

CALORX OLIVE INTERNATIONAL SCHOOL

SPECIAL EDUCATIONAL NEEDS POLICY

2018 -19

CALORX OLIVE INTERNATIONAL SCHOOL

MISSION

Be a centre of Excellence which promotes internationalism and upholds cultural values, acquiring and sharing knowledge whilst setting new standards of educational practices to create responsible members of society.

VISION

To bring out the best in every child thereby, fully equipping him / her to make a significant difference for the betterment of our society. Our alumni should be known in the world for their values, spirit of leadership and achievements.

IB MISSION STATEMENT

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help 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.

SEN - SPECIAL EDUCATIONAL NEEDS POLICY

*“All Children in the world aren’t alike
Some studies, while some dislike
So, they are misunderstood and penalized
They have abilities, we realized
Here, we provide a ground,
So, happens the development all around.”*

All children share a common entitlement to a stimulating and relevant curriculum which is matched to their individual needs and includes the IB Curriculum, which includes the various traits such as physical, emotional, behavioural, sensory or learning difficulties.

The majority of students will have mild or transitory difficulties, but some students will have longer term and more complex needs. The school’s policy, provision and practice for SEN should ensure such students are identified and they should have access to all areas of the social development is maximized.

SEN policy provides sensitization to all the stakeholders in order to guide the educators, parents and other interested parties on the provision of effective learning support to students experiencing low achievement and learning difficulties, as well as to fulfil our obligations under the Education Act 1998. The focus of the policy is on the process the SEN coordinator to identify and cater for the special educational needs of individual students. The needs for their learning and socialisation are pre-decided between parents and the school.

The [Individuals With Disabilities Education Act](#) (IDEA), amended version 2004, does not actually list the word inclusion. The law actually requires that children with disabilities be educated in the "[least restrictive environment appropriate](#)" to meet their “unique needs.” The "[least restrictive environment](#)" typically means placement in the regular education classroom which typically means 'Inclusion' whenever possible.

Purposes

- To ensure early identification of children experiencing difficulties.
- To ensure that all staff members are aware of the systems and procedures in accordance with the revised Code of Practice in order to offer children positive and constructive access to the curriculum that is appropriate to their individual needs.
- To allow differentiation in curriculum planning and schemes of work based on knowledge of individual children through teacher’s assessment and understanding of different backgrounds and various teaching styles.
- To ensure the most effective use of school, teaching and non-teaching staff, and resources for students with special educational needs.
- To encourage children to reach their full potential and be involved in rewarding motivating activities which improve their self-esteem.
- Create awareness among the students or the peers regarding the child. This is conducted by the coordinator/ SEN Co-ordinator/ Homeroom Teachers.

Plan and Objectives

- To certify that all students get broad and unbiased programme of study and have a chance of apposite learning.

- To set out the school approach for teaching and learning for students with Special Needs.
- To build up a relationship with parents/caretakers.
- To draw actions and training to be followed for supporting the learning of students with special educational needs.
- To use all resources ably and impartially to help student to grow as learners, to be fit into place meaningfully with the programme and expand their skills and competencies which is required to be independent.
- All students with disabilities will get an opportunity to interact with their peers, receive full cognitive and social knowledge as much as possible.
- To set up communication arrangement for the participation of all the partners in the education of students with special educational needs

SEN POLICY FOR IB STUDENTS AT THE CALORX OLIVE INTERNATIONAL SCHOOL

The Calorx School offers IB continuum. This continuum embraces the philosophy and ideals of IB.

We acknowledge that the student is at the heart of the program as expressed through the IB Learner Profile. All IB teachers are expected to teach their students who are identified as having Special Education Needs (SEN). As the school offers an IB continuum, we will ensure that the support for students with special education needs to follow the IB programme.

SEN IN THE PYP- The PYP philosophy acknowledges and accommodates diverse learning styles for all children. To this end, we seek to offer a differentiated teaching and learning environment. When educationally appropriate, we provide an inclusive experience for students with special needs to develop their social and emotional skills.

We also acknowledge that in order to fulfil the requirements of the programme, a student may require individualized instruction to reach their academic goals (support teachers provided by parents). Designated special education co-ordinator, IB trained will participate in the collaborative planning process at each grade level. The trans disciplinary themes provide learning opportunities for each student at their level of understanding.

SEN IN THE MYP- The students which are unique in the MYP shall be provided with meaningful connections. The “Approaches to Learning” component assists teachers in identifying the student’s learning styles in order to implement modifications. Teachers respond to diverse learning needs by differentiating their instruction. During the middle years, it is important that procedures and processes are put in place to support students as they pass through the MYP.

SEN IN THE DP- Students are advised upon programme entry and the rigorous programme requirements to ensure appropriate placement and academic success. In addition to teaching strategies that include differentiation for students with special needs, students are also supported through special arrangements if necessary. The IB publication, Candidates with Special Assessment Needs, will be referred to provide support for programme completion. **The Diploma Programme Coordinator will submit to IB the appropriate accommodations form, along with necessary documentation, requesting assessment modifications when needed.**

•ACCOMMODATIONS AT SCHOOL AND BOARD LEVELS

The students are supported with complete guidance in receiving assistance during Board examination which would help them to perform better. The school abides to the protocols defined by every board. Calorx Olive supports students at school level and

board level as per the requirement mentioned in the reports produced by the professionals/ parents or any certified government body.

EXECUTION AND RE-EVALUATION

The functioning of this Policy had been initiated in January 2014, the policy is considered, re-examined and transformed at the end of fourth year of the school, or as conditions may allow. **This SEN policy was re-evaluated in December 2014 and now in 2018.**

COMMUNICATION

Heads of the School, SEN Coordinator, Co-ordinators, Teachers, Parents of SEN students will have a copy of SEN Policy and other parents may get a copy on request.

GUIDING PRINCIPLES

We support all students particularly those who need special assistance, to experience that they are an appreciated part of the school. It has been done by inclusion following principles.

- Effectual policies of the school
- Setting appropriate and differentiated learning challenge
- To act in response to student's different learning needs
- Removing the obstacle in learning and evaluation

INCLUSION

The aim of placing the student is to facilitate and improve them within educational group that values their individualism. This school endeavour to encourage inclusion through: -

- **Changing or adapt classroom performance.**
- **To develop cognitive skills by allowing all children to participate in class activity/ work independently or with support teachers depending upon the severity of the disorder**
- **All children should get the opportunity to participate in group work.**
- **Pastoral Care**
- **To provide appropriate tasks and practical work to ensure that child gets an opportunity to explore their special talent**
- **To build up a Social/ "Friendly Co-ordination".**

RELATIONSHIP TO SCHOOL

COIS puts its best efforts to generate learning and social opportunities for all students. This obligation underpins all school planning and policy documents. We, for the most part make every effort to make the most challenged student's presence in the school to enhance the whole school. This procedure starts from simple classroom /based student involvement and provide in-class re-enforcement to them whereby

- Special Education department might be available for children with difficulties in learning.
- The students who necessitate Learning Support, behavioural and emotional support
- The children shall be provided in-class support in the classrooms
- The students may avail resource room facility as much as possible.

ADMITTANCE AND CONTRIBUTION IN THE SERVICES IS ADMINISTRATED BY THE FOLLOWING POLICIES:

- **SEN course of action**
- **Plan on the assimilation of students with Special Educational and/ or Physical Needs**
- **Language guidelines**

Function and Responsibilities

Board of Supervision

The Board of supervision fulfils its statutory duties towards students with Special Needs.

HEAD OF SCHOOL AND COORDINATORS

The Head of School has overall responsibility for the ongoing supervision of requirements, working closely with the SEN. Co-ordinator to overview various Approaches implemented such as:

- Classroom Teaching
- Parallel Teaching
- Differentiated/ Alternative Teaching
- Group/ Team Teaching.

HOMEROOM SUPPORT

THE HOME ROOM TEACHER

The Home Room Teacher shall co-ordinate with the parents, to begin the homeroom Support process. The HRT may also look for guidance from the SEN co-ordinator. The homeroom teacher will be asked to keep a record of applicable information. The homeroom teacher should be additionally aware of detailed problem-solving areas at School Support level.

SEN CO-ORDINATOR

The SEN Co-Ordinator will provide information to the homeroom teacher, which will support evaluation process, the progress of classroom and where suitable, home based interference for the student. The home room and subject teachers may get involved while the support teacher attends to help, if needed.

PARENTS

It is very important to keep the parents informed regarding their area being or acting as buddies and involve them in Reverse Integration. In this way that they can occupy themselves in a very motivational position in the execution of the policy that has been created for the welfare of all.

OTHER SPECIALIZED

Other expert such as Occupational Therapists, Behavioural Therapists, Visiting Teachers etc., may be part in some way, specialized in field can contribute consultation and guidance regarding appropriate approaches for students having early difficulties. However, it is the responsibility of the parents only. The school can allow the visitors under certain circumstances subject to school policy.

THE RE-EXAMINE METHOD

The homeroom teacher, parents and student (if appropriate) will be part of it. The focal point will be

- The student's reaction to learning/behavioural interferences
- Development of the student
- Efficiency of performance
- Recommended guidelines

School Support and In-Class Support

Basically, School Support levels occupy all the components from the homeroom. Support level, extra support and directed teaching time from SEN coordinator which might include in-class support or withdrawal to SEN services

The Homeroom Teacher

The Homeroom Teacher will associate with the SEN Co-ordinator and parents to commence school support. The homeroom teacher will add to problem solving process. The home room teacher's remains responsible as much as possible for working with students in their classrooms.

The SEN Co-ordinator

After discussion with parents the SEN Co-ordinator may look for additional suggestion, information from another expert to add-on information.

There is a procedure involved in deciding for children with special needs

- **The first observation done by Home room teachers**
- **An observation form filled by the HRT or subject teacher**
- **Class observation done by SEN Co-ordinator**
- **A report is generated for further discussion with the co-ordinator**
- **The HRT, SEN Co-ordinator, and Coordinator jointly discusses the concerns**
- **Parents are called to collect medical history and their observations.**
- **Parents sign a consent form to allow the school to support their ward**
- **The HRT, SEN Co-ordinator, Parents and Coordinator jointly plan the further plan of action.**
- **Parents provide a support teacher for their ward in severe disabilities to allow the child to be mainstreamed.**
- **School ensures social, emotional and cognitive development as much as possible depending on the severity and adjustability of the child.**

School Support in Addition

School Support in addition will engage outside specialized and support services in depth which facilitate the students in need. School Support relate to those students whose needs are continuing and multifaceted. Differentiated classroom Support and School Support is planned with careful considerations.

Students having Moderate/ Severe Disabilities accomplished their needs automatically through the School Support in addition process.

The Homeroom Teacher

The homeroom teacher puts into consideration and scheduling. The homeroom teacher is responsible for working with the student in the classroom with support of SEN coordinator, parents and support teacher if needed.

The SEN Program Co-ordinator

- The SEN Program co-ordinator will help out the homeroom teacher and other supporting teachers together. SEN Co-ordinator will directly work with teachers and parents in taking into consideration
- Information previously collected re-evaluation of Classroom and School Support in addition.
- To bring together the assessment of the student's learning/social, emotional, and behavioural difficulty and identification of special educational needs involving, as appropriate, with parental permission, applicable outside organizations.
- Supervising and supporting involvement and reviewing IEP's, working with homeroom teacher, resource teachers and parents

SUPPORT/ SHADOW TEACHERS

Support teachers will be occupied in both the evaluation and involvement progression. They will help-out in both, in-class assistance and removal system. Their everyday jobs will contain:

- To calculate and record the students' needs and growth
- To set definite, time-related objectives for each student and assenting these with the home room teacher and SEN teacher.
- Direct teaching to the student, either in a separate room or within the class-room.
- Team teaching when the student in need will obtain benefit from it
- Advising class or subject teachers in regard to adapting the programme of study, teaching strategies, books, computers and other related topics.
- Meeting and recommending parents, when required, accompanied by the homeroom teacher as needed
- Meeting/ connecting with other applicable trained professionals for student's advantage, e.g. psychologist, speech and language therapist, occupational therapist, behavioural therapists, visiting teachers if needed.

Pointers for the Requirements with SEN

THE LEVEL OF EXAMINATION

INTERVENTION 1

Homeroom teacher/parent has concerns regarding child's academic, physical, social, behavioural or emotional development

Steps taken: The HRTs are given a form for screening for accurate screening, which aims to meet student's acknowledged needs within the homeroom setting. The plan is planned with support of SEN

Professional required to be a part of the process:

HRTs, Parents and SEN Coordinator and Head of School (when needed)

Intervention 2

Child is recommended to professionals for further diagnostic testing with parent consent.

Steps taken: If diagnostic testing point towards additional teaching requirement and its advantages for student than this is arranged by the parents. Parent, SEN Co-ordinator, Homeroom teacher and Support teacher work in partnership to formulate, to execute and reconsidering the student's learning program.

However, school is not responsible for psycho-educational evaluation or any further activities.

The school can support in creating an education program called IEP to support the shadow teachers to execute the plan

Professionals required to be a part of the process:

Parents and SEN coordinator

An Individual Education Plan (I.E.P) is designed based on the formal or informal assessment.

The I.E.P. will illustrate:

- The IEP consist of the particulars of the disability of the student's special educational needs influencing the student's educational and individual development.
- The current level of educational performance of the student is considered and evaluated
- The special education and other important support services to be provided to the student to facilitate the student to help from education including:
 - Programmes (small group or individual) which require specific methodologies such as occupational therapy can be inclusive with consent of the parents and others.
 - Specific resources or materials and /or IT supports needed to support learning and access to the curriculum.

SEN Programme Co-ordinator and Support teacher supervises the IEP. It has been re-examined twice a year to check the goal constantly and go over if the student achieved the goal.

THE RE-EXAMINATION TECHNIQUE

SEN Programme Co-ordinator will conduct assessment. Parents/caretaker with support of other specialized professionals in field and other expert would be part of re-examination as suitable.

The consequence of the re-assessment maybe

- The student may or may not need involvement of School Support in addition. This is done with the consent of the parents and other stakeholders.

SERVICES AND RESOURCES

The School (COIS) has 1 SEN room.

All students of special needs have right to use computers with support teacher.

TERMS OF RESOURCES

- SEN Programme teaching contains a multiple reference book, library books, additional materials and oral language development materials.
- It also consists range of testing materials standardised, problem-solving, screening, reading experience, reading ability, phonological knowledge and Maths talent.
- The discussions are followed between the Support Teacher, Co-ordinator and Home-room Teacher. Parents/school may provide funding for materials, and learning support.

PLAN CONTENT

Enrolment

“A student with special educational needs should be skilled in broad setting with other students. Except when those needs of the student are such that setting is being mismatched with others

- The best welfare of the student as determined in agreement with any evaluation carried out under this Programme
- The helpful terms of learning for students with whom the student is to be educated”

Parents/Care taker are required to report the school of their child’s Special Needs at the time of enrolling in normal school. The Board of Management may ask for a copy of the child’s medical or psychological report. School will not reject the admission of child only on the grounds of SEN. however, it shall be at the discrete of the management to decide.

Differentiation

The entrance to an impartial programme of study is accomplished for most students by separation of class work by the subject teacher in their units. The school makes every effort to make certain a balance between removal and in-class training for the child.

Early involvement

The prompt for involvement will be: -

- After guidance on recognized areas of weak points the child makes slight improvement or no growth.
- The child is moderately slower than the other to expand literacy and numeracy skills.
- The child has societal and adaptable difficulties (communication skills, relationships etc.)
- The child has emotional/behavioural difficulties, which do not respond to behavioural management techniques.
- The child has physical complications.

Prevention Approaches

The following plan is being put into operation for “CHILDREN WITH AT RISK” of Learning Difficulties as a promising defensive measure

CLASSROOM SYSTEMS

The Homeroom teacher or subject teacher of the school should be recommended to:

- Check previous work.
- Present visibly innovative skills and ideas.
- Show student practice by feedback.
- Endow with modified teaching.
- Use age and skill fitting written and verbal work.
- Adjust inquiring to dissimilar ability point.
- Provide resources at the suitable level of difficulty.

COMMUNICATION

Contact will be made regarding special needs only when needed.

- Parents/Care taker
- SEN Co-ordinator

However, the other agency shall only be a part of parental responsibility.

- Occupational Therapists.
- Educational Psychologists

TIME TABLING

Schedule for Resource and Learning Support is done through a combined approach among HRT, Support teachers and SEN Co-Ordinator. It is prepared to ensure that

student is not isolated from the same program and it is achieving specific needs of each student.

PARENTS

Parent's role is imperative for supporting the Learning Support for their children its success. Specifically, parents contribute through:

- Regular contact with the Home room Teacher and SEN Programme teacher.
- Create a comfortable environment where learning can be fun
- Encouraging approach should be implemented in school for learning
- Involvement in mutual reading plan
- Encouraging the child to use library
- Developing the child's verbal language
- Developing the child's social skills

ACHIEVEMENT MEASURE

The school's broad functioning on this strategy will result in improvement of students learning in the following manner:

- Improved academic achievement with the student's individual learning programme as much as possible)
- To permit the children to be in mainstreaming based on improved assessment results from SEN teaching.
- Reassure parental participation in supporting their child's education needs.
- Increased openings for active communication among school authorities regarding student's progress
- SEN facility always focused on students from PYP to DP

CHILDREN WITH A DISABILITY AND/OR SPECIAL EDUCATION NEEDS ARE WELCOMED AT CALORX OLIVE INTERNATIONAL SCHOOL. HOWEVER, ITS IMPORTANT TO KNOW:

- Overall, the teachers in school are skilled and capable to teach in mainstream. They do not, in general, have any Special Education Needs Teacher Training, experience, or Qualifications, such as teachers in special schools have
- While students with special needs can be assimilated into a mainstream class, and may be supported by a Special Needs Assistant and Resource teaching. However, this is not the same as the demanding one to one teaching she/he would enjoy in a special school
- A normal mainstream school does not have additional services. such as speech therapy, occupational therapy, physiotherapy
- The school does not have specially revised services for students with physical disability, while the school is entirely devoted to the provision.
- A child with special needs can be included into an ordinary mainstream class based on the nature of such mixing experience, day to day happenings, resolute by the realism of school life. Each student in the school, including those with a disability and /or special educational needs is bound by school rules. No additional services can be delivered during the school hours in the academic year. Program Training Courses for skill development take place during academic year.

The school is dedicated to deliver the promising instructive service to students with a disability/special learning need. To certify this,

- Parents, the Home room teacher, and other school expert are in collaboration to help the student.
- Parents are required to produce latest psychological and medical reports before the enrolment to offer the special services to the student. These will be maintained with privacy.
- Parents should declare their reorganization that our obligation as a school is mainly to all the children in our care, and therefore if it becomes misleading to either/both the teachers and parents.

Procedure for children with MGLD during special arrangements (Mild General Learning Difficulty)/ Exceptionally Able Students

- Enrolment of a student in special class having any severe range of disorder, spectrum, Mild General Learning Difficulty/ Exceptionally Able Students necessitates a psychological report testifying that the student Parents' interpretations and psychologist are considered before enrolling the student.
- These students can be supported by shadow teachers on hourly bases or full time depending on the severity of the disorder.
- The teacher in the Class endeavours to provide a well-ordered, thoughtful, content and safe environment. Where the academic, physical, ethical and traditional needs of the student are based on level of difficulty.
- The curriculum will be edited on the basis of plans of teaching and learning because of having high levels of difference in learning.
- Student admitted in a widespread and well-adjusted programme gets opportunities for wide range of experiences.
- Those might be helpful to grow the student's skills and abilities. It also let students to interconnect and function as self-sufficiently in the school.

CONCLUSION

School target to grow all the skills of students, with their particular and shared skills. Students are trained to communicate well to each other and where modifications of all varieties, including capacity, are acknowledged.

Therefore, we feel

LITTLE PROGRESS EVERY DAY

LEADS TO

BIG RESULTS

Bibliography

- ★ IBO website
- ★ Calorx Policy of 2014
- ★ Templates of SEN policy