

AHMEDABAD INTERNATIONAL SCHOOL



SPECIAL EDUCATIONAL NEEDS POLICY

Approved by-

DIRECTOR:

Ms Gorsl Parekh

HEAD OF SCHOOL:

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DIRECTOR ADMISTRATION:

Ms Shivangi Panchal

PYP COORDINATOR:

Mrs Minakshi Balkrishna

Date of ratification: November 2007

To be reviewed: June 2009

Reviewed by: Head of school: Dr.Tarulata, Director Admistration: Shivangi Panchal
PYP coordinator: Minakshi Balkrishna

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Special Educational Needs Policy

Introduction

This policy is written in accordance with the need to identify some students with learning disabilities. The school felt a need to put together a detailed report to highlight the difficulty the students face to meet the bench marks and also the grade level assessment requirements.

What are special educational needs?

A child has special educational needs if he or she finds it much harder to learn than most children of the same age, or if he or she has a disability which makes it difficult to use the educational facilities.

For example:

- A general difficulty in all learning areas;
- Specific difficulties within areas of the curriculum such as spelling, mathematics, writing;
- Vision or hearing difficulties;
- Speech or language difficulties;
- A medical or health problem;
- A physical disability;
- An emotional or behavioural problem.
- A developmental disorder, for example, autism

Aims

- To find ways to overcome barriers to learning
- To encourage each child to fulfill his or her potential.
- To ensure each child feels happy, safe and successful at school.
- To provide every child with a broad, balanced and relevant curriculum.
- To meet the special educational needs of each individual child.
- To take all reasonable steps to include all children in all aspects of school life at all times.
- To seek and take into account the views of each child.
- To involve and inform the parents and to recognize their vital role in supporting their child's education.

Implementation

In line with the desired outcome a graduated approach was established. These are different responses appropriate for different children.

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Level 1. Differentiated tasks, resources and strategies.

The class teacher strives to ensure that all work is set at appropriate levels to reflect differences in understanding, knowledge and skills. Tasks may be differentiated by, for example:

- visual aids;
- extra explanation, reinforcement and support;
- books and worksheets that are simpler to read;
- Different expectations in work completed.
- Peer support in a paired or group situation.

Level 2. Additional small group support programmes.

At Ahmedabad International School we use the following strategies to support children in small groups, particularly those children who are achieving slightly below average. These strategies include:

- 1:1 tuition, once in a week after school hours. (1:15 to 2:00 pm)
- Language pack: Hindi, Gujarati and English practice sessions after school hours.
- Spoken English and reading writing practice.
- Mathematics practice.

FORM TO BE FILLED BY THE TEACHERS TO ADDRESS THE ISSUE

After prior testing.

Level 3. School Action Plus

For some children with more complex needs, the PYP coordinator, and the home room teacher, in consultation with the parents, will ask for help and guidance from outside agencies. Initially advice would be given to the parents to meet educational counselors. The home room teacher will take the lead in co-ordinating any further assessment and action needed to be taken.

Level 4. Statement

A minority of children will need a significant amount of help in terms of levels of support. A Statement of Special Educational Needs safeguards a child's needs as he /she moves up through the school system. This is endorsed in the school scholastic report.

The final assessment report has objectives which are set into termly targets. These are formally reviewed on an annual basis, according to the set guidelines. The students are then asked to stay back for Remedial classes after school. This is given in writing in their diaries. Teachers are assigned to set different assessment tasks to assess whether they have understood the primary tasks.

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A teacher review, student review is put together to address the needs of the child and get a glimpse of the student's likes dislikes and to create a bond with the teacher.

Identification

All pupils (other than kindergarten, Junior and senior, Grade 1,2,) or entry to the school after the academic year are assessed in ways that are appropriate to their age and stage of development. Year level competencies are addressed and recorded to see any abnormal or inappropriate age level competencies. Grade Nursery, Junior and Seniors have their year group competencies. As a child progresses through the school, regular observation and assessments take place as a part of the normal curriculum. These assessments help teachers identify children who are not making sufficient progress with the aim of providing early intervention. This will enable teachers to:

- Set suitable learning challenges.
- Respond to a pupil's individual needs.
- Overcome potential barriers to learning and assessment.

Our school will make full use of information passed on to us when a child transfers from an early education setting or another school. Parents are encouraged to discuss their child's needs with us prior to entry.

Special Educational Needs teacher in collaboration with the PYP coordinator.

- To monitor the day to day management of the students.
- To support and manage the pupils with the report given to the PYP coordinator.
- To give out the forms at the beginning of the year.
- To monitor the progress of children with teachers, and parents by means of discussions and records with the coordinator.
- To call for children for remedial classes.
- The coordinator arranges to train staff in areas of Special Educational Needs as workshops/ guest lectures by specialists.
- Guest lectures are given to teachers to understand special needs or learning disabilities.
- To attend meetings and courses as relevant as available from sources outside the school for workshops or seminars.

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The dissemination of information

Appropriate and detailed information regarding the particular needs of children (medical or educational) is shared with all teachers who work with them. Summary information is placed in class registers for the benefit of all subject teachers.

The role of parents

Parents are encouraged to work in partnership with the teachers. They have a vital role in supporting their child's education. They have knowledge and experience of their child which will help the teacher to collaborate with the teacher. Parents are informed about the child's progress regularly and their views are sought as part of the regular review process.

Parents who are concerned about their child should initially talk to the class teacher and may independently approach the PYP Coordinator. Any queries raised by parents will be investigated promptly and a written response will be communicated within 5 working days.

All records will be in the hand book and teachers will write letters to the parents for the same.

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Any information requested by parents will be made available to them to support the child needs.

Pupil Involvement

Children should feel that they will be listened to and that their views are valued. Therefore, it is the responsibility of each class teacher to give opportunities for those children to express an opinion regarding their progress and needs. They will reflect on the progress made by them on a termly basis.

School Governors

The school's governing body has a meeting with the PYP coordinator along with the Head of school asking about:

- The involvement of parents.
- The dissemination of information to staff about the needs of each child with a statement.
- The inclusion of pupils with diverse needs.
- She prepares a report to be discussed at the June Governing Body meeting.

Outside Agencies

The school may request input from external agencies whenever it is deemed necessary. Help from professionals and external agencies will be sought in case of the following:

- specific learning and language disabilities e.g. Dyslexia,
- hearing impairment
- visual impairment
- physical difficulties
- emotional and behaviour difficulties

Autistic disorder

- mental health
- school doctor
- speech and language therapist
- physiotherapist

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The PYP coordinator will refer parents to these professionals as appropriate, providing parents agree to their involvement, and will work alongside to meet the needs of some children.

Transfer

The transfer of information is important at every stage. As the child progresses from Kindergarten through the school, records if any will be transferred. The teachers at each grade level will be provided with a SEN questionnaire to identify a child with SEN.

In case of identification of a child for SEN the parents will be first involved and they in turn will make a decision for the referral of the child to a specialist.

When children move to other schools, SEN records will be sent to inform the new school of the child's needs.

Glossary

SEN Special Educational Needs

TA Teaching Assistants

Reviewed by:

Head of school: Dr.Tarulata,

Director Administration: Shivangi Panchal

PYP coordinator: Minakshi Balkrishna

June 2011