

Scottish High International School
Special Education Needs Policy

Adopted: during inception of the School

Last Reviewed: 2014

The Department of Integrated Studies of Scottish High caters to children with special needs having developmental delays, intellectual, physical and hearing impairment. Depending on the degree of impairment, the child is integrated into the mainstream school curriculum with the support of a highly experienced team of professionals of the Department of Integrated Studies. The team of professionals consists of full time special educators, an audiologist and a speech therapist, an occupational therapist and mainstream educators.

Scottish High aims to ensure that there is maximum enhancement of a child's potential and capabilities. It is the duty of every staff member to meet the needs of all the students including the SEN students.

Participation in Inter -Clan Competitions:

To implement a Policy for participation in all Inter Clan Competitions and activities organized in the School which is fair to all children with or without special needs and simultaneously, to give ample opportunity to children with special needs, the following policy is approved and followed-

- (a) All SEN students will compete in the Clan with zero advantage points along with other students. If they succeed in getting selected for the Inter Clan Competition on their own merit, they will compete for the same on equal footing.
- (b) In case the SEN students do not get selected on their own merit, they still compete for the Clan Competition in addition to the selected students for providing them adequate exposure and fair competition relevant to the special need of the child. In such cases, they will compete in the competition with an advantage of 20% of the points e.g 2 points for a scale of 10 and 20 for a scale of 100.
- (c) In the Inter Clan Competition, if they get the 1st, 2nd, 3rd positions (with advantage points), they will benefit the Clan which they represent with an additional 4, 3, 2 point for 1st, 2nd, 3rd places respectively. If they do not secure any of the top 3 positions, they will not contribute to the Clan points but will be rewarded separately with a Participation Certificate in the School Assembly.

Parental Involvement –

The success of the Integrated Department's Programme lies on the fulcrum of the dedicated efforts of the members of the Department, the staff and students working in tandem with the unstinted support of the parents. In this regard, parents are kept abreast with all the milestones achieved by the students and are apprised regularly about the significant role which they need to play in the assignments and activities to be undertaken by the SEN students.

Present situation as regards special needs students is as follows:

- 1) Students with dyslexia are given special inputs, assignments and assessments to bring them at par with their classmates and provided with extra time for tests or even 'writers,' if and whenever the need arises.
- 2) The SEN Department works with students having Autism, ADHD, Dyslexia and Global Developmental Delay.
- 3) These students are integrated with the main stream children in all scholastic and co- scholastic pursuits.
- 4) The special educator, the class teacher and all subject teachers collaborate to chalk out the modified curriculum for them.
- 5) The special educator is present in the class along with the class teacher and the subject teachers to observe help and guide the SEN Child.
- 6) Scottish High houses a Center for Research and Development in special needs duly authorized by the Government of India.
- 7) The school is also the Center for Special Olympics, India, and the School Chairman is the Director and the Trustee of the same.

Counseling and Support Program:

Counseling –

Personal and emotional needs on a day -to- day basis are handled by the designated special educator, the class and specific subject teachers. The School Counselor and the SEN department staff is available for counseling children and parents. The counselor visits classrooms to interact with the children based on feedback from the class teachers and subject teachers. Counseling is done in conjunction with the Teachers, Clan Parents, respective Heads of the Departments and the School Director.

Fast Track Program –

A fast track program is in place for teaching of all subjects and the Languages. The SEN students continue with these classes till they achieve grade level expectations. Remedial classes are conducted on Wednesday and Friday morning for duration of 40 minutes, for children who are unable to meet the grade level expectations. Children are identified, grade wise and a relevant support program is chalked out by dedicated teachers and home room tutors. Children who have needs other than the above mentioned subjects are identified by the home room tutor and they are given the required support through a carefully and scientifically designed strategy and therapy.

Special Assessment Arrangements – Worksheets are carefully prepared by the special educators and subject teachers to cater to the diverse learning abilities of the SEN children. To ascertain and evaluate the learning levels of the SEN students, they are given formative assessments of several kinds suitable for their

special learning needs after the completion of each module / unit of study. Summative assessments are taken by them with the mainstream students twice a year and these are prepared by the specific subject teachers in collaboration with their special educators. Special assessment arrangements like giving more time, writer, etc are also provided to ensure the students are not at a disadvantage.

English as Second Language-

As Scottish High is the alma mater of students from different cultures and nationalities, there is provision for providing instruction in English as Second Language, if it is required by the SEN student.

Highlighting and honing special talents and abilities-

- Most of the SEN students are inherently gifted or show signs of profuse talent which is further developed by adequate support by the School and they are given a platform to present their creativity / talent in several School functions, events and even at regional / national / international forums.
- All the requisite guidance and training is provided in all their creative, sports and academic endeavors which helps to often place them in the spotlight as well and bears testimony to the successful efforts of the SEN Department.

Review of the Policy-

- The SEN Policy is reviewed annually and also whenever there is any need for modification / addition.
- The SEN Department H.O.D. Director operations who is the advisor to the SEN department, the Special Educators, specific subject teachers, the Core Management Team members, the School Director who is also the DPC, the Primary School Principal who is also the PYP Coordinator Initial School Principal and the Clan Elders are involved in the review process.

Bibliography:

- ibo.org
- Special educational needs within the International Baccalaureate programmes
- IB SEN Policy of different schools worldwide