

SPECIAL EDUCATION NEEDS POLICY

SPECIAL EDUCATION WITHIN IB

In the field of special education the IB philosophy and practice are particularly significant.

Difference and diversity are central in IB World Schools where all students enrolled in IB programmes should receive meaningful and equitable access to the curriculum. Enhancing the motivation to learn from multiple perspectives, through collaborative teaching approaches, can lead to positive outcomes for all students.

These outcomes include improved academic and social skills, increased self-esteem, and more positive relationship with others in the community.

INCLUSION

Inclusion is an on-going process that aims to increase access and engagement in learning for all students by identifying and removing barriers. It is more about responding positively to each individual's unique needs and less about marginalizing students because of their differences.

The IB supports the following principles of an inclusive education:

- Inclusion is a process by which schools and others develop their cultures, policies and practices to include all students.
- An inclusive education service offers excellence and choice, incorporating the views of all stakeholders.
- The interests of all students must be safeguarded.
- The school community and other authorizing bodies should actively seek to remove barriers to learning and participation.
- All students should have access to an appropriate education that affords them the opportunity to achieve their personal potential.

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- With the right skills training, strategies and support, the majority of students with special educational needs can be successfully included in mainstream education.

IMPLEMENTATION OF INCLUSION POLICY FOR IBDP AT GENESIS

In Genesis, we practice differentiation through identifying a student's learning style, scaffolding their learning, and differentiating the curriculum in order to develop the student's true potential. The aim behind it is enhancing the motivation to learn from multiple perspectives, through collaborative teaching approaches, leading to positive outcomes for all students.

STEPS FOLLOWED TO MAKE INCLUSION SUCCESSFUL:

Children with Specific learning disability/ physical impairment and other mild Specific learning difficulties will be included in main stream classes for academic input at grade level with intervention, accommodation and adaptations as follows:

- Sensitization Activities to prepare the environment for their acceptance in an inclusive set up.
- Empowerment of all the faculty members by holding in house training programmes on strategies to implement differential teaching and strategies at senior school level.
- Supporting children with accommodation and differential teaching across all curricula including DP.

INCLUSION—ADMISSION AND ASSESSMENT POLICY

Admission of a student under SEN category will be done as per the following process:

- Assessment of a student by the IB team along with the approval of the assessment report by the IB-Head.

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- A formal assessment report by a clinical psychologist for getting accommodation and compensation in IBDP and IGCSE programmes.

INCLUSION PRACTICES

To carry out the inclusion successfully and efficiently, the school follows the following practices:

- Applying differential teaching.
- Collaborative Teaching--- A model at practice.
- Intervention/ Accommodation to make the Curriculum—Content—Teaching Methodology—more Evaluation accessible for each and every student.
- Best Practices--- Multi sensorial, Project based learning, Differential Learning
- Counselling—For Socio Emotional Guidance
- Sensitization activities for everyone.
- Support given to children in form of accommodation and exemptions in IBDP and IGCSE programmes.

THE TARGET GROUP FOR INCLUSIVE SUPPORT

- Children with Specific learning disability / Sensory impairments.
- Children with hearing impairment with normal Intelligence.
- Children with Mild Specific Learning Disability or children with Physical Handicap, who can easily cope up with curriculum with accommodations and Interventions.

THE ACADEMIC CURRICULUM WITH AN INCLUSIVE SUPPORT

At Genesis the curricula are modified for the inclusive support to be fruitful. We have adopted the concept of Differential Curriculum Support to include every student in IGCSE and DP. The underlying objective is to reach at the level of each and every student and to make him/her feel successful at every step of Learning. This may be achieved by providing them opportunity to study with their peers in an inclusive class room.

ACCOMMODATIONS AND INTERVENTIONS:

In order to achieve the above mentioned objectives, we incorporate various methodologies in classroom instruction and planning.

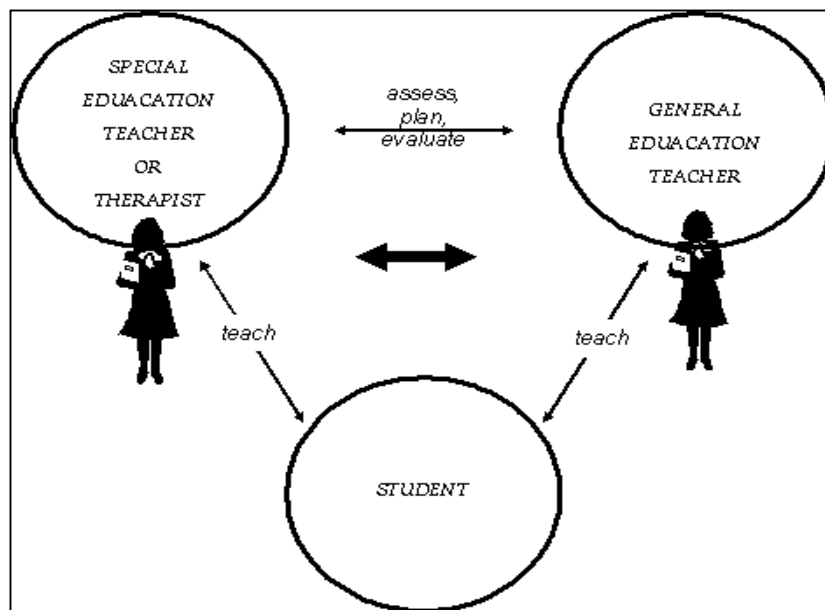
Collaborative Teaching:

“Collaboration is an ongoing process whereby educators with different areas of expertise together create solutions to problems that are impeding student’s success, as well as to carefully monitor and refine those solutions. Collaboration is a process rather than a specific service delivery model.”

Collaborative teaching is done for implementing different teaching styles to work as per the children’s learning styles.



Role of the Teacher:



Instructional strategies:

These include modifying the instruction style i.e. changing teaching methodology with differential teaching strategies. It includes the following to cater to the needs of children with different needs/different learning styles:

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- We practice a unique combination of differential learning to work at the level of each child.
- Children with different abilities and learning styles can be easily accommodated in classes with an extensive support system from all the teachers, along with a team of Learning support department.
- Students of different abilities, interest or learning needs experience equally appropriate ways to absorb, use, develop and present concepts as a part of the daily learning process.
- It allows students to take greater responsibility and a stand for their own learning, and provides opportunities for peer teaching and cooperative learning.
- In a differentiated classroom all students get to engage themselves into multi sensorial learning tasks as per their specific needs.

THE LEARNING SUPPORT DEPARTMENT

Quality oriented inclusive education program runs with the efforts of a team consisting of special educators, the school counselor and professional therapists. They help in building bridges to connect students with different needs with the broader education community and its learning and social resources. This support, in the form of accommodation and compensation, enables them to learn at their levels.

Learning support department team also works towards academic and social inclusion of every child with different abilities in main stream environment to facilitate their holistic development as an individual.

Role of Learning support department team:

The main role of the department is to develop Individual Student Programs. To this end, they work on:

- Developing and updating the Individualized education programme.
- Advocating for students and supporting student self-advocacy.
- Collaborating, communicating, and coordinating with related service personnel, agencies and other stakeholders.