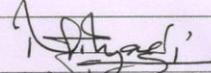
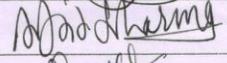
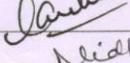
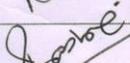
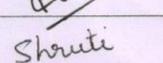
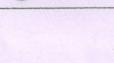


SEN (Special Educational Needs) POLICY
SANGAM SCHOOL OF EXCELLENCE



SEN Policy Steering Committee

Sl. No.	Name	Group	Signature
1.	Dr. Meenakshi Tyagi	Admin.	
2.	Mr. Arpit Sharma	PLT	
3.	Mr. Pradeep Sharma	PLT	
4.	Mrs. Sweta Batra	PLT	
5.	Mrs. Kavita Chouhan	PLT	
6.	Mrs. Nidhi Laddha	PLT	
7.	Mrs Rashmi Adhikari	PLT	
8.	Ms. Shruti Modi	Counselor	

For Sangam School of Excellence



Director/Author/Signatory

SSE'S MISSION STATEMENT

SSE aims to develop in children the knowledge and skills to enable them achieve their career goals and become caring and open minded leaders who think global and act local. Education at Sangam is a relentless quest for excellence, for the fullest possible development of a student's personality and potential viz. academic, spiritual, moral, social and physical- are the key endeavors.

Students will be taught in a caring and personalized learning atmosphere that is enhanced through a friendly and constructive partnership with parents. Through the School's programs and activities, the children will learn to respect all cultures and communities, preparing them to become a part of our increasingly multi-cultural world.

IB MISSION STATEMENT

The International Baccalaureate 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 organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

STATEMENT OF ACTION

- This policy states that education is a fundamental right
- What are the national rules for students with disabilities?
- This policy introduces inclusive education/SEN.
- How is the provision for inclusion/SEN supported by professional development?
What provisions are missing?
- What are the resources that the school has for implementing the SEN policy?
- School and parents partnership
- It also gives guidelines about parent referrals.
- It elaborates about need for confidentiality, and the procedure for carrying out the same.
- It also mentions the intake procedure for SEN at SSE.
- It mentions the procedure of reviewing and publicizing the policy.
- The policy explains how it is linked to other school policies.

SSE BELIEVES:

1. All children with special educational needs should be identified and suitably dealt with so as to have their needs met;
2. The special educational needs of children are normally met in mainstream early education settings (during their primary years of formation.)
3. Parents have a vital role in supporting their child's education;
4. Parents' views should be taken into account and the wishes of their child should be listened to;
5. Children with special educational needs should get a broad, well-balanced and relevant education, which must be decided while in close cooperation with the parents.

SSE EXPECTS:

1. The parents to share their concerns and experiences at any time, with their child's teacher or coordinator who is working with their child.
2. If parents want to take help from someone who is independent and knows about special educational needs, they are free to do so.
3. The teachers, coordinators and the school community to be open about inclusion, and not differentiate based on the bias of the same.

EDUCATION IS NOW A FUNDAMENTAL RIGHT

The 86th Constitutional amendment makes education a fundamental right. The Right of Children to Free and Compulsory Education Act was passed by the Indian Parliament in 2009. The new law makes it obligatory that every child of the age of six to fourteen years shall have a right to free and compulsory education in a neighbourhood school till completion of elementary education.

“In its broadest and all encompassing meaning, Inclusive Education, as an approach, seeks to address the learning needs of all children, youth and adults with a specific focus on those who are vulnerable to marginalization and exclusion. It implies all learners, young people - with or without disabilities being able to learn together through access to common pre-school provisions, schools and community educational setting with an appropriate network of support services. This is possible only in a flexible education system that assimilates the needs of a diverse range of learners and adapts itself to meet these needs. It aims at all stakeholders in the system (learners, parents, community, teachers, administrators, policy makers) to be comfortable with diversity

and see it as a challenge rather than a problem.” (Action Plan for Inclusive Education of Children and Youth with Disabilities, Ministry of Human Resource Development, 2005)

CBSE RULES

Schools affiliated to CBSE were advised (Circular No. 45 dated 29th October, 2008) to ensure that no child with special needs is denied admission in main stream schools.

Most recently circular number 65 dated 24th December, 2009 was forwarded to all CBSE schools to ensure the Integration of Children with Special Needs (CWSN). The following guidelines were forwarded to all CBSE affiliated schools.

1. to ensure that no child with special needs is denied admission in Mainstream Education.
2. to monitor the enrollment in schools of disabled children.
3. to provide support through assistive devices and the availability of trained teachers.
4. to modify the existing physical infrastructure and teaching methodologies to meet the needs of all children including Children with Special Needs.
5. to ensure that 3% reservation of persons with disabilities is done in all institutions receiving funds from Government (Under The Persons with Disabilities Act, 1995).
6. to ensure that all schools are made disabled friendly by 2020 and all educational institutions including hostels, libraries, laboratories and buildings will have barrier free access for the disabled.
7. to ensure availability of Study material for the disabled and Talking Text Books, Reading Machines and computers with speech software.
8. to ensure an adequate number of sign language interpreters, transcription services and a loop induction system will be introduced for the hearing handicapped students.
9. to revisit classroom organization required for the education of Children with Special Needs.
10. to ensure regular in-service training of teachers in inclusive education at the elementary and secondary level.

There are certain provisions that students with disabilities are eligible for under CBSE rules (Refer to Appendix 1)

WHAT ARE SPECIAL EDUCATION NEEDS?

The term ‘special educational needs’ has a legal definition. Children with special educational needs have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age.

SSE understands that children are not considered as having learning difficulties just because their first language is not English, of course some of these children may have

learning difficulties as well. Children with special educational needs may need extra help because of a range of needs such as:

1. Difficulties in paying attention, thinking, understanding, and remembering
2. physical or sensory difficulties,
3. emotional and behavioural difficulties,
4. difficulties with speech and language or
5. how they relate to and behave with other people.

CATEGORIES OF SPECIAL NEEDS CHILDREN

1. **The Disabled:** Students with physical, sensory or mental impairments fall under this category. Due to these impairments they are unable to succeed in school which is why they require special educational needs. This category includes those who suffer from mental retardation, hearing loss, blindness and low vision, physical disabilities, communication disorders, autism, learning disabilities and emotional or behavior disorders. SSE at the very onset denies admission to children falling in this category as the school is not equipped with expertise and resources to deal with the same.

2. **The Slow Learners:** Children with intelligence level in the below average or borderline IQ range can be grouped together as slow learners. These children are easy to miss and are commonly seen as underachievers. They function below grade level and have high rates of dropping and are commonly seen as students “at risk”. They require special education needs because it aids them in performing according to their ability as a low IQ is lifelong.

3. **The Gifted:** Children who have very high IQ find themselves insufficiently challenged by the regular school program which is why they have special educational needs.

Following are the listed types of special needs categories:

1. **Cognitive and Learning**
 - a. Dyslexia
 - b. Dyscalculia
 - c. Dysgraphia
 - d. Mild Learning Difficulties
 - e. Undiagnosed
 - f. Specific Learning Difficulties
2. **Social, Emotional and Behavioural**
 - a. Attention Deficit Disorder

- b. Attention Deficit Hyperactive Disorder
- 3. **Communication and Interaction**
 - a. Speech and Language difficulties
 - b. Autism Spectrum Disorders
 - c. Asperger's Syndrome
- 4. **Sensory**
 - a. Mild/ Moderate hearing loss
 - b. Multi – sensory impairment

IS THE POLICY CONSISTENT WITH IB PHILOSOPHY AND PRACTICE?

- The SEN policy understands that there are different kinds of learners (with different learning needs and styles) who carry out inquiry in their own manner, and the classroom supports and promotes that.
- SEN policy expects the teachers to be considerate and help students frame their questions in case one feels challenged.
- The policy expects both students and teachers alike to be open-minded.
- The policy helps both students and teachers to be caring and show empathy, compassion and respect towards needs of others.
- The policy facilitates and gives importance to mental health along with physical health, which helps them in achieving desired balance to achieve well-being for themselves and others.
- IB mission statement aims at making students compassionate and lifelong learners who understand that other people, with their differences, can also be right.

HOW IS THE PHILOSOPHY ON INCLUSION ALIGNED WITH THE SCHOOL'S MISSION STATEMENT?

SSE mission statement states: “Students will be taught in a caring and personalized learning atmosphere that is enhanced through a friendly and constructive partnership with parents.”

We at SSE believe that inclusion is beneficial to all students. Regular students gain a better understanding and acceptance of disabilities and diversity and have better developed social skills, better academic performance, and empathy. In an inclusive setup a special child can be integrated into mainstream education and has a chance at interacting and learning with their peer group. A special child will be able to learn social skills and create friendships.

We trust that students who learn in an inclusive setup will be able to create a society that accepts differences and does not segregate.

HOW DOES THE SCHOOL DEFINE INCLUSIVE EDUCATION?

Inclusive education means that schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. This should include disabled and gifted children, street and working children, children from remote or nomadic populations, children from linguistic, ethnic or cultural minorities and children from other disadvantaged or marginalized areas or groups. (UNESCO, 2003)

For all our special needs students we aim that all learning happens in the regular classroom with their classmates although additional support can be provided in the resource room. We aim at providing education at an age appropriate level as far as possible (in a few cases that is not possible). The children are encouraged to follow the normal class curriculum with modifications that aid their learning process. The special child learns all his lessons with other students from the same teachers and enjoys a truly inclusive setup.

At SSE, the special needs department along with the teachers ensures children with special educational needs get the appropriate help and support they need sometimes with the help of outside specialists.

HOW IS THE PROVISION FOR INCLUSION/SEN SUPPORTED BY PROFESSIONAL DEVELOPMENT?

- We have a clinical psychologist/counselor appointed by the school who is trained and equipped to carry out psychological evaluations, therapies for learning difficulties, behavioral problems and mental health issues.
- The teachers of the school undergo in-school as well as external workshops and seminars which help them to be familiar with various conditions which warrant special needs, strategies that can be used in the classroom, and better ways in handling students.

WHAT PROVISION/IMPROVEMENTS ARE NEEDED?

- Personnel: special educators, sign language interpreters, non-teaching support staff who can manage kids with disability, etc.
- Structural: Ramps, wheelchairs, Study material for the disabled and Talking Text Books, Reading Machines and computers with speech software, transcription services, etc.

RESOURCES

The school has an access to various teachers who are experts in their own subjects, a clinical psychologist who is an expert in mental health issues, learning difficulties, rehabilitation and behavioral modifications. The school also has access to a special educator on visiting basis.

- Mrs. Shruti Modi (consultant psychologist and counselor) works with students and guides teachers to work with students with learning support needs alongwith the key stage coordinators, CIE and DP coordinators.

The Support Mechanism at SSE

1. In the Primary school, The Coordinator Mrs. Sweta Batra along with tcounselor undertakes the overall responsibility for individual needs. This includes Special Educational needs, English language support and in case of the Health and safety provisions Mr. Saurabh assists the SEN teacher with Edusports.
2. Beyond primary, there is a provision that at the admission occasion we get clear background information from the parents about the student. The SSE also has clearly marked admission requirements like a face to face interview with the Principal or the Coordinator. The students who come with such special needs are clearly noted and separate accommodations are made.

The counselor at every stage in school coordinates the provisions for different individual needs with the key stage coordinators, teachers and school leadership.

The school hires expert services at times to better deal with cases that pose a different and a more complex challenge to the teachers.

- Mrs. Shruti Modi (school counselor) is responsible for finding, allocating and deploying resources
- The school has certain behavioral checklists and questionnaires that help in identifying various problems.
- The school counselor is qualified to administer and interpret all intelligence assessments, learning disability battery, aptitude battery, temperament and personality assessments, and tests for diagnostic psychometry.
- The school is not currently physically accessible for students with physical disabilities (unavailability of ramps, however we plan to make it accessible over time.)

ROLE OF THE SEN COORDINATOR

- The SEN coordinator along with the team of SEN teachers oversees the day to day operations of the SEN policy and coordinates provision of students in the mainstream.
- Ensuring there is liaison with parents and other professionals in respect of students with SEN both in house and external agencies.
- Advising and supporting other practitioners in the school.
- Planning, Developing and Reviewing Individual Education Plans (IEPs)
- Organizing classroom provisions for all the SEN students.
- In the secondary school liasoning with exam officers and IB/ Cambridge board for exam Provisions.
- Liasoning with external agencies including the Therapy provision and educational psychologists for the diagnostic reports.
- Supporting mainstream teachers with differentiation strategies.

SCHOOL AND PARENTS PARTNERSHIP

COMMUNICATION

The School supports parents in understanding their son's / daughter's Special Educational Needs by:

- Arranging meetings with parents and coordinators to discuss their children's learning needs.
- The SEN department discusses in detail the model of SEN support at the school.
- Inviting parents for IEP meetings to share and contribute for setting individual goals.
- Being aware that parents and caregivers will have differing levels of understanding and responding appropriately
- Referring them for external services, such as Psychologists/ special educators/psychiatrists/medical professionals.
- Meeting parents at any point of the year with an open door policy including meeting with any external specialists working with the child discuss the student's progress.
- Meetings during regular Parent Teacher conferences.

- Teachers also have telephonic conversation and use student planner to communicate.
- Providing parents and caretakers with suggestions for supporting their children at home.
- Adding and withdrawing a student with needs from the register

PARENT REFERRALS

Parents can directly refer the children to the Special Needs Department. A parent can refer their child for specific behavioral and academic problems as well as for testing.

- When can the parents refer the child?

The parents can meet the counselor or the Special Needs Providers by prior appointment only. Most preferably the parents can refer their children during the Parent Teacher meetings or through personal communication.

- What happens after the referral is made?

Once the parent has given the Diagnostic Interview (The first Interview with the parents with the purpose of identification of specific needs) and a brief description of the presenting problems the counselor decides the intervention plan. More often than not the general 'Special Needs Intake Procedure' will be followed. However, if the child shows clear symptoms of a specific disorder after a few observations the child is sent for testing.

- What if the child is NOT eligible for Special Needs Services?

If the child is found to be not eligible for special needs services the counselor holds a meeting with the class teacher, and counselor to discuss the case. Once a proper intervention plan is designed for the student the parents are contacted for a meeting. The findings and intervention is discussed with the parents.

- What to do if the parents do not want to access the special needs services provided by the school?

The school is not authorized to provide any special services without parental consent. The consent form must be filled up and signed by either parent before any special services can be provided to the student. If the Special needs department feels the child will be not be able to succeed without support for special needs, the matter is taken forward to the Principal. All further proceedings are instructed by the Principal.

- What to do if the referred child has already been diagnosed with a specific disability?

If the child has already been diagnosed the first step is to ask for the reports. In the absence of any reports the parents are requested to get a diagnostic report from their doctor or psychologist. They can also be sent for testing to the outsourced professionals. IQ testing is done by a trained psychologist. Only after the special needs department receives all necessary documents can the child be admitted to the school.

STAKEHOLDERS

The inclusion policy will apply to stakeholders including the management, teachers, students, parents/legal representatives of students, and non-teaching staff.

INDIVIDUAL EDUCATION PROGRAM (IEP)

Once the student meets the criteria for special support, an Individual Education Plan/Program (IEP) is developed for the child, which includes goals, objectives, activities and any additional supports needed to ensure the child reaches his/her maximum educational potential. Every student who receives special support must have an IEP. An IEP is a truly individualized document and is created for each student according to their difficulty. Every student has a unique learning style and has different levels of Special Educational Needs (SEN). An IEP should aid learning, teaching and outcomes. An IEP must contain:

- *Current Level of Performance*
- *Academic Goals*
- *Special Services*
- *Participation in External Tests:* The IEP must state what modifications in the administration of these tests the child will need. If a test is not appropriate for the child, the IEP must state why the test is not appropriate and how the child will be tested instead. This support is based on the students' need and is subject to the approval of the external Examination Board. The student's need for examination support is considered on individual basis. Consideration of special arrangements such as those set out below is desirable:
 - Use of Calculators in class and during examinations.
 - Spelling and grammar devices such as dictionaries.
 - Giving extended time during exams and class tests which is normally an increase by 25%.
 - Some students require multiple breaks.
 - Arrangements can be made for students to sit examinations in separate, quiet setting, to reduce distraction to the student and to other students.

- Reading out isolated words or passages for students with reading difficulties
- Oral assessments for students with writing/speech problems (primary school)
- Any other provision specific to individual needs

CONFIDENTIALITY

All students that are a part of the special needs department should have personal files. Their files must contain:

- Intake sheet/information
- Case history (if taken)
- Records of testing (internal or outsourced)
- Daily progress notes
- Parent interaction/meeting notes
- Individual Education Program (IEP) and related documents
- Work done in the resource room
- Teacher interactions in relation to the student
- Special accommodations the child requires

Who has access to the files?

The file of the student can be viewed by professionals involved in providing care and support to the child. Parents and outsourced organizations can have access to the files with the consent of the counselor and the head of school.

Who keeps and maintains the files?

The counselor/coordinator is responsible for file keeping and maintenance. He/she is also responsible for storing the files and labeling them accurately.

Where are the files stored?

The files are stored in the resource room under lock and key. The Special Needs Coordinator/ counselor have access to the locked cupboard. A file can only be removed from the allotted space with his/her consent.

When are the files disposed and how?

The files are to be disposed off 2 years after the child has left the school.

Storage of old files?

Once the child has left the school his/her file is to be kept in a separate cupboard in the Resource Room with a label clarifying the status of the file.

SPECIAL NEEDS INTAKE PROCEDURE

Activity	Responsibility	Input/References	Details	Records Generated
1.Child Find	Class Teacher and all subject teachers	Grades and behavior taught	Students who are unable to cope academically or show behavioural problems are identified	Observation sheets
2.Classroom interventions	Class Teacher and all subject teachers	Identified students	Teacher tries classroom based interventions as per their understanding of the problem	Intervention Records
3.Secondary Intervention	SAT or Coordinator	Identified Students	coordinator suggests and/or tries classroom interventions or provides individual support to the students	Intervention Records
4.Evaluation	Counselor/ Special needs Staff and Coordinator / SAT	Identified students	1. Course of evaluation 2. Parents contacted 3.Counselling/observation sessions 3. Need for testing determined	1.Intake sheet 2. Observation sheets File of student
5.Case history taking	Counselors/ Special needs Staff	Identified students	For suspected clinical issues a detailed case history is taken Including parents	Case history report
6.IQ Testing	Counselors/ Psychologist	Identified students	IQ testing by a trained psychologist	Report generated

7. Testing for all other suspected Disorders	Outsourced Professional Counsellors/ SEN Coordinator / Psychologist	Identified students and Parents	1. Parents are given all the details of the child 2. The parents are requested to see the outsourced professional	Report generated
Eligibility for special needs	Counselors/ Outsourced Professional	Reports	After the testing is complete the professional responsible decides whether the child is eligible for special needs	Reports generated

WITHDRAWING A STUDENT FROM THE SEN REGISTER

A child may be withdrawn from the SEN register when:
He/she has made enough progress to access the curriculum, OR
The parents / students voluntarily withdraw from the support.

POLICY REVIEW

The SEN Policy shall be reviewed on an annual basis with all other policies. It shall be revised in the month of April. The SEN coordinator and the PLT shall be involved in reviewing this policy.

HOW DOES THE POLICY LINK TO OTHER SCHOOL POLICIES?

Admission policy: Admissions policy requires parents to declare if there are any special learning needs that the parents are aware of, or if the student is already receiving treatment. The school admits students who have below moderate level of learning difficulties. The school doesn't admit students with physical (locomotor, visual, auditory, etc.) disabilities or students with moderate to severe level of intellectual impairment, because the school is not equipped with resources to deal with the same.

Assessment policy: Students with SEN may receive certain considerations, benefits and exemptions which will be approved by the SEN coordinator and the Principal. This support is based on the students' need and is subject to the approval of the external

Examination Board (CBSE/CIE/IB). The student's need for examination support is considered on individual basis.

Academic Honesty Policy: Even if the student has SEN accommodations, academic dishonesty in any form will not be tolerated, and the student may face the consequences based on the policy.

PUBLICISING THE SEN POLICY

- We make the policy available on the school website.
- The school does one orientation every year for students, parents and teachers.
- During the admission procedure, the coordinators discuss with the parents if there are any special needs.

GLOSSARY

- CBSE: Central Board of Secondary Education
- IEP: Individual Education Program
- SEN: Special education needs

REFERENCES

- UNESCO (2010) Children with Disabilities [online] Available at: <http://www.unesco.org/en/inclusive-education/children-with-disabilities/> [Accessed on 01 April 2015]
 - CBSE Circular Number 45 dated 29 October 2008 (circulated to all CBSE affiliated schools) <http://cbse.nic.in/circulars/cir65-2009.pdf> [Accessed on 02 April 2015]
-

APPENDIX 1: CONCESSIONS GIVEN TO PHYSICALLY CHALLENGED CANDIDATES BY THE CBSE

- Exemption from studying third language up to middle school level (i.e. Class VIII).
- Permission to use an amanuensis.
- The amanuensis is a student of class lower than the one for which the candidate will be taking the examination.
- The Centre Superintendent of the Examination Centre chooses a suitable amanuensis and forwards his/her particulars to the Regional Officer concerned for consideration and approval.
- The candidate pays the fee as prescribed for use of the amanuensis to the Board. However, the Blind, Physically Handicapped or Spastic Candidates are being provided services of an amanuensis free of cost.
- The amanuensis is paid remuneration as prescribed from time to time by the Board.
- The candidate may be permitted to use the services of an amanuensis in all or any of the papers. Services of same amanuensis are taken for all the papers.
- The candidates are being permitted to draw the diagrams etc. themselves, if desired by them.
- Additional time as under is given in each paper;

For paper of 3 hours duration	60 minutes
For paper of 2 ½ hours duration	50 minutes
For paper of 2 hours duration	40 minutes
For paper of 1 ½ hours duration	30 minutes
- The Centre Superintendent makes the sitting arrangements for the dyslexic, blind, physically handicapped and spastic candidates on the ground floor, as far as possible.

- Alternative type questions are provided in lieu of questions having visual inputs for the blind candidates in English Communicative and Social Science for Class X and History, Geography and Economics for Class XII.
- Separate question papers in enlarged print for Mathematics and Science & Technology in Class X are provided.
- The Centre Superintendent(s) are directed to send the answer books of special category students in separate covers.
- To facilitate easy access, a few selected schools are made examination centres for special students.
- Blind candidates from Delhi have the facility to use computer or a typewriter for writing answers.
- Teachers from blind schools are appointed as Assistant Superintendent(s) (Invigilators) at the special examination centres. However, precaution is taken to appoint different subject teachers on different days.
- A separate column has been provided on the title page of the answer book for indicating the category of physically challenged candidates so that these answer books could be segregated for sending them separately to the Regional Office of the Board.
- However, at the Secondary School level a candidate has an option to opt for one language and any four of the following electives:
Mathematics, Science, Social Science, another Language, Music, Painting, Home Science and Introductory Information Technology, Commerce (Elements of Business) & Commerce (Elements of Book Keeping and Accountancy)
- Blind candidates have been permitted to offer subjects like Music, Home Science etc. which are not available in the school