



INDIA INTERNATIONAL SCHOOL

A Heritage of Vision • A Legacy of Innovation



SEN Policy 2017-18

INDIA INTERNATIONAL SCHOOL

Kshipra Path, Opp. V.T. Road, Mansarovar, Jaipur 302
020, Ph: +91-141- 2786401-3, Fax: +91-141-2786404,
Email: iis@icfia.org, Web: www.icfia.org



Vision

– 'A Heritage of Vision, A Legacy of Innovation'

Mission Statement

The institution aims at uncompromising commitment towards holistic development and groom globally ethical citizens."

Philosophy

"IIS caters to the global need of today's youth, aims to engage learners in an active and creative learning journey, build knowledge and skills, promote and sustain high academic principles while retaining the strong value systems and ethics of the motherland and become responsible members of global community"

Background:

IB 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."*** (IB mission statement 2004).

According to IBO, ***"a student with Special Education Needs is a student who might display difficulties or conditions that are barrier to learning and therefore need particular teaching strategies for classroom management and effective education."***

The SEN policy at India International School supports students with special education needs to have better academic and social skills, increased self-esteem and positive relationships.

The IB expects that schools will follow the policies and guidelines specified in their respective national curriculums when dealing with students with Special Education Needs.

According to the national curriculum i.e. Central Board of Secondary Education (India):

“We need to respect diversity so that every child no matter what his/her background and ability is provided a relevant and meaningful education. Being different is a fact which most of us understand. Inclusion is an effort to make sure all learners including children with disabilities access school along with other children and receive ‘specially designed support and instruction’ which they need to succeed as learners and to achieve the required competence and skills.”

IIS follows the practice of inclusion in all its classes. All students irrespective of their caste, creed, religion, etc and special education needs have complete access to all curricula.

Objectives :

- To comply with the specific guidelines and policies of national curriculum with respect to Special Educational needs.
- To identify, assess and provide for students with special educational needs.
- To support all staff in working with students with special educational needs.
- To create a classroom with a positive learning environment to enable inclusion of students with Special Educational Needs in the mainstream classroom.

To fulfill these objectives -

At IIS, during the time of admission one of the forms filled by parents pertains to SEN. So the first hand information regarding any SEN is furnished by the parent. In case of the identified SEN student an interaction of the parent and the student with the school counselor is scheduled.

Also all teachers contribute to the process of identification of students with SEN. Teachers are oriented to identify the learning challenges that a student is facing in collaboration with the School Counselor and this is further discussed with the Principal, other teachers, and parents.

The school caters to students with SEN through differentiated classroom teaching and inclusive approach. The school also has support system in place for providing all the



needful resources for effectively managing the special education needs as and when required.

Responsibilities:

All stakeholders involved with / dealing with students who have special education needs have certain specified roles and responsibilities to fulfil – the school, the DP Coordinator, teachers and parents. To ensure the fulfilment of SEN Policy objective -

The School:

- Trains the staff and faculty so that SEN and differentiated teaching can be implemented.

Extends support system to provide all required and appropriate resources, and infrastructure required in the implementation. Has a tie-up with Bhavani Child Development Center (Annexure II)

- Collaborates with parents.

The DP Coordinator:

- Works in collaboration with teachers, parents and external experts to ensure appropriate identification, planning, action and assessment of student with special Education Needs.
- Keeps regular contact with parents and advise them of the requirements of the Individual Education Program - IEP and students' performance.



- Informs IB of the assessment accommodation required for the student, as and when required.

Teachers:

- Identify the learning challenges faced by the student and inform all concerned stakeholders as required.
- Follow the Individual Education Program (IEP) made for the student with appropriate instructions
- Keep the DPC and parents apprised of the progress of the student.

Parents:

- Actively participate in the implementation of the Individual Education Program (IEP) of the ward.
- Provide relevant documents that may be required by the school or the IBO.

Committee Members:

- *Dr. Ashok Gupta, Director & Head of School*
- *Ms. Mala Agnihotri, Principal and IBDP, CIE Coordinator*
- *Ms. Prabhjeet khanna, Examination Incharge, IBDP*
- *Dr. Manish Kumar Sharma, Academic Head, IBDP*
- *Ms. Mukta Khandelwal, Academic Head, IBDP*
- *Ms. Meghna Mittal, School Counselor*
- *Ms. Aditi Sharma, IB Faculty*
- *Ms. Kavisha Albert*

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Annexure I

The IBO identifies the following as possible barriers to learning where the special educational needs of a student need to be addressed. (Meeting students' learning diversity in the classroom, IBO 2013)

- Specific learning issues, language and communication disorders.
- Significant issues in reading, writing, spelling or manipulating numbers associated with issues in processing symbolic language (for example, problems interpreting music notation, dyslexia, dyscalculia).
- Speech and language issues characterized by communication problems (for example, aphasia, dysphasia, articulation problems).
- Social, emotional and behavioural issues include: attention deficit disorder (ADD)/attention deficit hyperactivity disorder (ADHD); autistic spectrum disorders; withdrawn, depressive or suicidal attitudes; obsessive preoccupation with eating habits; school phobia; substance abuse; disruptive antisocial and uncooperative behaviour; and anger, frustration and violence.
- Physical disabilities include a wide range of conditions that are not always immediately obvious, but affect mobility.
- Sensory issues: hearing - embraces an extensive range of hearing loss from mild to profound and can present communication difficulties; visual - includes difficulties with either the structure or function of the eye, affecting vision.
- Medical conditions: the most common being - congenital heart disease, epilepsy, asthma, cystic fibrosis, hemophilia, sickle cell anemia, diabetes, renal failure, eczema, rheumatoid disorders, allergies, leukemia and other cancers.



- Mental health issues: a wide range of conditions that can affect a person's state of mind, ranging from psychotic conditions, such as schizophrenia and manic depression, to eating disorders, anxieties and emotional distress caused by circumstances in a candidate's life.

Candidates who require special assessment arrangements may display the characteristics of one or more of the above-mentioned special educational needs.

Annexure II

Bhavani Child Development Center

Vimala Venkatesan

Managing Trustee cum Director

Bhavani Child Development Center

Address : 78, Rajendra Nagar,

(off Vaishali Marg),

Vaishali Nagar,

Jaipur – 302021, Rajasthan, India

Tel. No.: +91-141-2359369

Email : bhavanicdc@rediffmail.com

info@bhavanicdc.org

References

- *Towards a continuum of International education, IBO 2008*
- *Teaching students with particular Special educational and learning needs-a resource for schools*
- *Candidates with special assessment needs-Diploma program, IBO 2007*
- *Meeting students' learning diversity in the classroom, IBO 2013*
- *Learning diversity in the International Baccalaureate programs: Special educational needs within the International Baccalaureate program IBO 2010*

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