



Satyam, Shivam, Sundaram

**MODERN HIGH SCHOOL FOR GIRLS
KOLKATA
INCLUSIVE EDUCATION NEEDS (SPECIAL EDUCATION NEEDS) POLICY**

Philosophy:

Modern High School for Girls (MHS) is a school, which blends tradition and modernity. It combines Indian and other cultures in a balanced mix. Its well-integrated student population comprises children from different communities and socio- economic backgrounds. MHS respects the uniqueness of every individual and tries to provide a stress-free yet stimulating learning environment.

Mission:

Commitment to excellence

To maintain its stamp of excellence while progressing continuously as an institution. To provide a stress-free yet stimulating environment which offers everyone in the school community opportunities to develop her full potential as a unique individual and to learn to be a team player.

Vision:

Truth, compassion and beauty

To empower students to initiate or participate in activities local and global, which promotes peace and happiness – locally and globally - in the spirit of *satyam, shivam, sundaram*.

Inclusive Education Needs at Modern High School for Girls: At Modern High School for Girls, there is respect for the uniqueness of every individual and the school aims to provide a stress-free yet stimulating learning environment for all. A student with inclusive education needs which requires some degree of support from the school, will receive the required support so that the student is able to learn in a compassionate and caring environment. There is an expectation that, should a student at the school be recognized as requiring support, the parents will heed the advice of the school and the Inclusive Education Counsellor. The parent will support the school by having the student tested as advised and follow the guidance of the counsellors. For parents seeking admission to the school, disclosure of any inclusive education need is expected. Failure to disclose such information, could have consequences, depending upon the nature of the matter.

The school wishes to nurture all its students and will attempt to support the student with mild to moderate learning and behavioural issues. At this stage the school is unable to deal with severe behavioural, learning, emotional or access issues.

The school values and understands that each student is unique. Modern High School for Girls is closely associated with the Indian Institute for Cerebral Palsy. Students at the school routinely work with the students of the Institute. They form a support team and conduct activities for the students at the learning centre.

Defining Inclusive Education (IE)

A student is recognized as having learning diversity issues or in inclusive educational needs (IE), when she has learning needs and challenges, which become an impediment for her to learn in ways, that most other students of about the same age would. Such a student will require special or individualized arrangements to demonstrate their level of achievement.

See Appendix for a definition of key terms.

MHS for Girls believes in providing a safe, caring and stimulating environment where no child is left behind. With this objective in mind, the school has attempted to define its understanding of what constitutes learning diversity in education. For the Primary years there is a Learning Support teacher who provides support to the student. The school aims to extend its support to student beyond the Primary years, to include support for students in Middle School and beyond. An Inclusive Education Counsellor has been appointed who will oversee inclusive education as needed.

OBJECTIVES OF THE INCLUSIVE EDUCATION NEEDS POLICY

- To identify students with a specific difficulty, so that the appropriate provisions can be made to support the student's identified learning needs and goals.
- To plan an Individual Education Program (I.E.P) /Behaviour Intervention Plan (B.I.P) and Individual Accommodation Plan (I.A.P) to plan and implement a modified curriculum for students with moderate learning challenges
- To provide support for students with mild to moderate learning challenges through the an inclusion unit/ scaffolding of teaching material and/or a parallel curriculum
- To involve and work in close partnership with teachers and parents in the identification and review of goals set in the I.E.P/B.I.P
- To consult outside agencies, as required, to support the needs and provisions for students with learning diversity or inclusive education needs.

Inclusive Education Support Team:

Principal and Leadership Team: The Principal along with the Leadership Team (which includes the Head of Primary and Junior School, the Coordinators of Middle, Secondary, Senior and the IB Diploma Programme sections) hold the overall responsibility for the implementation of and monitoring of inclusive education provisions at the school.

The Inclusive Education team: includes the Special Educator for Primary and Junior School, the Emotional Support Counsellor for Middle school and beyond, the Inclusive Education Counsellor and the Dean of Education for the International Baccalaureate Diploma Programme. This team is responsible for the day to day implementation of the inclusive education provisions;

- ✚ Conduct assessments to identify a student's learning needs and share the findings of such an assessment with parents and teachers as required
- ✚ Plan, develop and evaluate Individual Education Programmes to meet identified learning and adjustment needs of the student who requires it.
- ✚ Provide advice to staff and parents to support the implementation of the learning goals.
- ✚ Coordinate the range of support available to the student with identified learning diversity needs.
- ✚ Liaise with outside agencies as and whenever required.

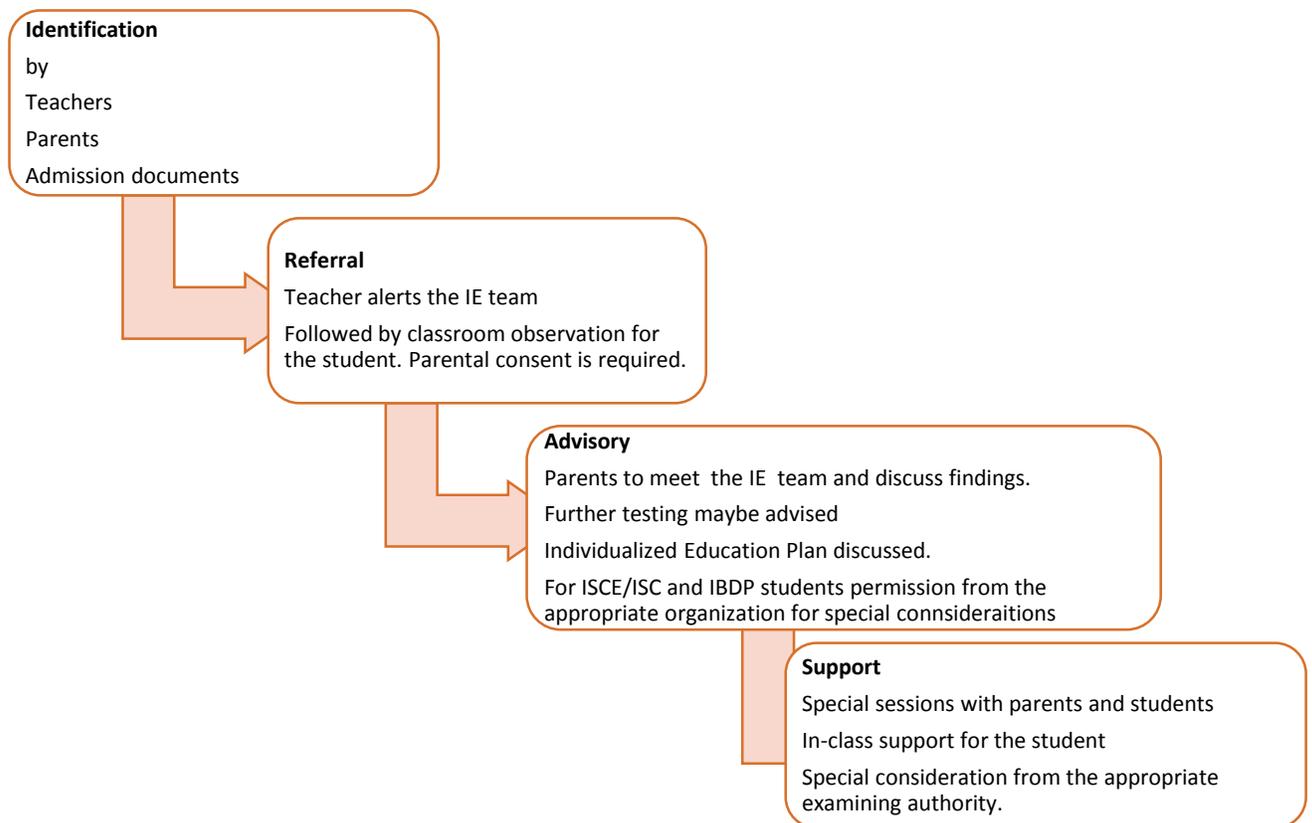
- ✚ Contribute to the continuous professional development of staff, so that they will be able to identify behaviour that is consistent with inclusive education and be able to alert the Inclusive education team.

Class and Subject Specialist Teachers: Teachers at MHS for Girls make every effort to ensure that students with identified inclusive education needs are fully involved in the classroom activities. Girls with inclusive education needs are provided additional support in the classroom, as well as during tests and examinations. The student, may be withdrawn from class to work on a one to one basis or with small groups to reinforce basic concepts to help them come to come up to the level of the class.

Additional support is provided by:

- ✚ Teachers mentoring students additionally (enhancement classes)
- ✚ Student mentors- as designated by the Inclusive education team
- ✚ Student may receive extra support (Speech/ Occupational Therapy, etc.) outside school.
- ✚ The school will consider parent volunteers to support a student, however the volunteer will be vetted by the School's leadership and members of the Inclusive Education team.

Referral Procedure for Students at Modern High School for Girls



Step 1: Identification: Students with Inclusive Education needs may be identified by:

- ✦ A Teacher who observes a student with having learning difficulties (inability to process information, poor attention span, inability to process numbers and /or poor writing)
- ✦ A Parent may also initiate the process when he/she seeks the support of the school because there may be a possible learning diversity issue,
- ✦ Formal assessment report at the time of admission of the student to the school

Step 2: Referral

- ✦ Teacher informs the Department Coordinator for that Section. The teacher is expected to provide some evidence to justify the concern.
- ✦ The Department Coordinator will alert the Inclusive Education team and discuss the matter with them.
- ✦ The Department Coordinator, on the advice of the Inclusive education counsellor will contact the parents and apprise them of the concerns and observations.
- ✦ A classroom observation and Informal assessment of the student will be scheduled and carried out, after parental consent is sought and received.

Step 3: Advisory: Parent information session and Planning of the IEP

- ✦ Information session with parent and the IE team will be held. The classroom teacher/Department coordinator will be present for discussions the student.
- ✦ A plan for the Individualized Education Plan (IEP) for the student along with teacher and parent input will be put forward.
- ✦ It is possible the school may request further testing from an accredited testing facility. Such testing is done by the parents at their own cost.
- ✦ For students in Classes IX and beyond, decisions to inform the appropriate examining authority for special provisions may be discussed with parents. For most cases, the examining authority requires a minimum of eighteen months prior notice. Adequate and appropriate documentation will be required to support the case for special considerations.

Step 4: Support

- ✦ One on one out of class session with the IE Counsellor
- ✦ Teacher/Class orientation to prepare the class for supporting a student with identified learning diversity issues.

- ✚ In-class mentoring where a student is paired up with a buddy.
- ✚ Peers help students with inclusive education needs within the regular class curriculum and classroom activities
- ✚ Teacher mentor/ support teacher -goes over difficult concepts with the students on a one to one basis or in a small group
- ✚ Academic concessions/modifications as granted by the school and the examining board. This may include extra time, or an amanuensis or use of a laptop for all assessments.

School and In Class Support for students with identified inclusive education needs.

- ✚ After identification and assessment of the child's learning needs, an Individual Education program is planned for the child. It includes:
 - ✚ The results of assessment
 - ✚ The IEP period
 - ✚ The specific goals set for the IEP period
 - ✚ Teaching strategies for the support of the student
 - ✚ The identification of staff involved in implementation of the target
 - ✚ The provisions for support
 - ✚ Success criteria and review of the programme
 - ✚ Teacher and parent comments

Primary and Junior School:

- ✚ classroom teacher sits for a period of time set aside with the student;
- ✚ Additionally, the Teaching Assistant may support the student in the completion of task ;
- ✚ The Special Education team may come into class for specific activities and for observations from time to time
- ✚ Learning support assistants may be provided for the child only when advised by the SEN teacher in consultation with the Head of Primary and Junior School and the Principal. Payments for such additional support will be a chargeable item on the school fees.

Middle/Secondary School:

- ✚ Teacher sits with the student at a mutually decided time at least once a week.
- ✚ Pull-out sessions for students with learning difficulties individually or as part of a group:

Concessions offered during assessments and examinations in Middle/Secondary School:

The CISCE Board grants the following concessions to students who have been formally diagnosed as having Special Educational Needs:

+ Extra time for completing written assignments:

- The student gets extra time during written assessments and examinations (15 mins per hour equivalent to 25% of the time)
- Student may be given additional time to complete homework, assignments and projects.

+ Use of a Computer and Calculator:

- Students with severe physical or writing difficulty are allowed the use of a computer to complete written work
- Student is allowed to submit typed work in lieu of written work.
- Allowed to use a calculator- Students with challenges in numeracy are allowed the use of a calculator

+ Exemption from studying additional languages:

+ Allowed the use of a reader:

- Students with reading difficulty are allowed to have the assessment/question paper read out to them. The questions must just be read out aloud and not explained to the student.

+ Allowed the use of a scribe:

- Students with physical or writing difficulty are allowed the use of a scribe during examinations. The scribe should not usually be the student's own subject teacher and must not be a relative, friend or peer.
- They must be known and accepted by the student and capable of reading the material involved.

+ Other Accommodations and Modifications:

- Enlarged print and/or change in font/ bigger question paper/worksheet may be used for a student with visual/writing issues.
- The language in the Question paper/ worksheet may be rephrased for students with severe comprehension difficulties.
- Spelling errors are not penalized at every instance- content is looked for rather than presentation and neatness
- Students with attention difficulties are seated in front of the classroom

- Students have a buddy in class seated next to him/her to help whenever possible with reading and writing.
- A student may be allowed to photocopy notes when there has been a significant accumulation of incomplete work.
- Quantum of written work may be reduced for a student with writing difficulty or handouts may be given in lieu of writing.

Access Arrangements as allowed by the International Baccalaureate Organization

The IB believes that all candidates should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. Standard assessment conditions may put candidates with learning support requirements at a disadvantage by preventing them from demonstrating their level of attainment. Inclusive assessment arrangements may be authorized in these circumstances. (*Candidates with assessments access requirements, page 1*)

Role of the school (IB Diploma Programme) With the ethos of the IB in mind, the school has a special responsibility for students with learning diversity needs

At MHS for Girls:

- ✚ Before admitting a candidate with special needs, for the Diploma Programme Coordinator along with the IE team should make sure that all the arrangements with regards to teaching and assessment are in place.
- ✚ Subjects should be selected based on the abilities of the candidate in consultation with the the Diploma Programme coordinator, the IBO, the parents, the IE team at the school.
- ✚ All the teachers should be consulted to accommodate the candidate with identified inclusive education needs
- ✚ All requests for access arrangements should be communicated to the Principal by the Diploma Programme Coordinator, who will also be responsible for informing the IBO
- ✚ Parental consent in writing, from the guardian of the a candidate will be required and copies of all relevant documents will be given to the Diploma Programme Coordinator before requests for access arrangements can be made
- ✚ The Diploma Programme coordinator applies for access arrangements on behalf of the candidate. Such requests must be made at least 18 months before the IB examination. E.g for student expected take the examination in May 2020, the request must be made by December 2019. Responses from the IB will be shared with teachers, the IE team and parents.

- ✚ The school will be responsible for approving and appointing a scribe, reader, prompter, practical assistant or communicator based on the guidelines laid down by IBO.
- ✚ If access arrangements like a scribe, reader, computer or its software are made, then the candidate must be aware and familiar.

Special access arrangements for the IB Diploma Programme students The arrangements mentioned below are termed 'Special' arrangements as they require authorization from the IBO.

Additional Time:

Candidates with assessment access requirements will be provided additional time for written examinations and internal assessments based on the needs of the candidate.

For written examinations, additional time is normally restricted to 15 minutes for each hour of the examination (that is, 25% more time).

For exams less than an hour, additional time should be given on a pro-rate basis.

In case of a severe condition additional time may be authorized based on the conditions laid down by IBO.

Rest Periods: 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 may continue working.

Information and communication technology:

Use of a computer: The IB recognizes that for many candidates with assessment access requirements, a computer or microprocessor-controlled device proves a highly effective means of communication and hence these are permitted for written examinations in situations where the candidate is unable to provide a handwritten response.

Amanuenses: 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 computer.

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.

Communicators: A communicator may be used during examinations to convey information to a candidate with hearing impairment through the use of lip-speaking, finger-spelling or sign language. 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.

It is likely that the coordinator or invigilator will act as the prompter, but only if the examination can be conducted according to IB regulations and without disturbing other candidates.

Modifications to Examination Papers: For candidates with visual or hearing issues some modifications are permitted based on the needs of the candidate.

IB may provide alternative questions to those with visual or hearing issues.

Audio Recordings of Examination Papers: The IB may provide an examination paper on a CD, but only in exceptional circumstances. This service is strictly limited; no assumption should be made that an examination will be available on CD. If available, the CD will be accompanied by a hard copy of the examination paper.

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 will only be authorized in exceptional circumstances, after other alternatives have been considered and rejected.

Transcriptions: A transcript is a candidate's response to an assessment component submitted in a form other than the candidate's own handwriting. Transcription is justified when a candidate with a specific learning issue, or a physical disability, has very poor handwriting skills and cannot use a computer. Transcription is not available to candidates with poor handwriting for whom some form of special need cannot be diagnosed.

Evaluating Progress:

- Progress for Nursery through to Class V will be evaluated on Individualized Education Program (IEP) goals and Transfer of learning- The class teacher may, through observations and modified assessment, track the student's performance in class and thus evaluate progress.
- Progress for Grades 6 -12 will be tracked by assessing the student's performance in formative and summative classroom assignments that may be conducted during and at the end of every term and on the evaluation of IEP goals
Student will be weaned off support from the SEN Department once he/she is found to be meeting the goals set out for her/him with 80% accuracy across four consecutive terms. However, the SEN team will continue to monitor the child's progress through the teacher.

The Inclusive Education Policy and the stakeholders:

The draft policy will be conveyed to staff, parents and students. Once the policy is formalized (when the IE Counsellor joins the school in January).

The IB Diploma specific clauses of this policy will be conveyed to staff at special meeting, held for the purpose. For the parents, the school will discuss the specific policy at the Parent information session scheduled for October 2017, where there will be a meeting with potential IB students and their parents.

The finalized, but abridged version of the policy, will be made available in the student diaries and the school website. Parents will be reminded of this policy during the annual parent student initiatives held at the start of the academic year.

Review of the Inclusive education needs policy: The policy is to reviewed annually by the school leadership team and the Inclusive education counsellor. Changes if any, will be communicated to all stakeholders.

Inclusive Education Team

PRIMARY/JUNIOR SCHOOL

Head of Primary/Junior Department
Liaise

Special Educator
Dealing with SEN of children

Creating IEP
Guidelines for the Class Teacher
Planning Accommodations and
Modifications
Parent Counselling

MIDDLE/SENIOR SCHOOL

**Middle School /Senior School
Coordinators**
Liaise

Emotional /Behavioural Counsellor
Dealing with emotional needs and
behavioral issues of children
Identifying Special Education Needs
and other Emotional or Behavioural
Problems and referring to an outside
agency for Assessments

Providing Emotional Support
Increasing Desirable Behaviour
Life Skills Training
Parent Counselling

IB DIPLOMA PROGRAMME

Dean of IB
Liaise

**Inclusive Education
Counsellor**
Dealing with special education needs of
children

Creating IEP
Monitoring Remedial Education
Providing Accommodations and
Modifications suited to the need
Parent Counselling

Policy created by:

Mrs Damayanti Mukherjee (Principal)

Mrs Sheta Saha Diploma Programme Coordinator and Head of Senior School Section

Mrs Imon Neogi (Emotional and Behavioural Counsellor)

Acknowledgements:

Learning Diversity and Inclusion in IB Programmes, IBO Publication January 2016,

SEN Policy Podar International School Mumbai

SEN Policy Legacy International School Bangalore

SEN Policy Pathways School, NOIDA New Delhi

CONCESSIONS BY CISCE

SPECIAL DIFFICULTIES OF CANDIDATES

The Council is prepared to give special consideration and make necessary arrangements in respect of candidates who are handicapped in any way, which might affect their performance in the ICSE (X) / ISC (XII) Examination.

Special Difficulty Procedure

Disability, illness or other misfortune: When a candidate suffers some injury or bereavement or dire unforeseen circumstance which may adversely affect his or her performance in the examination, the Special Difficulty procedure is used. A form is forwarded to the Council by the Head of the candidates' school and the candidates' examination answer script is then given special consideration by a committee before the issue of the results. The Council's committee does not give a "blanket" concession but treats every case on its merit, for experience has shown that candidates working under similar unusual stress are affected in widely different ways. For this reason the Special Difficulty Form provides for the performance of the affected candidate to be compared with that of his/her other classmates.

Special Arrangements

Depending on the nature and degree of the Special Difficulty the Council is prepared to make special arrangements, subject to the Convener concerned being convinced of the need and being able to provide the necessary facilities, and if the candidate accepts the responsibility for any additional expenses which may be incurred. The following special arrangements are the most common, either singly or in various combinations:

- **Allowance of additional time.** The normal maximum additional allowance is at the rate of 15 minutes in a 1-hour paper, 30 minutes in a 2-hour paper, and 45 minutes in a 3-hour paper, but these allowances may be varied according to circumstances. When a candidates' speed of writing is affected by his handicap, a greater allowance may be granted in a paper requiring extensive writing such as English Literature or history than in a paper of, for example, the short answer type.
- **Allow Use of an amanuensis.** When a candidate's performance is affected to such an extent that any reasonable allowance of extra time would not meet the difficulty, the use of an amanuensis may be permitted (with or without extra time). The amanuensis normally would be a fellow pupil, who has not reached the same academic standard in the subject as the candidate. Similar arrangements may be permitted in practical examinations.
- The typing of answers by the candidate.

- The question paper may be read out, but not explained in any way, to candidates who have **defective eyesight or a certified reading disability**.
- For permission for the candidate to take the examination in a hospital under supervision, the following conditions apply:
 - The arrangements are to be approved in advance by the Council.
 - A medical certificate must be submitted confirming the need for the concession.
 - Satisfactory invigilation must be guaranteed, in consultation with the Convener/Council, and details provided to the Council of the proposed invigilator. The invigilator must not be a member of the candidate's own family, but any responsible person may be named, preferably a teacher of another Council school.
 - Any additional costs incurred are a matter of local arrangement in which the Council plays no part.
 - Unless the place of the examination is close enough to the School for question papers to be handed to the candidate after the start of the examination at the main centre, and for the completed script to be collected without undue delay, the Transfer Procedure must be followed, i.e.,
 - The Council must be requested to provide question papers packed separately for the candidate.
 - The answer script must be despatched in accordance with special instructions, which the Supervising Examiner receives from the Council.
 - The Supervising Examiner at the main centre must be instructed NOT to show the candidate as "absent" but to attach a note to the Attendance List explaining that the answer script of such a candidate is being despatched separately.
 - If the candidate is suffering from an infectious disease, the school must seek the advice of a registered medical officer about the fumigation of the answer scripts before their despatch to the Council.

Candidates suffering from a Permanent Handicap

In addition to the Special Difficulty Procedure, and special arrangements, further concessions may be made for candidates suffering from a permanent handicap, e.g.

- Blind and partially sighted candidates: The Council will permit blind or partially sighted candidates to sit for the examination in all subjects except those that are

essentially visual or have an important practical element. The Head of the School concerned has to notify the Council at least six months prior to the date of the examination that a blind/partially sighted candidate is being entered for the Examination and list the subjects, the alternatives within subjects and the special set of books which the candidate is offering. The candidate may have to take the examination under separate arrangements. The question papers may be read out to the candidate. The candidate may be allowed to type the answers on a typewriter or may be provided with a writer, a student of the same school, who is at least a class lower than the candidate.

Such candidates at the Examination may be allowed the use of a computer to type the answers with special permission from the Council.

- Spastic candidates: The Council can conduct examinations for spastic candidates. When the entries are being made the Head of the School concerned has to submit a Medical Certificate from a qualified competent medical authority and obtain written permission from the Council for time extension/s. The Council may allow a spastic candidate up to maximum of double the time allotted for the candidate to complete the paper, provided he/she is kept incommunicado during that particular examination, each time.

Such candidates at the Examination may be allowed the use of a computer to type the answers with special permission from the Council.

- Deafness or Speech Defect: All cases involving deafness or serious speech defect are treated on their merits under the Special Difficulty Procedure. In Aural/Oral papers, when the circumstances justify it, the Council may be prepared to excuse the candidate from offering the paper concerned. The requirement of offering a second language examination may be waived for a deaf candidate with over 60% degree of deafness.

Candidates suffering from Specific Learning Disabilities:

In cases of candidates suffering from Dyslexia, Dysgraphia, Dyscalculia, Attention Deficit Hyperactivity Disorder (ADHD), certain concessions/support are admissible, depending on the nature and degree of the disability and on a case-to-case basis.

The concessions/support available are:-

- Exemption from the requirement of the study of a second language in cases that warrant such an exemption because of the severe nature of the learning disability of the candidate(s), certified by a competent authority approved by the State/Central Government and acceptable to the Council.

- Allowance of additional time as specified above.

- Use of an/a Amanuensis/Reader/Reader-cum-Writer as specified above.
 - The Question Paper may be read out, but not explained in any way to the candidate(s).

 - Arrangements must be made by the Head of the School concerned in consultation with the Convener and the Supervising Examiner for the candidate(s) who has/have been permitted the use of Amanuensis/Reader/Reader-cum-Writer, by the Council, to write the examination in a separate room adjacent to the main examination hall under the supervision of a/an Special/Assistant Supervising Examiner.

- Casio fx-82 MS (Scientific Calculator) is to be used for Mathematical calculations only. Calculators of other makes with similar functions are also permitted.

Heads of Schools concerned must obtain approval from the Council well in advance and provide one copy each of the approval letter to the Convener and the Supervising Examiner at the appropriate time.