CPS GLOBAL SCHOOL

Special Educational Needs Policy (SEN)
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.

CPS Global School Mission Statement:

To offer a dynamic educational program to students of diverse backgrounds that encourages excellence through inquiry based approach and collaboration to groom them to become lifelong learners; inculcate intercultural understanding and respect among the community; enables seamless transition from school to tertiary education anywhere in the globe; practices the ethics of love and compassion towards all and commit themselves to become socially responsible adults in creating a peaceful world.

IB Learner Profile:

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.

**SEN Policy:**

Inclusive education refers to a broad understanding that embraces the diversity of all learners and all minority groups. It is a continual process of increasing learning and participation for all students. It addresses learning support requirements and questions, broader objectives of education, nature of pedagogy, curriculum, and assessment. Inclusion is facilitated in a culture of collaboration, mutual respect, support and problem-solving involving the whole school community.

The School is dedicated to enhance the quality of education for individuals with learning difficulty by providing appropriate strategies to make them independent learners.

**Objectives of the SEN policy:**

- To ensure that each student is given access to the whole curriculum.
- To encourage students to develop independent skills that will enable them to function normally in their everyday contexts.
- To encourage that the professional staff provide equal opportunity for all students.
- To ensure that the teachers assume responsibility for the learning of all students.
- To encourage cooperative planning to address the issues of learning among all students.
- To develop contact with outside professional agencies or individuals.
- To report annually to parents on the policy and effectiveness of the student’s learning.

**SEN policy and Admission Policy:**

One of the IB learner profiles ‘Caring’ emphasizes on empathy, compassion and respect. At CPS Global School we believe that such care and consideration to be given equally to all students. We have a commitment to service to make a positive difference in the lives of others and in the world around us.

The admission policy of CPS Global School clearly states that students with special education needs are considered on an individual basis depending on the severity of their condition. CPS GS accepts and admit students with mild/moderate educational needs and physical challenges in Grades 1 to 5 but students with severe disabilities are a matter of concern since the school does not support their learning.

Mild Difficulty may be defined as learning problems in one area of academics, either language or Math. The problems exhibit themselves in the areas of comprehension, sequencing, auditory and visual processing at a mild level. Moderate Difficulty may be defined as learning problems in two areas of academics both in Language and Math. We admit students with ADD/ADHD, Autism, Dyslexia, Dyscalculia, Dyspraxia (cognition and learning), behavioral disorders based on the severity of the condition.

At the time of admission, parents should be transparent to disclose the special needs of their ward. The special educator and the counsellor understand the severity of the disability after reviewing the clinical assessment report of the student. Based on their feedback, series of meetings with the parent and student are scheduled to identify the school's capacity to cater to the needs of such students. Parents are responsible for providing the school with the student’s medical history and required documents. The school also identifies special needs through the placement test (CPS GS SAT) as a screening procedure for new applicants.
If students are identified with educational needs in due course of time by the special educator or teachers, they are referred to external professional agencies for formal assessment. Depending on the nature of the special educational needs, a remedial program is designed for students with mild and moderate learning difficulties in Grades 1 to 5. Teachers will be notified of the situation and oriented to change their teaching strategies to help such students.

For board appearing students, the Coordinator/DPC contacts the Cambridge/IBO for the necessary adjustments in assessments. It is due responsibility of the parent to seek a certified intervention centres to assess the student and the school only suggest places where this can be carried out.

When considering if a child needs support the school takes into account:

- pupil’s previous progress and attainment
- teacher’s assessment and experience of the pupil
- pupil’s development in comparison to their peers and national data
- views and experience of parents
- advice from external support services, where appropriate

At CPS Global School, all students are treated equally whether the candidate has disability or the candidate is an exception. Gifted students are given tasks that are challenging and they are also involved in teaching and assessing the peer group.

In the beginning of each year, professional expertise in differentiated teaching are invited to conduct workshops/ orient teachers to understand and incorporate strategies to enhance the learning process of students of diversified abilities.

Students are also counselled to cope up with emotional problems like Depression, Behavioural Issues, Abuse, Parental Issues, Adjustment issues, Exam Fear, Time Management Issues etc.,

**Role of Special Educator:**

- Administer the day-to-day operations of the Special Educational Needs Policy
- Identify the special educational needs of students at different levels through informal tests and to recommend for further action
- Establish effective working partnership with the parents of Special Needs children, agree on goals and discuss ways of achieving them
- Devise a remedial program to help students attain their fullest educational and personal potential.
- Help students adjust and become integrated into their environment.
- Provide individualized instruction through modification of programs and environments, providing structured environment with technology use and counseling support to cope with their learning problems.
- Contribute to in-service training of staff
- Liaison and work collaboratively with teachers to ensure that the individual students’ needs are effectively met
- Report and Update parents regularly
- Document all assessment and progress
- Liaison with professional agencies where ever appropriate
Role of Teachers:

- To help identify pupils who are having difficulties and refer to Special Educator.
- To provide educational support and practical help to the student by assessment of individual needs and adopting appropriate strategies in classroom under the guidance of the Special Educator.
- To support and mentor students and parents in achieving the goals.
- Teachers ensure children:
  - feel secure and know that their contributions are valued
  - appreciate and value the differences they see in others
  - have a common curriculum experience that allows for a range of different learning styles and abilities
  - have challenging targets that enable them to maximise potential
  - are encouraged to participate fully, regardless of disabilities or medical needs

How do we Initiate?

1. Parents and teachers usually “discover” the problem when the child fails to cope with school work. A detailed feedback is taken from the teachers, related to all the academic issues of the child, when students’ performance
   - is significantly slower than that of their peers starting from the same baseline
   - fails to match or better their previous rate of progress
   - fails to close the attainment gap between them and their peers
2. A screening test is conducted at the beginning of the academic year for all the grades, where in each assessment is scrutinized and if found with indications/errors/signs, they are referred to the special educator for further formal/informal assessment.

Common indicators in students are as follows:

- Spelling Errors, Punctuation errors, Writing errors, Syntax Errors, Difficulty in comprehending word problems, Mixing-up of math signs and symbols etc.
- Reading Errors: This is a grey area as children coming from a vernacular background also have reading errors. Hence they are observed for 6 months before reassessment.

As per WHO guidelines, a child cannot be labeled as one with special needs till he/she is 8-years-old, as the brain is still developing. Special Educator in collaboration with the teacher makes observations for 6 to 8 weeks.

Assessment Approaches:

There is a wide range of testing procedures that one can choose from when testing the learning difficulty. Generally the assessment test falls into two groups- formal and informal. Formal testing uses standardized tests while informal testing uses non-standardized tests.

Informal Assessment:

Informal assessment is a non-standardized test. It is done to analyze whether the child’s academic issues are due to unsystematic study plan in the early years and guidance at home or the child is having any kind of learning difficulty.
Informal assessment is done by using the following tools.

- Alphabet sequencing- upper case and lower case
- Letter identification
- Letter sound association
- San Diego quick assessment (sight words)
- Spelling test
- Reading test
- Free writing.
- Comprehension- picture and listening
- Schonell Graded Spelling Test and Schonell Graded Reading Test.
- Revised Wepman Test of Auditory Discrimination and Visual Discrimination

How do we approach the Parents?

Once the informal assessment is done, the Head of School/DPC/Coordinators along with the Special Educator meet the parents individually to discuss on:

- The academic issues faced by the child, both in school and at home. In such cases, the parents are counselled about the learning disability, its remedial measures and support guidelines at home. Students are provided with remedial classes to enhance the basic skills to be on par with the grade level. The classes are discontinued once the child starts performing grade appropriate.
- The parents are advised to take the child for a Formal Assessment if required.

Formal Assessment:

A formal assessment carried out by an educational therapist/clinical psychologist is a systematic process of collecting information about the child, his past and current levels of performance, his strengths and weakness, to help them make educational decisions about their future. It shows the discrepancy between the intelligence and achievement, as measured by standardized psychological assessment tools like Dyslexia Screening Test-S (DSTS), TONI 3, WIAT and Achievement Tests etc.

Most importantly, it provides a detailed suggestion for both the parent and Special Educator on ways to mediate the child.

The formal assessment is required:

- For the children who are unable to fair well, in spite of proper guidance and attention given.
- To convince the parents to understand their wards difficulty is the major task. Hence the counseling given as a part of formal assessment helps them to understand the issue better and act accordingly.
- It also provides a deep insight to the remedial teacher to understand and deal with the child’s issue.

Remedial Program:

The Remedial program is offered for Grades 1 to 5 where students are categorized into very small groups. They are provided with a highly structured learning environment with objectives being clearly specified and sequenced. The Special Educator has to be sensitive to the different learning styles and cognitive structures. Hence the school follows a multisensory systematic approach, where reading, spelling, writing skills and cognitive skills are enhanced through various strategic methodologies. For Grades 1 and 2, the focus lies in developing the
ability to read, spell and write. Conceptual teaching through various strategies is done majorly at Grades 3, 4 and 5.

There are different modalities of training these children, like:

- Learning through mnemonics
- Simplification of the text
- Breaking down of the word problems into simpler components
- Time management
- Cognitive Behavioural Therapy (CBT)

The teachers guide these students during the examination by reading and simplifying the questions. A modified question paper is given for the Summative assessments to boost their morale. A blue print of question paper pattern is communicated to the parent to make it transparent.

**Reporting:**

Rapport between the Special Educator and the Parent plays a major role in bringing a positive change in the child’s performance. They discuss and share the child’s strengths and weaknesses, learning styles, and strategies to help them guide their child at home.

Every pupil in the school has their progress reviewed and feedback is provided periodically. The school presents a report to parents on their child’s progress, twice a year.

**The areas where the teachers are expected to extend their support to assist the remedial children:**

1. **Reading:** It is one of the most important skills that can prepare a child for academic excellence which has to be included from Grade 1 by all the subject teachers. Reading could be done as an activity like read – repeat, pair reading, peer reading etc.

2. **Writing:** Children imitate and learn what they see; hence it’s very important for a teacher to present her work in a more legible manner. Children with mirror image can be given the liberty to write in print form. They can also be provided with single ruled notebooks instead of four lined. Teachers need to give importance to the presentation of any written work, which has to be modeled and not taught.

3. **Spelling:** Drilling the spellings of keywords could be done with ease by using the smart board, play way activities etc. Phonics and sight words need to be taught constantly. Dictating the words and sentences would help to improve their spelling, writing, attention and memory. This could be done for 4 and 5 grades.

4. **Conceptual understanding:** It is important to have a good understanding of different concepts as it assists in their ability to follow instructions and be specific in what they are talking about. Each child is unique and has his or her own learning style. It may be difficult but surely not impossible to cater their needs in a classroom set up. Teachers should modify their teaching methodology and emphasize through a multisensory approach.

**Certification:**

Students with special education needs are assessed by a Clinical Psychologist through standardized assessment tools like the WIAS or DSTS and certified.

Based on it, the Head of School/DPC/coordinator requests for Special access arrangements in the board examinations like Extra time, Reader, Writer, allowing shadow or aide teacher, Relaxation from additional languages, altering the method of evaluation and many more.
External Agencies:

Referrals are done to consultants and specialists that include Clinical Psychologist, Speech/Language Therapist and Occupational Therapist as per the requirement of the student. It is the responsibility of the parents to carry out the process and the school will only suggest places where this can be done.

Gifted and Talented programme:

Gifted and Talented group comprises of 5% - 10% of students within the school. There will be students who are gifted or have academic ability in one or more subjects, talented in arts, sports, theatre, etc. The school’s aim is to ensure suitable provision for this group of learners in which ever areas they show ability. The provision will be an integral part of teaching and learning within a culture which is both challenging and enriching. A wide range of identification strategies will be used and school will work together with parents to maximise achievement.