



SPECIAL EDUCATION NEEDS POLICY

SVKM International School recognizes and supports the IB philosophy of making the IB programme accessible to the broadest possible range of students. While acknowledging the academic rigor of the IB programme and the importance of encouraging students to pursue the full diploma, we commit to minimizing barriers to student participation. SVKMIS believes that the successful implementation of any inclusive policy is largely dependent on educators being positive about it and accordingly, the School has a general responsibility to promote high standards for all pupils, including those who have special educational needs (SEN). The aim of this policy is to describe the provision of support for children / pupils with SEN within the school. A key feature of this provision is a commitment to the principles of inclusive education. The newest challenge is to make inclusive practices available to *everybody, everywhere and all the time and the* systemic school improvement efforts that must be achieved to continue making progress toward fully inclusive schooling. The SEN policy thus can be interpreted as the Learning Diversity Policy to allow common understanding of meeting diverse leaning needs within the student community.

The School imbibes the Universal Design for Learning (UDL) and has designed the Learning Diversity Policy within the framework of UDL for curriculum development that provides equal opportunities to learn; articulated in other School Policies to standardize the learning needs such that the Intended Learning Outcomes across all IB Diploma subjects are addressed. UDL is encouraged as a technique for differentiated learning in students to enhance engagement, representation and action and expression in learners who are purposeful and motivated, resourceful and knowledgeable and strategic and goal oriented – central to decision-making and planning.

IBDP Document on students with special assessment needs refers to students with 'Special Educational Needs' as students with individual learning needs, who have the intellectual capacity to meet all curriculum and assessment requirements, and who require special arrangements to demonstrate their level of achievement. It refers to students with 'Special Assessment Needs' as students who require special arrangements in assessment conditions to demonstrate his or her level of attainment.

SVKM's International School believes in equal academic opportunity and inclusive education. Technology is put to optimum use in order to support the students with special needs. Further the school has hired a permanent
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trained special educator who will work closely with the School Education Counselor, the Diploma Programme Coordinator and subject teachers.

The Professional School Counselor's Role:

Special Needs Counselor works with students and staff in the regular classroom. Special Needs Counselor responsibilities may include but are not limited to:

- Providing classroom guidance, individual and / or group counseling to students with special needs within the scope of the comprehensive school counseling program
- Consulting and collaborating with staff and parents to understand the special needs of a student
- Advocating for students with special needs in the school and in the community
- Assist families to understand how specific disabilities impact student ability to succeed in targeted curricular areas
- Assisting the student and DP Coordinator to complete necessary formalities required to obtain permission from IBO to provide special assistance to that student.
- Connects with extended school platform facility which identifies students who may need to be assessed to determine special education eligibility within the scope and practice of the comprehensive school counseling program. This facility is made available to parents and students on request through a recognized organization.
- This organization assists the Special Needs Counselor in:
 - Identification of the assessment tool to be used for the student depending on the need of the child and administration of the same.
 - To interpret assessment findings to parents, teachers, principals, and other professional staff.
 - To provide screenings and support services to the school.
- Orienting teacher about the differently able students and providing information about its type and what is the role of the teacher in the whole. Sensitizing the teachers towards the need of the student.



The role of the Special Needs Educator:

Role: To provide instruction and support which facilitate the participation of students with special need in the regular school.

The special education teacher special needs educator provides the necessary information to the classroom teacher prior to the child entering the class regarding the student's disability, medical concerns, and/or equipment operation (ways to meet unique needs).

The special education teacher special needs educator serves as case managers and is responsible for the development, implementation, and evaluation of the designated students' Individual Educational Programs (IEPs)

Role of the TEACHER:

To be vigilant that students with disabilities are included appropriately, in order to ensure that all students in a regular classroom have equal opportunities to benefit from the instructional program.

To problem solve with teachers in collaborative meetings about the special needs of the student and the help that can be provided to the student.

The Special Need Educator collaborates with the regular education teacher in adapting the curriculum, providing appropriate modifications, ensuring the implementation of modifications, and assessing overall progress of the child.

At SVKMIS, special needs students are further accommodated within the School's mentorship programme where each learner is provided opportunities to overcome learning difficulties under the close vigilance of the assigned mentor. The mentor monitors the student's progress and provides motivation and emotional support to the child.



The teacher mentor engages in collaborative problem – solving with subject teachers and works towards increasing student participation in curriculum adaptation to meet the needs of included students.

Following arrangements are provided by the school to students with special assessment needs as per guidelines from and with prior permission of IBO

Additional Time: Additional time is authorized for written examinations and for certain activities connected to internal assessment according to the candidates' assessed needs. For written examinations, additional time is normally restricted to 15 minutes for each hour of the examination (that is, 25% grace time). For periods of less than one hour the additional time is given on a pro – rata basis. More than 15 minutes per hour may be authorized for candidates with a severe condition or where the special arrangements play a greater demand on time.

At the discretion of the coordinator, a candidate is given additional time to complete assignments during the two – year program (for example, the extended essay, the theory of knowledge (TOK) essay, language A world literature essay) without authorization from IBCA.

Additional time is not authorized for a component where the completion of a task within a limited time is specified in an assessment criterion.

At the discretion of the coordinator, a candidate who is allowed additional time takes his / her examinations in a separate room. This is to avoid disturbing the candidate when other candidates in the group leave the examination room at the scheduled time.

Additional time of 30 minutes per hour (that is, 50% more time) is normally authorized for candidates using examination papers in Braille. Time in excess of 30 minutes per hour is authorized, according to the assessed needs of the candidate.



REST PERIOD: During a rest period the candidate is not permitted to read, respond to the examination paper or to write notes of any kind. A rest period is distinct from “additional time” during which the candidate continues working.

The amount of rest time required, or whether more than one rest period is necessary, depends on the candidate's circumstances. Ten minutes per hour is normally authorized. During the rest period in an examination, the candidate's script and examination paper is covered, collected or turned face down on the desk/table.

The candidate leaves the examination room for part or all of the rest period, but is supervised to ensure that the security of the examination is maintained. There is no communication with, or disturbance to, other candidates.

AMANUENSES/WRITER: An amanuensis (or 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 an amanuensis is permitted for all forms of assessment where a candidate is unable to provide a handwritten response or use a word processor.

If a candidate is allowed both an amanuensis and a reader, the same person fulfills both roles whenever possible. The candidate takes 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 is present in addition to the amanuensis. This is to ensure the proper conduct of the examination, so that no questions arise regarding the appropriateness of the assistance.

The amanuensis transcribes 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 is 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 amanuensis is familiar with the terminology used in the subject, but whenever possible, is not the candidate's own teacher for the subject being examined.

Conversation between the candidate and the amanuensis is confined to ensuring that the candidate's responses are transcribed correctly. There is no discussion about the examination paper or the candidate's answers.

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 is 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, and the time available for the paper) are permitted; however, the reader is not allowed to interpret or explain questions on the paper.

If there is more than one candidate for the same examination requiring a reader they are grouped together. However, if a candidate requests that his or her answers be read out loud, that candidate takes the examination separately.

The reader is familiar with the terminology used in the subject, as any mispronunciation is confusing or unsettling for the candidate. The reader pronounces words clearly and should be someone whose speech is easily understood by the candidate. However, whenever possible, the candidate's own teacher for the subject concerned is not appointed as the reader.

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, by the rule and regulation of IBO and without disturbing other children in class.

The prompter only prompts. No other form of assistance is given. The means of prompting is a gentle tap on the candidate's arm or desk/table. The prompt is not given verbally.



The prompter is familiar with the candidate's behavior so that he or she knows 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 is seated in a position that provides a view of the candidate's disposition rather than his or her work. This is achieved without the candidate feeling as though he or she is under any pressure or scrutiny.

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 is used for conveying the oral instructions of the coordinator/invigilator without authorization from IBCA (sen@ibo.org or help@ibo.org).

If a communicator is required so that a candidate can access the questions in an examination, it is mandatory to obtain authorization from IBCA (sen@ibo.org or help@ibo.org). Authorization is given if the communicator is a qualified teacher of the deaf who is able to finger – spell all technical words. However, it is unlikely that this arrangement is necessary if the examination paper has been modified to accommodate the needs of a candidate with a hearing impairment.

Audio recordings of responses to examination papers: If a candidate is unable to provide a handwritten or word – processed script and an amanuensis is not a viable alternative, authorization may be given to audio record responses. However, this arrangement is authorized only in exceptional circumstances, after other alternatives have been considered and rejected.

This arrangement is only available for examinations where there is no requirement to produce visual material (for example, illustrations, tables, diagrams or sketch maps).

The candidate takes the examination in a separate room. The recording is transcribed verbatim by a person appointed by the school (for example, a school secretary). No corrections or alterations can be made to the candidate's response. The coordinator is responsible for checking the original recording against the transcript to ensure that no corrections or alterations have been made. The candidate's transcript is sent to the examiner. The coordinator retains a copy of the recording until the close of the examination session.



INCLUSION

Inclusion is the preferred method of placement for students with special needs whenever possible. Students with disabilities are educated in regular education settings to the maximum extent appropriate in light of their needs, and prohibit their exclusion unless education there cannot be achieved satisfactorily even with appropriate supplementary aids and services.

Students are encouraged to be active and not passive learners.

Children are encouraged to make choices as often as possible; a good teacher allows students some time to flounder as some of the most powerful learning stems from taking risks and learning from mistakes.

Parental involvement is crucial.

Students with disabilities are free to learn at their own pace and have accommodations and alternative assessment strategies in place to meet their unique needs.

Students are made to experience success; learning goals are made specific, attainable and measurable with some challenge to them.

What is the Teacher's Role?

The teacher facilitates the learning by encouraging, prompting, interacting, and probing with good questioning techniques, such as 'how do you know it is right - can you show me how?' The teacher provides 3 – 4 activities that address the multiple learning styles and enables students make choices. For instance, in a spelling activity a student chooses to cut and paste the letters from newspapers or use magnetic letters to manipulate the words or use colored shaving cream to print the words. The teacher has mini – conferences with students. The teacher provides many manipulative learning techniques and opportunities for small group learning. Parent volunteers help with counting, reading, assisting with unfinished tasks, journals, reviewing basic concepts such as math facts and sight words.



What Does the Classroom look like?

The classroom is a beehive of activity. Students engage in problem solving activities. The classroom that is child centered is based on learning centers. There is a language centre with learning goals, a media centre with opportunity to listen to taped stories or create a multimedia presentation on the computer. The goals are always clearly stated prior to students engaging in learning activities. The teacher asks students for reminders about the learning goals, and what completed tasks look like. The learning centers begin with whole class instructions and end with whole class discussions on the learning that took place.

What does Assessment look like?

As a commitment to the principles of inclusive education, the aim of the SEN policy is to provide early support for children/pupils with SEN. During the primary school years, SVKMIS believes observation is key to such assessment. Accordingly the Special Needs Counselor critical focus is on:

- Does the child give up easily?
- Does the child persevere?
- Is the child able to show how he got the task right?

- How closely does the individual remain on task? Why or why not?
- How does the student feel about the activity? What are their thinking processes?

The primary teacher, in collaboration with the Special Needs Counselor, targets a few learning goals per day and observes a few students per day for goal attainment. Formal/informal interviews help the assessment process.



Criteria for providing Provisions or applicability of the above mentioned policies:

Specific learning difficulties, language and communication disorders

- Significant difficulties in reading, writing, spelling or manipulating numbers associated with difficulties in processing symbolic language (for example, problems interpreting music notation, dyslexia, dyscalculia).
- Speech and language difficulties characterized by communication problems (for example, aphasia, dysphasia, articulation problems).

Emotional and behavioral difficulties (EBD)

- Includes: attention deficit disorder (ADD) / attention deficit hyperactivity disorder (ADHD); withdrawn, depressive or suicidal attitudes; obsession preoccupation with eating habits; school phobia; substance abuse; disruptive antisocial and uncooperative behavior; and anger, frustration and violence.

Physical and sensory conditions

- Physical disabilities include a wide range of conditions that are not always immediately obvious, but affect mobility.
- Sensory impairments: 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 problems

- 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.

Additional Information:

Special assessment need policies are made available to parents in a digital format during the orientation of the Diploma Programme at the beginning of the academic year in July.

The excerpt from that document pertaining to special needs assessments appears here:

Article 21: Definition of special needs

A special need is any permanent or temporary diagnosed need that could put a candidate at a disadvantage and prevent him or her from being able to demonstrate skills and knowledge adequately.

Article 22: Applicable procedure

22.1 Before candidates enroll in the Diploma Programme, the school is responsible for verifying whether the programme includes any requirements that are incompatible with any known diagnosed special needs.

22.2 Special needs are reported by the candidate or his/her legal guardian to the school's Diploma Programme coordinator when the candidate enrolls in the programme, with appropriate professional documentation. Temporary special needs, resulting from illness or accidents, are reported to the Diploma Programme coordinator as soon as possible after they arise, together with supporting evidence.



References

Academic rigour and inclusion: Accommodating the diverse needs of learners in a multiple-programme IB World School

https://resources.ibo.org/ib/topic/Learning-stories/resource/11162-33793/data/g_0_iboxx_amo_1507_1a_e.pdf

Learning diversity and inclusion in IB programmes

https://resources.ibo.org/ib/topic/Inclusive-education/resource/11162-38434/data/d_x_senxx_csn_1601_1_e.pdf

The IB guide to inclusive education: a resource for whole school development

https://ibpublishing.ibo.org/server2/rest/app/tsm.xql?doc=g_x_senxx_tsm_1501_1_e&part=1&chapter=1

Universal design for learning (UDL) and inclusive practices in IB World Schools

https://resources.ibo.org/ib/topic/Studies-related-to-curriculum/resource/11162-39450/data/g_0_ibres_sup-dr_1607_1a_e.pdf

Inclusion in an IB Context

<http://www.ibo.org/globalassets/digital-toolkit/flyers-and-artworks/inclusive-education-en.pdf>

The IB Community Blog

<http://blogs.ibo.org/blog/2016/08/26/what-is-inclusion/>

<http://blogs.ibo.org/blog/2016/11/24/what-inclusion-looks-like-in-our-school/>

IB and Inclusion: An Update – Jayne Plester

<http://www.ibo.org/contentassets/60d1e68eafc7437faf033f8d9f5c6d6d/saturday-ib-inclusion-jayne-pletster.pdf>

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