STUDENT SUPPORT POLICY

Approved By   :   **Sreenidhi Board of Directors**

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1. SREENIDHI INTERNATIONAL SCHOOL MISSION AND VISION STATEMENT

Vision

To create internationally minded, socially responsible global citizens.

Mission

Sreenidhi International School cultivates an intellectually challenging environment through holistic and impactful learning, fostering innovation, diversity and student voice, choice and ownership of learning to create internationally minded individuals.

Guiding Statements

- a safe, supportive and legally compliant environment which encourages respect, responsibility, tolerance and compassion.
- a high-quality education that promotes the pursuit of academic excellence, innovation, ethical perspectives and lifelong learning.
- education to be a shared partnership of mutual cooperation amongst all members of the school community.
- an environment of cultural diversity that enhances our school community as well as our understanding of the world.
- a continuum of IB curriculum that is comprehensive to prepare students for the future.
- the ability to demonstrate international-mindedness and attributes of the IB Learner Profile.
- behaviour standards that promote a respectful and responsible school environment.
- an inclusiveness in holistic opportunities dependent on the school resources and availability.
- an understanding of a collective responsibility towards society.
- a commitment to enshrine agency across the community.

IB Mission Statement:

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

To this end the organization 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.

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED
We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

2.   INTRODUCTION

As an International Baccalaureate school, we recognize and respect that our students come from a variety of backgrounds, cultures, and levels of life experiences. The diversity of student backgrounds contributes to our school community and inspires teachers and students to be caring and open minded. Multiple teaching strategies are employed to differentiate instruction so that all students have equal access to the curriculum.

Purpose and Scope

The purpose of this policy is to:

- Establish a framework for inclusion and access that aligns with IB principles.
- Ensure that all students have the necessary support to succeed in their IB education.
- Provide guidance on the implementation of access arrangements in learning, teaching, and assessment.

This policy applies to all students enrolled in IB programmes at Sreenidhi, including the Primary Years Programme (PYP), Middle Years Programme (MYP), Diploma Programme (DP), and Career-related Programme (CP).

PHILOSOPHY @ SREENIDHI

 'Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.'

At Sreenidhi, we believe that diversity is central where all students receive meaningful and equitable access to the learning curriculum. The focus is exemplified in the differentiation practiced by teachers in their planning, classroom instruction, learning activities and assessments. By identifying a student's learning style and challenges, teachers can scaffold learning steps, differentiate instruction and individualize assessment tasks to support the student's learning and allow all students to reach their true learning potential.

Learners gain access to multiple instructional methods and collaborative learning-teaching approaches to strengthen their understanding of content through multiple perspectives. Improved academic and social success builds self-esteem and allows students to develop more positive relationships with their peers. Peer support and collaborative group-work allow students to contribute to the group activities and outcomes at their best level.

The Student Support policy is a working document for teachers and administrators that connects to the School's Mission.

3. ESSENTIAL AGREEMENTS FOR STUDENT SUPPORT POLICY

● Head of student support services, Grade representatives, Learning Support teacher/s, EAL Teachers, Student Counselors, parent representatives & administrators will be a part of the process of writing and reviewing of the Sreenidhi International School, Student Support policy.

● The Policy is reviewed every two years and it is open for discussions/new ideas/ modification through student support team members, programme coordinators/pedagogical leaders in the interim.

● Any modifications will be shared with the stakeholders and seek approval from the Board.

4. OBJECTIVES/SALIENT FEATURES OF THE POLICY

SIS teachers work toward creating inclusive practices for all students to meet their individual needs. Teachers provide differentiated instruction, appropriate resources and moderated learning tasks to engage a range of students' interests and abilities. This ensures that all students can access the school curriculum. Individual learning progress is assessed according to the student demonstrating best abilities. The inclusive environment is effective, friendly, welcoming, healthy and sensitive. Differentiated content, instruction, process, product, tasks and environment provide a range of learning opportunities for all.

● **Equity and Fairness**: All students should be provided with the opportunity to demonstrate their abilities under conditions that are as fair as possible.

● **Removal of Barriers**: We aim to identify and reduce barriers to learning, teaching, and assessment for all students.

● **Individualized Support**: Support and access arrangements must be tailored to meet the individual needs of each student, based on current, not past, requirements.

● **Consistency with IB Policies**: All access arrangements for IB assessments must comply with IB's Access and Inclusion Policy and be reflected in classroom practices.

5. INCLUSION @ SREENIDHI

At Sreenidhi International School, inclusion is a dynamic and evolving process aimed at enhancing access to learning and fostering engagement for every student. By identifying and addressing barriers, we aim to respond positively to the unique needs of all individuals. Inclusion emphasizes embracing diversity, fostering a sense of belonging, and ensuring no student is marginalized because of their differences.

Aligned with the principles of the International Baccalaureate (IB), Sreenidhi is committed to creating a positive learning environment that values student agency, identity, and self-esteem. Our learning and teaching practices build on prior knowledge, scaffold skill development, and encourage students to extend their learning. We challenge students with rigorous tasks, provide opportunities to learn from mistakes, overcome obstacles, and celebrate the learning process. A safe, respectful, and trusting school environment ensures that every student feels heard, valued, and empowered to pursue their interests and express their ideas.

Inclusive Practices and Support Services

Sreenidhi offers a wide range of support services to ensure that every learner has the opportunity to thrive:

Learning Support Services
Our resource room serves as a welcoming and engaging space, featuring vibrant visuals, math manipulatives, collaborative games, and student work displays to celebrate progress. Here, students work closely with special educators to develop essential tools, cues, and strategies tailored to their learning needs. This space provides an opportunity to focus on individual growth while building confidence and fostering a love for learning.

English as an Additional Language (EAL) Support
We recognize that language is key to accessing the curriculum and fostering meaningful engagement. For students whose primary language is not English, our EAL program provides targeted instruction and support to help them develop proficiency in speaking, listening, reading, and writing. EAL support is integrated into classroom learning, and individualized or small-group interventions are offered to ensure students achieve academic success and build confidence in their communication skills.

Counseling Services
Sreenidhi emphasizes the importance of emotional well-being as a cornerstone of successful learning. Our trained counselors provide one-on-one and group counseling to support students dealing with emotional, social, or behavioural challenges. Counseling services aim to promote resilience, conflict resolution, positive self-esteem, and mental health awareness. Additionally, counselors collaborate with teachers and families to create holistic strategies for student well-being.

Behavioural and Emotional Support
For students with behavioural and emotional difficulties, including ADHD, ADD, anxiety, depression, and other challenges, we offer tailored interventions. These include behavior management plans, social-emotional learning (SEL) programs, and mindfulness activities to help students regulate emotions and build positive relationships.

Individualized Education Plans (IEPs)
To ensure the success of students with additional needs, our team develops Individualized Education Plans (IEPs). These plans detail specific goals, accommodations, and strategies tailored to each student's strengths and areas of growth. Progress is regularly reviewed with students, teachers, and parents to adapt the plans as needed.

Gifted and Talented (G/T) Programs

Our G/T programs nurture students with exceptional abilities by providing advanced, enriched learning opportunities. These include specialized projects, mentorships, and differentiated instruction to meet their unique needs.

Transition Support
For students transitioning between grades, programs, or educational systems, we provide dedicated support to ease the process. This includes academic preparation, social-emotional support, and guidance for students and families.

Inclusive Classroom Practices
Classroom teachers use differentiated instruction, Universal Design for Learning (UDL), and flexible grouping to meet the diverse needs of learners. We aim to create an environment where all students feel valued and can participate actively in their education.

We support students across the learning continuum, including but not limited to:

- Specific Learning Difficulties (SLD): Challenges in areas like math, reading, writing, or spelling, including dyslexia, dysgraphia, and dyscalculia.
- Gifted and Talented (G/T): Students demonstrating or having the potential for exceptional abilities compared to their peers.
- Language and Communication Disorders (LCD): Issues like aphasia, articulation challenges, or speech delays.
- Emotional and Behavioural Difficulties (EBD): Conditions such as ADHD, ADD, anxiety, depression, and behaviour regulation challenges.
- English Learners: Students requiring additional language support to access the curriculum effectively.
- Autism Spectrum Disorder (ASD): Including Asperger's Syndrome, focusing on social, communication, and sensory needs.
- Physical and Sensory Impairments: Students with mild hearing, vision, or mobility challenges.
- Health and Medical Needs: Students with chronic conditions requiring medical accommodations during the school day.

6.   IDENTIFICATION OF STUDENTS WITH ADDITIONAL LEARNING NEEDS

Students with Learning Support Requirements (Additional Learning Needs)

A student is identified as requiring Learning Support or having Additional Learning Needs when:

- They demonstrate significantly greater difficulty in achieving age-appropriate milestones compared to their peers.
- A diagnosed disability prevents or hinders their ability to effectively use standard educational resources.
- These needs are not solely due to the language spoken at home being different from the language of instruction at school.

Admissions Process and Identification

During the admissions process at Sreenidhi International School, if a student is identified by a clinical psychologist or paediatrician as requiring additional learning support, the school's Learning Support team conducts a thorough evaluation. This evaluation includes:

- Reviewing the student's medical history, reports, and clinical assessments.
- Conducting interviews with the parents and observing the student directly.

Based on this comprehensive assessment, the Learning Support team provides a recommendation to the Head of School regarding the school's ability to meet the student's unique learning or behavioural needs through to graduation.

The Head of School may:

- Accept the recommendation and admit the student.
- Request further assessments or testing by qualified professionals.
- Decline admission, if necessary, by disclosing specific reasons.

Indicators for Additional Learning Needs

Students requiring additional learning support are often identified during the admissions process based on:

- Medical history or diagnosed conditions.
- Academic performance discrepancies over the past two years.
- A significant gap between their current academic progress and age-appropriate milestones.
- Observations and insights from interviews with parents and the student applicant.

Post-Admission Identification Process

Once admitted, students with additional learning needs are further identified through classroom observations and teacher referrals:

- Classroom or subject teachers who observe academic, behavioural, or emotional difficulties report their concerns to Homeroom Tutors.
- A referral form is completed and submitted to the Student Support Department.
- A checklist designed by the Learning Support team assists in the identification process.
- Grade Tutors monitor the student based on specific criteria in the checklist and, if necessary, refer the student to the Student Support Team (SST).
- Students with reading or writing difficulties are referred to English Support teachers for targeted intervention.

Learning Support Process

The following steps outline the support process for students identified with additional learning needs:

Standardized Testing:
If concerns are identified by the Learning Support team, appropriate standardized tests are conducted to assess the student's needs.

Parental Involvement and Individual Education Plan (IEP):
Based on test results, if learning support is deemed necessary, parents are informed, and an Individual Education Plan (IEP) is collaboratively designed. The student then attends learning support classes tailored to their needs.

Counseling for Social, Emotional, or Behavioural Concerns:
If a student exhibits social, emotional, or behavioural challenges, they are referred to the school counselor for regular counseling sessions to address these concerns effectively.

7.   STUDENT SUPPORT TEAM [SST]

The SST is a collaborative team that works towards the betterment of students' academic, emotional/behavioural, social, ALS, or any other issue that needs to be addressed within an inclusive school.

Members of the SST:
1. Head of School
2. Secondary Principal
3. Primary principal
4. PYP/MYP/DP Coordinators
5. Head of Student Support Services (Inclusion)
6. Learning Support Teacher(s)
7. PYP/MYP/DP/CP English Support Teacher/s
8. Student Counsellors

During the SST meetings, the team will discuss students who require support, referral process, and social/emotional/behaviour issues. The team will also discuss and reflect on the intervention provided to students. The SST meets once a week for a duration of 45 minutes at least.

8.   SST REFERRAL PROCESS

Initial Observation
Subject Teacher/Homeroom Tutor (HRT) Observation:
If a teacher observes that a student requires additional support and has already attempted classroom strategies without success, the following steps are initiated.
1. **General Referral Process**
- **Step 1: Identification**
  Teachers, staff, or parents can initiate the referral process if they observe a student facing academic, emotional, or behavioural challenges.
- **Step 2: Completion of Referral Form**
  The teacher or staff member completes the Student Support Referral Form to formally document the need for support.
- **Step 3: Submission**
  The referral form is submitted to the Student Support Team for further action.
2. **Academic Concerns**
- **Step 1: Assessment by Support Teams**

English Support Teachers: Assess students with identified needs in reading and writing.

Learning Support Teachers: Assess other academic areas of concern.

- **Step 2: Provide Necessary Support**
  If English support is needed, the student attends regular sessions with ES/EAL teachers.

3. **Emotional/Social/Behavioral Concerns**
- **Step 1: Direct Approach**
  Students and teachers can directly approach the guidance counselor for any emotional or social concerns.
- **Step 2: Behavioural Concerns Directed to Principal**
  If a student exhibits serious behavioural concerns, the issue is escalated to the Principal. The student counselor may be involved to develop a behavioural plan or contract.
- **Step 3: Counseling and Plan of Action**
  The counselor, in coordination with the Principal, devises a plan of action, which may include regular counseling sessions or disciplinary measures.

4. **SST Meeting**
- **Step 1: Collaborative Discussion**
  The Student Support Team (SST) meets to discuss the student's needs, making suggestions, plans, and interventions while designating responsibilities among team members and then share with respective programme coordinators and the respective principals.
- **Step 2: Final Approval**
  The Head of School (HOS) reviews and provides final suggestions.

5. **Further Assessments**
- **Step 1: Standardized Assessments**
  The Learning Support (LS) Department assesses the student using standardized tools.
- **Step 2: Identification as ALS**
  If the student is identified as having ALS, a meeting with the parents is scheduled to inform them and discuss next steps.

6. **IEP Creation and Review**
- **Step 1: Psychological Evaluation**
  If necessary, a psychological evaluation is conducted.
- **Step 2: Individualized Education Plan (IEP)**
  An IEP is created based on the evaluation and is implemented to support the student's unique learning needs.
- **Step 3: Regular IEP Review**
  The IEP is regularly reviewed by the Learning Support Team, parents, and teachers to assess the student's progress and make necessary adjustments to the support plan.

Classroom accommodations, testing accommodations, and recommendations for students with learning support requirements:

Sreenidhi has full-time Head of the department, student support team and learning support teachers who conducts training sessions for all staff members. The classroom accommodations to be made for every child with unique needs are planned and communicated by conducting collaborative meetings with the homeroom teachers, parents of the child, coordinator, and the learning support teacher.

At Sreenidhi International School, differentiation is a long-term whole-school strategy that enables the community to maintain the momentum to transform teaching and learning habits, develop classroom relationships and expectations, and address suitable patterns of assessment that reflect the shift in thinking. Learners have a preferred way of thinking. The teachers are sensitive to this variety, and are flexible enough in their thinking to accommodate those who may not perform in the generally accepted way.

In our commitment to inclusivity at our school, we implement push-in lessons for students identified with learning difficulties, offering guidance as needed. We provide support to address challenges encountered in tasks or activities assigned by subject teachers, ensuring that the assigned tasks are both challenging and aligned with their instructional levels.

Differentiation can help learners access the content at an appropriate level through a variety of resources, and is an integral part of each teacher's curriculum planning.

We differentiate the instruction through

CONTENT (What students learn?),
PROCESS (how students learn?),
PRODUCT (How students demonstrate their learning?),
ENVIRONMENT (How can we modify the environment to support their learning?).

Access Arrangements to make MYP/DP/CP Assessments inclusive for ALS students

The IB supports the principle of "Access arrangements" for students with additional learning needs. Students with learning support requirements may require access arrangements to access the IB curriculum framework, including internal assessments. A reasonable adjustment is an action taken to remove or decrease a disadvantage faced by students with learning support requirements. A reasonable adjustment could be unique to a specific student and may include changes in the presentation of the test or method of response. Where access arrangements involve changes to specific aspects or specific criteria of the assessment, the overall learning outcome must remain the same. The Access arrangements we currently provide include but are not limited to;

Access arrangements are changes or adaptations to the learning environment, teaching strategies, and assessment conditions designed to reduce or remove barriers. These arrangements do not change the learning objectives or lower expectations but instead enable students to demonstrate their knowledge and skills.

Types of Access Arrangements

Additional Time: Extra time may be granted for assessments to accommodate processing speed, reading fluency, or other identified needs.

Rest Breaks: Scheduled breaks during assessments to manage fatigue or medical conditions.

Use of Technology: Assistive technologies, such as word processors, reading software, and speech-to-text tools, may be provided.

Human Assistance: Readers, scribes, or interpreters may be assigned as needed.

Implementation

Access arrangements must be implemented consistently throughout the student's course of study and in all assessments, including formative and summative assessments.

Teachers, coordinators, and support staff will work collaboratively to ensure that these arrangements are effectively integrated into daily classroom activities.

Monitoring and Review

The effectiveness of access arrangements will be regularly reviewed and adjusted based on the student's progress and any changes in their needs.

Reviews will involve input from teachers, parents, students, and any external professionals involved in the student's support plan.

Documentation and Authorization

All requests for access arrangements in IB assessments must be supported by appropriate documentation, including psychological/medical reports and educational evidence.

Requests must be submitted to the IB in accordance with their guidelines and deadlines.

Confidentiality

All information related to a student's learning needs and access arrangements will be treated with the utmost confidentiality and shared only with relevant staff and IB personnel.

Documentation and communication of learning support processes and procedures that are in line with IB standards and practices:

- o *Individual Education Plan (IEP)*
- An Individualized Education Plan is maintained for all the students with ALS after the assessment in order to enhance the skills that are deficient for the overall performance of the child.
    - o Individual case files are maintained to record the progress of each child with learning support/ special education needs.
    - o Communication of the child's progress and other details happens through timely emails with the parents on daily and weekly basis, SLC and TPC. Scheduled parent meetings as and when required.
    - o The formative and summative tasks are differentiated using assessment strategies and tools according to the child's abilities.
    - o The child's progress is recorded on a daily basis using a daily log on google docs for internal communication among the concerned faculty of the children with ALS.
    - o The children with ALS get a detailed anecdotal report at the end of each term.

o All home room teachers regularly meet with learning support teachers/special educators in order to collaborate on curriculum and assessment, to reflect on student learning, and to plan for differentiation.

Assessment tools used by the Learning Support Teachers/ Special Educators:

The following are the assessment tools used by the LS staff for diagnosing a child with Additional Learning Needs:

• DTLD (Diagnostic Test for learning Disability)
• DTRD (Diagnostic Test for Reading disorders)
• Schonells graded spelling test
• Schonells graded reading test
• Roswell Chall's phonetic reading test
• Test of thinking strategies
• Digit span test
• GLAD (Grade level assessment device)
• FACP (Functional Assessment checklist for programming)
• Informal reading and writing tests.

8.   PYP LANGUAGE SUPPORT - ENGLISH

At Sreenidhi International School, the English Language Support program is an integral part of the Student Support Policy, designed to assist students whose English language skills are significantly below grade-level expectations. This program focuses on developing essential reading, writing, speaking, and listening skills to enable students to access the curriculum effectively and thrive in both academic and social contexts.

Identification and Eligibility

Students requiring EAL support are identified through the Learning A-Z benchmark assessments. A student is eligible for English Language Support if their reading proficiency is assessed to be at least three levels below the expected range for their grade level. For example:

● The expected Learning A-Z reading level for a Grade 3 student is LEVEL Q to LEVEL T.
● If a Grade 3 student's reading level is below LEVEL N, they will be referred for EAL support.

Students enrolled in the program receive targeted intervention until they achieve a reading proficiency within their grade-level range (e.g., LEVEL P for Grade 3). Additionally, interventions address observed gaps in writing, speaking, and listening skills to support holistic language development.

Program Structure

EAL support is delivered through a combination of one-on-one sessions and small group instruction. The approach is individualized, focusing on the specific language needs of each student to build confidence and competence in English.

Exiting the Program

Once a student achieves the expected reading level for their grade, they are exited from the English Language Support program. Continued progress is monitored to ensure sustained proficiency across all language domains.

Parental Communication

Intimation to parents regarding a student's inclusion in the EAL program is determined based on the severity of the language gaps and the duration of support required. In cases where prolonged or intensive intervention is necessary, parents are formally notified to ensure collaboration and transparency. For students requiring minimal or short-term support, parental intimation is discretionary, evaluated on a case-by-case basis.

9.   MYP/DP/CP - English Support/EAL

The EAL Program of MYP and DP in Sreenidhi International School admits the students to the program based on the references made by teachers. Any teacher of the institution can refer their student for EAL support if they feel that the student lacks grade-level skills in any of the fundamental aspects of language development in English. This includes listening, speaking, reading & writing skills.

Once the referral forms are received, an evaluation of the student is done by the EAL teacher to identify the particular language challenge faced by the student. The assessment consists of a test designed to check reading, vocabulary, language usage and writing skills followed by an interaction with the student to understand his speaking and listening skills. If the students have been identified with any other learning difficulties apart from challenges in the English language they will be referred to the ALS (Additional learning support team for further action.

If the student's performance lies in any of the subcategories in **Category 3** or **Category 4** as per the rubric (see Figure 1), they don't need EAL support and a decision regarding such a student's admission to the program is made in consultation with the Student Support Service and the teachers of the particular student.

When the evaluation is complete and the student has been identified as a candidate for the EAL program, the HOD of the Student Support Department, the MYP coordinator and the Senior School Principal are informed regarding the new admission to the program. The program immediately starts depending on the availability of slots in the student's timetable. The parents are informed regarding the support program and it follows the notions of general consent. If there is a written request from the parents demanding the removal of the student from the program, the student will be exited or else the student continues in the program until he graduates via an exit test, conducted at the end of every term.

The Program

The program includes two phases; dedicated 'EAL lessons' and 'push-in' class support. EAL students from grades MYP 1, MYP 2 & MYP 3 will have a minimum of three exclusive lessons with the EAL teacher in a week to develop their language skills. Apart from that each grade will also have a 'push in' lesson to provide the in-class support for the students to cope with the language challenges they face in the classroom learning environment. EAL students from MYP 4, MYP 5, DPCP will have a minimum of one and a maximum of two lessons per week depending on the student's language limitations.

The EAL program is tailor-made for each student to address the specific language challenge faced by the students. But irrespective of this teaching category each student in the program is categorised into a level based on their language skills identified through the initial assessment test. This is determined using the following rubric. Each of these level indicators is also analysed in comparison with their grade level requirements.

EAL Student Proficiency Level Rubric (Figure 1)

Language Component					
Levels & Sub Levels	**Vocabulary and Language Use**	**Listening**	**Speaking**	**Reading**	**Writing**
Level 1					
Standard	Limited vocabulary, primarily uses basic words and phrases. Frequent grammatical errors and simple sentence structures.	Understands basic greetings, common expressions, and simple instructions. Struggles with understanding longer or more complex spoken content.	Communicates using basic sentences and phrases. Pronunciation may be unclear, affecting overall comprehensibility.	Can identify basic words and simple sentences. Requires assistance to comprehend more complex texts.	Writes short sentences with frequent errors. Limited ability to convey ideas in writing.

| Higher | Basic vocabulary expansion, with slight diversity in word choice.

Improved but still noticeable grammatical errors. | Understands slightly longer and more detailed spoken content.

Struggles with grasping the full meaning of complex sentences. | Constructs slightly more complex sentences with errors.

Pronunciation improves, but some challenges remain. | Read short and simple texts with some understanding.

Still requires assistance with more complex structures. | Attempts longer sentences with more varied errors.

Limited ability to express ideas coherently in writing. |
|---|---|---|---|---|---|
| **Level 2** | | | | | |
| **Standard** | Expanded vocabulary with some diversity in word choice.

Grammatical errors are still noticeable but reducing. | Understands familiar topics and can follow basic conversations.

Struggles with rapid speech and complex language. | Expresses ideas with improved sentence structure.

Pronunciation has improved, though occasional difficulties may arise. | Able to understand simple texts on familiar subjects.

Struggles with more complex sentence structures and unfamiliar vocabulary. | Writes short paragraphs with better organization.

Some errors persist, but communication is generally clear. |
| **Higher** | Vocabulary continues to expand, demonstrating greater variety.

Errors are fewer and less pronounced. | Understands longer conversations and more detailed content.

Grasps main ideas but misses subtler points. | Constructs longer sentences with improving accuracy.

Pronunciation is more natural, with fewer difficulties. | Understands a broader range of texts with improved comprehension.

Manages more complex structures and vocabulary. | Writes coherent paragraphs with improved organization.

Errors are becoming less frequent, enabling clearer expression. |
| **Level 3** | | | | | |
| **Standard** | A wider range of vocabulary with moderate accuracy.

Grasps more complex grammatical structures. | Understands detailed discussions and can follow most conversations.

Occasionally misses nuances or | Effectively communicates on various topics.

Pronunciation is generally clear, with occasional minor errors. | Able to comprehend a range of texts, including more technical subjects. Occasionally needs to infer meaning from context. | Writes coherent essays or reports with adequate organization.

Some errors still exist, but they do not hinder understanding. |

		idiomatic expressions.			
Advanced	Vocabulary continues to expand, showing increased precision. Handles complex grammatical structures with better accuracy.	Understands complex discussions and diverse spoken content. Grasps both main ideas and some finer details.	Expresses ideas confidently and coherently. Pronunciation is consistently clear, with minimal errors.	Comprehending various texts effectively, including abstract topics. Occasionally needs to infer meanings and nuances.	Writes coherent essays or reports with well-structured arguments. Errors are decreasing, allowing for better communication.
Level 4					
Standard	Advanced vocabulary and accurate word choice. Displays a strong grasp of nuanced grammar.	Understands complex lectures, discussions, and media. Grasps idiomatic expressions and subtle linguistic cues.	Engages in fluent and detailed conversations. Pronunciation is clear and natural.	Can comprehend a wide range of texts, including academic materials. Rarely needs to infer meaning; understands intricate vocabulary.	Writes essays, reports, and analyses effectively. Minor errors may be present but have minimal impact on communication.
Advanced	Utilizes an extensive, specialized vocabulary. Demonstrates mastery of complex grammatical structures.	Understands subtle nuances in spoken content, including figurative language. Analyzes content critically and evaluates different perspectives.	Engages in complex debates and discussions with ease. Pronunciation is native-like and enhances overall communication.	Analyzes and evaluates texts critically, drawing sophisticated insights. Understands complex interrelationships between ideas.	Produces eloquent essays and reports with compelling arguments. Occasional minor errors have minimal impact on communication.

Each student practices with various resources to enhance their shortfalls in each language skill, with top priority given to reading and writing skills. The methodology to develop these skills includes language exercises, workbook practices, and interactive language tools including web platforms such as Cambridge Write and Improve, British Council's 'Learn English' resources, Kidz A-Z, Hemingway Writer, Fountas & Pinnell materials, Read Theory and various other digital and non-digital language tools, texts

and learning platforms. There are no Summative & Formatives in EAL and a continuous and comprehensive set of class works guides the students towards improving their progress.

Exit Test

The Exit from EAL is based on an exit test conducted once every term. The first test will be conducted before the winter break and the second will be conducted before the summer break. The exit test is designed primarily to check the improvement of the student's reading and writing skills. The students are qualified to exit the program when their performance in the tests has reached the 'Level 3: Standard' category or above, per the rubric provided. A discussion about the student's performance in their regular subjects is also carried out with their subject teachers and homeroom teachers to decide on their exit. All these exits are conditional and the students may be further referred back to the program at a later stage if any of their teachers feels there needs to be further improvement in any aspects of language proficiency.

10.   ROLE OF A SCHOOL COUNSELOR

The counselor at Sreenidhi International School nurtures, guides, and supports the social and emotional lives of students, offering guidance in social skills one-on-one, in small groups, or within the larger classroom in collaboration with teachers. In alignment with the IB philosophy, the counselor plays a pivotal role in fostering internationally minded students who are balanced, reflective, and caring.

The counselor liaises with parents as needed, acting as a bridge between teachers and parents to ensure a cohesive support system for each student. By addressing the academic, social, and emotional needs of students, the counselor helps create an environment where every student can thrive and achieve the school's mission.

The counseling programs are preventive, collaborative, developmental, and remedial, reflecting the IB's commitment to holistic education. The counselor is available to students for personal, ethical, and social advice, offering a safe space for students to express their views, resolve issues, and navigate transitions. The counselor also teaches students to advocate for themselves, fostering independence and self-awareness.

In addition, the counselor empowers students through adolescence workshops, addressing the physical and emotional changes during puberty. These sessions equip students with strategies to navigate these challenging times with confidence, supporting their development into well-rounded individuals who embody the IB learner profile attributes.

11.   CONCLUSION

At Sreenidhi International School, there is a general understanding that teachers, students, and their parents form a unique learning community working towards common goals. This belief shapes the way inclusivity is understood and provided in the school. We are dedicated to fostering an inclusive environment where every student can thrive.

By removing barriers and providing personalized support, we empower all students to achieve their full potential in the IB programs, ensuring that inclusivity is a shared responsibility and a cornerstone of our community's educational philosophy.