



# Special Education Policy

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*Reviewed on September 2016*

## SPECIAL EDUCATIONAL NEEDS POLICY( PART-A )

JSSPS ensures that -

- There is full inclusion of children with special needs with dignity and care.
- The school caters to the needs of gifted and talented individuals.

### POLICY STATEMENT

The school has the duty of recognizing children with special needs as fully participating members of a community of learners .All students should have equitable access to learning, opportunities for achievement, and the pursuit of excellence in all aspects of their educational program.The school will ensure that full inclusion of the students with special needs is facilitated through adherence to the Special education guidelines adopted by the school.

### POLICY AIMS

- Follow the school values and ethos on providing education that is characterized by high standards and quality, through its approach based on student needs
- Provide access to the curriculum followed by the school for enrolled students 'at risk' for or diagnosed with Specific Learning Difficulties (SLD)
- Offer learning support following part-time withdrawal from the mainstream classes.
- Provide skill-based training in orientation with targets set at developmentally appropriate levels, and not based directly on curriculum lessons
- Ensure screening and early identification of children with special needs
- Overcome potential barriers to learning and assessment for individuals and groups of pupils.
- Ensure that all staff members are aware of their role and responsibility in meeting the needs of students who are special including gifted children.

### PROCEDURE

- ❖ The school has detailed procedure for identifying students with special needs. Needs are identified early and shared with the staff.
- ❖ The process of screening and early identification at the time of admissions is conducted by the Counsellors. Children with Down syndrome, physical, sensory, communication, speech and language disorders are identified. Counsellors also identify children with developmental delay and provide suggestion to promote their development. Developmental milestones are tracked periodically for children in kindergarten section which form as anecdotal record in identification of diverse needs.
- ❖ Children with learning disabilities are identified during teaching and learning, classroom observations and academic records. Regular workshops are conducted for teachers and provided indicators on identification of children with learning difficulties. Regular classroom observations are conducted by the Counsellor and children with learning difficulties are identified. An informal assessment for SEN students is done by the school Special Educator.
- ❖ The intake procedure is not relegated to a specific grade or time period and is operative through the school year.

- ❖ The identification process results in an informal assessment being conducted by the Special Educator to ascertain the presence of SLD indicators. Students requiring additional therapies and specific evaluation are referred to external agencies.
- ❖ A detailed assessment is entered into to determine the student's current level of functioning in Language, Literacy, Numeracy, Motor Skills and Behaviour to inform Individual Education Planning on intake.
- ❖ The Learning Centre will accept external formal assessment reports from department-approved professional or agencies.
- ❖ Intake is immediate if space is available at the Learning Centre.
- ❖ An Individual Education Plan (IEP) is designed by a school based team for every student and is kept at the centre of the LC program, with frequent reviewing of goals set and skills established. Students receive remediation either in an individual session and/or a group session having a maximum of three students at a time. ILP are designed by teaching staff in consultation with the SEN department. Setting direction for modification of curriculum is based on the IEP.
- ❖ The LC program is based on the pull-out model of provision, with students being withdrawn from class, two to three times a week to work on program goals. LC sessions replace one period each of Art, P.E and /or Value Education per week and take place on a set schedule.
- ❖ The school-based team will include our school principal, special educator, a classroom teacher, counsellor and parents.
- ❖ The only instances in which an IEP is not provided are when:
  - a) The student with special needs requires little or no adaptations to materials, instruction or assessment methods; or the expected learning outcomes have not been modified; or
  - b) The student requires 25 or fewer hours of remedial instruction by someone other than the classroom teacher, in a school year.
- ❖ The parent of the student and the class teacher will be consulted about the student's IEP.
- ❖ Every student with special needs is entitled to in-class modifications and assessment accommodations & concessions to support the student's performance within the classroom and in assessments.
- ❖ The Individual Education Plan (IEP) developed for a student with special needs will describe individualized goals, adaptations, modifications and measures for tracking achievement.
- ❖ IEP is reviewed at least once every term, and where necessary, is revised or cancelled.
- ❖ A written report of the assessment will be made available to the parents, and the staff who cater to the needs of the student. External Assessment for students who have Functional Disability, Intellectual Disability and Limited Language experience is considered one to one basis.
- ❖ Students who are having mild learning difficulties and learning gaps (slow learners/GLD) are provided curriculum based intervention in small groups by the remedial teacher in specific subject areas. The special educator coordinates with the remedial teachers to ensure progress.

- ❖ Students who are gifted and talented will be identified and appropriate curricular and instructional modifications in content, process, products, and learning environment will be used. Their emotional needs will be met through counselling.

#### Criteria for Case Disposal

Special Educators will close cases assigned to them under the following conditions -

- Most of the targets aimed at in the student's IEP have been achieved, and the Special Educator is confident of the student's ability to cope with the regular classroom demands independently.
- Parents are not in favour of continuing LC support.
- A consistent lack of co-operation from parents to become involved in their child's learning despite repeated efforts on the Special Educator's part to bring about this co-operation.
- Student has less than 80% LC session attendance in a term.

#### Parental Involvement

The Learning Centre encourages parents to take equal responsibility for their child's learning. Parental co-operation is to be encouraged at all times to optimize student growth and the Special Educator is to take the time to explain details of the LC program to the parent as and when required. Every effort is to be made to help parents provide their children with the environment necessary to help them circumvent or cope with the implications of special educational needs. The LC believes parents must demonstrate an active interest and involvement in their child's development for any academic initiative to succeed. Without this parental commitment, there is little chance for a child to overcome the barriers present.

#### Confidentiality at the Learning Centre

Parents are to be assured of confidentiality at the initial meeting with the Special Educator. All details related to student cases at the LC remain within the department. Case details relevant to job function of other key personnel are to be shared as and when necessary.

#### Review of Policy

The above policy statements should be reviewed a minimum of every two years. This policy review is to be conducted by the Special Education Needs Coordinator, the Principal and the Learning Centre Staff .

#### Concluding Statement

The Learning Centre will always make every effort to accommodate students with learning disabilities within its program. The LC firmly believes in making lessons accessible to every student following a multi-sensory approach to learning.

The Learning Centre policy will continue to uphold the school's wider aim of making education relevant to all its learners, through the work carried out at the Learning Centre with students facing learning disabilities. This policy stands for the ideals of inclusion within the school ethos of quality education that turns its students into life-long learners, confident of their ability to contribute to the world around them.

## Glossary of Terms

Special Educational Needs	Children with Special Educational Needs all have learning difficulties or disabilities that make it harder for them to learn or access education than most children of the same age. These children may need extra or different help from that given to other children of the same age.
Specific Learning Disability	A Specific Learning Disability is suspected if there is a significant gap between academic achievement and apparent potential of a child, despite adequate intelligence, adequate educational opportunity and an absence of physical and emotional handicap.
LC Term	Terms in an academic year at the Learning Centre are divided as follows: Term 1 : April to September Term 2 : October to March

## The role of Principal

The principal plays the following role in bringing about support for students with SLD by -

- Facilitating the operation of the LC according to guidelines set out in this document
- Meeting with Special Educators individually once a term to be updated on LC activities for that term
- Reviewing the performance of the Special Educators
- Acting as the deciding body on matters concerning LC students that do not fall within the purview of this document
- Encouraging partnership between the regular classroom teachers and the LC team in ensuring cooperation and coordination of SEN in students.
- Providing information to parents on learning support provided by the school
- Advocating inclusive principles in keeping with the ideals of the LC.

## The role of the Special Educator

The Special Educator is responsible for all aspects of case handling of students assigned to her and will also teach students specifically allocated to her for Learning Support. The Special Educator is expected to be well-versed in case management procedures and to design and carry out the execution of comprehensive LC program independently.

Job functions entail -

- Maintaining and updating assigned case files on Learning Centre students
- Formulating Individual Education Plans (IEPs) for assigned students at the LC based on assessment or review data
- Teaching assigned students at the LC a minimum of 15 periods to a maximum of 21 periods per week.
- Weekly lesson planning for students allocated to SpEd for teaching, based on IEPs formulated
- Developing & making additional teaching aids as required by lesson plans
- Maintaining an attendance record of scheduled LC sessions
- Recommending possible accommodations & modifications for all assigned students, as necessary to supervisors concerned, after receiving Principal's approval.
- Liaising with support teachers on student attainment and needs in relation to program formulation requirements
- Communicating with & informing parents on assigned student progress at LC, through meetings scheduled thrice annually
- Meeting with & discussing attainment of assigned students with their regular classroom teachers through Section Supervisors once every term
- Meeting monthly with supervisors to inform them of LC program progression & activities

- Informing the Principal of LC progress and activities once every term
- Holding regular talks for parents on SEN related topics, thrice annually
- Conducting two talks a year for teachers on issues relating to LC and SEN provision
- Consulting with the LC team on development & refinement of provision for SEN



# Special Education Policy

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*Reviewed on September 2016*

***PRINCIPAL***

# SPECIAL EDUCATIONAL NEEDS POLICY ( PART-B )

## Introduction

This policy is a description of how JSS Private School effectively and efficiently makes provisions for students with Special Educational Needs. The DSIB guidelines and best international practices have been taken into consideration in the formulation of this policy. The document provides the framework for the identification of and provisions for the students with SEN. It is to ensure that the potential of each pupil with SEN is maximized as the school follows a completely inclusive policy where each child is valued and respected.

## Sensitizing to SEN

The DSIB defines SEN as needs that are different from those of the majority of students. They include those who need additional support or challenge in their learning. Going by this definition, the school believes that it is its moral responsibility to cater to the needs of each and every student on its roll. The school makes a conscientious effort to identify and support students with SEN through various formal and informal means which include the prowess of the professionally trained staff of the counseling department, school health department and the experienced teachers of the school.

## Diversity within SEN

The school categorizes the diverse range of SEN as suggested in the DSIB handbook. The seven categories of SEN are being catered by different professionals of our school.

S No	Type of Need	Responsible Staff/Department
1	Learning	Teachers, Special Educators and Counselors
2	Behavioral, Social, Emotional	Counselors and Teachers
3	Communication and Interaction	The Counselors and Teachers
4	Speech and Language	The Counselors and Teachers
5	Sensory	Medical Centre
6	Physical	Medical Centre
7	Medical conditions or health related disability	The School Doctor, Medical Centre
8	Gifted	Supervisors and Teachers
9	Talented	Supervisors and Teachers
10	Disabled/Down syndrome	Medical Centre, School Doctor and Administrative Staff/Counsellor

## Identification and Handling of student with Special Educational Needs

### Learning Difficulties

- The school has established a Learning Centre to provide learning support to students with SPLD, PMLD, ADD, ADHD, etc. resulting in poor academic performance.
- Students are identified and screened at Kindergarten level as the school believes in early intervention. Counselors conduct classroom observation to ensure that no student with concern is left unidentified.
- Special Educators at the learning centre provide learning support for students who have severe concern. The students with less severe concern are supported in the classroom with the help of the Special Educator and the class teacher.

- Students with mild learning difficulties and learning gaps are catered by Remedial teachers in specific subject areas in small groups. Special educators provide technical support for the intervention.
- An individual educational plan is made with involvement of parents as well as the child himself.
- A list of In-Class modifications and Assessment accommodations is drawn up for each student and is clearly explained to all concerned like the parents, the supervisor, the class teacher and the subject teachers. A copy is handed over to the respective class teacher.
- Regular monitoring of the student's progress is recorded and communicated to all concerned team members.
- The parents are seen as partners in their child's educational process.
- The Counselors and the Special Educator conducts awareness campaigns, workshops and talks for teachers and parents.

### **Behavioral, Social and Emotional**

- All the teachers are made aware of the definition of SEN through staff workshops, talks by the Counselors and Supervisor meetings.
- Teachers are guided to observe the performance and behavior of the students and keep a track of their progress.
- The Referral Procedure is clearly explained to the teachers and Supervisors and the checklists are provided to each section for referring cases of concern.
- The counselor meets the teachers concerned, the supervisor, student and the parents to get the complete information. Then the case is taken up by the counselor for counseling or the student is referred to the Learning Centre for academic support.
- After screening and observation the student receives private counseling sessions for behavior, emotional and social needs or learning support for his SPLD/PMLD/ADD/ADHD/PDDNOS, low self esteem etc.

### **Communication and Interaction**

- These cases are identified by the vigilant teachers who come across children who stutter or stammer, have a lisp, are loners.
- Severe concerns are referred to the Counselors, who in turn identify children with Autism spectrum disorders, selective Mutism etc.
- They are provided necessary intervention by the Special Education Team.
- The parents are guided and the teachers are advised to be gentle and patient with such students and deal with them sensitively on a more personal level.

### **Speech and Language Disorders**

Children with expressive language or receptive language disorders are identified and referred to speech therapist. Students who have language processing disorder are also identified and supported accordingly so that their problem does not interfere with learning.

### **Sensory and Physical Needs**

- Students with sensory impairments are brought to the notice of the school by parents or are identified by the medical centre in routine medical check-ups for eye-sight, hearing etc.
- Students with sensory processing disorder are identified by the Counselors and are referred to outside agency for sensory integration therapy.
- Strategic seating arrangement is done in the classroom and teachers are well informed of the in-class modifications for the pupil.

### **Medical conditions or health related disability**

- Most of the children with physical health related conditions (viz. Allergies, Asthma, Diabetes, Epilepsy, Hypo or Hyperthyroidism etc) are brought to the notice of the school health department by the concerned parents at the time of admission or as and when detected.
- Parents of students with Congenital disabilities/chronic illnesses are advised to submit a complete medical report to the school medical centre.
- At the time of admission, parents are asked to submit complete health history of the child. This, in addition to vaccination details, includes past and present illnesses along with medication, if any, which the child is taking regularly.
- A list of students with chronic medical conditions is provided to all supervisors and teachers are advised to be more vigilant about the child's medical needs.
- As and when needed, School Medical Centre facilitates administration of medicine doses if they fall during school hours such as Insulin Injection for type I Diabetics.
- Peers are encouraged to be supportive and friendly to boost the self esteem of these students.
- The severe cases are referred for counseling.

### **Gifted and Talented**

These students are identified by the Counseling Department and being catered by their respective Supervisors and Teachers.

**Academic Achievers:** The bright students with an academic achievement par excellence, these students are the anchors and their teachers offer them adequate challenge through creating special tasks/assignments, entrusting them with anchor roles like handling the closure, teaching a simpler portion, making IT resources etc. They are fruitfully challenged to hone their cognitive abilities through differentiated questions/accelerated learning activities.

**Exceptionally Talented:** The school gives them opportunities to showcase their talent in inter-school and other prestigious competitions and programs. The school gives them higher co-scholastic grades to keep up their spirit.

### **Disabled/Physically challenged**

- The disabled children are provided with a suitable placement where possible.
- Buddies are appointed to look after their needs like carrying the school bag.
- Counseling is provided to the children who suffer from a complex or low self-esteem due to the disability.
- Counseling is provided to the children who suffer from low self-esteem due to their disabilities.
- The drivers and the conductors are requested to give personal attention to these students.

<b>Conclusion</b>
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The school follows a policy of inclusion. The students with SEN are integrated and provided equal opportunities as their peers. The school does not charge any extra fee for providing learning support to SEN students. JSS Private School strives towards and tries its best to effectively meet the needs of the students with SEN.

This policy is reviewed annually under the guidance of the CEO, the Principal, the Counselors SENCO and the Special Educator.