



SCOTTISH HIGH
INTERNATIONAL SCHOOL

Special Education Needs/ Learning
Disability Policy

**Scottish High International School
Gurgaon**

Last reviewed on: March 2017

The Department of Integrated Studies of Scottish High caters to children with special needs/learning disability having developmental delays, intellectual, physical and hearing impairment. Depending on the degree of impairment, the child is integrated into the mainstream school curriculum with the support of a highly experienced team of professionals of the Department of Integrated Studies. The team of professionals consists of full time special educators, an audiologist and a speech therapist, an occupational therapist and mainstream educators.

Scottish High aims to ensure that there is maximum enhancement of a child's potential and capabilities. It is the duty of every staff member to meet the needs of all the students including the students with learning disability.

The SEN student should submit the relevant medical reports to the school infirmary during the admission. The Medical Profile should be completed as and when the student undergoes medical treatment. The doctor's report as per the tests recommended by the Dept of Integrated professionals also needs to be submitted.

All students will have an IEP which is established after consultation between educators, therapists and parents to enhance the skills that are deficient for the overall performance of the student. The SEN student will have monthly goals which will be evaluated at the end of the month.

The school is also the Center for Special Olympics Bharat (India), the School Chairman is the Chairman and Trustee of the same.

Remedial Program and Therapy

All students will undergo remedial teaching sessions, sensory integration, speech and language therapy, Occupational therapy, activities of daily living as per their need and severity. Remedial programs are designed to bridge the gap between what a student knows and [what he's expected to know](#). The student is therefore withdrawn from the classroom for some time and taught in different setting. Additional support will be given in school due to extraordinary talent in a subject or extra- curricular area.

The students will follow the regular curriculum, the curriculum will be modified and shared with the teachers and parents as per the requirement of the child concerned. The selection of board of examination (provided by school or outside school) for 10th and 12th depends on the educational level of the student. The objective of the SEN policy is mainstreaming. However in higher grades, mainstreaming may be reduced of and the focus will shift towards functional curriculum, vocational and life skill training.

Class room Accommodation and Present situation

- 1) Students with dyslexia are given special inputs, assignments and assessments to bring them at par with their classmates and in senior classes provide with extra time for tests or even 'writers,' if and whenever the need arises.
- 2) The Integrated Department works with students having Autism, ADHD, Dyslexia and Global Developmental Delay.
- 3) These students are integrated with the main stream children in all scholastic and co- scholastic pursuits. The staff makes sure that these students join in the school activities together with regular students as far as possible and make efficient use of school resources.
- 4) The special educator, the home room teacher and all subject teachers collaborate to chalk out IEP and a modified curriculum for them.

- 5) The special educator is present in the class along with the home room teacher and the subject teachers to observe help and guide the child with learning disability.
- 6) Assignments are carefully prepared by the special educators and subject teachers to cater to the diverse learning abilities of the SEN children. To ascertain and evaluate the learning levels of the SEN students, they are given formative assessments of several kinds suitable for their abilities.
- 7) The Unit test and term examinations are conducted as per the school calendar for middle and senior school students. The SEN students examination syllabus may be identical to that of regular students or modified as per the IEP and monthly goals.

Participation in Inter –Clan Competitions:

To implement a policy for participation in all inter clan competitions and activities organized in the School which is fair to all children with or without special needs and simultaneously, to give ample opportunity to children with learning disability, the following policy is approved and followed-

- (a) All SEN students will compete in the clan with zero advantage points along with other students. If they succeed in getting selected for the inter clan competition on their own merit, they will compete for the same on equal footing.
- (b) In case the SEN students do not get selected on their own merit, they still compete for the clan competition in addition to the selected students for providing them adequate exposure and fair competition relevant to the special need of the child. In such cases, they will compete in the competition with an advantage of 20% of the points e.g. 2 points for a scale of 10 and 20 for a scale of 100.
- (c) In the inter clan competitions, if they get the first, second and third positions (with advantage points), they will benefit the clan which they represent with an additional 4, 3, 2 point for 1st, 2nd, 3rd places respectively. If they do not secure any of the top 3 positions, they will not contribute to the clan points but will be rewarded separately with a participation certificate in the school assembly.

Parental Involvement

The success of the Integrated Department's Programme lies on the fulcrum of the dedicated efforts of the members of the department, the staff and students working in tandem with the unstinted support of the parents. In this regard, parents are kept abreast with all the milestones achieved by the students and are apprised regularly about the significant role which they need to play in the assignments and activities to be undertaken by the SEN student

Counselling and Support Program:

Counselling

Personal and emotional needs on a day -to- day basis are handled by the designated special educator, the home room tutor and specific subject teachers. The school counselor and the SEN department staff are available for counselling children and parents. The counsellor visits classrooms to interact with the children based on feedback from the class teachers and subject teachers. Counselling is done in conjunction with the teachers, clan parents, respective heads of the departments and the School Director.

Hindi as Second Language-

Scottish High is the alma mater of students from different cultures and nationalities. English continues to be the first language, while Hindi and an additional language are the second and third languages respectively.

Highlighting and Honing Special Talents and Abilities-

- Most of the SEN students are inherently gifted or show signs of profuse talent which is further developed by adequate support by the School and they are given a platform to present their creativity in several school functions, events and even at regional / national / international forums.
- All the requisite guidance and training is provided in all their creative, sports and academic endeavors which helps to often place them in the spotlight as well and bears testimony to the successful efforts of the Integrated Department.

Review of the Policy-

- The SEN Policy is reviewed annually and also whenever there is any need for modification/addition.
- The SEN Department H.O.D. Director Operations who is the advisor to the SEN department, the Special Educators, specific subject teachers, the Core Management Team members, the School Director /DPC, the Primary School Principal/PYP Coordinator, Initial School Principal and the Clan Elders are involved in the review process.

Bibliography:

- ibo.org
- Special educational needs within the International Baccalaureate programmes
- IB SEN Policy of different schools worldwide

