



DR. PILLAI GLOBAL ACADEMY
local actions...global options
New Panvel

SPECIAL EDUCATIONAL NEEDS POLICY



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PURPOSE OF THIS POLICY:

To ensure that students with special educational needs are provided with the necessary support and the required resources to achieve personal growth and academic success to take them to their fullest potential.

SPECIAL EDUCATION NEEDS

The school believes that every student should get an opportunity to learn in an environment suited to his specific abilities and requirements. The policy provides for educational support to all students at appropriate levels, based on their individual needs. The goal of the school is to prevent problems and intervene at the earliest so that students can progress as per their abilities and strengths.

Students with difficulties such as learning difficulties (dyslexia, dyscalculia and dysgraphia), emotional and behavioral difficulties, minor medical conditions and mental health conditions (attention deficit hyperactivity disorder, eating disorders and anxiety related disorders) are recognized by our SEN policy.

Currently, we are able to support students with a continuum of services for mild learning differences, mild language difficulties, certain mental health conditions and students needing extra assistance in specific academic areas. We may not be in a position to admit any child with needs that our current structure and resources cannot support.

AIMS AND OBJECTIVES OF THE POLICY

- Ensure that students with special educational needs are identified and provided for in a fair and equitable manner so that their learning potential and their sense of self-esteem and dignity is developed and respected.
- As far as possible and having regard to the resources available, provide a level and quality of education appropriate to the needs of such students.
- Provide for the involvement of parents in the education of their children and in the decision making process in relation to their children. Create and foster positive partnerships with them and encourage them provide appropriate support at home.
- Ensure that all members of staff are aware of the special educational needs of these students and of the ways they can contribute towards the progress of these children.
- Ensure that special educational needs are not viewed in isolation, but in the context of the whole school and community.

- Ensure that students with special educational needs are offered a broad, balanced and differentiated curriculum and that these are provided for in an inclusive way.
- Develop support staff expertise in supporting students with special educational needs.
- Co-ordinate the advice, guidance and support of other specialist agencies and network with them in supporting students with special educational needs.
- Monitor and evaluate the effectiveness of practices in support of students with special educational needs.

PROCEDURE OF IDENTIFICATION OF STUDENTS WITH SPECIAL EDUCATION NEEDS

For students who show consistently poor performance, in case differentiated techniques also prove to be ineffectual, the respective class teacher will fill in a referral form and refer him/her to the school counselor.

The counselor will conduct several rapport building and observation sessions and draw out a plan of action keeping the teachers and the family members involved in the process. If the counselor feels the need for further formal assessments, referrals will be made to outside professionals. Based on the results of these assessments the counseling and teaching process will start with an individualized educational plan pertinent to the student.

SEN POLICY FOR THE IB PROGRAMME AT DR. PILLAI GLOBAL ACADEMY

Dr. Pillai Global Academy embraces the philosophy and ideals of IB at all levels of the curriculum. All attributes of the IB learner profile will be developed among the students who are identified as having special education needs.

Keeping in mind the difficulties that they have, Dr. Pillai Global Academy will ensure that it supports students with special education needs as they progress through the various curricular programmes offered at the institution.

SEN in the Primary - For its primary students the school acknowledges and accommodates the diverse learning styles of all children. To this end, we seek to offer a differentiated teaching and learning environment. The teaching learning methodology for such children is activity-based with which students with special educational needs find it easier to understand concepts. Furthermore, if required, an individualized educational plan is also drawn out for them.

SEN in the Secondary - The secondary programme of the school focuses on The 'Areas of Interaction', which provide meaningful connections for students. 'The Approaches to Learning' component assists teachers in identifying student learning styles in order to implement modifications. Teachers respond

to diverse learning needs by differentiating their instruction. During the middle years, procedures and processes are put in place to support students as they pass through the secondary checkpoint years. The counselor plays an important role here for students having behavioural and emotional problems.

SEN in the DP - Students are advised upon programme entry of the rigorous requirements to ensure appropriate placement and academic success. In addition to employing teaching strategies that include differentiation for students with special needs, students are also supported through special arrangements if necessary. The school counselor helps the students to deal with the stress related to the course and also if required, helps them improve their study habits. The counselor also constantly works with the families to ensure a conducive environment at home.

Assessment needs for DP students will be referenced to provide support for programme completion. The Diploma Programme coordinator will submit to IB the appropriate accommodations form, along with necessary documentation, requesting assessment modifications when needed.

APPENDIX A

Step No.	Sequence to be followed in case of <u>referral for counseling and remedial programme</u>
1.	Orientation for all facilitators - Different areas of concern academic, behavioral and emotional.
2	Checklist as per the section to be provided to all facilitators/ teachers. Facilitators/teachers to fill and return with allotted time period.
3.	On the basis of checklist, facilitators/teachers will be asked to fill referral form for students identified for counseling and further help.
4.	Meeting with respective coordinator, counselor and facilitator.
5.	Concerns to be shared and discussed with SEN coordinator.
6.	First meeting with the parents and fill out the parent consent form (respective coordinator, SEN counsellor and facilitator to be present for this meeting).
7.	Facilitator to prepare case history.
8.	Outside referral for assessment if needed.
9.	Facilitator to Plan IAP (Individualized Accommodation Plan) with counsellor.
10.	Assess on basis of IAP (Individualized Accommodation Plan) and prepare report.
11.	Share the same with counsellor.

On the basis of this report counsellor in consultation with SEN coordinator will decide the next course of action.

PROCEDURE AT THE COUNSELLOR'S ROOM:

- IEP: Individualized Education Plan (Refer to Appendix D).
- Coordinating with the facilitator to observe progress and results.
- In case of any medical history the parents should also submit a complete medical report of the child
- Monthly reports are made for reference and also to keep a check on the individual's progress. This helps in planning a better IEP for the individual.
- Periodical meeting with parents to update the parent with the progress of the child.

In addition to the steps taken by the school counsellor, Dr. Pillai Global Academy, New Panvel follows International Baccalaureate Organization's policy which provides support to the students with Special Education Needs through additional help such as an amanuensis, a reader, a prompter, a practical assistant or a communicator during the final evaluation process.

Additional time to complete the assessments is also provided. All these can be arranged with the help of the coordinators, facilitators, the counselor and the parents of the student. Documents such as medical reports, IQ report etc. have to be submitted to avail this support.

APPENDIX B

School Counselling

PARENTAL CONSENT SLIP

I give my consent for my child_____of
Grade_____to receive counseling service from Dr. Pillai Global Academy
school counselor for the academic year 20__.

I understand that the school counselor/ IBDP coordinator will work with my child
for a series of counseling sessions.

Parents' Name : _____
Parents' Signature : _____
Date : _____

APPENDIX C

TEACHER'S REFERRAL FORM

Date : _____

Name of the student : _____

Grade : _____

Date of Birth : _____

Name of the classroom teacher: _____

ATTENDANCE RECORD:

Reasons for request for assistance (must be for school-based issues, e.g., academics, behaviour, school health):

Specific and descriptive observed behaviours (aggressive, submissive, pessimistic etc.)

Directions: Please provide the information requested in the appropriate spaces below.

Current Academic Performance	Student Strengths	Student Areas for Improvement
Reading Skills		
Math		
Languages		
Social Studies		
Science		
Expressive Arts		
Visual Arts		
Others		

POSITIVE QUALITIES

List 1-3 (or more) skills or other positive characteristics and strengths, both personal (e.g., talents, traits, interests, hobbies) and environmental supports (e.g., friends, family members, faith community) that you have observed or that apply to this student:

Skills

Positive Characteristics and Strengths

CLASSROOM PERFORMANCE

Failure in one or more subject areas Yes/No Identify_____	Short attention span and easily distracted Yes/No
Sudden drop in grades Yes/No	Poor short - term memory, e.g., can't remember one day to the next Yes/No
Needs directions to be given individually Yes/No	Does not ask for help when needed Yes/No
Finds it hard to study on his/her own Yes/No	Lacks desire to do well in school Yes/No
Does not complete in-class assignments Yes/No	Does not ask for help when needed Yes/No

OTHERS (if any): _____

SOCIAL SKILLS:

Tends to stay to self, withdrawn Yes/No	Disrespects or defies authority Yes/No
Lack of peer relationships Yes/No	Regularly seeks to be center of attention Yes/No
Appears lonely Yes/No	Frequently ridiculed by classmates Yes/No
Irrelevant behavior in public Yes/No	Disturbs other students Yes/No
Hits/harms/teases other students Yes/No	Other social behavior of concern: (specify if any)

PHYSICAL SYMPTOMS:

1. Sleeping in class
2. Unsteady on feet
3. Unexplained, frequent physical injuries
4. Slurred speech
5. Deteriorating personal appearance
6. Frequent cold-like symptoms
7. Frequent complaints of nausea or vomiting
8. Problem with muscle or hand eye coordination
9. Hygiene concerns

Steps taken by the teacher to help the child perform better:

Signature of the classroom teacher

Signature of the coordinator

APPENDIX D

IEP (INDIVIDUALISED EDUCATION PLAN)

An IEP defines the individualized objectives of a child who has been found with a disability. The IEP is intended to help children reach educational goals more easily than they otherwise would. In all cases, the IEP must be tailored to the individual student's needs as identified by the IEP evaluation process, and must especially help teachers and related service providers understand the student's disability and how the disability affects the learning process.

The IEP describes how the student learns, how the student best demonstrates that learning and what teachers and service providers should do to help the student learn more effectively. Developing an IEP requires assessing students in all areas related to the known disabilities, simultaneously considering ability to access the general curriculum, considering how the disability affects the student's learning, forming goals and objectives that correspond to the needs of the student, and choosing a placement in the least restrictive environment possible for the student.

An IEP is meant to ensure that students receive an appropriate placement, not only special education classrooms or special schools. It is meant to give the student a chance to participate in "normal" school culture and academics as much as is possible for that individual student. In this way, the student is able to have specialized assistance only when such assistance is absolutely necessary, and otherwise maintains the freedom to interact with and participate in the activities of his or her more general school peers.

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