

CALORX OLIVE INTERNATIONAL SCHOOL

SPECIAL EDUCATIONAL NEEDS

2023-24

CALORXOLIVEINTERNATIONALSCHOOL

MISSION

Be a center 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.

IBMISSIONSTATEMENT

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 programs of international education and rigorous assessment.

These programs 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, behavioral, 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 socialization 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.

PURPOSE:

- To ensure early identification of children experiencing difficulties.
- To clearly communicate the support opportunities and various accommodations that are available to learners.
- 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 that all learners get an inclusive educational environment
- To provide learners learning support as per their diverse learning needs and profile
- 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 program of study and have a chance of apposite learning.

- To set out the school approach for teaching and learning for students with Special Needs.
- Mainstream a learner after careful considerations or keep them in the learning support department as required
- 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 program and expand their skills and competencies which is required to be independent.
- Request for reasonable accommodations and academic adjustments for a learner
- 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

Calorx Olive International School offers IB continuum. This continuum embraces the philosophy and ideals of International Baccalaureate.

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 school supports students with special education needs to follow the IB program through differentiated programs. (0101-02)

INCLUSION AND ADMISSION POLICY AND PRACTICES

Differently abled children will be considered for admission on an equal basis with all other children according to the criteria set out in the School's Policy taking into account the suitability of the children to mainstream education and availability of resources and facilities to meet the child's needs. (0101-01-0200)

During the admissions process, applicants will need to provide complete documentation of their academic history, educational evaluations, and details of extra academic or specialist support they have had or are currently receiving (evaluation reports, individualized learning plans or individualized education plans, documentation of diagnosis, etc.). This is in accordance with the 'COIS Admissions Policy'.

COIS expects families to disclose evaluation reports (educational, psychological, speech, occupational therapy etc.) or documentation that informs if a student is to receive additional services in class. Please notice that COIS is currently not able to admit students who use a wheelchair as the specifications of our buildings do not allow us to do so.

The Admission Policy of Calorx Olive International School considers learners with mild to moderate learning difficulties and 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. For further information, refer School's Admission Policy. (0301-02-0300)

ADMISSIONS SCREENING PROCESS:

- All students applying for admission to Calorx Olive International School are assessed to determine current levels of performance in literacy and numeracy.

- The Calorx Olive International School Admission’s team analyses previous school records and information given by the parents to determine the potential need for Learning Support.
- The former school of every new student is asked to forward any details of Learning Support provided in addition to all appropriate testing results that are available.
- Calorx Olive International may also request a statement of medical history, including any significant health, social and/or emotional needs, and information on additional services currently (or previously) provided. The final decision is taken when the above-mentioned documents are discussed by a specialist team comprising of the Counsellor, Primary / Secondary School Principal and Head of School.
- The authenticity of the documents is an important deciding factor in the final admission.
- Any student identified as potentially needing Learning Support with a diagnostic report, should be assessed by the School Counsellor or Learning Support Teacher and a report will be given to Admissions with details from findings and with recommendations.
- The learning needs of students and the diagnosis are discussed with the Learning Support team, school management, and other relevant staff. Parents are then informed if the school can meet the needs of the student.

SUPPORT CATEGORIES

Special educational needs (SEN) refer to any student who shows a need for extra support or for challenge beyond the general curriculum. (0202-02-0100) COIS school recognizes the wide spectrum of needs and abilities along a continuum, including but not limiting to:

- Autism Spectrum/Asperger’s Syndrome
- Learning Disabilities ● Medical Conditions
- Mental Health Issues
- Multiple Disabilities
- Physical and/or Sensory Challenges
- Social, Emotional and Behavioral Difficulties
- Specific Learning Difficulties
- Speech and/or Communication Difficulties

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. (0403-05)

We also acknowledge that in order to fulfill the requirements of the program, a student may require individualized instruction to reach their academic goals (support teachers provided by parents). Designated special education coordinator - 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. (0403-05-0200) 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 program entry and the rigorous program 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 program completion. **The Diploma Program Coordinator will submit to IB the appropriate accommodation form, along with necessary documentation, requesting assessment modifications when needed.**

Please refer to the following link for further details on access arrangements for MYP e- examination and DP examination. (<https://www.ibo.org/globalassets/new-structure/programmes/dp/pdfs/access-and-inclusion-policy-en.pdf>)

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 by the protocols defined by the board. Calorx Olive supports students at school level and board level as per the requirements mentioned in the reports produced by the professionals/ parents or any certified government body.

MAINSTREAMING

The mainstreaming of the learners is made with the consent of the parents based on the following factors: (0301-02-0300)

o Academic Performance:

Support for students with special educational needs and abilities include and are not limited to curriculum modification, enrichment activities, classroom accommodations, small group instruction, and one on one support. (0403-04-0300) When it is determined that a student would benefit from additional support outside of the classroom, pull-out services are provided to meet academic, social, or behavioral needs.

In the classroom, provisions for students with SEN will be made by class teachers to ensure access to the whole curriculum. All students with an IEP will follow the same curriculum as their peers. In some areas of the curriculum such as literacy and numeracy, students may require modification of content or assessment. Students may also be given in-class support during lesson time in order to ensure the skills they have learned are implemented, and to assist them in accessing the curriculum in the classroom.

All teachers will utilize a variety of formative assessments to determine individual student needs and abilities and to tailor subsequent instruction. (0403-05-0100) Teachers will develop summative assessments that are differentiated to provide necessary adjustments, challenges, and student choice. Students who appear to have special educational needs and abilities will be given further internal and/or external assessments to identify appropriate adjustments as needed.

o Feedback from Teachers:

Maintaining a record of pupil's progress towards achieving the goals specified in the IEP
Differentiating the curriculum to meet the needs of all learners, within their class; and the interaction/response of the learner
Participating in a review of the progress of SEN students at the end of a term;
Consulting with parents to outline the support that has been practiced at school and the progress made by the student.

CONFIDENTIALITY

Calorx Olive International School be of the opinion that all information about candidates should be kept confidential. Any communication regarding learner, learning support status will be retained within their file, access to which is constrained to Head of School, Coordinator and the Learning Support Department.

Data retained by the school on any learner will be kept confidential. Only through consultation with the parent/guardian will information and/or advice be communicated to educators for the benefit of the student.

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

ADMITTANCE AND CONTRIBUTION IN THE SERVICES IS ADMINSTRATED BY THE FOLLOWING POLICIES: (0301-02-0300)

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

FUNCTION AND RESPONSIBILITIES AT SCHOOL LEVEL:

BOARD OF SUPERVISION

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

HEAD OF SCHOOL AND COORDINATORS

The Head of School and Program Coordinators have 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 TEACHER (HRT)

- The Homeroom Teacher will associate with the SEN Coordinator and parents to commence school support.

- The homeroom teacher will add to problem solving process.
- Discusses concerns about students in their class with Learning Support team if they have concerns about a student's academic performance, behavior, study/social skills, communication skills, as well as difficulties with gross and fine motor tasks
- Records concerns and keeps a log of observations and steps they have taken to help the student
- Differentiates teaching to meet the needs of all students in his/her class (0403-02)
- Builds on the strengths of each child, enhancing the student's self-esteem (0402-07- 0200)
- Creates an environment where all students are accepted for their differences
- Plans and collaborates with the Learning Support teacher on a regular basis
- Shares lesson plans in advance with the Learning Support teacher to facilitate in-class support sessions
- Maintains frequent and positive communication with parents by sharing information pertaining to the regular program and extra support provided.
- The HRT will be additionally aware of detailed problem-solving areas at School Support level.

SEN COORDINATOR

After update from the HRT, the SEN Coordinator works on the following areas:

- Promotes a school-wide understanding of learning differences
- Coordinates and plans with the classroom/subject teacher on a regular basis
- Provides support to students receiving Learning Support during in-class sessions, classroom/subject teacher planning for guidance
- Provides guidance and professional development to specialists to assist them in meeting the needs of students receiving additional support
- Coordinates the development of the IEP with the classroom/subject teacher and the principal
- Maintains frequent and positive communication with parents by sharing information pertaining to Learning Support
- Keeps Learning Support records current and filed as appropriate
- Participates in on-going professional learning and maintain a personal portfolio of professional development activities relevant to Learning Support
- Suggests possible resources or strategies that could be used in support of the child, both in class and at home
- Contacts outside agencies for informal advice and further information if needed

REFERRALS

- In school, learners will be identified through referrals by teachers, parents, Coordinators and HOS. Referral forms are filled in accordingly.
- Previous documented history and other reliable sources.
- The Homeroom teacher consults the Learning Support Department for concerns about the learner.
- The Learning Support Department will observe the child or may conduct informal assessments / checklists, if required.
- The Learning Support Department then decides if the child should be a part of the program and receive additional support.

- The team, along with the coordinator, contacts the parents for a meeting to discuss the outcome of the screening and the next steps for the learner.
- This is documented in a Parent Conference Record Form.
- An informed consent form is then taken with the parents' consent.
- If the learner is still having difficulty in spite of the interventions at the school & classroom level, they may be recommended to seek specialist support outside.
- Exit from the program – If the concerns of the learner are met at the end of the year, the learner could exit the program after a feedback review has been done with all the stakeholders.

ASSESSMENT

The school SEN Coordinator conducts informal tests to evaluate the learner's level of performance. It will help the staff to decide upon the approach to instruction and in diagnosing and treating the learners' needs. Assessment is a comprehensive process of which testing is one component.

FORMULATION OF AN INDIVIDUALIZED EDUCATION PLAN (IEP)

The results from the assessment will help to develop an IEP (Individualized Education Plan) for every learner enrolled in the program. (0202-02-0200) The IEP Document will include the following:

- The IEP will include child's present levels of educational performance including how the child's disability/exceptionality affects the child's involvement and progress in the general curriculum.
- The IEP will be based on the individual needs of the child to create a learning environment to have a beneficial education for the student.
- The IEP consists 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 include:
 - o Programs (small group or individual) which require specific methodologies such as occupational therapy can be inclusive with consent of the parents and others.
 - o Specific resources or materials and /or IT support needed to support learning and access to the curriculum.

SEN Program Coordinator and Support teacher supervises the IEP. These plans will be re-examined twice a year to check the goal constantly and go over if the student achieved the goal and share with other school staff on an as needed basis.

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 systems. (0202-05-0200) 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 program 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, behavioral therapists, visiting teachers if needed.

COMMUNICATION

Communication to the parents and teachers is an integral part of the system which is maintained throughout the year with relevant facilities of the school. (0401-02-0100)

IEP Meetings - The IEP Meetings are held with the parents of learners with learning needs to discuss the educational plan of the child for the semester and reviews the progress of the previous semester.

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

SCHOOL SUPPORT IN ADDITION

OTHER VISITING SPECIALIZED PROFESSIONALS:

Other expert such as Occupational Therapists, Behavioral 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. (0202-05-0200) 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:

- o Development of the student
- o The student's reaction to learning/behavioral interferences
- o Efficiency of performance

If a child is not making sufficient progress, the Learning Support team may suggest a psychoeducational evaluation by an outside agency, according to the student's need based on the following:

Little or no progress even when student is receiving Learning Support in school;

Continued difficulty in developing literacy or numeracy skills;

Sensory or physical problems which continue to affect learning, despite accommodations and modifications to the child's learning environment.

SCHOOL SUPPORT AND IN-CLASS SUPPORT

At Calorx Olive International, the Learning Support Department provides various forms of support for children who face barriers to their learning. The support is given to students who are not able to make progress in spite of in-class interventions and differentiated teaching.

The type of support offered, throughout the school, is either push-in or pull-out. During push-in support the Learning Support teacher work with the student in a small group/ 1:1 to help the student take part in class activities. This is done by giving them extra academic support and encouragement. During pull-out support, the Learning Support teacher works with the student individually with a specific learning need that cannot be supported in class. (0401-01-0600)

THE RE-EXAMINATION TECHNIQUE

SEN Program 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. (0403-05-0500)

TERMS OF RESOURCES

SEN Program teaching contains usage of multiple reference book, library books, additional materials and oral language development materials. (0202-02-0300)

It also consists of range of standardized testing materials, problem-solving, screening, reading experience, reading ability, phonological knowledge and Math talent.

The discussions are followed between the Support Teacher, Coordinator and Home-room Teacher. Parents/school may provide funding for materials, and learning support if required.

ASSESSMENT

All teachers will utilize a variety of formative assessments to determine the individual student needs and abilities and to tailor subsequent instruction

Whenever possible, teachers will develop summative assessments that are differentiated to provide necessary modification, challenges and student choice.

Students who appear to have special education needs and abilities and who have then been identified as requiring IEPs or 504's will have all their modifications addressed not only in the classroom but also will meet with the IB coordinator to ensure that their accommodations can also be provided on any IB internal or external assessments.

PLAN CONTENT CLASSROOM SYSTEMS

The Homeroom teacher or subject teacher should follow **differentiation**. (0401-02-0100)

- 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.

ROLE OF PARENTS

Parent's role is imperative for supporting the Learning Support for their child's success.

Specifically, parents contribute through:

- Regular contact with the Home Room Teacher and SEN Program 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 program 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

PROCEDURE FOR CHILDREN WITH MGLD (MILD GENERAL LEARNING DIFFICULTY)/ EXCEPTIONALLY ABLE STUDENTS DURING SPECIAL ARRANGEMENTS

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 endeavors 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 program 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.

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.
- 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.

EXECUTION AND RE-EVALUATION

The functioning of this Policy had been initiated in January 2014, the policy is considered, reexamined and transformed at the end of fourth year of the school, or as conditions may allow. **This SEN policy was re-evaluated in 2018 and now in 2022.**

CONCLUSION

School targets 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 RESULT

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PURPOSE	ENVIRONMENT	CULTURE	LEARNING
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<p>The school develops a mission, philosophy and/or strategy that includes a holistic approach to education that goes beyond academic development and encourages awareness beyond the individual and the immediate community. (0101-01-0200)</p> <p>Holistic approach keeping psychoemotional and academic achievements as much as possible within school</p>	<p>The school identifies and provides appropriate learning support. (0202-02) The school implements and reviews systems and processes to identify the needs of students. (0202-02-0100) The school supports the identified needs of students, and evidences this support through planning, policy, and practice. (0202-02-0200) The school provides staff, facilities and resources as outlined in their inclusion policy. (0202-02-0300) The school demonstrates a commitment to make the most effective use of learning spaces and learning environments in ways that meet the needs of all students. (0202-02-0400)</p>	<p>The school provides opportunities for all students to access the programme(s). (0301-010300)</p> <p>Factor extra time for creating learning opportunities, flexible school hours, allowance of expert intervention for the children with emotional, behavioral or academic difficulties</p>	<p>The school demonstrates that the curriculum is influenced by an understanding of students' prior knowledge, identities, backgrounds, needs and contexts. (0401-01-0600)</p> <p>Sen kids are integrated in normal school with other children</p>
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	<p>Therapeutic support, counseling by the expert(SEN coordinator) , awareness programs for all stake holders like coordinators, parents HRT and ground support</p>		
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<p>The school's pedagogical leadership team embraces educational approaches that encourage students to become active, compassionate life-long learners. (0101-02)</p> <p>Learn with IEP and shadow teacher support</p>	<p>The school provides meaningful opportunities for legal guardians to contribute to the development and support of its programme(s). (0202-05-0200)</p> <p>Parents and other external agencies Eg: Shadow TEACHING SUPPORT</p>	<p>The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential. (0301-02)</p> <p>Report cards and feedbacks</p> <p>The school describes in its inclusion policy the rights and responsibilities of all members of the school community and clearly states the school's vision for implementing inclusive programmes. (0301-02-0300)</p> <p>Admission policy and consent form and inclusion policy clarity</p>	<p>Teachers collaborate to plan and design units that meet programme requirements and are in accordance with programme documentation. (0401-02-0100)</p> <p>Differentiated plan or IEP planned by Sen coordinator or external agency provides by parents</p>
		<p>The school ensures relevant support materials, resources and processes are implemented for fair and valid assessment. (030105-0400)</p> <p>DIFFERENTIATED ASSESSMENTS</p>	<p>Students identify and foster healthy relationships, an understanding of shared responsibility, and the ability to collaborate effectively. (0402-03)</p> <p>Peer support and learning</p>
			<p>The school community affirms individual student identity through learning and teaching. (0402-07-0200)</p> <p>Participation indifferent activities like sport day, annual day</p>

			<p>Teachers focus on conceptual understanding to support students in developing their ideas. (0403-02)</p> <p>IEP and activity-based learning</p>
			<p>The school provides opportunities for students to collaborate based on their strengths and abilities. (0403-04-0300)</p> <p>PYP: Teachers use flexible grouping of students to maximize learning, ensure student well-being, and provide a variety of opportunities for collaboration. (040304-0311)</p> <p>MAINSTREAMING during class work as much as possible with simplifies task</p>

			<p>Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals. (0403-05)</p> <p>Teachers consider learner variability when planning students' personal learning goals. (0403-050100)</p> <p>Teachers integrate prior knowledge into the curriculum to aid and extend learning for all students. (0403-05-0200)</p> <p>Teachers use IBmandated policies to support students. (0403-05-0300)</p> <p>Teachers support language development with consideration for the language profiles of students. (0403-05-0400)</p> <p>Teachers use multiple technologies to aid and extend learning and teaching. (0403-05-0500)</p>
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			<p>Google translation, ICT labs, differentiated learning, library usage</p>
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			<p>The school uses assessment methods that are varied and fit-for-purpose for the curriculum and stated learning outcomes and objectives. (0404-02)</p> <p>Teachers use a variety of assessment methods that are connected to stated learning objectives and outcomes. (0404-020100)</p> <p>The school demonstrates that assessment practices are formed around conceptual learning. (0404-02-0200) The school ensures that from the time of enrolment students and legal guardians are aware of and have access to documentation describing the relevant programme regulations and requirements regarding assessment. (0404-02-0300)</p> <p>Oral assessments, prompters, scribes, extra time facilitation, Readers etc</p>
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			<p>The school administrates assessment consistently, fairly, inclusively and transparently. (0404-03)</p> <p>The school regularly reviews and ensures compliance with all access arrangements.</p>
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			(0404-03-0200) Hrt feedback, parent feedback, progress report, observations
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<https://www.ibo.org/globalassets/new-structure/brochures-and-infographics/pdfs/ib-psp-at-a-glanceen.pdf> <https://www.ibo.org/globalassets/new-structure/become-an-ib-school/pdfs/programme-standardsand-practices-en.pdf>

REVIEW COMMITTEE

MEMBERS :

❖CORE Team ❖School Counselor

Last Reviewed -April 2023

The reviewed Policy is shared with the School Management to seek approval on the same.