closely with Program Coordinators, Subject Teachers, and Special Needs Educators to identify students in need of additional assistance.

#### **g) Role of the Parents**

The engagement of parents and guardians is pivotal in fostering the holistic growth, encompassing emotional, social, and academic facets, of students facing learning challenges. Parents possess valuable insights and occupy a crucial position in their child's educational journey. Their distinctive strengths, expertise, and life experiences enrich the collective understanding of a child's requirements and the most effective strategies to support them. It is anticipated that parents will establish a robust collaborative relationship with the school, facilitating students with Special Educational Needs to fully realize their inherent capabilities.

The Special Educational Needs (SEN) educator ensures consistent communication with parents. The Parents' Communication Record is diligently kept to document and discuss meeting minutes and outcomes. Parents are responsible for covering external/internal diagnostic assessment costs. The school can offer recommendations for consulting psychologists or diagnostic centers. If parents opt not to actively participate in collaborative procedures, they will jointly bear the responsibility for addressing any difficulties or impediments encountered by the student.

## 21. Record Format

The child is subsequently integrated into the program, and an additional fee for Special Educational Needs (SEN) support is required for the appointment of a shadow teacher by the parent to assist their child.

<b>Student</b>	<b>Referred by</b>	<b>Reported to</b>	<b>Discussed with</b>	<b>Informed to</b>	<b>Parent's consent</b>
Existing Student	HRT, Subject Teacher, Parents, Coordinators	Programme Coordinator	HOS, Programme Coordinator	SEN Educator	Consent Form for assessment,
New students	Admissions Personnel/ Program coordinators if interacted with students	SEN Educators	Programme Coordinator HOS	Admissions Team/ HOS	Consent for Induction Programme discussed with parents

## 22. PLANNING

### a) Formulation of Timetable

At the beginning of the academic year, an individualized timetable will be carefully constructed, taking into consideration the subjects that students with Special Needs may choose not to pursue. Thoughtfully curated subject combinations will be developed, and if needed, subjects with particularly dense content may be excluded to facilitate focused remedial interventions.



Moreover, each student will receive remedial support in core subject areas, with two sessions allocated per subject. The main emphasis will be on helping them organize their study plans and closely monitoring their progress in their other subjects through collaboration with subject teachers. Additionally, the timetable will include in-class support delivered by specialists for all classes, with a specific focus on English, Math, Science, Units of Inquiry (UOI), and relevant subject groups within the Middle Years Programme (MYP) and Diploma Programme (DP).

**b) Individualized Education Plan (IEP)**

Specialized educational services are tailored to cater to the unique needs of students with disabilities. These services include personalized or small-group instruction, adjustments to the curriculum, and teaching adaptations that are customized to align with the child's strengths and areas in need of improvement. The delivery of these services is guided by the creation of an Individualized Education Plan (IEP) meticulously crafted to suit the distinct requirements of each student. The IEP is collaboratively developed with input from subject teachers at the beginning of the academic year.

Subsequently, the IEP is shared with both teachers and parents during dedicated IEP meetings. These meetings provide a platform for discussions regarding the student's current level of functioning and the specific milestones to be accomplished within a semester. These meetings typically involve the Homeroom Teacher (HRT), Special Educators, and Coordinators. Furthermore, an additional IEP meeting is arranged with parents, attended by Special Educators and Programme Coordinators. This comprehensive, personalized document encompasses the following components:

- 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 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 standardized tests will help to plan a relevant educational program.
- Strategies for class teachers and subject teachers to help students with educational needs  
To learn better in their classrooms.
- The IEP is reviewed quarterly.

**c) 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 the year.

#### **d) Collaborative Teaching**

The mainstream teachers work very closely with Special Educators to actively seek to remove barriers. IEPs are discussed with subject teachers and strategies to deal with students are shared. Goal setting for individual students 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 into 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 strengths 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 Counsellor works in close collaboration with SEN Department to identify any behavioural concerns due to unmet educational needs or 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 the Semester and End of Year Assessments:

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

### **23. SUPPORTS PROVIDED**

The SEN support provided to students takes the following forms:

- supportive learning
- In Class Assistance
- Withdrawal Assistance

#### **a) Supportive Learning**

Supportive lessons are offered in accordance with the needs of the individual learner. Carefully studied subject packages are created, and it can be necessary to eliminate subjects with a lot

of content in order to ease corrective intervention. This is discussed with the principal, the relevant Coordinators, and the parents. Students with special needs (SEN) get comprehensive in-class help in a variety of courses from the early Primary Years Programme through the Middle Years Programme, depending on their level and requirements.

### **b) In-class Assistance**

The special educator supports the child with special needs in the classroom while they are enrolled in a regular class. English, mathematics, UOI, and science are the subjects covered by the in-class assistance. The following are examples of in-class support:

- Adjusting support to accommodate a student's specific needs.
- Helping pupils adjust their pace to fit the class's.
- Promoting student freedom and a gradual shift toward completing the course's obligations independently.
- Supporting the growth of conceptual comprehension and critical thinking to improve learning.
- Tracking and evaluating academic development.

#### **Special educators' roles during in-class support:**

- By equipping the child with learning tools and practices that make learning simpler, the special educator helps the kid comprehend, work, and perform as independently as possible.
- Additionally, he or she provides the subject instructor with a variety of personalized techniques that will meet the demands of the pupils with special needs.
- When addressing behavioural or academic issues involving SEN kids, it is critical that the homeroom teacher keep open lines of contact with the SEN counsellor. The homeroom teacher can use discretion to deal with an incident that occurs in class in a thoughtful manner and to contact the SEN counsellor as soon as possible. This strategy adheres to the IB framework's guiding principles for collaborative support.
- 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.

### **c) Withdrawal Assistance**

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.

The various skills that are targeted in withdrawal or 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 cohesive feedback for the child. The information will be collated and incorporated into a formal report prepared by the Special Educator. The report will be recommended by the concerned Program Coordinator and approved by the Head of the School.

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 the Head of the School, a letter of mainstreaming will be sent to the parents by the Head of the School/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 maintained for future use and to help students who are participating in the continuum shape their goals.

**The particulars are provided below, with coexistent examples included in the Appendix.**

S. No.	Name of the Documents	Planned By	Intended Audience	Information provided during	Occurrence of Review	Shared Among
1.	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, Head of School
2.	SEN Feedback Form	SEN Educators	For newly inducted students	At the time of admission	During Admission	Admissions, Program Coordinators, Head of School
3.	SEN Consent Form	SEN Educators	Parents	Assessment	Once	Form Tutor, Coordinator, Head of the school
4.	Individualised Educational plan	SEN Educators	Students, Parents, Coordinators	IEP Meetings	Once	PYP/MYP Coordinator, Parents, Head of the school
5.	Data Bank	SEN Educators	Subject Teachers	Beginning of the session	Once	Subject teachers, MYP coordinator, HOS

6.	SEN Reports	SEN Educators	Students, Parents	End of the semester	Twice	HOS, Students parents, Program coordinator.
7.	Observation Checklist	SEN Educators	Students at primary school	Beginning of the session	Once	HRT, PYP Coordinator, HOS.

## 26. Limitations/liability of the school

- WGS, being a non-certified special education institution, lacks dedicated special/remedial educators or teachers trained in special/remedial education for the Diploma Programme.
- To ensure the essential support, the school relies on collaboration with parents/guardians and external remedial educators outside of school hours.
- Before the school can offer support to the students, it is the responsibility of parents to furnish the necessary documents to the school.
- The documents encompass reports from remedial/special educators, psychological test results, as well as reports from educational or counselling psychologists, among others.

## 27. Links to other school's policies

This policy is intricately connected to both the school's admission policy and its assessment policy.

**27.a Admission Policy-** Every student applying for admission must provide the requisite documents. Additionally, for students with special education needs or learning challenges, it is essential to submit relevant records to substantiate their case during the admission process.

**27.b Assessment Policy-** Students with special education needs or learning challenges should receive essential support throughout school, encompassing formative, summative, and term-end assessments, utilizing a DI approach. Furthermore, these accommodations will be expanded to cover internal assessments moderated by IBO and external examinations in the future.



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## Appendix 1

### IB School Counselling and Learning Support Referral Documentation

Date: \_\_\_\_\_  
Name of the Facilitator: \_\_\_\_\_  
Name of the Student: \_\_\_\_\_  
Gender Identity: \_\_\_\_\_  
Grade/Class: \_\_\_\_\_

Evaluate the traits and attributes that typically depict and characterize the student's behaviour.

- Reserved student attributes
- Avoids eye contact
- Inattentive; distractible
- Interrupts class with noises
- Unusual temper outburst
- Disturbs class routine
- Doesn't work well in groups
- Verbally aggressive
- Defiance
- Seeks constant adult attention
- Difficulty maintaining focus
- Reduced self-regard
- Participating in conflicts
- Excessive introversion
- Aggressive behaviour through physical contact
- Rudeness to teacher
- Clowning
- Verbal insults
- Inappropriate verbal disruptions
- Persistent task avoidance
- Persistently targeting fellow students.

Please provide a comprehensive rationale for the referral of the student for counselling, observation, or learning support regarding specific educational needs.

Home Room Teacher's Signature with Date: \_\_\_\_\_

Notification to Coordinator of Counselling Services and Signature: \_\_\_\_\_

Special Education Teacher's Signature: \_\_\_\_\_

Notification to School Head of School/Director of Counselling Services and Signature: \_\_\_\_\_



## APPENDIX 2

### TEACHER REFERRAL FORM

Student Name: \_\_\_\_\_ SEN Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

### ACADEMICS

<b><u>R- Rarely, O-Occasionally, F-Frequently</u></b>	<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 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 read place (word or line)			
Does he develop negative emotional behaviour due to or during the academic performance?			
Does the student exhibit a short attention span?			
Does he show a 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?			

### APPENDIX 3

#### Academic Challenges Identification Checklist for Students

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

S. No.	Areas	Y/N
1	Difficulty organizing the position and shape of input	
2	Example: (u=n, E=3, W=M, b=d=g=q, 7=L, rotations/reversal)	
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:

S. No.	Areas	Y/N
1	Difficulty detecting subtle differences in phonemes (mixes up similar sounding words: How are you?)	
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

S. No.	Areas	Y/N
1	Mixes up math operations ( $2+5=3$ )	
2	Mixes up letters when copying	
3	Mixes up numbers when copying ( $2+3= \underline{\quad} = 2+3=3$ , $61=16$ )	
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	
5	Speech is fine but writing is disorderly (inappropriate writing)	
6	Managing manipulatives and hands-on Activity resources. Taking care of classroom property like tables and chairs etc.	

**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 few of ideas in speech	
5	Disrupted a few 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 colouring 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 Remembering and recalling the learning	

**VIII. RED FLAGS:**

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.	Memorize dates	
28.	Memorize numbers	
29.	Deal with money	
30.	Remember the learned concept	
31.	Deal with Math anxiety	

**Instructor's evaluation:**

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

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

**Remarks by Special Education Specialists:**

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

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

## APPENDIX 4

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

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

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**

**(Parameters should be added. Example – Rubrics, Checklist)**

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 (Individual Education Programme)  
Home-based    Programme    (Parent's    Support)

**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-I: Socio-Demographic Data:

- 1.1 Name:
- 1.2 Age:
- 1.3 Regn No.:
- 1.4 Gender:
- 1.5 Admission No.:
- 1.6 Date of Birth:
- 1.7 Referred by:
- 1.8 Education:
- 1.9 Address:
- 1.10 Socio –economic status:
- 1.11 Languages spoken by the student:
- 1.12 Mother tongue
- 1.13 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

- Nature of Consultations:
- List of the chronological order of all consultations
- 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:(Family History)
- 4.5 Consanguinity:



#### 4.6 Family History:

- MR
- MI
- Epilepsy
- Others

### **Section –V**

#### 5.1 Prenatal History

- Regular antenatal check-up
- Attempted abortion
- Threatened Abortion
- Rh Incompatibility
- Diabetes
- Bleeding During Late pregnancy
- Nutrition
- Trauma
- Hypertension
- Jaundice
- Fatal 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

**5.4 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
- Class in which the child joined (age of entry) .....
- The class currently attending .....
- Class when discontinued.....
- 6.7 Give details of detention, if any
- 6.8 Reason for school change
- 6.10 peer group adjustment
- 6.10 Teachers report (in case of non-availability, parent’s impression may be recorded)
- a) Scholastic Performance
- b) Classroom Behaviour
- 6.11 Any other Information

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

- 7.1 play Behaviour
- 7.2 Reasons for poor play behaviour
- 7.3 Knowledge of Games Governed by
- 7.4 Behaviour at play in group situations
- 7.5 Leisure time activity

**Section VIII: Family Involvement:**

- 8.1 In the personal needs of the case
- 8.2 Educational activities
- 8.3 Play and leisure activities
- 8.4 Interpersonal relationship of Family members with the child
- 8.5 Physical environment
- 8.6 Accommodation:
- 8.7 No. of rooms:
- 8.8 Ownership:

**Section IX: Social Environment:**

- 9.1 Neighbourhood interaction
- Visits to the Family
- Family visits outside
- 9.2 Participation in socio-religious activities with the child 3)
- 9.3 Support of extended family
- 9.4 Problems in the neighbourhood because of student

**Section - X**

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

**Section –XI**

**Expectations of Parents:**