



SEN POLICY 2018

(Revised)

The IBO mission statement

The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

School Philosophy

“Education is not a quest but a journey”: Dr. K.M.V. Pillai

This journey of life encompassing the entire world has its base in our educational institution, Dr. Pillai Global Academy.

The two different poles, even though contrary not only intersect the knowledge & skills but also overlap different ways of thinking.

Globalization leaves its footprints in every arena/area of the student development. Teaching & Learning are now equipped with new techniques involving interacting learning environment. These skills involve multicultural influences, inclusive societal structures & a pattern of interdependency. A student in this new world must grapple with 2 core facts of life: One, where he encounters immense competition & the other where he has access to infinite opportunities. These students must be equipped well to deal with the competition efficiently. Skills required for competing & critical analysis help them in their choices.

Dr. Pillai Global Academy employs a unique approach to address this need, by making a paradigm shift from the textbook to the real world & labs. While skills & facts are important; the reasoning behind the facts makes for a subject of analysis. Thus, the ‘how’ & the ‘why’ gather much weight

than the ‘what’. Dr. Pillai Global Academy focuses on developing the right attitude to face the challenges, learning & applying contemporary knowledge & cultivating a spirit of enterprise. As stated in the mission, Dr. Pillai Global Academy believes in an education that concentrates on a holistic development. An education that helps students imbibe, not only diversified knowledge, but also teaches them how to harness this knowledge to the new world.

The school fosters critical thinking while at the same time emphasizing creativity. A positive environment is developed to complement the students’ positive attitude. Right values & morals are instilled amongst the student at the same time as self-confidence & self-esteem. To this end the school strongly believes in going beyond academic development by conducting numerous extra-curricular and co-curricular activities as well as field trips. The Philosophy is made operational through the implementation of different curricula & boards as they help in developing & cultivating the skills necessary for the 21st century.



School Vision
“To develop local actions to create global options”

School Mission Statement

We are committed to provide a holistic education based on new-generation academics that create not just powerful career options for our students, but which empowers them to become key contributors to the global community and the environment in which they live. We strive to achieve nation-building through character-building and we do so through an approach of mentoring.

One of our major aims is to prepare students to be Global citizens.

The Core Values at Dr Pillai Global Academy are

Futuristic Vision

Resilience

Ethical understanding

Spiritual strength

Holistic Development

SEN POLICY

Philosophy

Individuals, especially young children may experience certain obstacles in their learning which obstruct their progress and fulfil their desires in achieving their goals. Any child experiencing a difficulty in learning needs a specific support and provision, whether in education or otherwise. Such a support may be an added support in comparison to the support and provision given to the other students around him. Usually, such students are the ones who experience a major difficulty in learning as compared to their peers. At times, this may be caused due to a cognitive or a psychomotor hindrance where the provision of educational facilities do not suffice and an extra support is required. DPGA extends its support to all the students who experience difficulty in academics, through the two different boards of Cambridge and IB, where teaching and learning is differentiated to cater to the specific requirement of the learner. This support is given to the students with the consent of the community members, which includes the teachers, parents and the school counsellors. The Indian National Council of Educational Research and Training (NCERT) joined hands with UNICEF and launched Project Integrated Education for Disabled Children (PIED) in the year 1987, to strengthen the integration of learners with disabilities into regular schools. In the recent years, the concept of inclusive education has been broadened to encompass not only students with disabilities, but also all students who may be disadvantaged. This broader understanding of curriculum has paved the way for developing the National Curriculum Framework (NCF-2005) that reiterates the importance of including and retaining all children in school through a programme that reaffirms the value of each child and enables all children to experience dignity and instils in them, the confidence to learn.

Objectives

- To ensure that the students experiencing learning difficulty receive the academic support that they deserve.
- To ensure that these students continue to progress with the rest of their classmates and achieve the end results as per the academic expectations.
- To instil confidence in these students and a sense of independence in their own learning and development so that they experience a sense of pride in celebrating their success equally with their classmates.
- To ensure that the diverse needs of students are met equally, leading to a productive and positive outcome.
- To follow the guidance of the government and the local authority and comply with their principles applicable to our school.
- To provide a conducive environment for the overall development of these students by making sure that the obstructions in learning are minimised.
- To provide a strategized scaffolding with intervention in their learning environment and their proximal zonal development.
- To include the best teaching practices and strategies in relation to the students' overall development.
- To include differentiated teaching methodology as per the requirements of the students in relation to the curriculum.
- To continuously collaborate with their parents and keep them regularly informed about the progress and development of the child, with timely suggestions.
- To monitor the progress and the effectiveness of the intervention strategies towards a positive outcome.

DPGA in keeping with its philosophy and mission strives to make its students in the DP programme active and lifelong participants in their learning. It encourages students to “ learn from multiple perspectives, through collaborative teaching approaches,” aware that such an approach “ can lead to positive outcomes” such as “ improved academic and social skills, increased self-esteem, and more positive relationships with others.” Teachers at DPGA are aware of the shift in focus in addressing students with special educational needs which is now the responsibility of all teachers who form part of the student’s education.

The identification of students with a learning issue takes place before the start of the programme. The Parent-Candidate-Coordinator (PCC) interaction at the time of admission is a good starting point where discreet questioning and scrutiny of previous assessment documents might indicate a special educational need. Documents to support the claim need to be not more than two years old.

Further investigation and tests might reveal the extent of the need. All reports and observations are placed before the admission committee that consists of the Head of the School, The Director, the coordinators, the respective section heads. the counsellor and the medical officer, if needed. A thorough assessment is made by the committee keeping in mind the following and a decision is arrived at.

- The local legal requirements of teachers in meeting the needs of students.
- The extent of the special educational needs of the candidate and whether DPGA has the expertise to handle such a case.
- What is the expertise required by taking into consideration the necessary assessment tools and the experienced professionals to execute the assessments.
- What is the expertise that we have at hand currently.

- What provisions for SEN will have to be made, and whether we are in a position to provide them given the present scenario.

The Role of the Section heads and Coordinators

- Must be well acquainted with the SEN of the student.
- Have all necessary upto-date documentation of the assessments tools and other physiological tests conducted.
- Maintain subsequent documentation of SEN students.
- Aid the student in careful selection of subjects with the help of subject teachers.
- Be well versed with the principles, requirements and procedures laid down by IB for SEN students in the Diploma Programme.
- Approach IB with all the necessary documentation well in time, for the special arrangements to be in place particularly where assessment is concerned.
- Orient the teachers & parents about the various approaches for teaching and dealing with students with SEN, for enhancing the student's learning experiences as per their abilities.
- Monitor the progress of the student's learning experiences by collaborating with their parents and teachers, regarding the strategies suggested by the consellor and also make the necessary changes in the strategies if the need arises.

The Role of Teachers

Teachers at DPGA have “ replaced the conventional role of the teacher with that of a mentor, one who has continuous engagement with a student's academic and personal growth and who works at an individual level to develop the student from all perspectives: personal, psychological, emotional, mental, physical,

aesthetic and spiritual.” As a mentor the teacher “ must perform as a role model, working with empathy and vision to create citizens of the future”. Individual differences are viewed not as problems to be fixed, but as opportunities for enriched learning.

All teachers along with the auxiliary staff are responsible to effectively address the needs of students with SEN, hence they need to know at the very outset:

- The factors that affect student learning and how best to address them.
- How to differentiate and align teaching approaches to student needs.
- How to use technology to its fullest advantage in removing barriers to learning.
- The background details of past experiences of the student & family environment.

Role of the School Counsellors

- Regular classroom observations for keeping a track of student’s behaviours in classroom setting.
- Identifying students with behaviour concerns or academic concerns.
- Administering informal assessments using assessment tools to diagnose a behaviour issue or academic concern.
- Conducting individual counselling or group counselling sessions for student’s showing behaviour concerns.
- Conducting remedial sessions for students facing mild academic difficulties.
- Suggesting appropriate strategies for teachers to deal with a particular student’s problem behaviour in classroom.
- Maintaining documentation about the progression of counselling sessions.
- Conducting parents’ meeting to update them about the succession of counselling goals and suggesting them relevant activities to be practised at home.
- Conducting regular counselling related workshops with teachers and students.

Teaching strategies for effective SEN

Teachers will:

- Create an affirming environment that builds confidence and self-esteem and where the students feel safe.
- Enlist the cooperation of parents as partners to support students in meeting the challenges and optimizing learning experiences in the DP.
- Put into practise the best and most appropriate IB teaching – learning approach based on the four principles of good practice:
 1. Affirming identity & building self-confidence;
 2. Valuing prior knowledge;
 3. Scaffolding;
 4. Extending learning.
- Collaborative planning to support learning in areas where progress is far from satisfactory.
- Employ different teaching methodologies, whereby they make sure that the individual needs are met, based on content, process, products, and the learning environment.
- To make this a successful as an approach towards instruction and the use of the on-going assessment and flexible grouping.
- Provide effective learning experiences using audio-visual aids, reading or writing buddies, meet small groups to re-teach an idea or skill for struggling learners.

For Gifted students with exceptional ability, teachers will:

- Ensure further learning in areas in which the student shows exceptional ability.
- Challenge students to go deeper from the perspective of critical analysis, understanding and evaluation of content rather than providing them with more content.
- Create opportunities for students with exceptional ability to undertake studies at a higher level.
- Allow students to undertake studies in different and additional areas of interest.

It is important that the grade awarded to a student in any subject, reflects the student's level of achievement. DPGA is in total sync with the IB practice of awarding the same standard of assessment to all students. While applying for special arrangements, it must be kept in mind that the student in question does not have an advantage in respect of any assessment component. It would be the responsibility of the IB Coordinator and the Head of the School to ensure that the principles defined by IB are adhered to, the procedures, and requirements are meticulously applied in the assessment of candidates with special educational needs.

Arrangements with admissions

1. The MES governing body does not discriminate against any prospective candidate for admissions and places high importance upon the practices and procedures included in the admissions philosophy.
2. The school does not discriminate amongst students on the basis of gender, race, caste, religion or creed.

3. All students are treated fairly for admission and any student not found equating the admission requirement after the scanning process, is supported with the SEN philosophy.

Arrangements with assessment

Any significant trait or difficulty in assessment is immediately addressed in consultation with the school counsellor and the parents, through the following points applicable

- a) The formal assessment is broken down into smaller components.
- b) The formal assessment is converted into informal assessment.
- c) Summative assessment is broken down into smaller components of formative assessment.
- d) Cumulative assessment of the recent part is considered and assessment is further continued after the student reaches the basic expected requirements in large.

SEN APPENDIX:-

1. PTC forms of counsellor
2. Classroom Observation Sheet
3. Classroom observation Checklist
4. General Assessment Form
5. Progress report based on counselling sessions



1. PARENT – TEACHER- COUNSELOR MEET FORM

- Name of the Student: _____
Grade: _____
- Homeroom Teacher: _____
Date: _____

- Objective of the Meeting :

- Inputs given by:

a) *Parents* _____

b) *Teacher* _____

c) *Counselor* (If required in special case)

- Strategies suggested

a) *Parents* _____

b) *Teacher* _____

c) *Counselor* (If required in special case)

- Outcome:

Parent's Sign

Teacher's Sign



2. Classroom Observation sheet

Name of the student:- _____ Std/Div:- _____

Teacher:- _____ Subject:- _____ Period:- _____

Observer:- _____ Designation:- _____ Date:- _____

Physical context (State where the student is seated and where the observer is seated)

Observations:-

Events preceding the misbehaviour (If any)

Observer's Bias

How much of the child's Behaviour was affected by your presence?

Did the child seek any attention or eye contact from you?

Is the child's behaviour different from that of other children? In what way?

Would you say that your observations are objective and not showing any confirmation bias?

Do you think the teacher behaved differently due to your presence?

3. Classroom Observation Checklist

Behaviour During Class	Frequency	Total
Misbehaviour- defiant, verbal or physical fights		
Excessive talking, disturbing others		
Restless/ Fidgety/ cannot keep still		
Drops things/ Bumps often into things		
Inadequate eye contact		
Unusual/ Sudden change in behaviour		
Inappropriate social behaviour- doesn't smile, greet, share, interact/ cooperate		
Withdrawn or aloof or loner		
Impulsive (does not stop and think, cannot wait for turn, nearly always in a rush)		
Is lethargic or drowsy		
Comprehension and following instructions		
Able to follow instructions/ directions		
Requires repetition of instructions		
Able to re-tell what has been just said		
Able to express self clearly in any language		
Able to read grade appropriate text and also comprehend it		
Participation		
Participates in classroom discussions		
Listens to others when they are talking		
Contributes his/her ideas		
Is able to function in a group		
Needs to be encouraged		
Attention and Concentration		
Able to organize task and activities		
Able to remember daily routine activities		
Able to sustain attention in play or work activities		
Loses things/ keeps on searching for things necessary for task		
Daydreams		
Can complete any assignment on his own		
Gets easily distracted from task(minor movements , noises)		
Conversation		
Listens to peers		
Responds appropriately to peers		
Initiates conversation		
Respects others' opinion		
Constantly puts self-down or criticizes own work		

4.General Assessment Form

Name of the student: _____ Class/Div: _____

Referred by : _____ Date: _____

A. Awareness and Reality testing:

- Exploring Insight: Student's understanding and reasons/theory of his/her behaviour/ performance, student's rating about the severity of his problem
- Awareness: Student's understanding of his/ her strengths and challenges
- Approach to studies: Preferred subjects/ teachers, study pattern, managing homework and preparing for exams, home study, tuition, problems at school, attitude to school etc.
- Student's theory as to his/ her problem (reason for referral):

B. Conversation to explore personal data: Explore child's general routine, activities, family info, discipline at home, fears and anxieties, servants/ visitors, celebrating events etc.

C. Informal Assessments

- Reading skills:
- Spelling skills :
- Skill of written expressions: _
- Handedness : _
- Math skills : __
- Cognition and Intelligence : _
- Attention and Memory:
- Sensory/ Perceptual issues:
- Gross motor skills:
- Fine motor skills:
- Posture:
- Directionality:
- General energy level :



D. First hand Impressions from A,B and C:

- Physical Appearance:
- Impulsivity :
- Non-verbal behaviour:
- General mood:
- Comprehension (of questions asked, instructions, conversation per se):
- Preferred language of expression:
- Speech- Clarity, fluency, speed of speech and time taken to respond:
- Content of conversation:
- Attitude towards coming for sessions:
- Professional's observations:

Does the student need professional counselling or remediation: Yes/ No

Date:



5.Progress Report

Name :- -----

Date:-----

Std:- -----

Homeroom Teacher: -----

Chief complains:

1.

2.

3.

4.

5.

Progress observed

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Interventions used

1.

2.

3.

4.

5.

Name of School Counsellor:

Date:-

