



**Special Educational Needs
(SEN / INCLUSION) Policy
(2016 – 2017)**

Special Education Needs (Inclusion) Policy (2016 – 2017)

The Special Education needs Policy of Calcutta International School was drafted and adopted in the year 2012. It was reviewed in the academic year 2014-15 and 2016- 17. The next review is due in the academic year 2018 -19.

CIS being an IB World School encourages all stakeholders to hold the IB Learner Profile as a compass to direct their academic (and extra curricular) activities.



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

Table of Contents

1. The IB Learner Profile	3
2. CIS Vision	5
3. CIS Mission	5
4. Our Philosophy	6
5. Definition of SEN	6
6. Types of learning disability	6
7. Aims	7
8. Objectives	7
9. Staffing and responsibility of SEN Department	8
10. Educating teachers about SEN / Inclusion at CIS and role of teachers	8
11. Educating students about SEN / Inclusion at CIS and role of students	8
12. Educating parents about SEN / Inclusion at CIS and role of parents	8
13. Resources	9
14. Student Referral Policies	9
15. SEN Provisions: Main provisions	9
Links with other policies of the school:	
Admission Policy	
Assessment Policy	
Language Policy	
ESL (English as second language)	
IEP (Individual Educational Plan)	
Individual Counselling Plan	
16. Parental involvement	11
17. Review of SEN Provisions	11
18. SEN Policy Implementation, evaluation and review	11
19. Members involved in drafting the policy	11
20. Bibliography	12

CIS Vision - By 2025 CIS will be recognised as a school that sets the benchmark in India for its learner-centric, individualised and holistic education. This will enable our students to be lifelong learners, with an inclusive and socially responsible world view, who can lead themselves and others in a fast changing world.

The **Mission of CIS** is to impart comprehensive, student-centred education compatible with international standards. The school shall provide a welcoming, respectful and multi-cultural environment, enabling superior academic accomplishment.

The School SEN/Inclusion philosophy reflects the interests and views of the whole school community.

In CIS, the SEN / Inclusion policy works within the framework of its vision and mission statements. It recognises and appreciates individual needs and promotes mutual respect for all. It is flexible and evolves with the changing needs of the school population.

It reflects the practice and principles of the curriculum followed at all levels.

It believes in inclusion as more about responding positively to each individual's unique needs and less about marginalizing students because of their differences.

Our Philosophy:

Calcutta International School believes that children with special educational needs must have their needs addressed as early as possible. These children should have access to a broad balanced, inclusive education and wherever possible, should be taught alongside their peers. The Emotional, Behavioural and Psychological needs of the students are addressed and support provided as and when required at CIS

Definition of SEN:

A student has Special Educational Needs if he or she has learning difficulties that call for special educational provision to be made in order to make learning possible.

CIS has provisions for students with moderate learning needs.

CIS recognizes the needs of children who are gifted and talented and within the provisions of the school, appropriate arrangements are made within the school activities.

Below average and slow learners are provided extra help through remedial classes and which are conducted during and after school hours.

Students with special educational needs acknowledged individuals who have strength that can be nurtured and their weakness should be supported and improved upon.

Learning disability types

Attention deficit disorder/attention deficit hyperactivity disorder (ADD/ADHD)

Autism

Dyscalculia

Dyslexia

Dyspraxia—developmental coordination difficulties (DCD), motor learning difficulties.

Gifted and talented or exceptionally able

Hearing impairment/deafness

Medical conditions / chronic illness

Mental health issues

Physical disabilities

Speech, language and communication needs

Visual impairment

Aims:

- CIS recognises that diversity of all kinds amongst students can be a resource, seeing individual differences not as problems to be fixed, but as opportunities for enriched learning. Diversity provides a positive resource with regard to international mindedness and intercultural awareness.
- To fulfill the educational needs of the child with moderate special needs.
- To promote inclusion in a positive manner.
- To ensure the SEN students have full access to our defined infrastructure and make appropriate amendments to the individual needs of a child with special needs.
- To encourage the students become self-confident and improve their self-esteem which will help them realise their potential.
- To identify children with special educational needs as early as possible and assess and monitor their progress continuously.
- To ensure smooth transition of the students through the school years and set attainable goals.
- To sensitise all members of the staff about the special educational needs of students and also encourage them to contribute constructively in their own respective areas.
- To ensure that the special education needs is viewed in the context of the whole school and community and not in isolation.
- To guide the parents of the identified children with special needs towards testing/evaluation from authorized and registered agencies. The obtained authentic reports will help in further intervention.
- To inform and involve Parents/Guardian and stake holders at all stages in the process of monitoring the child's progress and review meetings.
- To provide support to the students to cope with their emotional, behavioral, psychological and social needs.
- To involve and work with students and parents at various stages of the Code of Practice and take into consideration their views.
- To provide a modified curriculum appropriate to the individual's needs and ability to accelerate progress.

Objectives:

- To provide modified instructions appropriate to individual needs and ability.
- To provide alternative learning assessment materials.
- To involve parents/guardians/ home tutor in a joint home-school learning approach in order to maximize learning outcomes.
- To suggest to parents/ guardians appropriate centres for therapies based on individual needs.
- To work towards the overall development of the child.
- To provide skills necessary to all children in class to accept and respect and accept differences.
- To provide support to the entire teaching and support staff by sharing information, guidelines, targets and strategies in regards to SEN.

- In order to keep its staff and faculty upgraded, the school will continue to send teachers for various training programmes.

Staffing and responsibility of SEN /INCLUSION Department:

- The SEN Department comprises of two special educators for the Junior and Senior School. CIS also has a school psychological counsellor.

The daily operation of the SEN Department includes:-

- The SEN department works closely with the class teachers and subject teachers.
- Broadly the same curriculum is followed by the SEN students. However, provisions for modification based on student needs are made.
- Co-ordinating provision for children with special educational needs
- Maintaining the records of students attending SEN Department.
- Maintain confidentiality of personal files and records of SEN students. To ensure the documents are only available to appropriate authorities.
- Interacting with parents/guardians of children with special educational needs about their progress and future handling.
- Providing support, guidance and training to the subject and class teachers and staff.
- Organize review meetings with the Management, teachers and parents at regular intervals.
- Liaising with other Institutes to arrange for the required assessments and diagnosis of students with special needs.

Educating teachers about SEN / Inclusion at CIS and role of teachers –

Through the orientation programme at the beginning of every academic year, teachers are made aware of the facilities which are available for the students with special needs. They are also provided instructions about the accommodations which are to be provided to the identified SEN students. Class teachers and subject teachers are responsible for identifying students facing learning difficulties through their daily observation in class. They then refer the identified students to the SEN Department for further intervention and follow up.

Educating students about SEN / Inclusion at CIS and role of students – The peers of identified SEN students are sensitised about ‘inclusion’ through discussions and counselling sessions. They are made aware of the diversity that exists in the society and they are also encouraged to contribute in their own ways by including the SEN students in the school activities.

The students with special needs are educated and made aware of their limitations but at the same time they are encouraged to harness their strengths so that they do not feel left out.

Educating parents about SEN / Inclusion at CIS and role of parents - Parents are made aware of the support available within the school for pupils with special educational needs through meetings at the time of admission and through the orientation programme at the beginning of each academic year.

Parental consent is valued the most for student's reference. After the feed-back session with the SEN educator, parents are required to follow up and provide necessary support to the child at home.

Resources

- Rooms for learning support and counselling sessions.
- Teachers of SEN Department are appropriately equipped with laptops/ computers
- Supporting materials (games, teaching – learning materials)

Student Referral Policies

- Reference from class teacher / subject teachers who identified the problem areas of the student. SEN Department follows it up.
Consent letter from Parent/ Guardian is obtained after the SEN Department meets the parents / guardians and apprises them of the observation made.
Consent from the Management, Mid Management and HOD'S is also taken.
Reference from parents / teachers regarding behavioural problems, social difficulties is also taken into account. Individual cases are looked to and appropriate steps are taken as per the need of the identified student (SEN or psychological need)
- For Counseling –Self Consent (Mainly for Students above class VIII). However, parents' consent is obtained before therapy sessions are started.
- Supportive therapy is provided to students who are prior diagnosed with psychological difficulties.

SEN PROVISIONS:

THE MAIN PROVISIONS:

- Regular education in main stream classes with additional help and support by the class teachers / subject teachers and the special educator.
- Referral to the school psychological counselling service for students with a high level of behavioral issues or difficulties.
- Providing arrangements as prescribed by the authorized registered testing and evaluating organizations / agencies in their diagnostic reports.

LINKS WITH OTHER POLICIES OF THE SCHOOL:

Admission policy for SEN students:

- The function of SEN / INCLUSION department at the school is to work with existing CIS students who have been identified to have special educational requirements at a later stage post admission and who can be mainstreamed. However, applicants with demonstrated learning difficulties cannot be accepted
- The SEN department at CIS cannot meet the needs of students with severe difficulties such as:
 - Where a student requires intensive remediation- requiring specialized programmes and or materials (students requiring individual educational learning plans).
 - Where a student requires intensive physical therapies which demand additional resources and specific facilities for their safety.

Assessment Policy for SEN students

- **Exam provisions:**

- Monitoring, evaluation and assessment through formative, summative formal and informal methods followed by generation of individualized feedback.
- Special accommodation provisions –
Accommodations are provided as per the specifications of the Boards conducting external examinations (CIE, EDEXCEL, IB)
The nature of the accommodations to be provided is based on the requirement specified in the diagnostic reports of individual students.

The accommodations provided are:

- Use of learning support rooms
- Additional time
- Rest periods
- Readers
- Prompters
- Scribe
- Modification of question papers

Language Policy for SEN Students:

Students with special needs are identified after being observed by the subject teachers and referred to the SEN Department. In collaboration with the subject teacher, management, Special Educator and the parents, a course of action is then devised to help them, with an individualized educational plan. A student with special needs may also be exempted from learning the additional language/s based of the recommendations of the diagnostic reports obtained from registered testing and evaluation authorities and submitted to the school.

English as Second Language (ESL)

The main aim of ESL is to facilitate students who are new to the language. ESL support enables the learners to reach the required academic level.

ESL support is offered to students whose mother language is not English and those who have difficulty in following lessons where English is the medium of instruction.

The ESL teacher provides support to the students to attain competence in the four skills of Reading, Writing, Listening and Speaking.

IEP (Individual Educational Plans)

IEP's are written for any student when they are withdrawn from a regular class lesson to pursue individual work, to target a particular need. The IEP has on it the student's goal and the strategies/resources to reach the goal.

- Reviews for students with IEP's are undertaken at the end of the each term. New goals are agreed with students and parents / guardians contacted for their views.
- The SEN Department is responsible for maintaining Special Needs Records. To maintain confidentiality all departments and guidance areas have access to a copy via their link person only.
- Students, Teachers, Management and Parents are involved at every stage of the child's development programmes in school.
- If required, the SEN Department may refer students, with consent of Parents and Management, for advice to other professionals as and when necessary.

Individual Counselling Plans:

Counselling of individuals is done as per their requirements. Monitoring of the students is done at regular intervals to maintain the progress of the child.

- Reports regarding the progress of the students are given half – yearly to the management.
- Monitoring sheets are maintained by teachers and parents.
- Counselling of parents is done as and when required.
- Psycho- Therapy/ Behavioural Therapies are applied as per requirement.
- Feedback from the parents and teachers are taken monthly.

PARENTAL INVOLVEMENT

Information: Parents are encouraged to discuss their concerns with Special Educator, Counsellor, Management, and Teachers by prior appointment. Parental views are valued, recorded and given due consideration throughout the process. Parents are made aware of support within the school for pupils with special educational needs through meetings. Parental Consent is valued the most for student's reference.

Partnership: CIS aims to work in partnership with parents of students with special educational needs. Initial notification to parents is by Email/ letter/telephone call when a concern is first expressed. Parents are invited to contribute and discuss concerns and progress at all stages and their views are recorded.

REVIEW OF SEN PROVISIONS:

Provision and support required for a child is reviewed twice a year. This involves meetings to discuss and review their progress. A regular check is done to find out whether any additional support is required and also whether the provisions given are being used effectively and well.

SEN Policy implementation, evaluation and review:

This policy is a working document of Calcutta International School and the school acknowledges that it will be reviewed before the next review date and if there is any change made in IB/CIE guidelines.

Review of the SEN Policy is an ongoing process, keeping up to date with the ever changing needs of the student population and in line with learning needs legislation and also the roles and responsibilities of the stake holders.

Members involved in drafting the policy:

1. All teachers of Calcutta International School
2. SEN Department, Calcutta International School
2. IBDP Coordinator, Section Heads (Senior, Middle, Junior and Primary Schools)
3. Principals (Senior School and Junior School)
4. All parents (as a member of CISS)
5. Board of Governors (CISS)

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3. IB document: Meeting student learning diversity in the classroom including guidelines for developing an inclusive education policy.
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