



PLEDGE HARBOR INTERNATIONAL SCHOOL,

INCLUSION AND SEN POLICY

YEAR: 2022-23

Present Steering Committee Members: Mr. Adnan Chowdhury, Ms. Sujata Chowdhury, Ms Rajani Roy, Ms. Babita Sidhu

RATIONALE OF POLICY

This policy is to ensure that all PHIS students are provided with the necessary support to allow them to reach their maximum potential and achieve academic success as they progress through the learning process at PHIS.

PHIS MISSION

The mission of PHIS is to challenge and enable students to reach their individual potential in mind, body and spirit while building responsible global citizens.

PHIS VISION

We aspire to be the premier and most regarded IB Boarding school in the country cultivating a diverse and inclusive community. We empower students to become life-long learners, critical thinkers and compassionate leaders who embody the philosophy of the IB program. We nurture a culture of social responsibility, promoting equity to prepare students for a rapidly changing world.

PHIS SEN BACKGROUND

PHIS has a clear strategy for working with and encouraging parents to play an active role in the education of their children. Education is a tool of empowerment which enhances the skills of our students and can lead to their personal development. The School management team, facilitators, house masters and the non-academic staff at PHIS are fully aware that children with special educational needs have a significantly greater difficulty in learning and development than the majority of students of the same age. However, being a completely inclusive school, we treat them equally with the mainstream.

The school is committed to provide equal opportunities for all, regardless of religion, race, gender or capability in all aspects of school. We promote self and mutual respect and a caring, non-judgmental attitude throughout the school. Through all subjects, PHIS ensures that the needs of all, regardless of gender, ethnicity, culture, religion, language, sexual orientation, age, ability and social circumstances are taken into account.

POLICY OBJECTIVES ARE:

1. To identify, at the earliest possible opportunity, barriers to learning and development.
2. To encourage each student to fulfill his/her full potential.
3. To ensure each student feels happy, safe and successful in the school environment.
4. To enable each student to be involved in a full and effective learning process.
5. To provide every student with a broad, balanced and relevant curriculum.
6. To ensure that PHIS meets the special educational needs of each individual student.

7. To take all reasonable steps to include all students in all aspects of school life at all times.
8. To seek and take into account the views of each student.
9. To involve and inform the parents and to recognize their vital role in supporting their student's education.
10. To ensure that all staff have access to relevant skills development and learning processes.

SPECIAL EDUCATION NEEDS ARE:

"Special Education Needs" education is 'Education designed to facilitate the learning of individuals who, for a wide variety of reasons, require additional support and adaptive pedagogical methods in order to participate and meet learning objectives in an educational programme. Reasons may include (but are not limited to) disadvantages in physical, behavioural, intellectual, emotional and social capacities. Educational programmes in special needs education may follow a similar curriculum as that offered in the parallel regular education system, however they take individuals' particular needs into account by providing specific resources (e.g. specially trained personnel, equipment, or space) and, if appropriate, modified educational content or learning objectives'. (1)

(See Appendix (A))

PHIS CODE OF PRACTICE:

When the student already has an identified special education need/s;

- Homeroom facilitators/subject facilitators/ELL facilitator/coordinators/head of school shall take necessary actions to work with or adapt to the different abilities. An IEP (INDIVIDUALIZED EDUCATIONAL PROGRAM) will be created to detail the ways in which support will be provided to the student by PHIS faculty and staff plus parents. (See Appendix (B)) Facilitation will usually be provided in their homeroom or specialist's classes sometimes with the help of technical specialists. (See Appendix (C))

PHIS CODE OF PRACTICE

When a student is not responding to specific education learning and development tools used in their regular classes; the facilitator/instructor shall follow the following procedures:

1. Initially, a student is identified by the facilitator, parent or concerned staff member.
2. The student is then referred to the SEN support facilitator in PHIS.
3. The SEN facilitator will work with the student; individually to identify the learning /development requirements and provide recommended interventions for the student's subject facilitators and the home room facilitator to try over several weeks.

4. After 4-5 weeks the subject facilitators and the home room facilitator reconvene with the SEN facilitator to report the student's progress including high quality and accurate formative assessment.
5. Along with the in-house intervention, the SEN facilitator contacts the student's parents and updates the procedure of the intervention process and progress of the student after the intervention.
6. When the student is not responding to the specific learning and development tools used in the in-house intervention process, then the child will be recommended for special psychosocial testing.
7. The psychosocial testing will be done by a professional, registered child psychologist outside the school and the parents are fully responsible on this stage. PHIS will not be formally involved in this process and can only provide guidance if requested. PHIS has no right to do any formal testing without parental permission.
8. Once the testing is done, parents are responsible to provide all the medical reports to the PHIS management for a successful SEN support program.
9. A special intervention plan will be designed for the tested SEN student (based on available and accessible tools in PHIS). The strategies will be implemented within the normal class time by the subject facilitators and the homeroom facilitator with the support from the SEN team. An individual study plan will be implemented by the SEN support facilitator along with the requirements.
10. When a student's needs are beyond those provided on campus, the student and the parents will be guided to take professional support from outside the school.
11. Each intervention is planned, evidenced, reviewed, and analysed regularly for effectiveness and the possibility of making changes to the intervention at the student progress meetings.

ROLE AND RESPONSIBILITIES:

- Homeroom/subject facilitators are responsible for identifying and evidencing the progress of any special education needs students in his/her learning process.

PYP/MYP/DP coordinators will ensure to arrange the relevant arrangements for the student's formal examinations and the IBDP/MYP coordinator will apply to the IBO for Special consideration in DP and MYP examinations. (Note; See DP specific requirements; Appendix (E))

The IBDP coordinator is responsible for submitting the request for special assessment

arrangements to the International Baccalaureate Organization (IBO) and ensuring the relevant arrangements are in place for all formal school examinations. • PHIS management is responsible for the smooth functioning of the SEN program and the facilitators' skills development.

- Parents/guardians are responsible for providing a student's SEN history, supporting the SEN intervention programme for their child and taking necessary actions for formal testing.

PHIS ADMISSION POLICY OF SEN:

PHIS will assess each student's *appropriate Grade level* during our admission process in order to ensure that they receive an appropriate experience during the learning process at PHIS. (See Appendix (D) Point 1)

Admission of students who have pre-identified special education needs will be assessed based on the school's existing resources. The final determination will be made by the school administration in consultation with the school's Special Education Needs (SEN) team. This decision will consider educational reports, as well as medical evaluations conducted by a qualified child psychologist. (See Appendix (D) Points 2 and 3)

PHIS is committed to constantly updating their awareness of the range of differently abled students and tries as much as possible to accommodate them. Considering the facilities available at PHIS, some of the differently able students such as those who; are blind or have a sight impairment; are deaf or hard of hearing; have a speech/communication disability have a mental health disorder, have a mobility or physical disability; have a cognitive/developmental disability; are "living with" a specific disability (i.e. "someone living with cancer or AIDS")

SEN ASSESSMENT POLICY:

Students with special educational needs (SEN), who undergo formal testing, will be provided with customized accommodations for their formal assessments. These accommodations will be tailored to the specific needs of each student and will be implemented both during assessments conducted by the school and during external examinations administered by relevant examination bodies.

References

- (1) <http://www.unevoc.unesco.org/go.php?q=TVEtipedia+Glossary+A&filit=all&id=451> &UNESCO (2011), Revision of the International Standard Classification of Education (ISCED) (p.83)

Appendices

Appendix (A)

The main areas of special educational needs as seen by PHIS are:

- Cognitive and Learning
- Social, Emotional and Behavioral
- Communication and Interaction
- Sensory & Physical.

- Medical Conditions/Syndromes

Appendix (B)

Individual Education Plan

Name:

- Year Group:
- Area(s) of Concern:
- IEP no.:
- HR facilitator:
- Review Date:
- Supported by:
- Support Began:

Targets to be achieved

Possible Strategies for use in class

Possible resources and techniques

Support from counselor

Outcome

Appendix (C)

When the student already has an identified special education need/s;

- They may need extra help in a range of areas, such as, but not limited to;
- a) Schoolwork:- reading, writing, numeracy interventions
 - b) Understanding information, expressing themselves or understanding what others are saying.
 - c) making friends, relating to adults,
 - d) exhibiting appropriate behavior whilst attending classes and at school
 - e) organizing themselves
 - f) sensory or physical areas which may affect them in school.

Appendix (D)

PHIS Admission Policy of SEN

Point 1: The student has been assessed academically through means of tests suited to their age and/or abilities.

Point 2: The submission by the parents or guardians of appropriate medical documentation and educational reports from a previous school/ educational institute or authorized practitioner in the relevant field.

Point 3: The provision of evidence from a detailed and recognized diagnostic test to show the academic ability and suitability to pursue the course with the support systems available at the school.

Appendix (E)

Assessment Needs for SEN Students in the IBDP and MYP e-assessment

To accommodate a student with special assessment needs, a conference with teachers concerned at an early stage in a student's study of the Diploma Programme will be carried out. The student will be guided carefully while making subject choices which are easy to handle. Arrangements for approving and appointing a scribe, reader, prompter, practical assistant or communicator, as and when necessary, who may assist them as per IBO guidelines. Additional time may be authorized for written examinations in IB DP and MYP e-assessments and for certain activities connected to internal assessment in DP according to the students assessed needs.

The IB Coordinator informs the IBO (supported by Head of School) using the appropriate forms and providing the necessary documentation of the special needs of students requiring accommodations such as extended time on examination papers. Once the IB Coordinator learns of the decision of the IB, the student, parents, and teachers involved will be informed. Additional time to complete assignments during the two-year DP programme (for example, the extended essay, the theory of knowledge (TOK) essay, language A1 world literature essay) etc. Offer the provision of pursuing the certificate course which entails studying fewer subjects.

Special arrangements can also include coloured glasses, different coloured exam papers, larger font on exam papers, individual rooms with support personnel, and break times during the assessment period.