



## **SPECIAL EDUCATION NEEDS POLICY – DPSGI**

### ***The International Baccalaureate's 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.*

### ***Delhi Public School Ghaziabad International Mission Statement***

*DPSGI aims to create global citizens by establishing systems to enable life long learning, self development and improved performance for continuous excellence. We also believe in making learning a joyful experience in a stimulating and intellectually challenging environment and ensure students develop intercultural respect and understanding.*

### ***Goal of the SEN policy***

*The goal of this document is to enhance the access and engagement in learning for all students by identifying and removing barriers. The school promotes and facilitates inclusion of children with special needs in formal and non-formal education and training. In order to expand inclusionary opportunities, the school promotes awareness on the educational needs and capabilities of students with special needs.*

*Utilizing the IB Standards and Practices and the beliefs set forth in our mission statement, school strive to support a diverse student body of learners. Whether it be through teaching and learning strategies, resources or collaboration with experts and parents.*

### ***Scope of the SEN policy***

- Early identification and intervention*
- Specialized facilities and technology*
- Conducive environment for students with special needs*

### ***Definition of Special Educational Needs***

*Special educational needs (SEN) refer to any student who showcases the following:*

- Has a considerably greater difficulty in learning than the majority of children of the same age.
- Has incapacity that prevents or hinders him/her from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority .
- Are under obligatory school age and fall within the definitions above or would so do if special educational provision was not made for them.

School recognizes the wide spectrum of needs and abilities along a continuum, and majorly including:

- Learning disabilities
- Attention Deficit Hyperactive Disorder
- Slow Learners

### **Provision**

Children have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them. The process involves the individually planned and systematically monitored arrangement of teaching procedures, adapted equipment and materials, and accessible settings. The interventions are designed to help individuals with special needs achieve a higher level of personal self-sufficiency and success in school and in their community with the help of the team of respective teachers, coordinator and the counsellor.

Students will be assured opportune environment wherein the child can enhance his abilities and gain efficiency. Differentiated method of instruction like short specific directions would be used according to the need of the student. Length of the lessons and peculiarity of the activities could be modified as per the demand of the child.

### **Identification**

Early identification of students with special educational needs is a priority. The difficulty would be identified through:

- Evidence obtained by teacher observation/ assessment.
- Their performance in School Curriculum judged against level descriptions.
- Student's progress in relation to objectives in the Literacy/Numeracy Strategies.
- Standardized screening or assessment tools

### **Inclusive Assessment Arrangement**

We believe that all candidates must be allowed to take their assessment under conditions that are as fair as possible. Where standard assessment conditions and assessment procedures

would put candidates at a disadvantage and prevent them from being able to demonstrate their skills and knowledge adequately, reasonable forms of access arrangements may be authorized.

### Statutory Assessment of Special Education Needs

The school will request a Statutory Assessment when, despite an individualized program of sustained intervention within School Action Plan, the child remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- Demographic details of the student
- The student's IEPs
- Details about special needs of the student
- Information about method of instruction used in the classroom
- Information about the appropriate additional support

### Implementation of Action Plan

Identification of a student with a learning need can occur at any age or stage of development. SEN may become apparent as a student progresses through the studies. The classroom teacher suspects that a student may need additional support, the teacher and the counsellor is to observe the student, assess the work of the student and document any strategies that have been tried whether or not they have been successful.

The coordinator, class teacher, other teachers and counsellor communicates regarding the action plan to be followed as appropriate.

A parent meeting will be held to share the areas of concern, give further suggestions or referrals and propose Individualized Education Plan (IEP) if needed.

### Individual Education Plan

The IEP will record that which is additional to, or different from, the differentiated curriculum and will focus upon three or four individual targets that match the child's needs and have been discussed with the child and the parents.

The IEP will be reviewed regularly and the progress would be discussed with the parents. The child and parents too will be involved in process of setting goals.

## Parent Partnership

A child's education is a cooperative effort between the school and the parents. School cannot reach an agreement about child's educational and developmental needs. Parent's advocacy will help ensure that a school meets the unique educational needs of your child.

Parents are expected to share copies of medical records, past school records, or assessment results. Parents should be able to discuss real-life examples to illustrate their child's specific abilities. The teacher, counsellor and the parents would collaborate while the child is learning a new skill at school so that it can be practiced at home.

## Role of Counsellor for Students of Special Education Needs

The counsellor would be responsible for coordinating the provision for children with special educational needs and designing the action plan for each student identified with special needs. Creating and maintaining his/her IEP records and keeping a check on student's daily progress.

After identification communicating the student's demands as a special needs child and integrating the teacher and parents in the process of formulating the action plan.

Conducting regular informative sessions with the staff.

Also to nurture, guide, and support the social and emotional lives of students with special needs, counsellor acts as a bridge between teachers and parents, working to create an environment where special needs student will have the tools they need to fulfill the school mission.

The counsellor is available to students for helping the students deal with transitions and teach the student to advocate for him or herself.

Formulated by: School Counsellor

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