



# Eastern Public School

Affiliated to the International Baccalaureate Organization. .

School Code: 004195

## Special Education Needs Policy



*“Not every child has an equal talent or an equal ability or equal motivation, but children have the equal right to develop their talent, their ability and their motivation.”*

*John F. Kennedy*

*FAIR doesn't mean*

*Everybody getting the same thing,*

*FAIR means*

*Everybody getting what they need in order to be successful.*

*Rick Riordan*

*“The successful inclusion of children with disabilities and special needs in our school system relies on the belief that all children should have equal access to a quality education. Inclusive education isn't a program, a place or a classroom. It is a way of understanding and living in the real world. Because, in fact, this is a world that has people of all different sizes, shapes, colours and abilities.”*

*Nicole Eredics*

## Introduction

The Special Education Needs philosophy of Eastern Public School is to provide each student with an individualized program designed to meet the student's needs as an exceptional learner. Our goal is to enable each student to utilize the potential that they possess to become a well-adjusted contributing member of society. We believe that each student, regardless of exceptionality, is entitled to this opportunity in the least restrictive environment.

Our belief is that children can best be served through the cooperative efforts of teachers, coordinators, support personnel, and parents. In order to meet the needs of all students, ranging from those with special abilities or minor handicaps to those with more extreme handicaps, a complete system of support services, identification, diagnosis, and placement will be developed.

## Objectives

The special education Needs Policy of Eastern Public School begins with the Director and Coordinator concerned. They all should actively support the SEN Department in following ways:-

1. Advocate inclusion in all facets of school life.
2. Enlist support from regular education teachers to ensure the success of Special Needs Students.
3. Provide skills necessary so that students fulfil their potential and become productive members of society.
4. Encourage parents to be actively involved in the educational process.
5. Provide activities and an atmosphere conducive to the development and improvement of self-esteem and emotional well-being.
6. Help students prepare for a successful transition from the school environment.

In order for the special education program to be most effective, the staff will utilize a variety of methods, strategies, and resources. To enhance the special education program, teachers and SEN Counsellor are involved in ongoing education regarding teaching innovations, updated information and teacher effectiveness. Progress monitoring will be implemented in required subjects to ensure that students make appropriate progress. It is essential to work closely with parents to provide cooperative support between the home and school which will enable the student to achieve success. A major component of the program is to facilitate a successful "transition" from school to community.

## Program Overview

Special Education is specially designed instruction delivered through an environment that is appropriate for the child's needs. It requires that students with disabilities be educated with students who do not have disabilities to the greatest extent possible, unless the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved.

EPS promotes the collaboration between parents' understanding of their child and professional educators who have experience and knowledge of best instructional practices. EPS is committed to provide special education to students aged 3 to 17 with an Individualized Education Program (IEP) based upon their unique needs in the Best Possible Environment through a continuum of services to promote access to and participation in general education. EPS serves a range of students with disabilities including children with mild Autism, ADHD, Partial Deafness or Hearing Impairment, Developmental Delays, Emotional Disability, Specific Learning Disabilities, Intellectual Disabilities, Multiple Disabilities, Other Health Impairment, Speech or Language Impairment. EPS offers related services designed to enable students to access their educational environment for students who are identified as eligible to receive special education instruction. As far as possible, student with SEN will be taught in integrated mainstream classroom. They will have access to the curriculum through differentiation within the classroom. Different learning styles and patterns will be used to maximize their learning, wherever necessary curriculum will be modified.

With Primary students, in cases where the gaps are observed in learning through evidences and when the teacher makes the referral, student may be scheduled for one to one or small group instructions with the special needs teacher. Duration of the instruction will depend on the need of the child. It may be 2-3 times a week. Report will be developed based on SEN classes which will be reviewed every 4-6 months or can be scheduled prior to this if needed

With Middle or Diploma Program Students, the subject specialist will be advised by the SEN Teacher and SEN Specialist in methods of altering instructions and providing support through considerations in the classroom.

The students will also be provided with individual or small group support instruction based on the Special Needs other than the academics. They should not be pulled out for more than 2-3 times a week. The Special Needs teacher may work on specific study skills or provide curricular support.

There may also be an element of counselling involved in program of study for a particular child. The SEN teacher can encourage the development of the student characteristics and attitudes towards learning that is encouraged through the PYP/MYP/DP through counselling.

## Counselling Goals

The Department will

- Identify goals and find positive ways of achieving them.
- Identify patterns of thinking and behaviour that are unproductive.
- Gain skill and will allow them to cope with their lives and be successful.
- Help individuals with learning disorders to attain their fullest educational and personal potential.
- Work together as colleagues within and across disciplines and grade levels.
- Help students to develop positive attitude.
- Teach students strategies to cope with their academic and social problems.
- Select content and design curriculum to meet the interests, knowledge, understanding, abilities and experiences of the students.

## Definition of Special Education

Special Education means specially designed instruction, to meet the unique needs of a child with a verified disability, including classroom instruction, home instruction and in other settings and instruction in physical education and other extracurricular activities.

Eastern Public School can accommodate children with special needs for their academic educational development only. Eastern Public School can take the children who are educable and can perform on IB Curriculum in classrooms with required help and accommodations and can meet the Grade level expectations.

The Special Need kids with the following needs can be taken in Eastern Public School:

Special needs and its Definitions

### **Autism:**

To qualify for special education services in the category of autism the child must have a developmental disability which may significantly affects verbal and nonverbal communication and social interaction.

### **Characteristic**

It is generally evident before age three, and that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual response to sensory experiences.

EPS will be able to able to educate Autistic children with Asperger's Syndrome Only or the ones who are educable as per the grade standards with modified assessment

**Behaviour Disorder:** In order to qualify for special education in the category of behaviour disorder at EPS the child must have a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance or development.

(A) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.

(B) Inappropriate types of behaviour or feelings under normal circumstances.

(C) A general pervasive mood of unhappiness or depression.

(D) A tendency to develop physical symptoms or fears associated with personal or school problems.

**Partially Deaf:** To qualify for special education services in the category of Partially Deaf at EPS, the child must have concomitant hearing: communication needs; and other developmental and educational needs.

**Orthopaedic Impairments:** To qualify for services in the category of orthopaedic impairment, the child must have orthopaedic impairment that adversely affects a child's education. If they are educable, EPS can accommodate their educational needs. EPS is not a barrier free environment building. Parents will be responsible to provide the extra help (other than academics requirement) needed to move around the building for their ward.

**Specific Learning Disability:** To qualify for special education services in the category of specific learning disability the child must have a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The category includes conditions such as perceptual disabilities, minimal brain dysfunction, dyslexia, Dyspraxia, Dysgraphia and developmental aphasia.

**Speech-Language Impairment:** To qualify for special education services in the category of speech-language impairment, the child must have a communication disorder, such as: stuttering; impaired articulation; language impairment; or voice impairment, which may adversely affect the child's education.

## Who is eligible for Special Education Services?

When a parent, educator or other specialist expresses a concern about a student's educational and/or developmental progress, the schools' Student Assistance Team (SAT) , which is comprise of Grade subject teachers, Counsellor, parents and coordinators, meets to develop problem solving and intervention strategies to be implemented for the students to be successful in the school setting. Parents are participants in the SAT process and they are informed of the interventions to be used. Child's assessment will be an ongoing process. If these strategies do not adequately meet the needs of the students, a referral for a multidisciplinary evaluation may be made which will be done by the specialists. EPS DOESN'T provide psychological assessments at present. Parents will bear the cost of assessments

The SAT reviews the results of the evaluation and determines if the student has a disability according to the school guidelines.

## SEN Consultation Team:

The SEN Consultation Team (SEN-CT) consists of classroom/Subject teachers, psychologists (if required), speech/language pathologists (if required) and special education specialist who have undergone extensive training in the implementation of the Structured Teaching model. Referrals come from the building staff to the special education specialists. The team provides consultation, direct services, and training to the teacher and student and his/her parents

### **Team activities include:**

- Observing students in the school, home setting to assist in determining students' needs
- Developing and demonstrating strategies for staff and parents to use in the classroom and/or home settings
- Completing formal or informal assessment (Summative and Formative)as needed
- Working with students to implement recommended strategies
- Monitoring and adjusting students programs to meet changing needs

## Behaviour Point Cards/Behavior Contracts

To provide positive experiences for shaping behaviour it is often necessary to set up a reward system that give students continuous and timely feedback on desired behaviours as they are exhibited. For this purpose Discipline policy has been framed. The Discipline policy will be applied for all behavioural issues. Sanctions by the Discipline policy and Counselling would happen simultaneously.

## Response to Intervention

Response to Intervention (RtI) is a process that provides intervention and educational support to all students at increasing levels of intensity based on their individual needs. The goal is to prevent problems and intervene early so that students can be successful. Improvement for delivery of services to students with disabilities is an ongoing process.

## Transitions

Students may experience some difficulty with change of routine or participation in less structured activities. Such activities include: assemblies, restroom breaks, passing in hallways, recess, field trips, lunch, and movement to and from buses or vans. Transitions can be facilitated with more ease if the following are observed:

- Provide opportunities for students to practice expected behaviour in all transitional settings
- Escort the students when transitioning
- Set clear expectations for behaviour in all transitional settings
- Provide students with a pass when out of the classroom
- Use natural/logical consequences when appropriate (example: difficulty at recess, loses the privilege of recess the next day)
- Praise students when behaviours are exemplary in transition activities
- Include transition activities as part of a student's behaviour management system

## Assessment

Formal and informal assessment shall be conducted within the school. Content can be modified as per child's need. EPS is not certified special education institute. The school can only provide them necessary support with the cooperation of parents/guardians and out - of - school remedial educators.

Following Methods will be applied for Students' Assessment

- Observations
- Work of the Student
- Student's Reflections
- Formal Summative Assessments or informal Formative Assessments conducted by School

Outside Agencies will be contacted if required, for Psychological Assessments and/or for assistance in providing therapies that the school doesn't have provision for. These may include

- Clinical Psychologist for Administering psychometric measures
- Professional opinion about students on specific needs.
- Speech, Language and Occupational Therapy

Parents are responsible for providing the school with required documents before the school can give support to the students. Parents will bear the cost for Assessments done by outside agencies

Documents should include Special Educator/Remedial Teachers' Report, reports of Psychological Tests, Educational/Counselling Psychologists' Reports.

In Primary Years, during Formative and Summative Assessments teacher will keep in mind the special needs of these students and make the required modification in consultation with SEN specialist and teachers.

In the Middle school and the Diploma Programme the subject specialists may make the modifications in exam papers in consultation with SEN specialist and teachers.

The Coordinator concerned and SEN specialist will seek permission from the Board of Examinations for consideration, concessions, Adaptations and modifications. Once these considerations are approved and obtained by the School, SEN Specialist, Coordinator concerned and Subject Specialists will process those considerations as outlined by the board by fulfilling the requirements.

## Review and Reporting to Parents

The review and reporting for the SEN students will be done every 6 weeks along with the reports for the rest of the school. Besides these reporting periods, the SEN Counsellor may decide to hold meetings with parents whenever a need is felt.

## Maintaining Records

The SEN Counsellor and Teacher will maintain records of all documents once a student has been signed up for SEN support. The SEN Counsellor will maintain separate file for each student, keeping the information confidential and using the information only for the benefit of child.

## Special accommodation arrangements with the board examinations

As per the policy of IB and CIE, the Coordinator concerned in consultation with the SEN Counsellor would file the petition to the board concern with all supporting documentation.

The board may sanction the recommended accommodations after careful consideration of the documents and the accommodations that are applied by the school. This may include providing:

- 1) scribe
- 2) reader
- 3) permission to use word processor
- 4) additional assessment time
- 5) recording of responses, etc.

To avoid misuse of any of the above facilities, the school will accept the reports only from the school authorized personnel. The assessment by the teachers and Counsellor on an ongoing basis also would attribute to the decision taken there upon.

## Policy revision

The policy has been revised in Dec 2016. Next revision is due after 2 years.

## List of References

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3. Meeting student learning diversity in the classroom, IBO, 2013

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