

SPECIAL EDUCATION NEEDS AND COUNSELLING POLICY

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****Revised in January 2020**

Connection with the other policies: Special Educational needs policy to be read in conjunction with the schools Collaborative meeting policy, Enrollment policy, language policy and Assessment policy .

IBO AND RGS Mission Statement

We at RGS have aligned our mission statements with the IBO and our SEN and Counselling philosophy directly relates to both the mission statements mentioned below



As advocated by IBO we at RGS ensure that the SEN and counselling policy is implemented, understood and supported by the entire school community. Parents are informed about the policy through parent meetings, the school website handbook, curriculum booklet and Parent-Teacher conferences.

At the centre of international education in the IB are students aged 3 to 10 with their own learning styles, strengths and challenges. Students of all ages come to school with combinations of unique and shared patterns of values, knowledge and experience of the world and their place in it. (IBO 2013: 3)

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 a barrier to learning and therefore need particular teaching strategies for classroom management and effective education.”

COMPLIANCE WITH IBO

The following practices require schools to demonstrate their support for learning diversity.

<u>Standards and Practice 2014</u>	<u>Programme standards and practices- 2018</u>	<u>Practice at RGS</u>
<p>The school supports access for students to the IB programme(s) and philosophy Standard and Practice A:9</p>	<p>The pedagogical leadership team articulates a shared commitment to the IB's mission and philosophy. (0101-02-0100)</p>	<p>We support our students in understanding, imbibing, experiencing, exploring and living the IB philosophy of being a lifelong learner and by developing IB learner profile attributes which is evident in our mission and philosophy. Kindly refer to Pg no. 2</p>
<p>The school implements the PYP as an inclusive programme for all students. Standard and Practice A:9A</p>	<p>The school identifies and provides appropriate learning support. (0202-02)</p> <p>Student support 2.1: The school implements and reviews systems and processes to identify the needs of students. (0202-02-0100)</p> <p>Student support 2.2: The school supports the identified needs of students, and evidences this support through planning, policy, and practice. (0202-02-0200)</p>	<p>All students are engaged in classroom settings by designing open-ended engagements and assessments being mindful of students' learning needs and style.</p> <p>Students with specific learning needs are supported with additional sessions one on one in consent with the parents depending on their goals</p> <p>They are further supported by SEN , Subject specialist teachers in the class setting also</p>
<p>The school provides qualified staff to implement the programme(s). Standard and Practice B2:2</p>	<p>The school clearly articulates its governance and/or leadership structure and establishes roles, responsibilities and mandates for ensuring programme implementation and development. (0201-01-0100)</p> <p>Leadership and governance understand all IB rules, regulations and guidelines, and have put in place structures and processes to ensure compliance. (0201-01-0200)</p>	<p>The IB PYP pedagogical leadership/co-coordinator will continue to stay updated and well informed of current requirements of IB programme and take up the PD development sessions</p> <p>Upgradation of school environment, can be looked up if informed by the staff</p> <p>Teacher have access to current IB PORTAL and get trained towards running the IB PROGRAM at regular intervals to stay updated</p> <p>Teachers use current formats of DOCUMENTATION based on IB program</p>
<p>The school ensures that teachers and administrators receive IB-recognized professional development.</p>	<p>The school appoints a programme coordinator with a job description, release time, necessary support, and an organizational position to</p>	<p>The IB PYP co- coordinator will always be upgraded with current requirements of IB programme and take up the PD development session</p>

<p>Standard and Practice B2:3</p>	<p>facilitate curriculum and programme development. (0201-02-0100)</p>	<p>All Stakeholders attend professional development trainings - regional, in school and PD sessions to stay updated and well informed, about current IB program guidelines Online accessibility of IB PORTAL, supported with ongoing PD SESSIONS</p>
<p>The physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the programme(s). Standard and Practice B2:5</p>	<p>The school provides technologies that facilitate effective communication with the IB community and ensure access to current resources that support engagement with local, national, international and global contexts. (0202-01-0400)</p>	<p>Students utilizing the provided space for teaching and learning practices, events, activities, etc.to enhance and support the students in learning Periodic reviews for procurement with pedagogical leaders helps in upgrading the resource support in any form virtual , physical , books , ICT resources , manipulatives etc</p>
<p>The library/multimedia /resources play a central role in the implementation of the programme(s). Standard and Practice B2:6</p>	<p>The school uses programme documentation to inform the use and/or design of learning spaces which allow for flexibility and collaboration. (0202-01-0500)</p>	<p>Execution of the Reading program through virtual and physical library supports students to develop on their reading skills DEAR(Drop Everything and Read) sessions are allotted in class to encourage and motivate students to read.</p>
<p>The student schedule or timetable allows for the requirements of the programme(s) to be met. Standard and Practice B2:10</p>	<p>The school implements a schedule that allows for the requirements of the programme(s) to be met. (0201-03-0100)</p>	<p>To promote inquiry and allow students for uninterrupted inquiry time there are block lecture (40 x 2 = 80 min) schedules planned giving students the opportunity to collaborate , engage , create , innovate , contribute effectively.</p>
<p>The schedule or timetable allows for in-depth inquiry into the transdisciplinary and disciplinary dimensions of the curriculum. Standard and Practice B2:10A</p>		
<p>The school provides support for its students with learning and/or special educational needs and support for their teachers. Standard and Practice B2:8</p>	<p>The school provides safe and effective learning spaces and learning environments. 0202-01-0300)</p>	<p>We at RGS are very mindful of acknowledging every child consciously to avoid any child developing a feeling of being tagged under some particular learning group . We are proud of our school culture in supporting every child in his learning journey with love , care , support , respect and acceptance .</p>

<p>The school has systems in place to guide and counsel students through the programme(s). Standard and Practice B2:9</p>	<p>The school implements and reviews systems and processes to identify the needs of students. (0202-02-0100)</p> <p>The school provides staff, facilities and resources as outlined in their inclusion policy. (0202-02-0300)</p>	<p>Supporting, guiding, counselling students during their learning journey, to meet their needs and learning styles.</p> <p>Effective use of infrastructure space to incorporate varied learning spaces and environment to make the process of learning experiential in nature.</p> <p>Teachers conduct and support student’s needs – physical, social and emotional – identity and interaction scope and sequence requirements to be met</p>
<p>Collaborative planning and reflection ensures that all teachers have an overview of students’ learning experiences. Standard and Practice C1:4</p>	<p>Teachers collaborate to plan and design units that meet programme requirements and are in accordance with programme documentation. (0401-02-0100) Learning (04)</p>	<p>Collaborative meetings of various nature helps and provide support to the teachers , students with support , strategies and resources from the school community .</p> <p>At RGS Teachers describe agreed expectations of student learning and are able to explain their use in collaborative planning.</p>
<p>Collaborative planning and reflection is based on agreed expectations for student learning. Standard and Practice C1:5</p>	<p>Students and teachers engage in learning experiences that are designed to include opportunities for students to collaborate. (0402-03-0100)</p>	<p>Students learning experiences and learning evidences becomes base of the collaborative meetings</p>
<p>Collaborative planning and reflection incorporates differentiation for students’ learning needs and styles. Standard and Practice C1:6</p>	<p>Teachers facilitate student exploration of their personal interests and ideas. (0403-01-0500)</p>	<p>Unit planners address strategies and learning engagements designed respecting and giving various opportunities to support needs and styles of students learning requirements.</p>
<p>Teaching and learning addresses the competencies, experiences, learning needs and styles of students Standard and Practice C3:3a</p> <p>The school provides dedicated time for teachers’ collaborative planning and reflection. Standard and Practice B2:4</p>	<p>Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals. (0403-05)</p> <p>Teachers use IB-mandated policies to support students. (0403-05-0300)</p>	<p>Implementing various grouping strategies to have meaningful learning.</p> <p>Counselor , SEN and teachers come along in collaborative meetings to identify learning needs and styles through opportunities like remedial sessions , Counseling sessions and IEP for students to enhance learning opportunities for students. Which is further explored with the consent of the parents Grouping and regrouping students for various learning opportunities.</p>

<p>The written curriculum integrates the policies developed by the school to support the programme(s). Standard and Practice C2:10</p>	<p>Teachers use IB-mandated policies to support students. (0403-05-0300)</p>	<p>We have all the required policies and procedures fulfilling the requirements of IBO.</p>
<p>Teaching and learning addresses the diversity of student language needs, including those for students learning in a language(s) other than mother tongue. Standard and Practice C3:7</p>	<p>Teachers support language development with consideration for the language profiles of students. (0403-05-0400)</p> <p>Students take opportunities to develop their language profiles. (0402-07-0300)</p>	<p>At RGS we have been promoting the opportunity to explore various diverse languages other than mother tongue languages through activities , competitions, parental involvement , assemblies , UOIs , celebrations, genius hour , library resource etc</p>
<p>Teaching and learning differentiates instruction to meet students’ learning needs and styles. Standard and Practice C3:10</p>	<p>The school implements and reviews systems and processes to identify the needs of students. (0202-02-0100)</p> <p>The school supports the identified needs of students, and evidences this support through planning, policy, and practice. (0202-02-0200)</p> <p>The school demonstrates a commitment to make the most effective use of learning spaces and learning environments in ways that meet the needs of all students. (0202-02-0400)</p>	<p>At RGS, teaching and learning differentiation in the learning engagements-graphic organizers.</p> <p>Grouping and regrouping of students for various activities, events and learning engagements Recorded in the unit planners Assessments strategies or styles executed within the classroom Grouping and regrouping of students by the specialist for various activities and events</p>
<p>Teaching and learning incorporates a range of resources, including information technologies. Standard and Practice C3:11</p>	<p>The school funds and allocates resources that sustain and further develop its IB programme(s). (0201-05)</p> <p>The school identifies and allocates spaces and resources to support the social, emotional, and physical well-being of its students and teachers. (0202-03-0100)</p> <p>The school provides adequate resources and facilities in accordance with programme documentation. (0202-01-0100)</p>	<p>At RGS we are upgrading our resources on a regular basis to support the learning needs of students.</p> <p>Periodic review with teachers , pedagogical leaders , Parents reviews , Students responses to engagements all are assessed in the meeting and further the process of procurement is initiated Resources ranging from ICT, community interactions, library resources, manipulatives,spaces and facilities etc are addressed.</p>

<p>Teaching and learning fosters a stimulating learning environment based on understanding and respect. Standard and Practice C3:14</p>	<p>The school provides effective learning spaces and learning environments. (0202-01-0300)</p> <p>The school demonstrates a commitment to make the most effective use of learning spaces and learning environments in ways that meet the needs of all students. (0202-02-0400)</p>	<p>At RGS RESPECT is the key supporting positive and productive interaction between the students, peers, staff members both inside and outside the classroom.</p> <p>Teacher plans tasks to develop self management and social skills of students.</p>
<p>The school provides environments in which students work both independently and collaboratively. Standard and Practice C3:14A</p>	<p>Teachers plan and reflect collaboratively to consider connections and relationships between different areas, and reinforce shared concepts, content and skills. (0401-02-0200)</p>	<p>Students and teachers use the school facilities – Resource rooms within the school like libraries and ICT labs for individual and collaborative work. Evidence in unit planner, weekly planner, weekly newsletter related to various individual and group learning engagements. Incorporation of genius hour, learning stations in the class, Planning of events and competitions for collaboration .</p>
<p>Assessment at the school aligns with the requirements of the programme(s). Standard and Practice C4:1</p>	<p>The school uses assessment methods that are varied and fit-for-purpose for the curriculum and stated learning outcomes and objectives. (0404-02)</p>	<p>Teachers are equipped with understanding on the integrated assessments supporting students' learning journey . Assessments OF , AS , FOR are conducted and are communicated to the school community on a regular basis.</p>
<p>Assessment at the school is integral with planning, teaching and learning. Standard and Practice C4:1A</p> <p>The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s). Standard and Practice C4:6</p>	<p>Students and teachers use feedback to improve learning, teaching and assessment. (0404-01)</p> <p>The school demonstrates that assessment practices are formed around conceptual learning. (0404-02-0200)</p> <p>Students take opportunities to consolidate their learning through assessment. (0404-04)</p> <p>The school administrates assessment consistently, fairly, inclusively and transparently. 0404-03)</p>	<p>Throughout the process of students learning, teachers , parents , and students are actively engaging in the process of recording , reporting , monitoring , assessing .</p> <p>Students are involved in self and peer reflection using assessment tools. We have been working strongly in enabling school culture to be assessment capable by providing every stakeholder opportunity to be actively involved in designing assessment tools and tasks helping them to take ownership of their own learning.</p>

<p>The school communicates its assessment philosophy, policy and procedures to the school community. Standard and Practice C4:2</p>	<p>Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals. (0403-05)</p>	<p>Teachers , Parents and Students are aware of the policy and procedures for identifying learners with special needs, using procedure to form a framework for identification and assessment. This is part of day to day practice. Teachers address difficulties promptly and positively. All policies are shared on the website / TODDLE.</p>
<p>The school uses a range of strategies and tools to assess student learning. Standard and Practice C4:3</p> <p>The school has systems for recording student progress aligned with the assessment philosophy of the programme(s). Standard and Practice C4:5</p>	<p>The school administers assessment consistently, fairly, inclusively and transparently. (0404-03)</p> <p>The school uses assessment methods that are varied and fit-for-purpose for the curriculum and stated learning outcomes and objectives. (0404-02)</p>	<p>We allow for differentiation in curriculum planning /schemes of work based on knowledge of individual children through teacher assessment and understanding of different backgrounds and various teaching styles.</p> <p>Teachers use a range of strategies to meet student’s special educational needs. Learning engagements are designed with differentiation and being mindful of students' learning needs and styles defining learning objectives and also use assessment to inform the next stage of learning.</p> <p>Being explicit in engagements help the transparency in communication of purposes and outcomes of the assessment process are understood by all</p>
<p>The school provides students with feedback to inform and improve their learning. Standard and Practice C4:4</p>	<p>Students and teachers use feedback to improve learning, teaching and assessment. (0404-01)</p>	<p>Regular feedback and feed forward has helped students to grow in their own learning journey.</p>
<p>The school analyses assessment data to inform teaching and learning Standard and Practice C4:7</p>	<p>The school regularly reviews and ensures compliance with all access arrangements. (0404-03-0200)</p>	<p>RGS Coordinates provision for children with SEN, working alongside class teachers to monitor tracking and assessment data to identify children who may need additional support.</p>

INTRODUCTION

Ryan Global School actively seeks to remove the barriers to learning and participation that can hinder or exclude individual learners, or groups of learners. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school at any time

We aim to ensure that the individual needs of children are quickly identified and met in order that all children can access appropriate educational provision. The culture, practice, management and arrangement of resources in our school should be designed to ensure all children's needs are met.

All children share a common entitlement to a stimulating and relevant curriculum, which is matched to their individual needs and includes our Curriculum, whatever physical, emotional, behavioural, sensory or learning difficulties they experience. The majority of pupils will have mild or transitory difficulties, but some pupils will have longer term and needs that are more complex. The school's policy, provision and practice for SEN should ensure such pupils are identified and access to all areas of the curriculum maximized.

Objective of the SEN and Counselling policy

1. To ensure early identification of children with challenges
2. To ensure that all staff are aware of the systems and procedures to offer children positive and constructive access to the curriculum that is appropriate to their individual needs.
3. To allow for differentiation in curriculum planning and schemes of work based on knowledge of individual children through teacher assessment and understanding of different backgrounds and various teaching styles.
4. To ensure the most effective use of school staff, teaching and nonteaching, and resources for pupils with special educational needs.
5. To encourage children to reach their full potential and be involved in rewarding motivating activities which improve their self-esteem.
6. To ensure a multi-sensory approach to instruction.
7. To adapt and provide a curriculum beneficial to the individual learning style of the SEN student
8. To integrate SEN students into mainstream classrooms through Differentiated Instruction.
9. To seek and ensure continuous improvement in learning for all SEN students.
10. To nurture the self-esteem and confidence of the SEN students.
11. To develop a responsible global citizen.

Ryan Global School is a mainstream school, which aim to include all pupils in all aspects of school life by / through:

- To remove the barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils.
- Provide a caring environment in which our children are given the opportunity to develop their many potentials.
- Create a nurturing environment that children feel safe, secure, and able to achieve to their highest ability.
- Provide a range of teaching styles to accommodate the different learning styles of all children.
- Equipping pupils with the skills, knowledge and attitudes necessary to succeed as responsible and valued members of the community.
- Ensure that the curriculum provided for children with SEN enables them to grow in the acquisition of skills, attitudes and values, thus realising their spiritual, emotional and academic development
- To involve pupils and parents in planning and any discussion making that affect them and their family.

- To provide all children with the opportunity to access the wider school community.

Our policies for raising standards are for all children, therefore operating inclusive schooling for children with SEN. Early identification of difficulties and appropriate intervention will give children with SEN the best possible start to their school lives.

Roles and Responsibilities of Stakeholders

Pedagogical leadership team - Monitor the effectiveness and the annual review of the SEN policy and procedures and support it with the adequate resources and expertise.

Head of the section :

- Monitor , support and facilitate SEN provision in the school.
- Inform the Head of School of SEN provision.

Admissions Team:The admissions officer will liaise with the Learning Support Coordinator, either the Primary or Secondary Principal, and the relevant programme coordinators, regarding any applications for students identified with SEN.

SEN and Learning Support Coordinator:

- Oversee the day to day operation of the school's SEN policy.
- Coordinate the provision for students with special educational needs.
- Liaise with and advise teachers and teaching assistants.
- Coordinate and manage the learning support staff to ensure the needs of the students are being met.
- Liaise with parents of students with special educational needs.
- Maintain the SEN register and oversee the records of students with special educational needs.
- Support the professional development of staff by providing continuing professional development sessions on aspects of special needs.
- Liaise with external agencies and organisations for advice and support to provide quality provision for students with special educational needs.
- Coordinate and oversee the development and implementation of Individual Education Plans (IEPs) and Individual Support Plans (ISPs), as applicable.
- Organise and implement a formal review process for IEPs and ISPs.
- Liaise with other schools and share appropriate data to ensure effective transition for students with special educational needs.
- Liaise with the Admission Team regarding applications for students identified with SEN.

Learning Support Teacher:

- Acts as the Case Manager for each of their SEN students
- Maintains records of SEN students
- Develops and implement goals of the SEN students' IEP/ISP
- Liaises with class/specialist teachers regarding the implementation of recommended strategies/accommodations for SEN students.
- Provides direct instruction to students either on a one to one basis or within the classroom, based on the goals of their IEP/ISP.
- Organizes and attends IEP review meetings.
- Liaises with parents of students with special educational needs.

Psychologist and counsellor

- Conducts psychological and academic assessments: administers the latest internationally standardised psychoeducational assessments. Writes comprehensive reports that are shared with the students, teachers and parents. Based on the tests; interventions and accommodations are recommended to support the student's learning needs.
- Provides individual student counselling and psychotherapy.
- Provides parent support and family therapy: helps parents and families understand their child's learning and mental health needs.
- Promotes and creates awareness around mental health and learning issues.
- Strengthens family–school partnerships.
- Participates as a member of the counselling team: assesses counselling and testing referrals to determine the plan forward. Refers cases to professionals off campus when resources on campus cannot address the needs of the referral.
- Participates as a member of the child protection team.
- Develop, deliver and review a comprehensive School Counselling Program.
- Discuss all referrals within the counselling team and report to the Primary and Secondary Principals.
- Implement developmentally appropriate and prevention orientation group activities to meet student needs and school goals.
- Consult and collaborate effectively with parents/guardians, teachers, administrators and other educational/community resources regarding students with identified concerns and needs.
- Play the role of the Designated Child Protection Officer within the school.
- Report any cases/suspected cases of abuse or neglect to the School Administration.

Class/Subject Teacher:

- Identify students who potentially have SEN.
- Inform the Learning Support department of any student concerns via the Learning Support referral process.
- Implement recommended accommodations/strategies in the class for students with SEN.
- Attend IEP review meetings.
- Plan collaborative meetings with the assigned Learning Support Teacher(s).

Parents/ Guardians/ Boarding House Parents:

- Submit details of any SEN, including IEPs, with the child's admission application to the Admission Team.
- Attend IEP review meetings held by the school.
- Liaise with Learning Support staff on a regular basis.
- Support their children with SEN and actively encourage them to achieve to the best of their potential.

Students:

- Refer self to the Learning Support department.
- Participate in the development of goals for their IEP.
- Demonstrate commitment and personal responsibility towards achieving their goals.

GUIDELINES

1. Teachers are aware of the policy and procedures for identifying learners with special needs, using procedure to form a framework for identification and assessment. This is part of day to day practice. Teachers should address difficulties promptly and positively.
2. The SEN policy supports teachers in delivering a differentiated curriculum that is sensitive to differing paces and styles of learning, interests and ability. Teaching approaches are varied to ensure all children's learning styles are put up.
3. Support staff are given clear guidance on implementing learning and behaviour programmes.
4. Systematic records are kept to monitor progress and inform future planning.
5. The class teacher supports children within the classroom by providing specialist resources, including ICT. The school establishes support systems for children at School Action and above, either within the classroom or by withdrawing children to work in smaller groups.
6. Assess the needs of staff for in-service training.
7. Encourage partnership with parents where their concerns can be addressed and co-operation required.
8. Recording of children's progress should clearly indicate their special educational needs and include dialogue between class teacher and SEN to aid continuity of planning and progression. It is important to remember that a child can experience difficulties in one area of the curriculum only and it must not be presumed that difficulties are automatically experienced in all areas.
9. Arrangements made for coordinating the day to day provision for pupils with special educational needs.

Note: IEPs are followed for remedial and special education however for remedial education the students' are required to fulfill most of the educational needs in the required grade or may be given a grade or phase level lower than currently.

The administration, faculty, and staff at Ryan Global School acknowledge that:

- Our students have different educational and learning needs, abilities, and goals.
- Students gain knowledge and skills at different rates and through different means.
- All students are capable of learning and they are unique.
- Our school welcomes students with mild to moderate learning disabilities.

INCLUSION

“Inclusion is an ongoing process that aims to increase access and engagement in learning for all the students

by identifying and removing barriers.”

Inclusion is facilitated in a culture of collaboration, mutual respect, support and problem-solving involving the whole school community. (from Learning diversity and inclusion in IB programmes, 2016,p.1)

Inclusion in RGS is addressed in 2 ways

Increasing access and engagement

All students are engaged in classroom settings by designing open-ended engagements and assessments being mindful of students' learning needs and style.

Students with specific learning needs are supported with additional sessions one on one in consent with the parents depending on their goals

They are further supported by SEN , Subject specialist teachers in the class setting also . If it is observed that a student would be benefited by having a shadow teacher to assist them during class then the parents would be informed of the same and they would be asked to provide a shadow teacher for their child.

INCLUSION SHARED RESPONSIBILITY

Taking shared responsibility for learning begins by establishing inclusive support structures that value diversity and support equal opportunity for all members. Members are accountable for increasing access to, and engagement in, learning for all students, regardless of their background or ability. They do so by identifying and removing barriers to learning relating to perspectives, school organization, resources, policies or physical aspects of the learning spaces. The learning community embraces authentic inclusive practices. A learning community that values inclusion ensures that all students are offered opportunities.

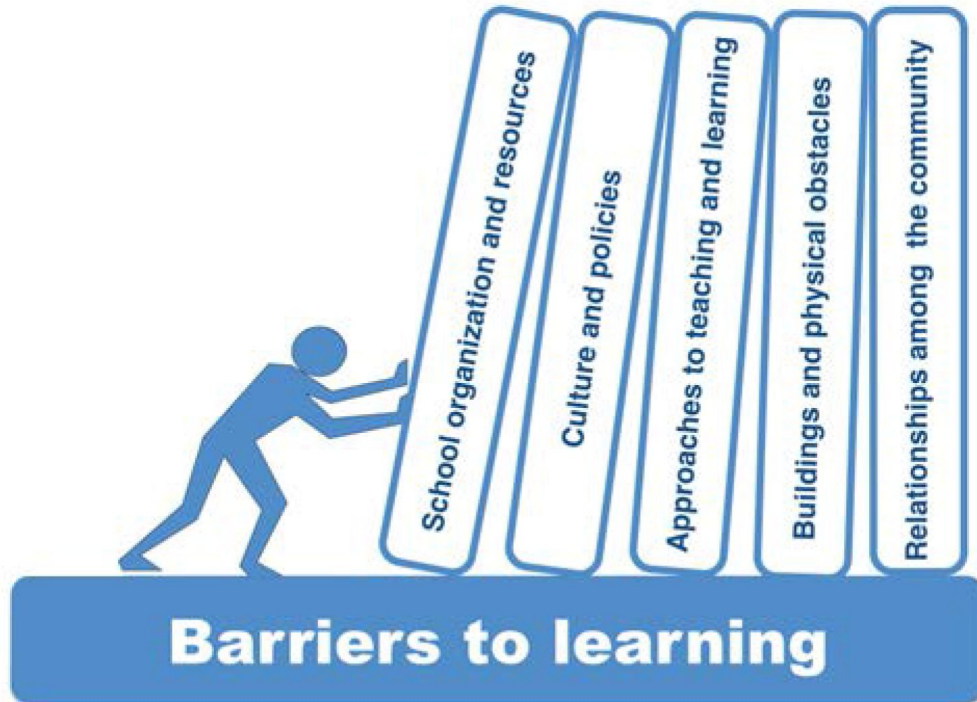
Inclusive support structures take into consideration:

- the context, strengths and needs of the learning community
- coordinated and clearly communicated admissions and referral policies
- confidentiality
- a deeper understanding and appreciation of learning differences
- learning opportunities and support for all students
- the impact of labelling learners
- agency and self-efficacy
- transition and integration in the learning community.

The Learning community - community of learners

Removing barriers to learning.

While following areas are considered to be the barriers to learning they are equally responsible and contribute to inclusive learning. We at RGS diligently work towards changing these barriers into a driving force promoting inclusive education in school.



LEARNING DIVERSITY AND INCLUSION IN IB PROGRAMMES

SCHOOL ORGANIZATION AND RESOURCES :

- Our school vision and mission statement promotes , represents our commitment towards inclusive education
- Our leadership team is actively involved in developing effective strategies to increase access and participation
- The whole school development processes diligently promote inclusion with a very strong belief "education for all is a human right"
- The human and material resources to support inclusion are made available
- School routines are flexible to suit the needs of learners
- Lesson transitions are facilitated
- School transitions are facilitated
- Collaborative teaching and learning practices is one of the key component of school culture

CULTURES AND POLICIES

- Our culture and policies reflects / promotes human rights, diversity, quality and equity supporting all the stakeholders
- We strongly believe that the school community contributes to school culture . All members of the school community work collaboratively.
- We believed and work towards providing affirmative, responsive environments that promote a sense of belonging, safety, self-worth and whole growth for every student

- All students in the school community are given opportunity to develop the IB learner profile attributes and develop into inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect

APPROACHES TO TEACHING AND LEARNING

- Teaching and learning practices , documentation (POI) , unit plans address human commonality, diversity and multiple perspectives
- Professional development supports the whole community in developing effective strategies to increase access and participation
- Learning engagement / access to resources / learning environment in class promotes students agency by increasing access and participation as a process of learning in a sustainable manner.
- Full potential is unlocked through connecting with, and building on, previous knowledge
- Collaborative planning and meetings promotes opportunities to incorporate knowledge of all community members to develop inclusive practices and help us to plan learning from a strength-based perspective
- School provides inclusive access arrangements and reasonable adjustments for learning and assessment across the offered curriculum. (IB PYP / IGCSE)
- We strongly believe and practice respect with the view that every educator is an educator of all students
- We promote and ensure that all learners belong and experience equal opportunities to participate and engage in quality learning
- Assessments are designed providing all learners with opportunities to demonstrate their learning, which is rewarded and celebrated
- All students experience success as a key component of learning.

BUILDINGS AND PHYSICAL OBSTACLES

- School facilities are accessible to all members of the community to support their learning and growing needs
- Creativity and willingness to reorganize physical spaces, classroom orientation and structure is encouraged.
- multilingualism is recognized as a fact, a right and a resource

RELATIONSHIP AMONG THE COMMUNITY

- Daily interactions create affirmative, responsive environments that promote a sense of belonging, safety and self-worth for every member of the community
- The learner profile play a role in promoting the agency to affirm identity and empower personal freedom
- Collaborative practices amongst members of the community is actively promoted and practised.
- We promote and provide opportunities for learning diversity which is valued as a rich resource for building inclusive communities
- All students in the school community fully participate in an IB education and are empowered to exercise their rights and accept their responsibilities as citizens
- Students council of the school empowers students in the school community to have a voice to contribute their input and insights into the school community .
- Diversity is understood to include all members of a community

DIFFERENTIATION IN LEARNING AND ASSESSMENT

Tomlinson and Cunningham Eidson (2003) have identified the following three curricular elements of differentiation:

‘The process of identifying, with each learner, the most effective strategies for achieving achieved goals.’ (SEN IB programmes p.4)

Content- What should a student come to know, understand and be able to do? How will the student gain access to the knowledge, understanding and skills?

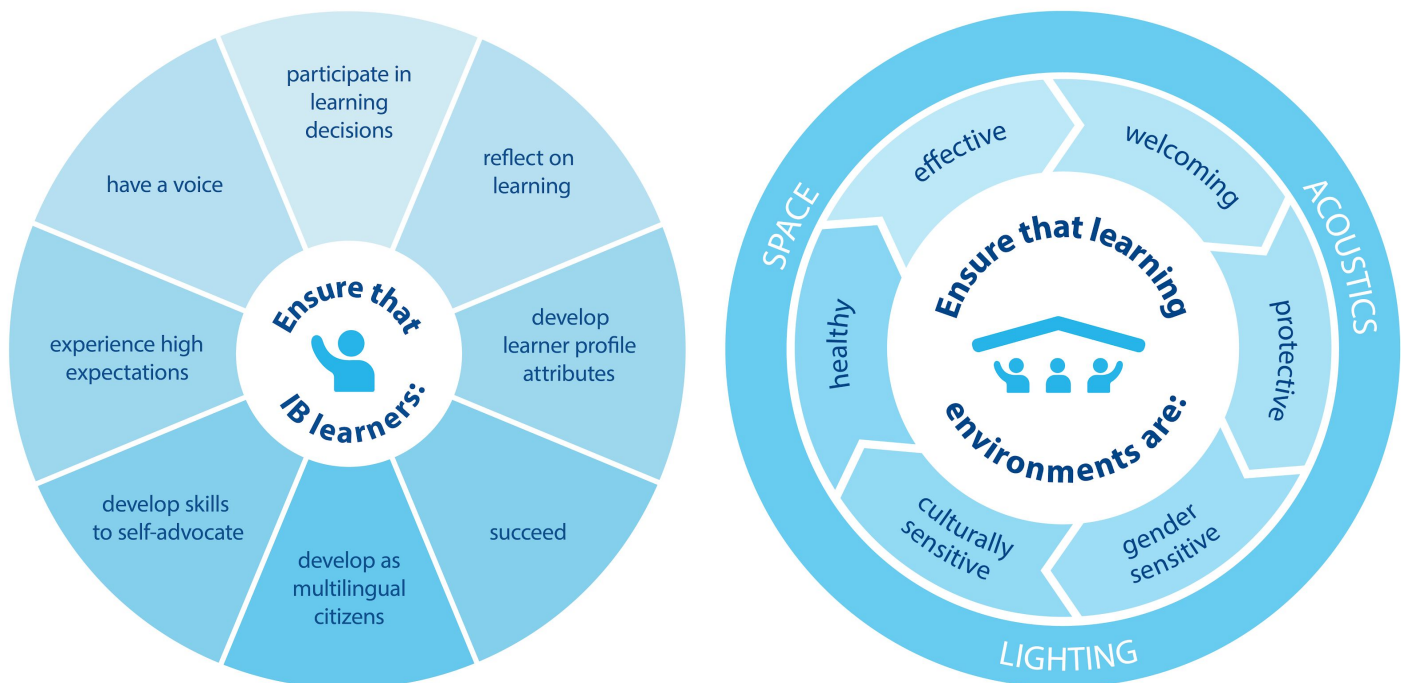
Process- What activities will be used to help students make sense of the knowledge, understanding and skills?

Product- What products will provide evidence of what the student knows, understands and is able to do?

At RGS we commit towards providing Students with equal opportunities to learn as we differentiate instruction involving responding to individual needs, by providing students with multiple means of representation, action and expression, and engagement .

The processes of learning, motivation and social interaction are more important than specific pedagogies for special needs (Kershner 2009, Lewis and Norwich 2005)

We strongly believe in **“Moving beyond labels to remove barriers to learning”** and are moving towards identifying ,supporting students with their strength and challenges. We as a team work towards creating learning opportunities that enable every student to develop and pursue appropriate personal goals.



It is important to proactively design to create optimal learning environments for all students. Consider students’ needs, preferences and strengths through a proactive, intentional design process. Develop knowledge of UDL to move from differentiated instruction for some students to a proactive design of the curriculum for all students.

ASSESSMENT

Assessment for learning is an integral part of the learning cycle and refers to the evidence gathered constantly throughout the teaching and learning process. It can both inform the students about themselves as well as give them the chance to self-reflect and be actively engaged in their own learning. Assessment for learning informs teachers and creates an important opportunity to remove barriers to learning and assessment.

Assessment should:

- Be accessible in terms of design, content and medium to give every student the opportunity
- Be ongoing, diverse and relevant to the learner
- Actively inform and involve learners (Meyer, Rose and Gordon, 2014, p. 139)
- Be focused on learner progress (Meyer, Rose and Gordon, 2014, p. 139)
- Allow for differentiated assessment with different entry and exit points
- Be flexible, not fixed, and provide multiple opportunities in varied media for learners to demonstrate skills and express themselves (Meyer, Rose and Gordon, 2014, p. 139)
- Be pertinent and relevant to the construct that is being tested and measure what it intends to measure (Meyer, Rose and Gordon, 2014, p. 139)
- Be explicit so that the purposes and outcomes of the assessment process are understood by all
- Measure both product and process—what type of learning, how and under what conditions (Meyer, Rose and Gordon, 2014, p. 139).

Those children who may not be attaining end of curriculum targets may be placed on the special needs Document and receive extra help to “catch-up” or reinforce the learning covered.

- Identification
- Resources
- Enrollment Arrangements for pupils with Special Educational Needs.

Contents of the Individualized Education Plan (IEP):

An Individualized Education Plan is a plan tailored to suit the needs of each individual student as identified by the IEP evaluation process and helps teachers understand the student's disability and how the disability affects the learning process. The IEP describes how the student learns, how the student best demonstrates that learning and what teachers and service providers will do to help the student learn more effectively.

The IEP would include:

- Student profile
- Reason for developing an IEP
- Placement decision
- Assessment data
- Strengths and weaknesses of the child
- Accommodations
- Action plan for the child.

ACCESS TO THE CURRICULUM

- The school ensures that all children have full access to the curriculum by making clear, through Toddle and individual teacher planning, the essential differentiation that ensures that children with special educational needs are working on the same curriculum.
- Children with SEN are supported in small groups and on a one-to-one basis within the classroom, or withdrawn to another room according to the type of work undertaken and the suitability of the location for the planned activity.
- Children who have a statement are supported in the classroom or withdrawn to ensure that their IEP is implemented in the most effective and least disturbing manner.
- The SEN and Co-ordinator will meet annually to discuss any current SEN related issues. Other meetings may be held as and when necessary. The Co-ordinator are regularly updated and an annual report is made to parents.
- The SEN policy is available to parents. There is a code of practice known to all staff and parents.

Enrollment Guidelines for SEN Department

- The Enrollment policy of RGS considers students with mild and moderate Learning Difficulties.
- Children/Parents who come with documentation of their learning difficulties are interviewed by the SEN personnel and two senior administrative staff to ensure that the student can fit into the environment.
- When there is a significant discrepancy in the Math and Language Diagnostic tests which is given to all students prior to Enrollment, an informal psycho-educational testing and observation would be conducted by a Special Educator to identify any learning issues.
- Students can also be referred by the teachers or parents.
- Mild Difficulty may be defined as learning problems in one area of academics, either language or Math. The problems exhibit themselves in the areas of comprehension, sequencing, auditory and visual processing at a mild level. These levels are close to the normal range scores as compared to their peers.
- Moderate Difficulty may be defined as learning problems in two areas of academics both in Language and Math. The intensity of the problems is within a standard score range which is in the lower average range when compared to their peers. It can also be exhibited as a problem in one academic domain and be co morbid with attention deficits or behavioral concern.

Mild Difficulty	Moderate Difficulty
Educational assessments	Educational Assessments
Educational Reports	Educational Reports
Remediation in the required skill	Remediation in the required skills
Test accommodations	Para Educator in the classrooms
Exam Accommodations	Curriculum Modification
Class Accommodations	Test/Exam modification Assistive Technology in classroom Accommodations and Recommendations to be implemented by the class teacher Exempt from Second Language with the required documentation for

LEARNING DISABILITY

A learning disorder evident in both academic and social situations that involves one or more of the processes necessary for the proper use of spoken language or the symbols of communication, and that is characterized by a condition that:

- a) is not primarily the result of:
 - Impairment of vision;
 - Impairment of hearing;
 - Physical disability;
 - Developmental disability;
 - Primary emotional disturbance;
 - Cultural difference; and
- b) results in a significant discrepancy between academic achievement and assessed intellectual ability, with deficits in one or more of the following:
 - Receptive language (listening, reading);
 - Language processing (thinking, conceptualizing, integrating);
 - Expressive language (talking, spelling, writing);
 - Mathematical computations;
- c) may be associated with one or more conditions diagnosed as:
 - A perceptual handicap;
 - A brain injury;
 - Minimal brain dysfunction;
 - Dyslexia;
 - Developmental aphasia.

Types of Learning disabilities explained better with the use of a chart:

Common Types of Learning Disabilities

Dyslexia	Difficulty reading	Problems reading, writing, spelling, speaking
Dyscalculia	Difficulty with math	Problems doing math problems, understanding time, using money
Dysgraphia	Difficulty with writing	Problems with handwriting, spelling, organizing ideas
Dyspraxia (Sensory Integration Disorder)	Difficulty with fine motor skills	Problems with hand-eye coordination, balance, manual dexterity
Dysphasia/Aphasia	Difficulty with language	Problems understanding spoken language, poor reading comprehension
Auditory Processing Disorder	Difficulty hearing differences between sounds	Problems with reading, comprehension, language
Visual Processing Disorder	Difficulty interpreting visual information	Problems with reading, math, maps, charts, symbols, pictures

Intellectually Gifted

An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated.

Mild Intellectual Disability : A learning disorder characterized by:

- a. An ability to profit educationally within a regular class with the aid of consider-able curriculum modification and supportive service;
- b. An inability to profit educationally within a regular class because of slow intellectual development;
- c. A potential for academic learning, independent social adjustment, and economic self- support.

Developmental Disability

1. A severe learning disorder characterized by:
2. an inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development;
3. an ability to profit from a special education program that is designed to accom-modate slow intellectual development;
4. a limited potential for academic learning, independent social adjustment, and economic self-support.

Physical

Physical Disability

A condition of such severe physical limitation or deficiency as to require special assistance in learning situations to provide the opportunity for educational achievement equivalent to that of pupils without exceptionalities who are of the same age or developmental level.

Blind and Low Vision

A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely.

Multiple : Multiple Exceptionalities

A combination of learning or other disorders, impairments, or physical disabilities, that is of such nature as to require, for educational achievement, the services of one or more teachers holding qualifications in special education and the provision of support services appropriate for such disorders, impairments, or disabilities.

APPENDIX A: ACCESS ARRANGEMENTS

What are access arrangements?

Candidates with particular physical or learning needs can find themselves disadvantaged when it comes to taking an exam. Access arrangements help support learners with particular needs so that they can access their exams as easily as anyone else can. They make sure that all candidates have equal access to exams and that no-one has an unfair advantage over anyone else.

This leaflet will help you select the right type of access arrangements to support any of your candidates who have particular needs. It will also tell you how to apply to use the access arrangements you think are most appropriate.



How to apply for access arrangements

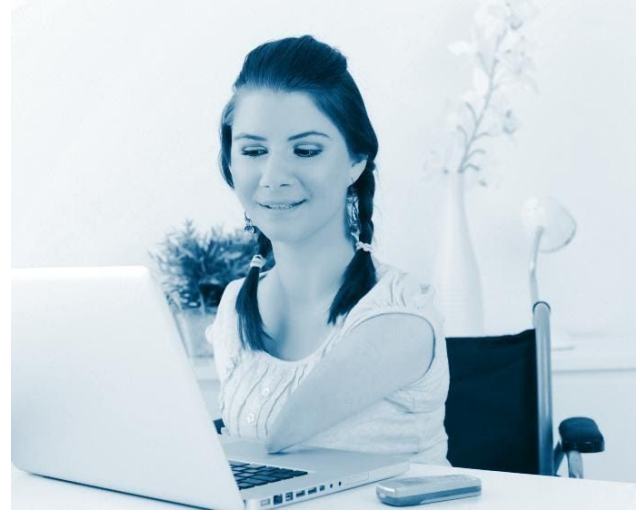
There are three different groups of access arrangements, each with their own application form and deadline.

1. Access arrangements: you must get our permission to use these arrangements.
2. Centre-delegated access arrangements: you need to notify us if you use these arrangements.

3. Modified papers: you need to apply for these in advance of the exam

You can download the relevant access arrangements application forms from tGet a report from your special needs coordinator/relevant teacher which details the physical disabilities or learning difficulties the candidate has.

1. Work with your special needs coordinator/relevant teacher to decide which access arrangements need to be put in place to support the candidate.
2. See the access arrangements section of the Cambridge Handbook to find out which group each access arrangement belongs to.
3. Read the guidance notes and complete and return the relevant form



APPENDIX B: How to apply for access arrangements

What access arrangements are available?

Candidate need and Possible access arrangements include the 'Preparation' section of the Cambridge Exams Officers' Guide at www.cie.org.uk/examsofficers. The forms are interactive so you can complete them on screen and email them back to us at info@cie.org.uk. Follow the steps below to work out which group of access arrangements you need to use.

Hearing problems

- Headphones for listening examinations.
- A version of the question paper where the language has been modified: for candidates with severe hearing loss.
- An exemption for either the listening or the speaking paper in a language exam.
- Extra time for listening and speaking exams.
- Extra time for written papers: if the candidate has literacy difficulties which mean they are slower to show understanding of written questions.
- A transcript with live speakers: for candidates who are used to lip reading.
- Sign language: to help candidates read the question paper but not to provide any other support. Sign language must not be used in language examinations.

Visual impairment

- Modified or enlarged papers in Braille, A3 size, or A4 modified papers reprinted in 18 point bold print with simplified visual information.
- Between 25% and 100% extra time to enable candidates to finish the papers, particularly for those candidates using Braille.
- A reader: for candidates who do not read Braille and cannot read independently.
- A scribe: for candidates who are unable to write independently. If a candidate needs a scribe for a language exam, you should provide them with a recording device so they can dictate their answers. At the end of the exam the candidate plays back the recording, spells each word letter by letter and provides the punctuation for the scribe to transfer to the answer script. The candidate will need 100% extra time to do this.

Other physical disabilities

- Supervised rest breaks: for those candidates who find it a strain to read and/or write a paper as a result of their visual impairment. You may decide to arrange rest breaks instead of extra time. The invigilator can stop the timing of the examination and re-start it when the candidate is ready to continue.
- A word processor or a Braille and print machine: for candidates who normally use this equipment.
- A practical assistant: for blind candidates, to lift equipment or pour liquids during practical examinations. In this case candidates will only be given the credit for planning, analysis and evaluation.
- A scribe or personal assistant: for those candidates who cannot use one or both of their hands.
- An extra time allowance of 25% to 100%.
- Supervised rest breaks: for candidates who tire easily or have an illness which could cause them to fit. You may decide to provide separate invigilation for this candidate so that other candidates are not disturbed.
- A word processor: for candidates who can type but cannot write.
- A transcript: for candidates who can write but whose writing is difficult to read.

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- Other IB school SEN policy
- IB document
- IB guidelines for SEN and counselling policy
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