

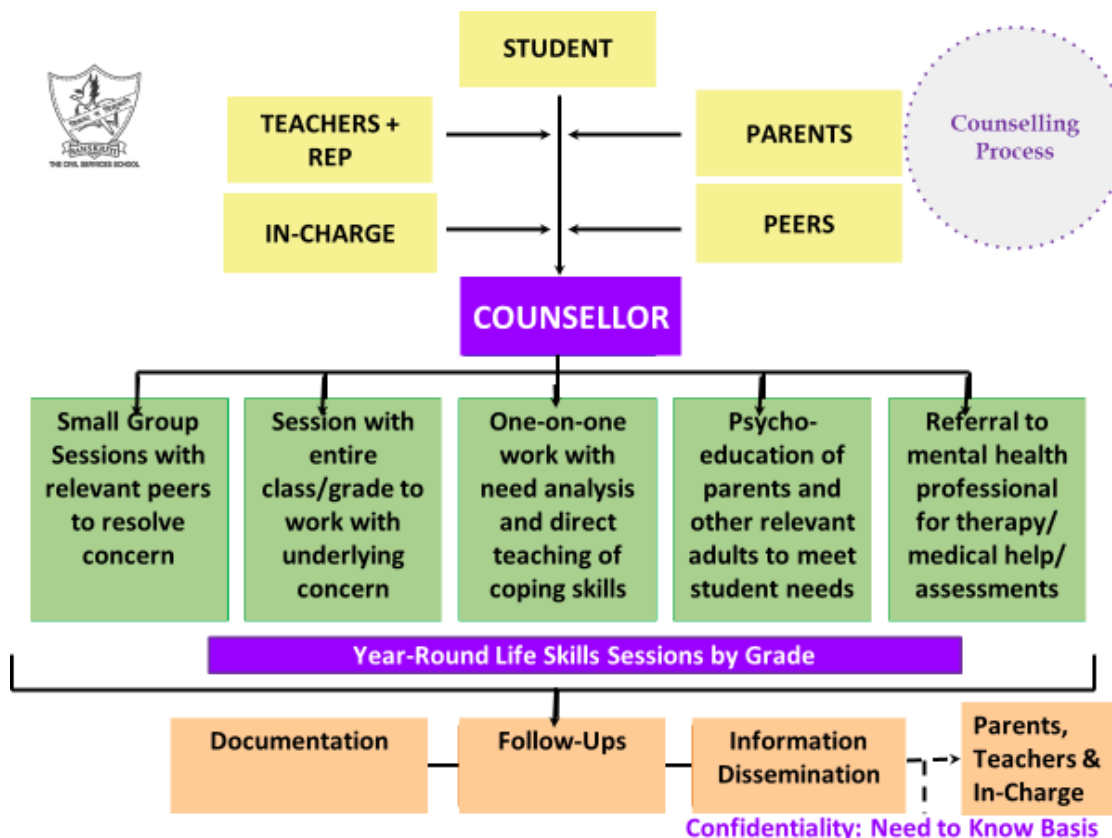


## SOCIO-EMOTIONAL & MENTAL WELLBEING

The comprehensive, developmental guidance and counselling programme of Middle School is an integral part of the total educational programme. It provides a systematic, planned approach for helping all students acquire and apply basic life skills. It aims at creating a supportive environment to unleash students' potentials and develop their overall personalities.

As students transition from Junior to Middle School, the Counsellor provides them the much needed handholding they are used in the Junior School, slowly and gradually teaching them the needed skills to navigate their path on their own as they grow up to be independent learners. Students are taught critical thinking, problem solving, decision making, effective communication, inter-personal relationship and coping skills to help them face the developmental challenges of each phase through grades VI to VIII with a healthy attitude. Importance is given on educating them to be respectful, kind and empathetic beings through many self-reflection exercises and life skill classes at various stages and levels.

The counsellor works in collaboration with the teachers and parents to provide the guidance and support to children experiencing socio-emotional difficulties impacting their learning and overall wellbeing. In some cases where the daily functioning & mental health of the student is seen as compromised, the counsellor recommends referral to psychologists and psychiatrists for a more focussed & intensive intervention. The following **flowchart** is an explanation of how the counselling process happens at Middle School.



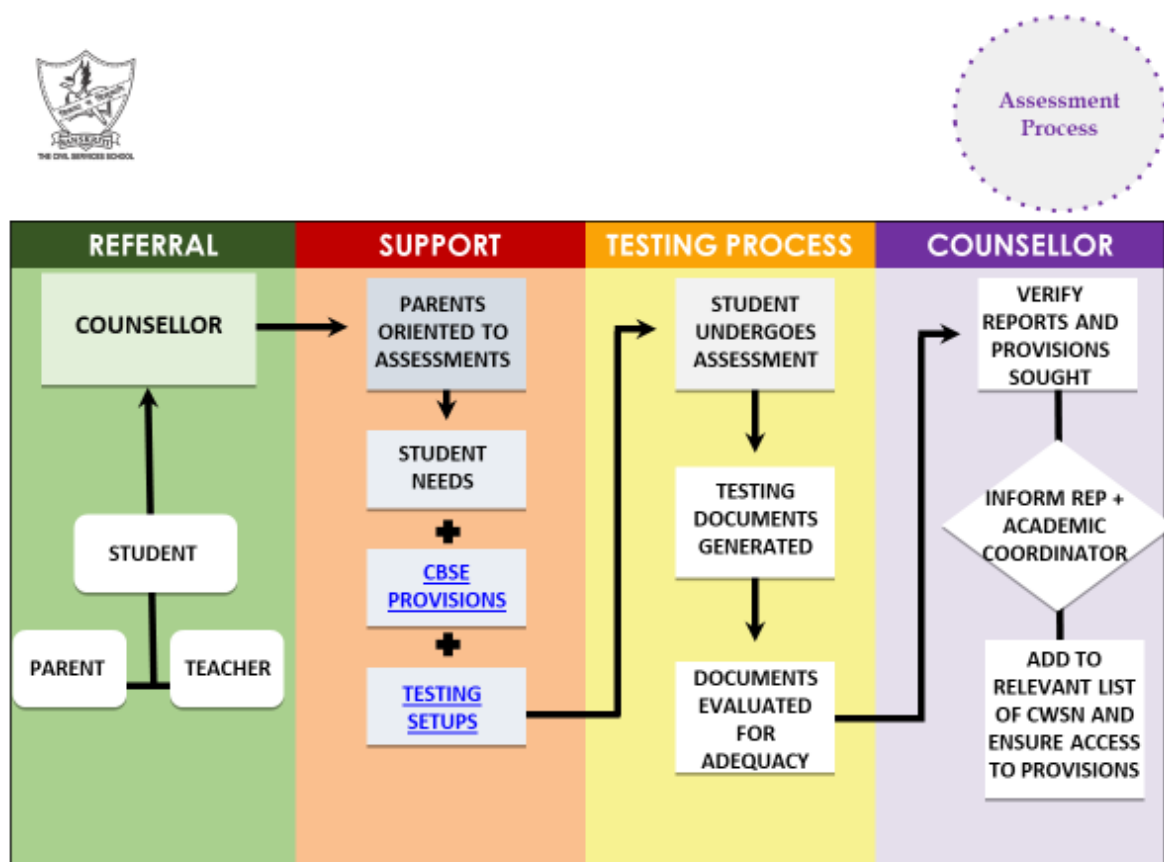


## ASSESSMENT FOR CHILDREN WITH SPECIAL NEEDS

The inclusive education framework of Sanskriti School aims at addressing the specific needs of children with disabilities. It strongly believes in and advocates the importance of social inclusion. It further aims at achieving their inclusion in the larger society by equipping them with the required life skills and education to make them self-sufficient and independent. With the EWS, some students develop secondary learning disabilities making it difficult for them to cope with the mainstream curriculum. Keeping in mind the unique needs, learning styles and learning pace of all these students, academic & social interventions are designed and diligently woven into their school routine.

Parents are also guided about the assessment process to help identify the reasons for learning difficulty and develop individual academic plans to extend support wherever possible.

The counselling department of Middle School organizes examination for children with special needs providing scribes and extra time. It ensures children who qualify for provisions by CBSE can avail appropriate exemptions & concessions. The following **flowchart** is an explanation of how the assessment and inclusion process happens at Middle School.





## **SUPPORTING MARGINALIZED POPULATIONS**

Special services are provided to the students from the Economically Weaker Sections (EWS) of the society to help them adjust to the school routine and education system. Textbooks and notebooks are provided free of cost. No charges are taken for any outings or outstation trips. It is done on lucky draw or full sponsorship.

In many cases with First Generation Learners (FGL) where they have no exposure to the language, their academic gaps tend to widen up and impact learning even in other subjects. This often leads to secondary learning disabilities amongst students in this section. Alternative school placement into graded curriculum, parallel curriculum or open schooling in such cases is extended to meet their learning needs resulting from English being a secondary language.

Special efforts are made to sensitize all the students to help remove the stigma and support the cause of equal opportunities for learning and right to education for their chance at having a better future.