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IB SCHOOL  
IN HYDERABAD  
2018-2019  
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**SREENIDHI**  
EDUCATIONAL GROUP



**SREENIDHI**  
INTERNATIONAL SCHOOL  
KINDLE THE LIGHT WITHIN



## STUDENT SUPPORT POLICY

Approved By: Sreenidhi Board of Directors

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# **I STUDENT SUPPORT POLICY**

## **Sreenidhi International School - Mission Statement**

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

## **International Baccalaureate - Mission Statement**

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

To this end the organisation works with schools, governments and international organisations 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.”

## II IB LEARNER PROFILE

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# 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.

## III INTRODUCTION

### SREENIDHI INTERNATIONAL SCHOOL

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.

### PHILOSOPHY @ SREENIDHI

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

(Learning diversity and the IB Programmes: Special educational needs within the International Baccalaureate programmes, 2010:3)

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 formative 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.

### ESSENTIAL AGREEMENTS FOR STUDENT SUPPORT POLICY

- Grade representatives, Learning Support Coordinator, Learning Support teacher/s, EAL (Reading/Writing club) Teachers, Student Counsellors, 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 special educators, programme coordinators / pedagogical leaders in the interim.
- Any modifications will be shared with the stakeholders and seek approval from the Board.

### DEFINITION: Students with Learning Support Requirements [Special Education Needs]

A student is identified as requiring Learning Support or having Special Education Needs:

- when having significantly greater difficulty in achieving age appropriate milestones
- when a diagnosed disability prevents or hinders use of educational resources
- except when those needs relate solely to the language spoken at home being different from the language of instruction at school.



## OBJECTIVES / SALIENT FEATURES OF THE POLICY

Sreenidhi 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.

### IV INCLUSION @ SREENIDHI

Inclusion is a process that aims to increase access and engagement in learning for all students by identifying and removing barriers. Inclusion is more about responding positively to each individual's unique needs.

Inclusion is less about marginalizing students because of their differences. ([Learning diversity in the International Baccalaureate: Special educational needs within the International Baccalaureate programmes](#))

Sreenidhi firmly believes in creating and nurturing a positive learning environment, based on fostering and affirming student agency, identity and self-esteem. Learning and teaching practices incorporate prior knowledge and scaffold skill development to extend learning. Students are challenged to further their learning through rigorous tasks, to learn from their mistakes, to overcome obstacles, and to celebrate the learning process. It is essential that students feel safe, respected and trusted in the school environment; that they are heard and given voice to express their thinking and choice to pursue their interests.

Sreenidhi provides a range of support and services for students who may require a more specialized way of teaching, with the resource room environment creating a safe learning atmosphere with colourful letter and number symbols on the wall, math manipulatives and puzzles for problem-solving, games for collaborative team-building, and written work posted as evidence of learning progress. It's a safe haven where a special educator and student can focus on learning needs to acquire tools, cues and strategies to decode tasks.

Inclusive learning support is designed to help students progress to the point of rejoining regular classes. The learning support team identifies the student's specific learning needs, plans an intensive program to address those needs, communicates special requirements to class, homeroom and specialist subject teachers, notifies parents, and scaffolds tasks with differentiated instruction to provide the student with successes to build confidence. Follow-up assessments determine when the student's learning needs have been met.

To support learning for students identified with more intensive needs or who have difficulty with independent living skills, provision is made to assign an individual assistant teacher (Learning Support Assistant) for one-one-one training, support or intervention.

Sreenidhi educates students along the learning continuum, from low intellect to gifted and talented, Specific Learning Difficulty, Autism Spectrum Disorder, Asperger's Syndrome, ADD/ADHD, mild hearing impairment, communication or speech disorders, weak English learners, and others who can benefit from the inclusive education offered at Sreenidhi without detracting from the education of other students or being demanding of the teacher.

**Specific Learning Difficulties (SLD)** encompass students with significant issues in math, reading, writing or spelling, specifically manipulating numbers or processing symbolic language (i.e. Dyslexia, Aslexia, Dysgraphia and Dyscalculia).

**Gifted and Talented (G/T)** students may or may not possess high intelligence, but will demonstrate, or have the potential to demonstrate, exceptionality in relation to their peers of the same age, culture or circumstances, sometimes in a specific discipline or interest, with gifts and talents emerging at times and in circumstances unique to that student.

**Language and Communication Disorder (LCD)** students may present with speech and language issues affecting communication (i.e. aphasia, dysphasia, articulation problems).

**Emotional and behavioural issues (EBD)** students are characterized by Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD); withdrawn, depressive or suicidal tendencies; obsessive preoccupation with eating habits; school phobia; substance abuse; disruptive antisocial and uncooperative behaviour; anger, frustration or violence.

## **IDENTIFICATION OF STUDENTS WITH LEARNING SUPPORT/SPECIAL EDUCATION NEEDS**

During the admissions process, a student with special education needs, as identified by a clinical psychologist or paediatrician, is interviewed by the school's Learning Support team who thoroughly review the student's medical history, reports, clinical assessments, and interview the parents while observing the student to make a recommendation to the Head of School whether the School has sufficient resources to support the student's unique learning needs or behavioural challenges through graduation. The Head of School either:

accepts the recommendation and admits the student

- requires that further assessment or testing of the student be conducted by a professional
- rejects the recommendation and does not accept the student, with no reasons given.

Students having special education needs are often identified by admissions due to:

- medical history
- comparison of discrepancies in two previous years' reports
- discrepancy between current level of academic progress and age appropriate milestones
- interview with parents and student applicant.

Once admitted, students having special education needs are identified by classroom or subject teachers to Homeroom tutors. with the help of a checklist designed by the learning support team of Sreenidhi. The grade tutors after observing academic/behavioural/emotional difficulties in the homeroom/grade will monitor the child based on the strands provided in the checklist and later the child is recommended to the SST. Students with reading/writing difficulties are referred to the English support teachers.

- When the learning support team identifies any concern with the child, standardized tests are conducted.

- After the analysis of the tests, if the child requires learning support, the child's parents are informed. He/she will have an Individual Education Plan (IEP) designed and the child attends learning support classes. If the child exhibits behavioural concern, he/she is referred to student counsellor for regular counselling sessions.

## **V STUDENT SUPPORT TEAM[SST]**

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

### ***Members of the SST:***

1. Head of School
2. Dean of Students
3. Senior School principal
4. MYP Coordinator
5. Assistant MYP Coordinator
6. PYP Coordinator
7. Assistant PYP Coordinator
8. Learning Support Coordinator
9. Learning Support Teacher/s
10. PYP/MYP English Language Support Teacher/s
11. Student Counsellor

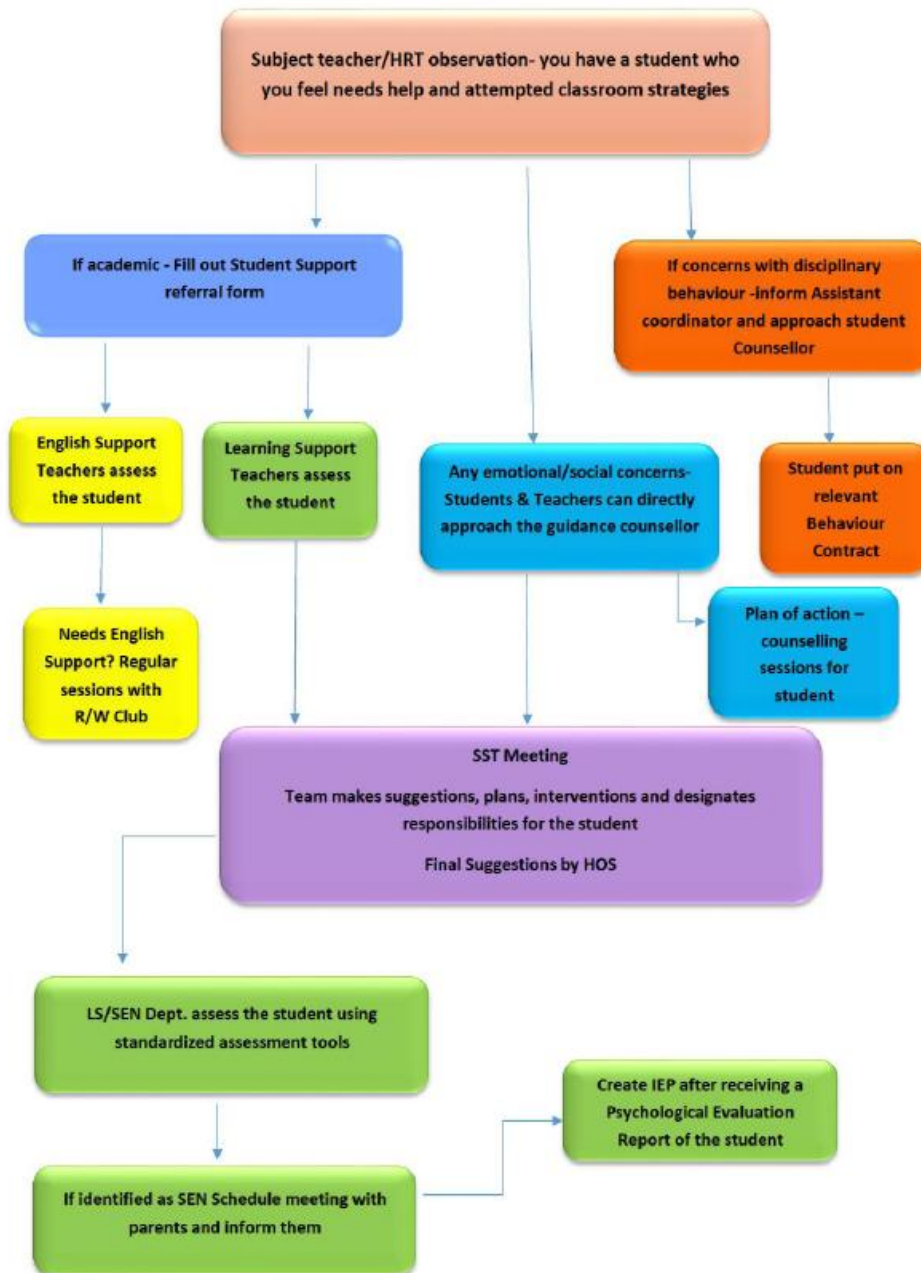
During the SST meetings, the team will discuss on students who require support, referral process, and social/emotional/behaviour issues. The team also will discuss and reflect on the intervention provided to students. The SST meets once in a week preferably on every Friday for 45 minutes.



## Referral Process practiced at Sreenidhi International School

When a child is identified as having a disability in the regular classroom, the following is the referral process that is practiced.

### SNIS – SST REFERRAL PROCESS



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

Sreenidhi has a full-time learning support coordinator and a learning support teacher 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.

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?).

### **Reasonable adjustments to make MYP Assessments inclusive for SEN students**

The MYP supports the principle of "Reasonable Adjustments" for students on with SEN. Students with learning support requirements may require reasonable adjustments to access the MYP 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 reasonable adjustments involve changes to specific aspects or specific criteria of the assessment, the overall learning outcome must remain the same.

The Reasonable Adjustments we currently provide include but are not limited to;

- Extra time
- Separate accommodation
- Reader-writer
- The use of computer to type student answers
- Additional teacher support in separate venue

Special accommodations during the MYP board examinations as required by the students shall be applied in advance to the external examination department.

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

#### **• Individual Education Plan (IEP)**

An Individualized Education Plan is maintained for all the students with special needs after the assessment in order to enhance the skills that are deficient for the overall performance

of the child.

- Individual case files are maintained to record the progress of each child with special education needs.
- 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.
- The formative and summative tasks are differentiated using assessment strategies and tools according to the child's abilities.
- 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 special needs.
- The children with special needs get a detailed anecdotal report at the end of each term.
- All home room teachers regularly meet with 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 special educators:

The following are the assessment tools used by the SEN staff for diagnosing a child with Special Education Needs.

- DTLTD (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.

We follow the IB identified four principles of good practice that promote equal access to the curriculum for all learners across the continuum, but that are particularly relevant to those with special needs. The visual representation is given below.

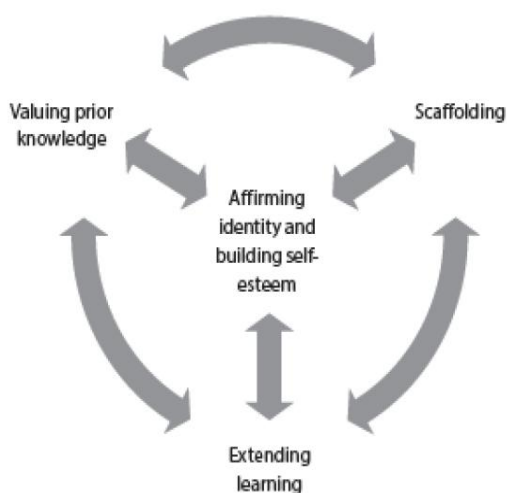


Figure 1

Visual representation of the four principles of good practice in an IB SEN learning cycle

“It is not difference, but the difference we make of it, that matters”. (Minow 1990)

## **Language Support - English**

The English Language Support at SNIS aims to enable the students whose English is below their grade level, mainly in reading, writing, speaking and listening. This program is inclusive of all PYP and MYP students. We expect that our students will develop their language skills up to their required grade level.

We work one on one with the students and also in groups to develop and equip them with the skills required for them to be able to communicate fluently and comprehend their grade level content in English throughout their school lives and beyond.

Students who require English Language Support are identified through the 'Learning A-Z' benchmark assessments. If the student's reading level is below their grade level they are expected to receive English Language Support. Once they reach their grade level they will be exited from the English Support Program.

## **VI ROLE OF A SCHOOL COUNSELLOR**

The counsellor nurtures, guides, and supports the social and emotional lives of students, providing guidance in social skills one-on-one, in small groups, or with the larger classroom in conjunction with the teacher.

While addressing the academic, social, and emotional needs of students, the counsellor also acts as a bridge between teachers and parents, working to create an environment where every student will have the tools they need to fulfil our school mission. The programmes are preventive, collaborative, developmental and remedial in nature. The school counsellor will be available to students for personal, ethical, and social advice; to listen to the student's point of view; to deal with any issues; help the student deal with transitions and teach the student to advocate for him or herself.

## **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 affects the way in which inclusivity is understood and provided in the school.

