

Special Educational Needs/ Inclusive Education Policy at NISV

Steering Committee- Members of the Governing body, Head of the School, Coordinators, Counselor, Senior Student Representatives, a Parent Representative and Heads of the Departments.

Philosophy

Navrachana International School, Vadodara, is committed to providing an inclusive education, facilitated in a culture of collaboration, mutual respect, support and problem solving, which involves the whole school community.

Inclusion is recognized as an organizational paradigm which is continual and involves change. This is intended to increase learning and participation for all students which, broadly speaking, embraces the diversity of all learners and all minority groups.

These students, “with their own learning styles and challenges... come to school with combinations of unique and shared patterns and values, knowledge and experience of the world and their place in it.” (IBO 2013:3)

Salient features of the Inclusion Policy

Navrachana International School-

- Supports education for all
- Creates proactive and responsive environment that promotes sense of belonging
- Considers learning from an ‘aptitude based’ perspective
- Values learning diversity to build inclusive community
- Provides equal opportunities to all learners
- Promotes equal access to the curriculum for all learners
- Resources prior knowledge through connections
- Rewards and celebrates achievements of all learners
- Recognizes multilingualism as a current need, a right and a resource
- Encourages students and school community to have a voice and are given fair hearing
- Ensures that all students experience success as a key component of learning
- Scaffolds learning to support independence
- Ensures that students with special needs are identified and assessed as early as possible
- Forms an apt synergy which includes parents, counselor, coordinator and the grade leader and subject tutor

Barriers to Learning

The school overcomes the barriers to learning by-

- **School Organization and Resources**

The human and material resources support inclusion. Collaborative teaching and learning practices are a regular feature of the school organization.

- **Cultures and Policies**

Common understanding, policies and practices take into account human rights, diversity, quality and equity.

- **Approaches to Teaching and Learning**

Organizational knowledge in developing effective strategies to increase access and participation is maintained and sustained.

- **Buildings and Physical Obstacles**

Creativity and willingness to reorganize physical spaces, classroom orientation and structure is encouraged.

- **Relationships among the Community**

Interactions create proactive, responsive environments that promote a sense of belonging, safety and self-worth for every member of the community.

Integrating Inclusiveness at School

- The senior leadership team and school governing body in consultation with tutors, counselor, parents and students have put in place the process to remove barriers to learning for every member of the school community.
- The teacher ensures that each student is exposed to teaching and learning that reaches the students, as individual learners.

Identification of Students with Specific Education Needs at the time of Admission

- During the time of admission, the medical history report of the candidate is thoroughly studied.
- The school counselor interviews the parents and observes the candidate for-
 - Students with ADD/ADHD
 - Students with chronic illnesses
 - Students with emotional and behavioral challenges
 - Students with mental health challenges
 - Students with speech and communication challenges
 - Students with learning difficulties
- Admission is granted to those students whose special education needs can be met effectively by the school.

Identification of Students with Specific Education Needs after Admission

If a special educational need for a student has been previously unidentified, or undisclosed by the parents, and the first instance is noticed by the teacher during the interaction with the student, in the classroom, the teacher consults the school counselor.

The teacher carefully fills the Referral form, based on which, the counselor makes the classroom observation for the student in the classroom setting.

If necessary, the counselor may also interact with the student to ascertain the findings.

If a special need is identified, the counselor consults with the parents of the student to brief and frame an effective plan of action.

In severe or clinical cases, which are beyond the counselor's expertise, the student may be referred to external experts for the best support. (eg; intense testing and certification of any learning disabilities; special educators; occupational therapist; speech therapist etc.)

Why do students seek counseling?

Students who might require counseling within the scope of this document, fall under the categories below:

- Low self-confidence
- Finding, helping or losing a relationship
- Family concerns
- Getting better grades
- Self-defeating behaviors
- Depression
- Decision making
- Careers, life planning and development
- Educational needs
- Behavioral challenges

Record Keeping

The counselor maintains records of current and past clinical cases in accordance with the standards of the profession.

Responsibilities of the Coordinator

- The Coordinator ensures that the needs and requirements of the student with special education need, are met well by the counselor and the subject tutors
- The Coordinator will apply to the IB for special consideration to accommodate the student in assessment and examination circumstances
- The Coordinator will provide the requisite 'accommodations' for examinations, as needed and approved by the IB
- The Coordinator will maintain discretion and confidentiality in providing special education needs / services

Responsibilities of the Faculty

- The tutor will identify struggling learners and will refer the student to the counselor or coordinator as needed.
- The tutor will implement the appropriate interventions as outlined by the counselor.
- The tutor will maintain accurate records of students' progress.
- The tutor, with the assistance of the expert, will become familiar with the special needs of the concerned student.
- The tutor will maintain discretion and confidentiality in providing special education needs/ services.

Responsibilities of the Parent

The parent will:

- Play an active role in their child's education
- Communicate relevant information and documents regarding their child's special education needs
- Communicate any perceptible change in their child's special education needs to the school
- Request for child studies and services, as required, in a proactive manner
- Provide relevant documents needed for IBO accommodation requests
- Bear expenses for any services from the external experts

Responsibilities of the Student

Students will be required:

- To ask for assistance from the school administrators, faculty, and staff
- To be an active participant in classes and meetings
- To follow all policies and procedures of the NISV

Responsibilities of the Counselor

- Counseling sessions are planned and carried out in the counselor's office, a space that offers privacy and confidentiality
- Discussions between the counselor and the student are based on the principle of mutual respect
- All conversations are confidential and the student's right to privacy is respected in all cases except those where the counselor may suspect the occurrence of immediate harm
- The students have the opportunity of discussing their fear, feelings, and emotions without any apprehension of being judged
- The counselor creates a conducive environment for students to speak their mind openly and uninhibitedly about their concerns
- Counselling sessions are planned for the peers of the student, tutors, coordinators and parents and all stake holders to sensitize and create a supportive environment for the student
- If there are ongoing concerns, the counselor may seek to develop a therapy plan with external experts, after consulting with the student and parents

Action**Students facing learning challenges**

- Tutors observe the academic/ behavioral/ emotional difficulties of the student and report the same to the counselor
- The counselor identifies any concern and conducts standardized test
- After the analysis of the test, parents are informed and guided for further consultation, if required
- Once a special education need is identified, the coordinator, teachers and the counselor formulate a plan of differentiated learning and engagement of the student. If the need be, help of special educator will be sought
- A plan is designed for differentiated learning and engagement of the student, with the use of multi-sensorial tasks
- Students will be encouraged for active corporeal involvement to facilitate learning
- Regular feedback and monitoring of the student helps the counselor to take any further action if required

Students facing behavioral challenges

- Our unique pedagogy engages children with behavioral issues by involving them corporeally in the learning task
- Each activity is meaningfully designed and based on real-life experiences, allowing the child to identify with the task and be fully engaged in the class

Counseling for SEN

- Counseling is strictly on a one-to- one basis, during which one seeks help from the other
- It is a way of working together in a unique and confidential environment, forging a bond between a counselor and the student
- In strengthening this bond, the counselor acts as a facilitator, who helps the student understand and interpret themselves and the world around them
- The counselor analyses the student's feelings and behavior, their relationship with others, and their choices and decisions
- There are provisions for professional assistance and guidance in resolving personal or psychological problems, should the need arise

Screening tests used at NISV

Counselor is trained to administer the following tests-

- Behavioral checklist for screening the learning disability
- Diagnostic test of Learning Disability
- Draw a Man test
- Cognitive Capabilities test for transition period
- Emotional Intelligence test
- Adjustment Inventory for Students (AISS)
- ADHD School Observation Code Kit (ADHD-SOC)
- Five Factor Personality Inventory
- Rosenberg Self-Esteem Scale (RSES)
- Aptitude Testing (By External Agency)

References

- <http://occ.ibo.org>
- https://ibpublishing.ibo.org/server2/rest/app/tsm.xql?doc=g_x_senxx_tsm_1501_1_e&part=1&chapter=1&CFID=1688194&CFTOKEN=88930319&jsessionid=bc309f10cec419505311771056777d766c76
- Learning diversity and inclusion in IB programs, (January, 2016)
- Meeting student learning diversity in the classroom, (May, 2013)
- Candidates with assessment access requirements, (July, 2014)
- Candidates with assessment access requirements (Middle Years Program), (March,2015)
- Academic honesty in the IB educational context, (November, 2016)



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