

SFHS Inclusion Policy



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Policy Review Committee: Director (HoS), Principal, Vice Principal & IB DP Head, High School Coordinator, IB DP Coordinator, Middle School Coordinator, Junior School Coordinator, School Counselor, Educators – Kanika Chawla and Amreen Sekhon and Parents – Himani Shah and Nimrita Singh.

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The following excerpt from William Martin's book, 'The Parent's Tao TeChing: Ancient Advice for Modern Parents' illustrates the *essence* of the SFHS view.

“Do not ask your children to strive for extraordinary lives.

Such striving may seem admirable, but it is the way of foolishness. Help them instead to find the wonder and the marvel of an ordinary life.

Show them the joy of tasting tomatoes, apples and pears.

Show them how to cry when pets and people die.

Show them the infinite pleasure in the touch of a hand.

And make the ordinary come

alive for them. The extraordinary

will take care of itself.”

Mission Statements

Strawberry Fields High School

Education for Strawberry Fields High School is a dynamic process which, through reflective and contextual pedagogy, takes along students, educators and parents on an inviting journey that explores the worlds of intellectual, emotional and spiritual learning. Our immersive approach helps children discover their potential and apply their talents, to connect better to the world around them. It inspires and equips them to become lifelong learners who are responsible and compassionate world citizens.

Council for the Indian School Certificate Examinations (CISCE)

The Council for the Indian School Certificate Examinations (CISCE) is committed to serving the nation's children, through high quality educational endeavours, empowering them to contribute towards a humane, just and pluralistic society, promoting introspective living, by creating exciting learning opportunities, with a commitment to excellence (Council for Indian School Certificate Examinations, 2013).

The International Baccalaureate Organization (IB)

The International Baccalaureate Organization 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 IBO 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" (International Baccalaureate Organization, 2015).

Chapter 1. SFHS Vision on Inclusion

1.1 Statement of Intent

Diversity in educational needs is visible and can be appreciated throughout the SFHS community. Our vision is to enable all children to achieve their full potential in a safe, welcoming and happy learning environment.

We strive to create responsible citizens who are independent and confident lifelong learners equipped to meet the challenges of a changing future. This will be achieved within an inclusive school that values every individual and celebrates the diversity of our community and this is communicated amongst all stakeholders - administrators, teachers, parents, students - the policies, arrangements, accommodations and expectations for nurturing and scaffolding differences in learning. All practices advocated by the IB and ICSE to encourage learning are adapted.

1.2 Purpose

Special Educational Needs encompasses a wide spectrum of a continuum of 'cognitive, social, emotional and physical development' needs (Learning Diversity in the International Baccalaureate Programmes, 2010). From the slow learner to the gifted and talented, SFHS has devised several strategies for differentiating, scaffolding and extending learning. We strive to impart knowledge at different rates for different students. Teaching at SFHS is inclusive, promoting an ecosystem of high student expectations achieved through differentiated and collaborative strategies. Educators deliver a developmentally-appropriate curriculum that is dynamic, relevant and adaptive. Teaching uses innovative tools and technology to facilitate classroom learning, connecting it to the larger community. Student outcomes are enhanced through continuous, constructive feedback via both formal and informal assessment strategies. The learner-centered approach provides students autonomy in the thinking process to promote self-assessment and enable them to take control of their learning.



"I am dressed for success! Of course, my idea of success may not be exactly the same as yours."

1.3 CISCE Philosophy on Inclusion

In the words of John Dewey, “life in school should not just be a reflection of life in society, but should also assimilate the elements of that larger reality. As a microcosm of the real world, the school should prepare students for the demands and responsibilities of real-world citizenship.” The CISCE curriculum has been designed so as to provide wider opportunities to children for meaningful learning.

The Council is prepared to give special consideration and make necessary arrangements in respect of candidates who are handicapped in any way, which might affect their performance in the ICSE (X) / ISC (XII) Examination. While the Council for the Indian School Certificate Examinations does not explicitly offer its views on how to challenge the exceptionally gifted and talented students, it endeavours to make concession for children with disabilities(as defined in RPWD Act 2016) to help them succeed in their board examinations. These concessions and special arrangements will be discussed in Chapter 3 of this policy.

1.4 IB Philosophy on Inclusion

The IB “[encourages] students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.” (International Baccalaureate Organization, 2015). Thus, it is evident that the IB celebrates diversity in culture, perspectives, learning, and social background. The IB believes in ensuring ‘equitable access to the curriculum’ for all students who are enrolled in the IB program. To do so, it is imperative that teachers integrate varied learning strategies while teaching academic content. Differentiated strategies must be applied according to student need and reasonably flexible in the timing of lessons and homework.

Inclusion is an organizational paradigm that involves change. It is a continual process of increasing learning and participation for all students. It addresses learning support requirements and questions the broader objectives of education, the 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.(IB education, 2013)

At the centre of international education in the IB are students aged 3 to 19 with their own learning styles, strengths and challenges. Students of all ages come to school with combinations of unique and shared patterns of values, knowledge and experience of the world and their place in it. (IBO 2013: 3)

The IB has published four practices that facilitate equitable and fair access to the IB curriculum. First, the IB prescribes practices for affirming students’ identity to bolster their self-esteem. This objective can be achieved by creating a classroom environment that ‘welcomes and embraces’ learning diversity. To increase effectiveness, learning goals must be linked to the existing cultural perspectives in the classroom. The IB also recommends that teachers and parents regularly collaborate to devise strategies to achieve the necessary objectives.

Second, the IB believes that teachers must provide ‘comprehensible input’ for new learning to occur

and be meaningful. Thus, it is imperative that teachers build on and make connections with previous knowledge. In addition, teachers must record problem areas in learning plans. Along similar lines, teachers should incorporate revision of previously learned concepts when planning a session or lesson.

Third, once new information has been learned, students must be supported to work independently. This process is called scaffolding and can be achieved in an array of ways: through visual aids, small supportive groups or even using the mother tongue for seamless communication.

Lastly, the school and classroom should foster an environment that promotes easy access to extended learning. For example, an extensive library of book and electronic resources to aid in an assortment of subjects will trigger student curiosity and increase knowledge.

1.5 National & Local Inclusion Regulations

According to The Rights of Persons with Disabilities (RPWD) Act, 2016 Disability has been defined based on an evolving and dynamic concept. The types of disabilities have been increased from existing 7 to 21 and the Central Government will have the power to add more types of disabilities. It promotes and protects the rights and dignity of people with disabilities in various aspects of life – educational, social, legal, economic, cultural and political.

The disability conditions included in the RPWD Act 2016 are Blindness, Low-vision, Leprosy Cured persons, Hearing Impairment (deaf and hard of hearing), Locomotor Disability, Dwarfism, Intellectual Disability, Mental Illness, Autism Spectrum Disorder, Cerebral Palsy, Muscular Dystrophy, Chronic Neurological conditions, Specific Learning Disabilities, Multiple Sclerosis, Speech and Language disability, Thalassaemia, Haemophilia, Sickle Cell disease, Multiple disabilities including deaf-blindness, Acid Attack victims and Parkinson's disease.

The law mandates public and private schools to offer open educational access to children with disabilities until the age of eighteen. All schools are also required to promote the integration of children with special needs into mainstream education. The Act advises schools to 'restructure' the curriculum to accommodate children with special needs.

Local Authorised Bodies:

The Act authorizes certain medical institutions or Psychologist who are registered with Rehabilitation Council of India to diagnose disabilities. School has identified the vital role of community resources and has established good relationships with social service agencies, hospitals, and universities in the area. The identified agencies providing services such as PGI, GMCH, Fortis, Panjab University, Child Welfare Committee, and GRID help in supplementing the child's need beyond the school curriculum. These agencies provide training, information, and support in the fields of social, emotional, cognitive, and physical health along with psychometric assessments to identify and guide teaching-learning.

1.6 International Standards of Inclusion

According to UNESCO, inclusive education is “a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion from education and from within education.” The goal is that the whole education system will facilitate learning environments where teachers and learners embrace and welcome the challenge and benefits of diversity. Within an inclusive education approach, learning environments are fostered where individual needs are met and every student has an opportunity to succeed. (UNESCO, 2021)

Inclusive education means that all children - no matter who they are - can learn together in the same school. This entails reaching out to all learners and removing all barriers that could limit participation and achievement. Ambitions for education are essentially captured in Sustainable Development Goal 4 (SDG 4) of the 2030 Agenda which aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” by 2030. The roadmap to achieve the education goal, adopted in November 2015, provides guidance to governments and partners on how to turn commitments into action (Education 2030 Framework for Action). UNESCO is responsible for coordinating the international community to achieve this goal through partnerships, policy guidance, capacity development, monitoring and advocacy. (UNESCO, 2021)

1.7 Admission of SEN Student (Refer to Admission Policy)

During the admissions process, candidates 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.).

Please note that although SFHS does not screen for admission, we use the aforementioned information to gauge the level and availability of support that the school will be able to provide to the students.

Chapter 2. Definitions

2.1 (a) Definition of Special Education

Special education (also known as special-needs education, aided education, exceptional education, special ed., SEN or SPED) is the practice of educating students in a way that provides accommodations that address their individual differences, disabilities, and special needs (tfarehab.in). Ideally, this ongoing process involves the individually planned and systematically monitored arrangement of teaching procedures, adapted equipment and materials, and accessible settings. These interventions are designed to help individuals with special needs achieve a higher level of personal self-sufficiency and success in school and in their community which may not be available if the student were only given access to a typical classroom education.

According to UNESCO (2011) special education is designed to facilitate the learning of individuals who, for a wide variety of reasons, require additional support and adaptive pedagogical methods in order to participate and meet learning objectives in an educational programme. Reasons may include (but are not limited to) disadvantages in physical, behavioural, intellectual, emotional and social capacities.

(b) Definition of Inclusion

Inclusion can be defined as attitudes and methods that ensure all learners can access mainstream education. Everyone works to make sure all learners feel welcome and valued, and that they get the right support to help them develop their talents and achieve their goals (The Alliance for Inclusive Education, 2021). When education is truly inclusive it can actually benefit all learners, not only Disabled learners. We would like to see children perceive themselves as happy individuals who appreciate their differences and those of others. Just like the colours of the rainbow, we all have different qualities and at SFHS we strive to use these qualities to enhance all aspects of our self.

(c) Definition of Counselor and Special Educator

A Counsellor is a trained professional whose main aim is to aid students to perform optimally in their academics and provides guidance with respect to adjustment in the environment with a goal of making the child become productive and efficient human being. The ultimate goal is to make the individual effective and responsible citizen by enabling his/her to contribute to the society.

A Special Educator interacts with children with special needs in order to address the needs, individual differences, which include challenges with respect to learning, communication, emotional facets, behaviour disorders, developmental disorders, physical disabilities etc. His responsibilities involve modification in curriculum to meet the needs of a specific assessed child. It is tailored to meet the requirements either of a particular group or is individualized and communication with all stakeholder.

(d) Definition of Children with Special Needs (CWSN)

Children with Special Needs is a child who requires extra support emotionally, cognitively or socially. A child can also be someone who needs temporary emotional support in case of bereavement, separation, bullying or any kind of post traumatic help.

(e) Legal Definition of SEN (UK)

The Children & Families Act 2014 defines Special Educational Needs and Disability (SEND) in the following way

1. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her
2. A child or a young person of compulsory school age has a learning difficulty or disability if he or she:
 - has a significantly greater difficulty in learning than the majority of others of the same age, or
 - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.
3. For children aged two and over, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.
4. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph 2 above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014)
5. The term SEND is used across the 0-25 age range and includes LDD (learning difficulties and disabilities)
6. A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’.

2.2 (a) Defining Differentiated Capabilities

Based on the differences in intellectual, social and emotional development, a child's difficulties can be categorized as mild, moderate, severe and profound. These categories are determined using a combination of IQ scores and a person's ‘conceptual, social and practical life skills’.

- **Mild disability:** a person who has a mild disability has an IQ between 50 and 70 and is able to learn and perform practical life skills. A person with a mild disability is also able to blend in social situations.
- **Moderate disability:** a person with a moderate disability has an IQ between 35 and 49 and may exhibit developmental delays. Such a person is able to communicate, perform complete self-care activities and travel alone to familiar places.
- **Severe disability:** a person with a moderate disability has an IQ between 20 and 49 and will exhibit appreciable developmental delays. A person with a severe disability might be able to perform very basic self-care, will have limited ability to communicate, and will require.
- **Profound disability:** a person with a profound disability has an IQ lower than 20.

(b) Definition of Gifted Children:

Gifted and talented students have exceptional abilities and talents either academically or in a specific field. These are students whose outstanding abilities make them capable of high performance. Their needs require specific consideration within regular mainstream educational programs. Their current attainment or perceived potential places them significantly ahead of the majority of their peers in one or more of the following areas:

- Intellectual ability.
- Subject-specific aptitude (e.g. in science or mathematics).
- Social maturity and leadership.
- Mechanical/technical/technological ingenuity.
- Visual and performing arts (e.g. art, theatre, recitation).
- Psychomotor ability (e.g. sport).

(c) Special education is the additional provision of support designed to meet students' learning differences and needs, such as special planning and specific teaching techniques, procedures and assessments, and tailored programs and materials, to ensure that such students (including gifted and talented students) reach their full potential, achieve a greater level of personal independence, accessibility to the curriculum, and succeed in school and beyond. (Ajyal International School, Abu Dhabi)

The needs of those pupils are met by individual teachers within the classroom setting and by offering wealth of other experiences outside the classroom, under guidance of the School Counsellor. Challenging worksheets according to the curriculum are provided to stimulate students who are exceptionally gifted. Counsellors follow an identification process to understand their exceptional abilities by using Psychometric Assessments and apply differentiated teaching strategies to accommodate students with distinct learning pace, styles and abilities as given in Chapter 3.

2.3 Aims and Objectives of SEN

- a) To provide modified instructions appropriate to individual needs and abilities and create a learning environment that meets the special educational needs of each child.
- b) To ensure that SEN students are identified, assessed and provided for.
- c) To provide full access to all elements of the school curriculum.
- d) To provide alternate learning assessment material.
- e) To involve parents/ guardians/ home tutors in a joint home school learning approach in order to maximize learning outcomes.
- f) To make clear the expectations of all involved in the process.
- g) To suggest parents/guardians appropriate therapies based on individual needs.
- h) To provide skill necessary to all children in class to accept and respect individual differences.
- i) To provide support to educators and support staff by sharing information, guidelines, targets and strategies in regards to children with special needs.
- j) To send educators and counsellors for training to upgrade their skills and awareness regarding latest rules and regulations.

2.4 Training the Stakeholders on SEN

Training of Educators and Support Staff:

An annual workshop by the Counselling Department, is done in the beginning of the session and educators in each vertical are made aware of teaching- learning styles and facilities available to support SEN. They are given a brief of various learning disabilities. This workshop empowers them to identify children with special needs. Techniques are imparted to help in teaching and learning of children. The reference and intervention protocols are defined clearly for confidentiality.

Training of Students:

The peers of identified students are sensitised about "inclusion" through discussions, circle time and counselling sessions. They are made aware of the diversity that exists in the society and are encouraged to contribute in their own way through the buddy system in Junior and Middle School and offering to be readers and writers for them during Board Examinations in High School.

Training of Parents:

All Parents are made aware of school beliefs in inclusive education and our program, which is tailored for differential teaching according to the learning styles of the children. They are made aware of the support available to the SEN students within the school through meetings at the time of admission and thereafter, during the orientation in the beginning of each academic year. We encourage parents to provide us with maximum inputs of the child for his best development.

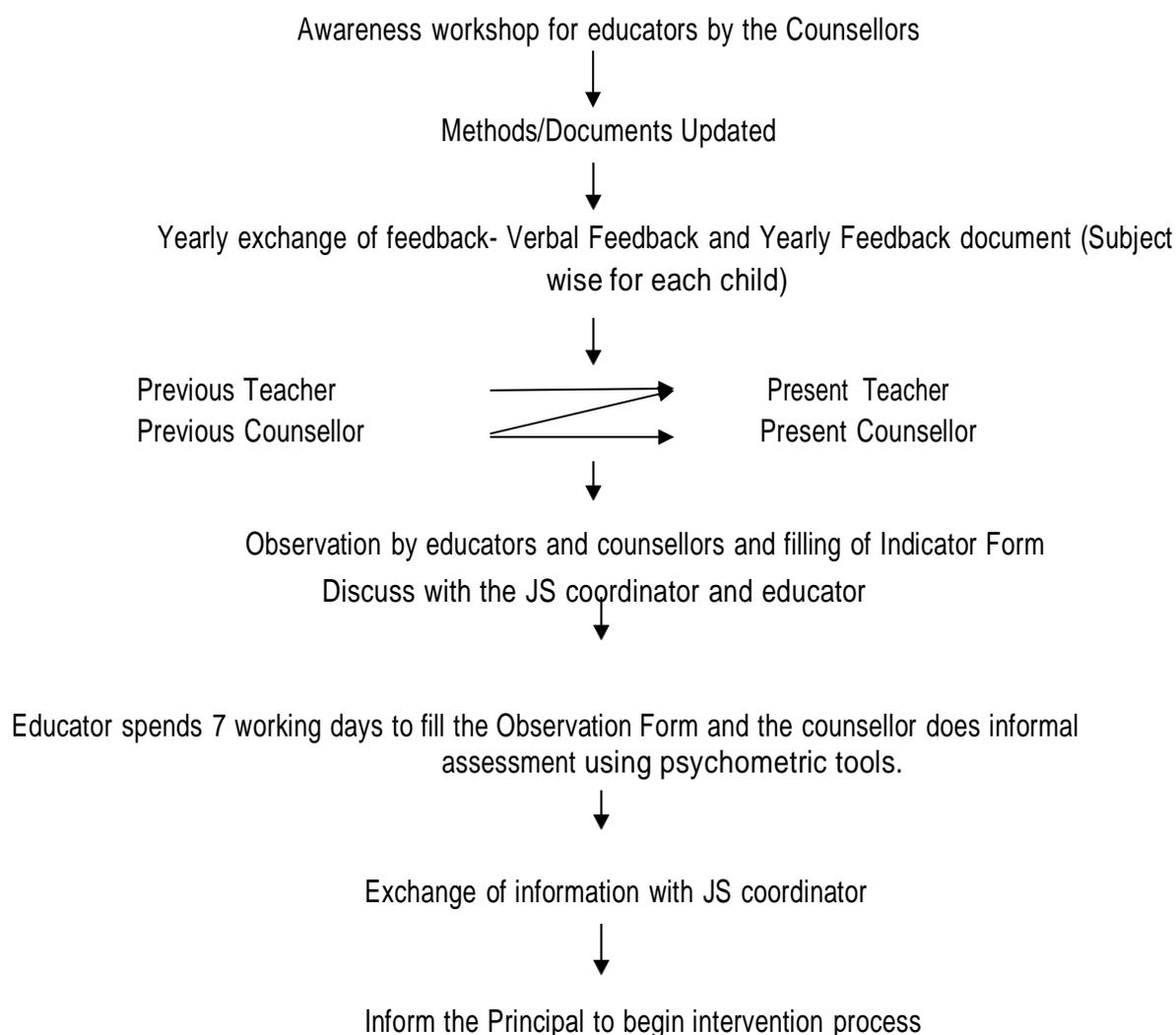
Chapter 3. SEN Identification Procedure

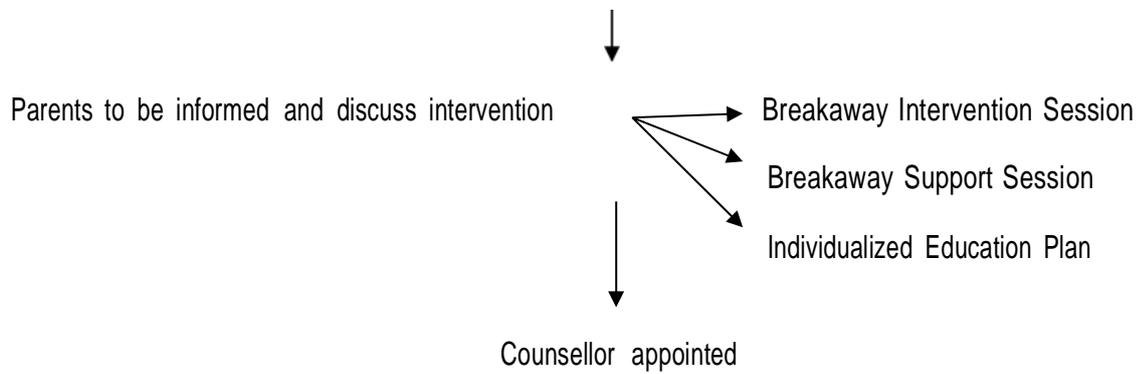
SFHS has a dedicated Counselling Department to support students who have special education needs. This department is composed of nine highly qualified team of counsellors who provide support to KG- Class 12 students. They hold a minimum of Master's Degree with Diploma in Guidance and Counselling and keep themselves updated with the latest by attending workshops, training programs and seminars held by local Government agencies.

3.1 Identification Procedure

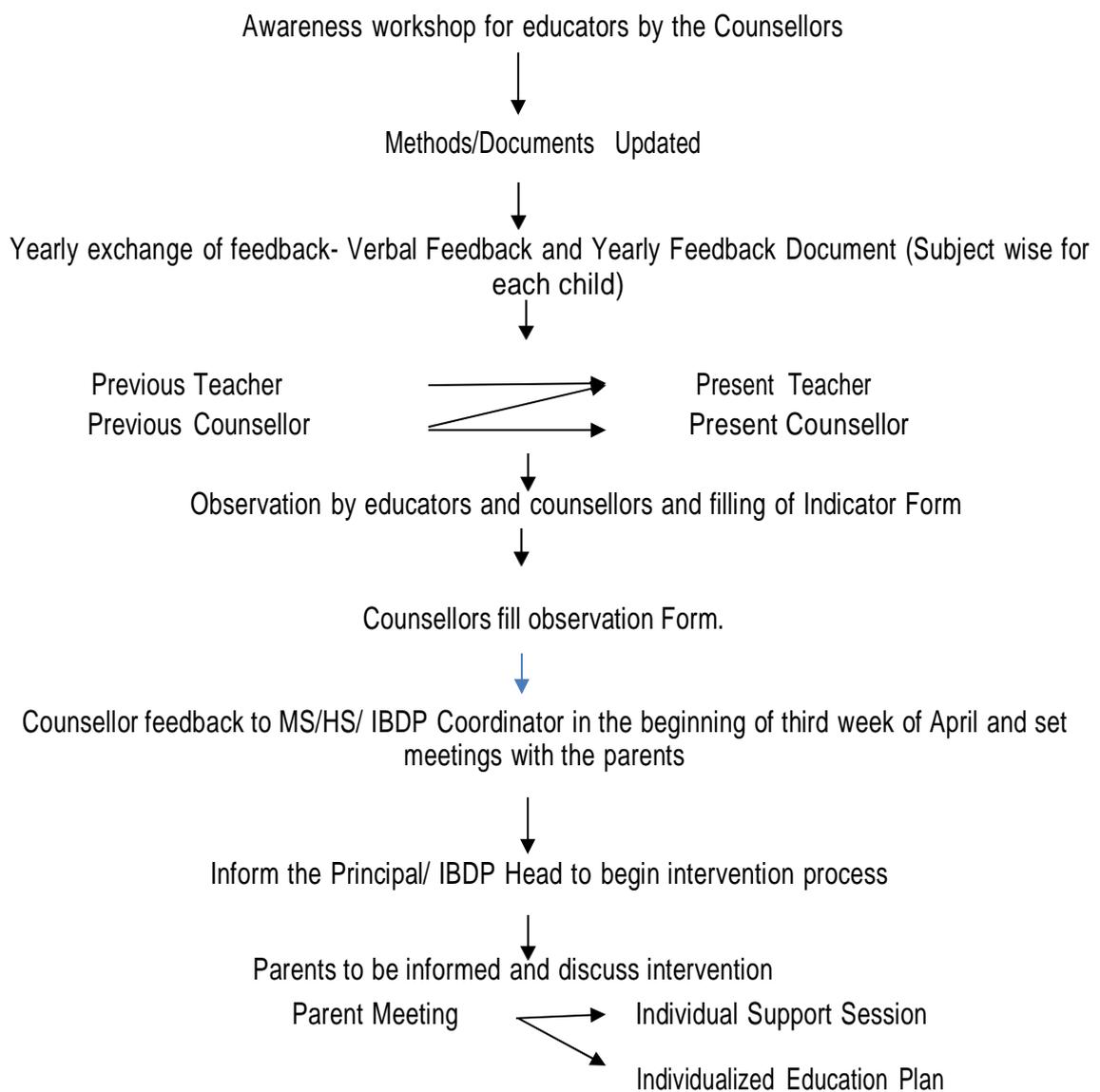
SFHS follows a standard protocol to identify and support children who are experiencing educational difficulties or have gifted abilities. SFHS assesses all students for their unique needs and this is a dynamic process. This process allows us to understand the student's context and reinforce prior knowledge. The standard protocol is described in the following flowchart. The SEN Department conducts sensitization programs for educators at the beginning of the academic year, during which they are exposed to a variety of diagnostic characteristics. This initiative ensures that learning difficulties are identified as soon as they begin to appear.

A. SEN Identification- Junior School Flowchart





B. SEN Identification- Middle School/ High School/ IB Flowchart



C. Identification and Intervention for New Admissions with SEN

After 2 weeks of observation, if something amiss is noticed. Educator fills the Indicator Form
Educator discusses with the MS/HS/IBDP Coordinator. Coordinator informs the Counsellor and the

↓
Principal / IBDP Head



Educator spends 7 working days to fill the Observation Form and the counsellor does informal
assessment using psychometric tools



Exchange of information with MS/HS/IBDP Coordinator



Discuss with Principal/ IBDP Head



Parent to be brought in for discussion of intervention program (special time table, special subjects, IEP,
Assistant Didi help or any other special facility required to cater to child's needs)



Counsellor Appointed to mentor the child

3.3 SEN Documentation by Counselling Department

- Indicator Form by the educator and counsellor
- Observation Form/ Behaviour Form to be filled by Class educator and Counsellor
- Yearly Feedback Document
- Informal Psychometric and Academic Assessment Report is prepared
- Individual Education Plan (IEP)

Process, Documentation and Record Keeping:

For internal review purposes, the Counsellor(Psychologist) may also conduct informal assessments of academic, physical and emotional wellbeing using standardised psychometric tests once a year for children with special educational needs. (Please refer to the Appendix for a list of screens).

Once the Counsellor has reviewed the student's details, he/she will discuss the student's difficulties with the respective Coordinator and the Principal/ IB Head, to outline an intervention plan. The Counsellor will develop an IEP(Individual Educational Plan) in conjunction with the parents, educator, Coordinator and Principal.

The ROA(Record of Achievement) will highlight learning objectives(LO's) for different subjects. The IEP is made keeping in mind the learning objectives for the year which we intend to achieve. The student's performance is informally reviewed on a weekly basis. However, a more formal review is conducted and documented twice a year.

For all extracurricular activities, the student joins the regular class and participates with his peers. Frequency and the timetable of visiting the Counsellors' Room and receive remedial classes is dependent on the severity of their condition. The counsellors continue with academic support on a regular basis till the child makes adequate progress to be fully integrated in the mainstream.

Early Intervention:

SFHS believes in early intervention. Henceforth, we realize that junior school students require close and constant attention. To this end, the Counsellor's follow a timeline to support younger students who are experiencing difficulties (please see below). Sometimes, children who are experiencing common difficulties are provided additional support through small group remedial classes.

In addition, SFHS Counsellors also hold remedial classes to bridge the language barriers (ESL) for students belonging to the Economically Weaker Section (EWS) of society. English programs run parallel to their regular classes. By the time a student reaches Middle School, they are able to cope with the curriculum in English.

Monthly Timeline for Special Education:

Month	Counsellor's Action
April	<ul style="list-style-type: none"> • Feedback from the previous teachers and previous counsellors is given to the succeeding educators and counsellors. • First two weeks of the academic year is dedicated to observing Classes KG to 12; Counsellor's provide class educators with feedback for each child • Indicator Forms are filled by the educators and counsellors in the 4th week of April, providing feedback on new admissions and those children who are experiencing learning difficulties • Observation Forms/Behaviour Forms are filled by the educators and counsellors and shared with the respective Coordinators. • Syllabus modification planning for IEP children. • Meeting with counsellor, Principal and Parent to discuss syllabus modification till class 6. • From the 3rd week, remedial/ELL classes for Kg to begin for one hour every day • From the 3rd week, remedial classes for students of Class 1 to 12 begin, based on previous years' information and educator feedback
May	<ul style="list-style-type: none"> • Summer holiday homework prepared for counsellor-room children • Seek feedback from educators about non-performing students; call respective parents for meetings with the respective Coordinators and Counsellors.
July	<ul style="list-style-type: none"> • Collection, checking and feedback of holiday homework • BSS/IEP sessions with weekly plans and feedback. • Review of Record of Achievement (ROAs) and planning of learning objectives up till midterm examination.
August	<ul style="list-style-type: none"> • In the 3rd week, the Information Sheet is given to educators for feedback on new admissions. • Prepare modified examination papers for IEP students. • BSS/IEP sessions with weekly plans and feedback • coordinate with educators in assessment and report making
September	<ul style="list-style-type: none"> • Remedial classes to continue during mid-term exams in Middle and High school/IB. • Assist SEN students during their exams according to the prescribed recommendation (provide reader-cum-writer/extra time/ use of calculator). • Meet with students' parents to discuss progress
October	<ul style="list-style-type: none"> • BSS/IEP sessions with weekly plans and feedback • Helping SEN children during preparation of the annual function.
November	<ul style="list-style-type: none"> • BSS/ IEP sessions with weekly plans and feedback

December	<ul style="list-style-type: none"> • In the 1st week, the Information Sheet is given to educators for feedback for students facing difficulty. • Prepare homework for winter holidays • Meet with parents on the basis of educator feedback
January	<ul style="list-style-type: none"> • BSS/IEP sessions with weekly plans and feedback. • Coordinate with educators for preparation of Final Year End Reports for children being supported by counsellors.
February	<ul style="list-style-type: none"> • Remedial classes to continue during Final exams in MS and HS/IB. • Assist SEN students during exams according to the prescribed recommendations. • Progress summary to be prepared which will be shared with the successive educators and counsellors in the next session.

Chapter 4. Accommodations for Children

At SFHS, accommodations for children with different learning needs are multi-faceted. These include the various learning and assessment strategies as well as the special arrangements that are in place to assist children inside and outside the classroom.

Cognitive Accommodation:

4.1 Cognitive Academic Language Proficiency (CALP)

Students with SEN are identified after being observed by the counsellors and educators and referred to the counselling cell. In collaboration with the class educator, subject educator, coordinators, principal/ IB head, special educator and parents, a course of action is devised to help them with an Individualized Education Plan to learn a language.

SEN student is exempted from third language in middle school based on the recommendations of the diagnostic report obtained from RCI registered psychologists or other evaluation government authorities. (For further details, refer to SFHS Language Policy)

India's Three Language Formula according to NEP 2020

- As a medium of instruction: Wherever possible, the medium of instruction until at least Grade 5, but preferably till Grade 8 and beyond it will be the home language/mother-tongue/local language/regional language.

- The three-language formula will continue to be implemented to promote multilingualism as well as promote national unity.

- NEP states that there will be greater flexibility in the three-language formula. But no language will be imposed on any State.

- To learn three languages will be the choice of States, regions, and students themselves, as long as at least two of the three languages are native to India.

According to the HRD Ministry of Education, the three-language formula will continue to be implemented in schools "with greater flexibility" but "no language will be imposed on any state."

4.2 English Second Language (ESL)

The main aim of the ESL (English Second Language) educator is to facilitate English Language Learners (ELL) who are new to the language. ESL support enables the students to reach a level where learning becomes easier for them. A program of techniques, methodology and special curriculum designed to teach ELL students English language skills, which may include listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. English is used as the medium of instructions and teaching.

Twenty-five percent of students entering Kindergarten are from Economic Weaker Section of Society (EWS) category; these students generally have not had pre-kindergarten education and have had very limited or no exposure to the English Language. Their mother tongue is Hindi / Punjabi and they are supported extensively by the SEN Department that takes parallel lessons for them in English.

We also attract admissions of expatriate students (NRI) and foreign students from countries like Korea, Germany among others. Most of these students may or may not have a secure knowledge of the English Language and are usually have low proficiency in Hindi.

The SEN Department conducts regular counselling sessions to provide additional assistance to students who are experiencing difficulties in languages. In Junior School and Middle School, the SEN Department runs parallel/concurrent classes to support the learning of English among SEN students. The counsellors undergo regular training with (PGI) and other local and outside city agencies to determine how the curriculum can be adapted to better suit the needs of our students.

Extra support is provided by the Counselling team via Breakaway Intervention Group Sessions (BIS) and Individual Sessions to help them with English Language and the class and/or Hindi language teacher for Local Language. (Refer to SFHS Language Policy for details)

4.3 Individualized Education Plan (IEP)

A child who has difficulty learning and functioning and has been identified as a special needs student is the perfect candidate for an IEP. IEP is planned for a student, allowing them to be taught in a way unique and best suited to the students learning style, for reasons such as: learning disabilities. The IEP contains learning objectives, learning outcomes, strategies and resources to reach the goal.

- Review of the targets is done at the beginning of each term. New goals are agreed upon by the educators, counsellors and the parents for the child.
- The SEN department is responsible for maintaining records of SEN students.
- Students, educators, parents and management are involved at every stage.
- If required, the SEN students are recommended to other professionals for additional support and assessment.
- Counselling of parents is done when required and monthly feedback meetings are conducted with the parents.
- Behavioural, Socio- Emotional Therapy is provided wherever required.

Physical Accommodations:

4.4 School Building Accommodation

Developing optimal learning spaces includes paying attention to physical space, lighting and acoustics. While dedicated resources may be significant, equally important is creativity and willingness to reorganize physical spaces, classroom orientation and structure. (IBO 2013)

SFHS is physically accessible to all students due to a ramp at the entrance. There is one elevator to facilitate transport across floors. Situated on 5 acres of land in Chandigarh, the school contains several spaces to develop the cognitive, social, emotional and physical needs of all the students. For physical activity, there is a splash pool, one sand pit, one 'Jungle Gym' for younger children, one swimming pool, one cricket pitch, one basketball court, one football field and two tennis courts. To facilitate academic development, we have one library, two music rooms, three language rooms, three science laboratories and two computer laboratories. To encourage creative expression, we have two creative studios, two auditoriums and two amphitheatres.

4.5 Teaching and Learning Strategies for Gifted and SEN Students

Differentiation is a process of identifying, with each learner, the most effective strategies for achieving agreed goals so learning opportunities can be created that enable every student to develop, pursue and achieve appropriate personal learning goals. There is, therefore, an important link between differentiation and thoughtful and adaptive planning.

Tomlinson and Cunningham Eidson (2003) have identified the following three curricular elements of differentiation:

Content- What should a student come to know, understand and be able to do? How will the student gain access to the knowledge, understanding and skills?

Process-What activities will be used to help students make sense of the knowledge, understanding and skills.

Product- What products will provide evidence of what the student knows, understands and is able to do?

Differentiated teaching may involve using collaborative and cooperative learning, a variety of learning practices, creative approaches to teaching and learning, differing formats and modes of exploring and presenting knowledge and understanding being made available to the students.

By providing students with multiple means of representation, action and expression, and engagement as in Universal Design for Learning (UDL), students are given equal opportunities to learn.

'The fact is that people learn in lots of different ways, and depending on the subject, you may choose a different method to learn along the way. To reduce barriers in learning, it is important to provide appropriate support, making information equally accessible to all learners by presenting the same content in varying materials.'

Patricia Ritschel-Trifilo

Director of Online Learning

Wayland Baptist University

Understanding and Teaching Gifted Students:

1. Understand that gifted students, just like all students, come to school to learn and be challenged.
2. Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
3. Consider grouping gifted students together for at least part of the school day.
4. Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.

High-ability students need take on challenges. Training in gifted education to all your teachers is provided during the annual workshop. Lessons are planned keeping in mind the differentiated learners. Assessments have Higher Order Thinking (HOT) questions and a challenge questions are put in Examinations.

Teaching SEN Students:

SEN students struggle with the curriculum because there is an academic lag and they have a different style of learning and therefore, training children to grasp new information in a purposeful manner through various learning strategies is given. In order to supplement the knowledge acquired in the classroom, the counsellors and educators employ a wide range of approaches:

1. Identify the student's strengths and use a variety of appropriate multi-sensory learning tools
2. Audio-visual teaching aids
3. Assign tasks which require active participation from the students
4. Assign open-ended tasks: for example, a question that allows for different answers
5. Use mother-tongue to clarify concepts
6. Use a graded approach to build on the student's concepts and skills
7. Ensure that the pace of the lesson is in sync with the student's level of understanding
8. Utilize an array of informal formative assessments during the session to gauge the student's level of understanding.

Teaching Cognitive Skills at an early age through:

Visual perception - memory and sequencing
Auditory perception - memory and sequencing
Gross motor activities - Jungle Gym, Physical Education
Auditory activities and letter sound association
Language and communication activities
Fine motor activities - sandpit, art exercises
Personal concepts - hygiene, 'my body', healthy eating
Life Skills laid down by WHO:

1. Problem Solving
2. Decision Making
3. Creative Thinking
4. Critical Thinking

For early intervention, educators and counsellors employ an assortment of strategies for improving the all-round development of the students. Areas like reading, writing, memory, teamwork, motivation and test performance are particularly emphasized. Some of these techniques are only suitable for junior school students; others, however, are also applicable to older students.

Reading Strategies

Phonics - Sound-Symbol Association
Picture reading
Sight reading/Word Identification/High-frequency words
Finger reading: read - hide - cover
Evaluation strategies: self-questioning
Visual imagery: educational videos, meaningful movies, TeachNext modules
Inference strategy: comprehension, lab experiments
Vocabulary development: word-mapping strategy
Reading aloud and comprehension
Alternate words: rhyming, synonyms
Poem recitations

Writing Strategies

Letter formation
Sentence formation
Creative writing: paragraph formation, letter writing
Fact-based writing: report writing
Descriptive writing
Shape writing
Precis writing: paraphrasing, summarising
Themed writing
Dictations
Error identification and editing - peer-review, homework checking
Note-taking

Memory Strategies

Paired associate strategies - blending short and long syllables, magic 'e' words
Short-term memory exercises
Presenting reading passages sequentially
Bulleting
Flowcharts

Formative Assessments - informal quizzes, chapter-wise class tests, worksheets, projects for high school

Personality and Behavior Development through Teamwork and Cooperation Strategies:

Circle Time - students spend time reflecting on a pertinent issue with their class educators
Group activities on circular class tables in the junior wing
Spic Macay activities
Presenting ideas, speeches to the class
Collective brainstorming
Group picture discussion
Street plays
Trinity College London Drama & Speech Activities
The Global Education and Leadership Foundation (tGELF) - leadership activities and

conferences

'Itihas' - a traditional presentation of Indian history and culture

International student exchange program

Community Building Strategies

'Hamari Kaksha' (Our School) - high school students mentor students from less advantaged backgrounds

Walk for a cause - the school community supports causes like breast cancer and water conservation

Society Periods - quiz, literary, editorial, ecological, and MUN clubs, which strengthen the school community

House periods - students of each grade meet and performs activities with their housemates for two periods every week. These activities instil school spirit within the students.

Motivation Strategies

Student Council - high school students are elected by fellow students and educators to help make decisions about school affairs

Educational Development - regular information sessions by institutions of higher education

Academic visits to various local professional organizations

International educational tours

4.6 Provisions by SFHS

To help children with documented learning difficulties defined by RPWD Act-2016, achieve their full potential, SFHS provides a range of special arrangements in the classroom and during examinations. These special arrangements include accommodations and modifications.

Accommodations refer to changes in the timing, location, formatting, type of response or presentation of a student's answers to the regular assignment. Accommodations do not alter the standard of assessment; they only offer support for the students to complete the task.

Modifications in syllabi and special examination patterns are allowed in Middle School up to Grade 6 in order to accommodate and facilitate inclusive education.

Accommodations and modifications are need-based, and provided after the discussion between educators, counsellors, coordinators and parents. The counsellors review the needs of the student; the recommendations provided by the RCI recognized government institutions and doctors to provide the special arrangements. These provisions are implemented without significant changes in the class timetables; the counsellors endeavour to provide maximum support in coordination with the prescribed schedule.

Classroom Accommodations	Inclusive Assessment Arrangements
Appropriate seating	Conduct tests in a separate venue
One-on-one attention, according to IEP	Provide an amanuensis or reader
Breakaway Intervention sessions (BIS)	Extended time for exams - 45 minutes more for a 3-hour paper

ESL remedial sessions	Allow the use of a calculator
Support in Class by (LSA) Learning Support Assistants	Allow exemptions to a third language
Helping Hands for economically weaker section of the society for concept clarification.	Modify exam papers for assessment, in exceptional cases
Additional handouts and notes; these are also emailed to the parents of some children of Class 4 and above	Excuse spelling, spacing and presentation errors
Additional Support staff within the classroom Individual Support of SEN	
Gradual assignment of work	
Extra time for homework completion	
Provide immediate feedback on in-class assignments	
Peer assistance	
Extra time for assignments and assessments	
Positive reinforcement	
Provide reading support	
Summarize and explain chapters	
Be transparent about the discussion questions prior to the discussion	
Maintain a spare set of textbooks and reading materials in class	
Frequently review the learning objectives and outcomes	
Use Assistive Technology devices to supplement instruction	

Assessment Modifications and Provisions at SFHS

Examinations are only one form of assessment. Our educators strive to measure students' understanding through a variety of methods at different stages in a lesson and during the session. Any child having the recommendations from RCI recognized doctors is given concessions.

If a student is NOT formally assessed and the parent is in denial, curriculum and examination modifications are done to support his learning till Grade 6. The following protocol is followed where examinations are concerned:

- Curriculum and Examination modification – Class 5 [Mid Term and Final Examination] Class 6 [Mid Term ONLY]
- Curriculum modification is NOT given in Class 7, the child is given Extra Time (15 min forevery hour) and help of a Reader to do his examination.

4.7 (a) Provisions by CISCE ('Concessions, CISCE', 2013)

The CISCE has instituted special arrangements for those students who are experiencing any special difficulties. These difficulties could stem from an unexpected injury, bereavement or a disability. Once the school identifies the difficulty, a Special Difficulty form is filled by the Principal and forwarded to the Council. The Council considers each case on its own merit and awards concessions accordingly. Following are the type of concessions that the Council offers on their own or in combination:

- Additional time may be granted: a maximum allowance of 15 minutes is normally permitted in a 1-hour paper, 30 minutes for a 2-hour paper, and 45-hour minutes in a 3-hour paper.
- Depending on the student's need and the subject, additional time may be given.
- An amanuensis: to support those students with documented writing difficulties, the CISCE may allow the use of an amanuensis (with or without extra time), who is normally a fellow pupil.
- A reader: to aid those students with impaired eyesight or a documented reading disability, a reader can be assigned.
- The candidate may be allowed to type his/her answers in an examination.
- The Council may allow a student to take an examination in a hospital under supervision and the following conditions:
 1. An authentic medical certificate
 2. An authorized invigilator, preferably from another Council-approved school, is required and must be designated before the examination
 3. An appropriate Transfer Procedure must be followed to hand over the examination paper to the candidate.

This includes:

- The school must request the Council to pack the papers separately for the candidate
- The student's answer script must be dispatched according to the instructions which the Supervising Examiner receives from the Council
- The Supervising Examiner must indicate on the Attendance List that the student's answer script will be dispatched separately.
- If the candidate is suffering from an infectious disease, the school must consider the possibility of fumigating the answer scripts before sending them to the Council.
- All the costs associated with this alternate venue must be borne by the candidate.

4. The Council also prescribes regulations for those students who have a 'permanent handicap'. Apart from the concessions detailed in the section above, additional allowances may be granted to such candidates. In particular, The Council will permit blind or partially sighted candidates to sit for those examinations which do not have an essential visual element. The Principal will inform the Council about the student's condition at least six months prior to his/her board examination. The student will sit the exam in a separate venue, may be assigned a reader and/or an amanuensis, and may be allowed to type the answers on a computer.
5. The Council may also award extra time (up to double) to help spastic candidates complete their examination. The student may also be allowed to type his/her answers on a computer.
6. For candidates with documented hearing or speaking difficulties, the Council will award them concessions under the Special Difficulty Procedure. For certain candidates, the Council may waive the Aural/Oral papers. If a candidate's degree of deafness exceeds 60%, he/she may be exempt from the second language examination.

The Council may also provide special arrangements for students with specific learning disabilities like Dyslexia, Dyscalculia, Dysgraphia, Attention Deficit Hyperactivity Disorder (ADHD). In particular,

- Additional time may be granted in accordance with the afore mentioned rules
- The use of an amanuensis/reader/reader-cum-writer.
- A scientific calculator, like Casio fx-82 MS or similar, can be permitted for mathematical calculations.
- Examination in a special venue under the supervision of an authorized Examiner

4.8 (b) Provisions by the IB

The IB believes that all candidates who have the intellectual capabilities to fulfil the assessment and curriculum requirements, but who require special assistance, must be supported. Thus, it offers numerous provisions for those students who are suffering from a temporary, long-term or permanent disability. For conditions like family bereavement, civil unrest or natural disaster, the IB does not prescribe special provisions. However, if a medical condition arises due to this adverse circumstance, special arrangements can be considered. In cases of adverse circumstances where provisions are not permitted, candidates may be eligible for compensation.

The IB's provisional scope encompasses those students who suffer from a variety of physical, behavioural, mental, cognitive issues and medical conditions. Explicit examples of these issues are:

- Problems with reading, writing, spelling, working with numbers and symbolic language i.e., dyslexia, dyscalculia.
- Communication problems causing speech and language issues i.e., aphasia, dysphasia
- Emotional and behavioural problems - Attention Deficit Disorder (ADD), ADHD, negative or addictive behaviour
- Physical disabilities that restrict mobility
- Sensory impairments that hinder communication or vision
- Mental health issues like eating disorders, anxiety, depression
- Other diagnosed medical conditions

When provisions are applied, the assessment standard remains the same and utmost care is taken to ensure that candidates do not receive an unfair advantage during the assessment process. When requesting for special arrangements, the coordinator will be required to detail the context of the candidate's usual working methods within the classroom and during exams. For a temporary medical condition, a basic note from a medical practitioner is sufficient.

For a long-term or permanent disability, a detailed report on the illness is required, authorized by a medical or psychological service.

The coordinator is expected to highlight the condition's impact on the student's learning and explicitly state the arrangements required.

The medical or psychological evaluation must be no earlier than one year before the beginning of the Diploma Program.

Allowances can also be made for candidates who have experienced a condition during the final examination. If any special equipment is required during a candidate's assessment, it is the school's responsibility to procure it prior to the examination, and train the candidate and a staff member on its usage (Candidates with Special Assessment Needs, 2011).

Arrangements that require prior authorization

- Allotment of additional time during an external examination: the normal allowance is 15 minutes for every hour, although this can be increased or decreased on a need-basis. For candidates using exam papers in Braille, an additional time of 30 minutes or more for every hour may be authorized
- Rescheduling of exams for candidates who have to sit for more than 6.5 hours in a day, including additional time and/or rest periods
- Rest periods: meant to rejuvenate the candidate, normally last for 10 minutes for every hour
- Use of computers and assistive technology: computers will be authorized in written examinations when they are the student's normally means of working or can aid in resolving any other existing condition. Candidates with dyslexia may also be authorized to use spellcheckers. Voice activated or augmentative speech technology may be authorized in circumstances where it is the candidate's usual mode of working. Prior to the usage of any technology, authorization must be sought from the IB.
- Amanuensis: a scribe may be authorized when the candidate is unable to produce a handwritten response or use a computer. Additional time of 15 minutes for every hour is usually authorized for a candidate who uses an amanuensis.
- A reader: for internal and external components, a reader can read and explain assessment instructions and paper rubrics. The reader needs to be accompanied by an invigilator. The coordinator may also request for the student to access a translating dictionary via the reader for group 3 to 6 subjects.
- Communicators: to assist a student with hearing impairment, a qualified communicator may convey the instructions of the invigilator without authorization. If assistance is required in conveying information from the question paper, however, prior authorization from the IB must be sought.
- Prompters: to help keep candidates with severe attention problems on task during an examination. Verbal prompts are not allowed.
- Modifications in the exam paper: for visual and hearing impaired candidates, the IB may provide suitable alterations in the presentation of the paper. For example, the paper may be transcribed into specific Braille codes. For visually impaired candidates, the IB may change the fonts, printing paper, or arrangement of content on the paper.
- Audio recordings for certain examination components may be provided when there are no visual materials available
- Audio recordings for examination responses: in exceptional circumstances, this provision may be granted
- Transcriptions: the IB may permit transcription of a candidate's response when he/she is unable to produce a legible written response or use a computer.
- External venue for the examination: if a candidate is too ill to take the exam in school, the IB may authorize the administration of the exam at home or hospital, even on short notice.
- Deadline extension: in exceptional circumstances the IB may grant appropriate extensions to submission deadlines of external assignments.

- Assistant/aide for practical work: when practical assignments will endanger the candidate's health or safety, the IB may allow the help of an aide.
- Exemptions from assessment components: candidates may be excused from certain exam components if the coordinator can demonstrate that he/she cannot perform the required functions.

Note: for further details on provisions for amanuensis, readers, prompters and communicators, please refer to the Appendix.

Arrangements that do not require prior authorization

- Special examination venue
- Additional time for submission of assignments during the two-year period (e.g. the TOK essay, the extended essay, world literature essay in language A1). If an extension to the final submission deadline is required, however, the IB should be notified by email.
- Customized seating for candidates in need
- Allow the consumption of refreshments and/or medications on a need-basis
- Allow the use of a sensory aid when it is an essential part of the candidate's daily routine
- Communicators: to assist a student with hearing impairment, a qualified communicator may convey the instructions of the invigilator
- For candidates who are color blind, the invigilator is permitted to name the colors in the question paper
- Care assistant: an attendant who is not the candidate's relative may be present where the welfare or safety of the candidate is a concern.

This list has been compiled from the IB document 'Candidates with Special Assessment Needs', 2011.

Chapter 5: Additional Information about the Use of Scribes, Readers, Communicators, Prompters in the IB Examinations

5.1 Scribes

A scribe is a person who writes down the dictated response of a candidate for the requirements of an internal and/or external assessment component. The use of a scribe is permitted for all forms of assessment where a candidate is unable to provide a handwritten response or use a computer.

- If a candidate is allowed both a scribe and a reader, the same person should fulfil both roles whenever possible.
- Additional time amounting to 15 minutes for each hour of the examination (that is, 25% more time) will normally be authorized when a candidate is assisted by a scribe.
- Prior to the examination, the coordinator should provide an opportunity for the candidate and a scribe to practise working together.
- The candidate must take the examination in a separate room. The dictated responses of the candidate must not be overheard by other candidates.
- Because the examination is taken in a separate room, an invigilator must be present in addition to the scribe. This is to ensure the proper conduct of the examination, so that no questions arise regarding the appropriateness of the assistance.
- The scribe must:
 - transcribe the candidate's responses verbatim
 - draw all visual material (for example, diagrams, maps and graphs) according to the

- exact instructions of the candidate
- not offer information that may be used to answer questions, including advice on which questions to answer, when to move on to another question or the order in which questions should be answered.
- The scribe may:
 - read back answers at the request of the candidate
 - alter or delete answers at the request of the candidate.
- A candidate's answers to a multiple-choice question paper may be recorded in a form that is most convenient to the candidate and scribe. However, the candidate's answers must be submitted to IB Cardiff on a multiple-choice answer sheet, regardless of how they were initially recorded.
- The scribe must be familiar with the terminology used in the subject but, whenever possible, should not be the candidate's own teacher for the subject being examined.
- Conversation between the candidate and the scribe must be confined to ensuring that the candidate's responses are transcribed correctly. There must be no discussion about the examination paper or the candidate's answers.
- The scribe must not act as a prompt, unless authorization has been given by IB Cardiff. If time elapses during the examination when the candidate is not responding to the examination paper, no action should be taken by the scribe, unless the candidate is ill or distressed and then the invigilator should be notified.

Examples of how special arrangements for a scribe would apply

- A candidate with severe dyspraxia cannot use a word processor because he or she has poor motor skills. Permission is granted to dictate to a scribe.
- A candidate has broken a finger on his or her writing hand just prior to the examinations. The request for a scribe to record the candidate's responses is granted.
- A candidate has a benign tremor in his or her writing hand which is exacerbated when writing for extended periods under timed conditions. The request for a scribe to record the candidate's responses is granted.

5.2 Readers

The role of a reader is to read the examination paper to a candidate and to read back the candidate's answers if requested to do so. However, the assistance of the reader is not confined to the written examinations; a reader may assist a candidate with all internal and external assessment components.

- An examination paper must be read out loud without any alteration to its wording. Explaining instructions and answering questions about the rubrics of the examination paper (for example, how many questions to answer, the time available for the paper) are permitted; however, the reader must not interpret or explain questions on the paper.
- If there is more than one candidate for the same examination requiring a reader, they may be grouped together. However, if a candidate requests that his or her answers be read out loud, that candidate must take the examination separately.
- If the candidate is allowed both a scribe and a reader, the same person should fulfil both roles whenever possible.
- The candidate's examination must be conducted in the presence of an invigilator, in addition to the reader. This is to ensure the proper conduct of the examination, so that no questions arise regarding appropriateness of the assistance.
- The reader must be familiar with the terminology used in the subject, as any mispronunciation could be confusing or unsettling for the candidate. The reader must pronounce words clearly and should be someone whose speech is easily understood by the

candidate. However, the candidate's own teacher for the subject concerned should not be appointed as the reader.

- At the request of the candidate, all questions or parts of a question can be read more than once.

Also at the request of the candidate, words appearing in the examination paper can be spelt out.

However, the reader must not:

- explain a question
 - reword a question
 - emphasize any part of the examination paper
 - give advice on how to answer a question or which questions to answer (other than stating the relevant rubric)
 - advise on when to move on to another question
 - advise on the order in which questions should be answered.
- For examinations in groups 3 to 6 subjects, a candidate who is not working in his or her best language may ask the reader to consult a translating dictionary. An entry can be read to the candidate, but no further explanation should be given.
 - The reader must not act as a prompt, unless authorization has been given by IB Cardiff. If time elapses during the examination when the candidate is not responding to the examination paper, no action should be taken by the reader, unless the candidate is ill or distressed and then the invigilator should be notified.
 - Some assistance may be given if the candidate is experiencing difficulty in using information that is visually enhanced or presented in a tactile format. However, this assistance must be of a descriptive nature and must be confined to providing the same information that is accessible to a sighted candidate.

Examples of how special arrangements for readers would apply

- A candidate with significant reading issues is permitted the help of a reader. The candidate hears the words read out by the reader but cannot understand the entire question. The candidate asks the reader to explain. The reader reads the question again but does not offer any explanation.
- A candidate with a visual impairment requests, and is provided with, a modified enlarged paper. However, the condition is a deteriorating one and by the time of the examinations, the candidate has virtually no sight left. A reader reads all examination papers for the candidate.
- A candidate has achieved average scores on single word reading accuracy but his or her speed of reading is in the below-average range. As a result, by the time the candidate reaches the end of the sentence, he or she has forgotten what the first part of the sentence was about. A reader is allowed for examinations.

5.3 Communicators

A communicator is someone who is able to convey information to a person with a hearing impairment through the use of lip-speaking, finger-spelling or sign language. A communicator may be used during examinations.

- A communicator may be used for conveying the oral instructions of the coordinator or invigilator without authorization from IB Cardiff.
- If a communicator is required so that a candidate can access the questions in an examination, it is mandatory to obtain authorization from IB Cardiff. Authorization will only be given if the communicator is a qualified teacher of the deaf who must be able to finger-spell all technical words. However, it is unlikely that this arrangement will be necessary if the examination paper has been modified to accommodate the needs of a candidate with a hearing impairment.
- It is left to the discretion of the coordinator whether the examination should be held in a

separate room.

- Authorization will not be given for a candidate to give signed responses to questions that are a part of the internal or external assessment. An alternative means of communication, such as writing or word processing, must be found.

5.4 Prompters

A prompter is a person who ensures that a candidate is paying attention to the examination. This arrangement would normally be authorized for candidates diagnosed as having a neurological or cognitive disability resulting in a severe attention problem. It is likely that the coordinator or invigilator will act as the prompter, but only if the examination can be conducted according to IB regulations and without disturbing other candidates.

- The prompter may only prompt. No other form of assistance should be given. The means of prompting may be a gentle tap on the candidate's arm or desk/table. The prompt must not be given verbally.
- The prompter must not draw the candidate's attention to any part of the examination paper or the script.
- The prompter should be familiar with the candidate's behaviour so that they know when the candidate is not attending to the task, rather than thinking.
- The position of the prompter in relation to the candidate is left to the discretion of the coordinator. However, the prompter should be seated in a position that provides a view of the candidate's disposition rather than his or her work. This must be achieved without the candidate feeling as though he or she is under any pressure or scrutiny.

Chapter 6. Roles and Responsibilities- Counselling Department

SFHS has a dedicated Counselling Department to support those students who have special education needs. This department is composed of 9 counsellors, headed by the School Counsellor, who provide support to KG- Class 12 students. Most counsellors hold an M.A. in Psychology, Diploma in Guidance and Counselling and a B. Ed., and are trained to understand the results of psychometric tests. All educators hold a B. Ed. degree and are constantly trained by the counsellors to identify any learning issues. Each counsellor maintains a record of students they have been assigned.

Counselling Department policies and procedures are evaluated and reviewed every six months on the following grounds:

- Ensuring that the IEPs and Weekly Remedial Class Plans are consistent with the student's progress and pace, and have a positive impact on the child's learning process
- Review all the students' files to ensure that screening tests and documents are up to date. These documents are stored in a secure place; only the counsellors may access these.
- Ensuring the professional development of our counselling staff. We encourage their participation at educational events organized by government or research institutions in Northern India.

Roles and Responsibilities of Stakeholders:

6.1 Principal / Vice Principal & IBDP Head

- Monitor SEN provision in the school.
- Create a nurturing environment of concern, compassion and empathy
- Promote early detection and regular reviews of the SEN provisions and policies at the school
- Request the appropriate examination authorities for any concessions that may be required for students, with special educational needs, in a timely manner
- Monitor each student's progress and be an integral part of discussions with parents to outline a plan for remedial action.

6.2 Coordinator / IBDP Coordinator

- Record any special arrangements that may be needed by the candidates and report them to the IB and CISCE in a timely manner.
- Ensure that internal and external examinations are conducted with integrity
- Organize provisions for students with special needs
- Liaise between parents and external support organizations
- Confidentially and securely maintain the medical documentation and resources for each student who requires additional support
- The IB coordinator and Counselling team members are responsible for communicating access arrangements to those students, parents/guardians, and staff members who must be made aware of such adjustments.
- The IB coordinator and Counselling team members are also responsible for providing inclusive assessment arrangements and requesting examination accommodations.
- The IB coordinator and Counselling team will work together with parents/guardians, students, and IB staff members to gather and submit all pertinent supporting documentation and educational evidence in order to show the requested arrangement(s) is indicative of an IB student's usual and reasonable accommodations under his/her IEP.
- Adverse or unforeseen circumstances do not fall under the tenets of this inclusion policy. An IB student or parents who experiences adverse circumstances must contact the school and IB coordinator and refer to the Assessment Policy to seek information regarding the student's specific situation.

6.3 School Counsellor –SEN Head

- Oversee the day to day operations of the school SEN policy.
- Coordinate the provisions provided to the SEN students to their special education needs.
- Coordinate and manage the counsellors to ensure the needs of the students are met.
- Liaise with parents of SEN students
- Ensure that the SEN register is maintained with updated records.
- Support the professional development of the staff by enabling them to attend professional development sessions on aspects of special needs and child protection.
- Oversee IEP and BSS plans to ensure implementation of the SEN policy.
- Ensure effective transition of students with special needs from one class to another or when a child finishes school.
- Promote sensitization to and acceptance of different cultures, gender, backgrounds, socioeconomic status, physical and mental abilities among students
- Employ assistive technologies and software to clarify concepts and reinforce knowledge.
- Provide Vocational and academic guidance to all students.

6.4 Counsellor- Special Educator

- Acts as case manager for each of the children with SEN
- Maintains records of SEN students.

- Develop and implement goals of SEN students.
- Differentiate strategies for teaching concepts and assessing performance
- Liaises with Class Educators and subject educators regarding the implementation of learning objectives and accommodations.
- Organizes the review meeting with the parents of the SEN children
- Provide support to those students who need help with reading, writing, and other forms of communication

6.5 Counsellor- Clinical Psychologist

- Conducts psychological and academic evaluations.
- Provides individual students with counselling and behavioural therapy.
- Provided parent support and family therapy
- Promotes awareness about mental health and learning disabilities.
- Participates as a member of the counselling team, assesses and gives counselling referrals.

6.6 Counsellor- Life Skills

Works with students on 10 Life Skills laid down by WHO through activities and games:

1. Problem Solving
2. Decision Making
3. Creative Thinking
4. Critical Thinking
5. Self Awareness
6. Empathy
7. Interpersonal Relationships
8. Good Communication
9. Stress Management
10. Emotion Management

6.7 Class/ Subject Educator

- Identify students who are potentially SEN.
- Inform the SEN department of any student of concern via the learning support referral process.
- Implement recommendations and accommodations suggested by the counsellors.
- Attend IEP review meetings.
- Establish a welcoming and nurturing classroom environment for all
- Harness each student's full potential through a range of theoretical and practical activities, assignments, formative assessments
- Encourage extended learning opportunities for gifted and talented students, which go beyond prescribed learning objectives
- Expose students to a culture of international mindedness and critical thinking through various activities and projects

6.8 Learning Support Assistant (LSA)

- Identify students who are potentially SEN and inform the class educator.
- Help the educator to implement recommendations and accommodations suggest by the counsellor.
- Support an IEP student in class wherever required.

6.9 Parents/Guardians

- Submit details of any SEN documents at the time of admission or formal assessment.
- Work in coordination with the counsellors to encourage different types of learning
- Implement learning strategies that are used in the remedial classes
- Regularly inform the counsellor about the child's progress at home.

6.10 Students

- Refer self to the counselling department.
- Participate in development and implementation of goals.
- Demonstrate commitment and personal responsibility towards achieving their goals.

Chapter 7: Behaviour Management and WellBeing:

The Coordinator will ensure the filling up of the Reflection Sheet by the student and keep a record. The Referral Form is to be filled for all cases being referred for counselling to the counsellor, the Inappropriate Behaviour Form by the Educator, Incident Form needs to be filled for all serious cases of injury, serious medical issues or other serious incidents of unacceptable behaviour as applicable

Counsellors address and work on Behaviour Management Programs using Art Therapy, Cognitive Behaviour Therapy(CBT) and counselling techniques with students who are referred to the department by the Principal, Coordinators or parents. The protocols have been outlined in the Behaviour and Wellbeing Policy.

Taking account of SEN, disability and the circumstances of other vulnerable pupils (Refer to SFHS Behaviour Policy)

Our school makes reasonable adjustments in the application of our behaviour policy for children with special educational needs.

- We make provision for special education for pupils whose behaviour related difficulties call for it to be made
- We work on identifying at-risk pupils in advance
- We plan proactively how our disciplinary frameworks should be applied for each of these children
- We ensure that all those in contact with the children know what has been agreed
- We make sure that every vulnerable child has a key person in school who knows them well, has good links with the home, and can act as a reference point for staff when they are unsure about how to apply the disciplinary framework
- We ensure that all staff are aware of appropriate referral procedures through regular collaborative meetings and awareness sessions.

As a first step, we aim to establish reasonable expectations about the child's ability to understand and follow rules. For example, for a child with severe learning difficulties, it might involve considering their ability to comprehend simple instructions. However, we are also mindful to ensure that expectations of appropriate behaviour from SEN students is not set too low. Based on student needs and abilities, one-on-one supervisory support is provided to children to ensure appropriate behaviour and safety at all times. Taking appropriate account of the individual child's needs, we work on identifying any areas of the behaviour policy that are likely to cause difficulty, and make sure that all staff are informed well.

The Counselling Department Head is responsible for:

- Being vigilant and observant during their classroom observation sessions to identify students who might be facing social or emotional difficulties in order to provide early help and support in coordination with other staff members.
- Read and record all referral forms carefully in order to carry out effective counselling sessions with referred cases.
- Be abreast and implement best practices and techniques of counselling to ensure effective behaviour management and positive change in concerned students.
- Maintain a detailed record of all counselling sessions with each student.
- Maintaining clear communication with parents/caregivers and working with them to achieve positive outcomes for students.
- Liaise and organise specialised services of relevant outside agencies wherever required for example, psychiatric, drug rehabilitation centres, pediatricians, any corrective agencies, etc.

Chapter 8: Communication & Confidentiality

At SFHS, we prioritize the transparent communication of the learning methods used by the SEN department. A student's medical information and remedial action plan is maintained confidentially in locked cupboards within the Coordinator's office. As a rule, we protect a student's privacy and each case is dealt with utmost care, compassion and responsibility.

Chapter 9: Policy Distribution & Review

The SFHS Assessment Policy is a working document and will be constantly modified to reflect institutional and curriculum changes. The document will be available on the school website in a downloadable and printable format and will be reviewed by the Principal, Vice Principal, Coordinators, School Counsellor, Counsellor-Special Educators, Psychologist and Educators biannually.

Chapter 8: Bibliography

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Appendix

Internal Screens for Special Educational Needs

Standardized IQ Tests	Academic Tests	Emotional Tests	Other Psychometric Tests
Vineland Social Maturity Scale (VSMS), 6 - 13 years	Schonell Reading and Spelling Test, 5 - 15 years	Questionnaires by PGI doctors	Myers Briggs Type Indicator (MBTI)
Draw-a-person Test, 6 - 17 years	Passage Reading Ability	NEO Five Factor Inventory (NEO-FFI), 12 years and older	Strong Interest Inventory (SII)
SPM (Standard Progressive Matrices), 8 - 65 years	Attention Span		Guilford Interest Inventory
MISIC (Malin's Intelligence Scale for Indian Children), 5-15 years	Grade Level Work		Davis Battery of Differential Ability (DBDA)
Physical Development			
Medical History			