



RUNGTA INTERNATIONAL SCHOOL

Inclusion and Learning Diversity Policy

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1. Introduction

This document is a statement of the aims, principles and strategies for provision of education to children with Special Educational Needs at Rungta International School. Special educational provision means: for children of two or over, educational provision that is additional to or otherwise different from, the educational provision made generally for children of their age in at RIS, other than special schools in the area.

SEN guidelines and the Right to Education Act of 2009 have been taken into consideration in the formulation of this policy.

This document provides a framework for the identification and provision for children with special educational needs.

Students with special education needs may have learning difficulties which prevents them from making use of educational facilities provided in the **mainstream** classroom for students of the same age.

It is written for the benefit of all members of the school community, to ensure that all are aware of the principles underlying identification and provision and confidently committed to the agreed strategies.

2. Aim

Our aims for SEN are to:

- Identify all children who need special consideration to support their physical, social, emotional or intellectual development
- Ensure that these children are given appropriate support to allow every child full access to the programme of study at RIS in a positive framework providing quality education.
- Ensure that these children are fully included in all activities of the school
- Involve parents developing a partnership of support, enabling them to have full confidence in the strategy adopted by the school.

3. Principles and objectives of learning support policy

- To provide a broad, balanced and suitably differentiated curriculum relevant to their individual needs
- To show an understanding that supporting difficulties in learning and / or behaviour as part of a high quality mainstream education service
- To be aware that any student at some time in their education may have special educational needs
- To promote self-worth and enthusiasm by encouraging independent learning at all age levels
- To be aware that every child is entitled to a sense of achievement
- To identify students as soon as possible who will need extra resources and / or teaching help within their school career
- To work in partnership with the child's parents and other external professional agencies to provide for the child's individual needs

4. Roles & Responsibilities

Provision for students with special educational needs is a matter for the school as a whole. All members of the school community (teaching and non-teaching staff, parents, students and governors) work towards the school aims by:

- Helping with the development of this policy
- Being fully aware of the school's procedures for identifying, assessing and making provision for students with special educational needs
- Commitment to a partnership approach to provision

4.1 Responsibilities of the School

The school has great regard to the SEN Code of Practice when carrying out its duties toward all students with special educational needs. School does constant monitoring on the quality of SEN provision since SEN is an integral part of development plan.

The school adapts a gradual response to children who have special educational needs, recognizing that there is a **continuum** of special educational need.

Provides curriculum access and inclusion

- Teaching SEN students in mainstream classes
- Ensuring that all students with SEN join all the activities of the school so far as this is reasonably practical
- Ensuring that a differentiated curriculum is offered to students in accordance with the teaching and learning policy of the school
- Teaching support will be provided according to the needs and requirements of a particular SEN student, like to mild level SEN student mild learning difficulties support, to moderate level SEN students moderate learning difficulties support and to SEN students of severe needs an intensive support for severe need will be provided.

Where appropriate this may involve:

- Liaison with other schools, outreach services and external agencies
- The provision of mechanical aids to support learning
- The provision of “additional to and different from” support directly linked to individual targets which break learning down into steps manageable by the particular child
- A personal support plan aimed at modifying behaviour
- Periodic withdrawal either individually or as part of a group
- Reallocation of a child to a year group in which his / her chronological age does not match that of the rest of the group. Such a move would be made exceptionally; where a child’s social or emotional development makes relationships with peers difficult. It would always follow consultation with parents.

Provides Facilities

The school has a disabled toilet area, changing area, access to the playground without needing to use stairs and ramps to access areas which are at lower or elevated levels. All classrooms have Audio Visual systems. There is also a doctor on call and an infirmary for rest.

Resource Room

A resource room is a separate, remedial classroom in the school where students with educational disabilities, such as specific learning disabilities, are given direct, specialized instruction and academic remediation and assistance with homework and related assignments as individuals or in groups.

4.2 Responsibilities of Leadership Team

- Taking responsibility for devising and implementing this SEN policy through widespread consultation
- Maintaining and evaluating the success of this policy and ensuring that necessary revisions are undertaken
- Maintaining appropriate staff and funding arrangements
- Overseeing provision for children with special educational needs
- Keeping the governing body fully informed
- Work closely with the SEN mentor to coordinate provision
- Ensures that parents are notified of a decision by the school that SEN provision is being made for the child
- Is fully involved in developing and monitoring the school's SEN policy

4.3 Responsibilities of the IB Coordinator

- The IB Coordinator will apply to the IB for students' accommodations in assessment type and circumstances.
- The IB Coordinator will work collaboratively with faculty to support students with special education needs.
- The IB Coordinator will provide examination accommodations as needed and approved by the IB.
- The IB Coordinator will maintain discretion and confidence in providing special education needs services.

4.4 Responsibilities of the SEN Mentor

The SEN Mentor is responsible for coordinating learning support at Rungta International School. The SEN mentor in collaboration with the Pedagogical Leadership Team and teachers plays a key role in determining the strategic development of the SEN policy and provision in the school in order to raise the achievement of children with SEN.

- Overseeing the day-to-day running of the school's SEN policy
- Coordinating and providing specialized education to children with special educational needs
- Liaising with and advising fellow teachers
- Managing teaching assistants
- Overseeing the records of all the children with special educational needs
- Liaising with parents of children with special educational needs
- Contributing to the in-service training of staff
- Liaising with the external agencies including health and social services, and voluntary bodies

4.5 Responsibilities of the Faculty

- The classroom teacher will comply with all principles regarding special education needs.
- The classroom teacher will participate in all required training when available.
- The classroom teacher will identify struggling learners and refer the student to the counselor or IB coordinator as needed.
- The classroom teacher will implement the appropriate interventions as outlined in consultation with SEN mentor
- The classroom teacher will maintain accurate records of students' progress.
- The classroom teacher with the assistance of the exceptional counselor will become familiar with the special needs of the exception student.

5. Admissions

All the Children who meet the admission criteria will be admitted to the school provided the appropriate level of facilities available to meet their individual needs. The special needs

policy document will be used in conjunction with other school policies. All children, including those with special needs, will be expected to follow the students' Code of Conduct. A declaration is provided by the parent with regard to any identified SEN of the student in existence.

Students with diagnosed special needs are not prevented from following the MYP / DP or from being eligible for the DP diploma/certificate and MYP record of achievement. However, where a student's special needs make assessment of some of the objectives impossible the student's eligibility for the MYP/DP certificate may be affected.

Special needs must be reported by the candidate's legal guardian to the school's DP/ MYP coordinator as early as possible after identification. The IB Organization will be informed about as soon as possible but no later than the end of the year 4 of the student(s) concern. In any case where a diagnosed special need makes assessment of some of the course objectives impossible, School will make every effort to accommodate the needs of the student. The IBO will be requested for special arrangements according to principles stated in the handbook of procedures.

6. Differentiation Planning:

6.1 Identification:

Existing Students

- Children are referred to SEN mentor by the Home room teacher(HRT) using a checklist attached as **Appendix A**. HRT will identify by his/her observation in the mainstream classroom at least for 4 weeks by using SEN Assessment checklist (Format II) and Behavioral Checklist for screening the students with learning difficulties.
- HRT will note down and give the points of concern to SENC
- HRT will schedule a meeting with parents for SEN assessment by SEN Mentor

New Admission:

In case of a new student, SEN Department needs to be consulted by concerned parents &/ care takers (if any) and will be required to submit the following documents:

- Subject wise (at least English, Hindi, and Mathematics) report card of last 3 tests/ exam/ assessment i.e. final exam/ final term, half yearly/ 1st term or 2nd term, summative/ formative (as per the result procedure followed by the previous school).
- Medical diagnosis documents or reports (if any)
- Documents any camp of brain storming, cognition enhancement skills camp, fine motor or gross motor skill enhancement camp or any other camp student attended due to any reason.
- Documents related to consultation of any special school at any stage of SENC due to any reason.

6.2 Pedagogy

Our pedagogy involves the use of multi-sensorial tasks which are meaningful and based on real-life experiences. They encourage active physical involvement to facilitate understanding. The activities and the assessment tasks are ideally suited to differentiation in terms of expected criteria and generated resource, so that a student may choose the means best available to them to demonstrate their understanding of a concept.

Individualized Educational Programme (IEP)

Individual Educational Plan is a plan with specific individual targets and goals for each student with special educational needs.

Accommodation Educational Programme (AEP)

An Accommodation Education Plan is created for students who need specific accommodations in order to access the curriculum. Students on AEP's *do not* receive modifications to the curriculum and are assessed against grade level criteria. Accommodation may include: preferred seating, extended time for assignments and exams, allowed use of assistive technology, alternative format for demonstrating understanding of material, instructions broken down into sequential steps.

Group Teaching

A group of maximum 5 students having similar problems, goals & strategies are mentored according to their needs in the resource room.

6.3 Counseling:

Problems of adolescence and some of the behavioral problems will be dealt by counseling. SEN Counseling is a way of working together in a unique and confidential set up, developed between a counselor and the student. While building this relationship, the counselor acts as a facilitator who helps the student understand and interpret themselves and the world around them. The counselor and the student explore the student's feelings and behaviors, their relationship with others, and their choices and decisions.

6.4 The Principles of Good Practice

Each teacher at RIS acts as a special teacher following Four Principles of Good Practice outlined by IB which indeed caters to the special needs

Affirming identity and Building self-esteem

Valuing the diverse needs of all members of our learning community supports identity and encourages self-esteem. By creating an environment in which all students feel accepted, they are more receptive to developing the Learner Profile traits. When we acknowledge students' differences in positive ways, they are more apt to be open-minded themselves.

At RIS, students create networks and support systems through homeroom. Each homeroom, for PYP/MYP years, follows the procedures of Developmental Design, starting homeroom with a greeting to acknowledge all members of our learning community. This is followed by sharing, to help students build relationships, create connections, and see multiple perspectives (Crawford 60). Homeroom also includes activities to support community building. This sense of belonging increases self-esteem and self confidence. In addition, classrooms have the opportunity to participate in activities and reflections tied to the Learner Profile traits to help students grow in their understanding and display of these traits. Students are encouraged to plan activities for community. By providing each student with opportunities to communicate, using a variety of forms to facilitate that communication, we ensure that each student's voice is heard. When students feel acknowledged, they feel valued and can open themselves up to continued learning experiences.

Valuing Prior knowledge

In order for students to learn and retain new knowledge, it must be tied to their existing knowledge, which is distinct to each student. “When planning the range of new learning that can take place in any individual, previous learning experiences or prior knowledge must be taken into consideration” (Special educational needs 6). Valuing prior knowledge is a critical piece of teaching and learning at RIS. While it is paramount to make connections between prior knowledge and present learning, in some cases, students may not have past experiences that can be used to tie these pieces together. In these situations, building background knowledge related to concepts and vocabulary is of utmost importance. At RIS, teachers help students construct background knowledge related to vocabulary, command terms and concepts .We understand that acquiring new information is easier when it is appropriate to the students’ language proficiency levels. Keeping this in mind, teachers use aids, such as photographs, pictures, gestures, modeling, manipulative, and graphic organizers when teaching concepts to students. Learning subject-specific language is also facilitated by the use of slower, enunciated, and repetitive speech. All of these techniques help students to attain the information necessary for them to make connections and further develop their learning.

Scaffolding

RIS believe in continuous and lifelong learning However, in order for students to gain autonomy in learning there must be a gradual release of responsibility, often known as scaffolding. “Teachers scaffold instruction when they provide substantial amounts of support and assistance in the earliest stages of teaching a new concepts or strategy, and then gradually decrease the amount of support as the learners acquire experience through multiple practice opportunities” (qtd. in Echevarría, Short, and Vogt 100). Through scaffolding, we are able to increase students’ level of independent learning.

Students are often provided with self-regulated learning strategies such as self-assessment, Wrapper activity, Reciprocal teaching, Think aloud, Think Pair Share, Inside-Outside Circle, visual cues mental hooks etc. The lessons incorporate instruction, modeling, practice, and application to increase student confidence, and thus achievement. In addition, teachers use comprehensible input to assist students in the acquisition of new information. Teachers may also provide particular SEN students with sentence stems to facilitate their communication during various tasks. Finally, larger assignments or assessments may be broken into smaller, more manageable tasks, ensuring that particular SEN students can accomplish each step that is a pre-

requisite for the next. By purposefully scaffolding learning experiences, teachers are able to create a ladder of success for all students.

Extending learning

To take learning to the next level, teachers provide students with experiences that will extend their thinking. This is done by “combining high expectations with numerous opportunities for learner-centered practice and interaction with cognitively rich material...” (Special educational needs 7). At RIS, one of our main instructional goals is to provide student-centered classrooms driven by inquiry. To facilitate the achievement of this goal, teachers rely on subject-specific strategies, as well as whole-school strategies. Reciprocal Teaching is often used to increase communication and thinking among students. Through the use of Reciprocal Teaching, students are given opportunities to work collaboratively with their peers while interacting with a variety of contexts and concepts. Thinking routines can be used to help students explore angles of an issue, more accurately process information, delve deeper into a concept, and develop empathy as they investigate various perspectives. Both of these teaching methods allow students to communicate more effectively, think deeply, and cultivate intercultural understanding.

7. Areas of SEN and categories:

Definition of special needs: A special need is any permanent or temporary diagnosed need that could put a student at a disadvantage and prevent him or her from being able to demonstrate skills and knowledge adequately.

SEN mentor will collate information on the child’s such special need, with reference to the following descriptors:

- Cognition and learning
- Behavioural, emotional and social development
- Communication and interaction
- Sensory and physical development
- Developmental Problems(emotional maturity, IQ, Emotional Intelligence etc.)
- Other Problematic Areas

Please Note: There are other categories under “Other Problematic Areas” (head) which may also lead to poor academic performance.

Cognitive and Learning Areas

- 1) Dyslexia
- 2) Dyscalculia
- 3) Dysgraphia
- 4) Dysorthografia
- 5) Dysnomia
- 6) Dysphasia/ Aphasia
- 7) Dyspraxia
- 8) Mild Learning Difficulties
- 9) Undiagnosed
- 10) Specific Learning Difficulties

Social, Emotional and Behavioural Areas

- 1) ADD
- 2) ADHD

Communication and Interaction

- 1) Speech and Language Difficulties
- 2) ASD (Autism)
- 3) Asperger's Syndrome

Sensory and Physical Development

- 1) Mild/ Moderate Hearing Loss
- 2) Auditory Processing Disorder
- 3) Multi Sensory Impairment
- 4) Sensory Integration Difficulties
- 5) Visual Processing Disorder

Other Problematic Areas

- 1) Physical Disability (Any Other)
- 2) Laterality
- 3) Intelligibility
- 4) Balance:
 Standing

- Walking
- 5) Coordination:
 - Finger Nose (Eye Open)
 - Finger Nose (Eye Closed)
 - Pincer Grasp
 - 6) Behaviour Problems (any other)
 - 7) Medical Problems (any other)

On the basis of this profile, SEN mentor may choose to identify the appropriate SEN level for the child and discuss with the class teacher and parents how best to help the child.

- After assessment is completed in respective time SENM will prepare a Comprehensive Special Education Report of a SEN student.
- SEN Mentor may recommend parental counselling
 - In coordination with HRT, SENM will plan the strategy along with the short term goal and long term objectives.
- An IEP/ AEP or group teaching as per the need & requirement of SEN student will be planned by SENM & the same will be executed, implement by the SENM in the resource room as per the need and requirement of SENC for over his (s) all round development & progression.

8. Provision for Gifted and talented

RIS is also knowledgeable about the gifted and talented. Students are given opportunities to participate in various inter school/intra school, curricular and co-curricular activities. The special talents in various fields are recognized and given platform to cater to it. School encourages students to participate in SOF Olympiads, NTSE(National talent search Examination),ASSET (Assessment of scholastic skills through educational testing) etc.

9. Special Assessment Arrangements

- A candidate will be permitted to take an examination in a separate room if it is in the best interests of the candidate or other candidates in the group. Medical assistance will be given if needed.

- The coordinator may arrange for appropriate seating to meet the needs of individual candidates (for example, sitting near the front may be appropriate for a candidate with a visual or hearing issue)
- A care assistant can be in attendance if this is necessary for the welfare or safety of a candidate. The assistant must not be another candidate or a relative of the candidate at the discretion of the coordinator, a candidate may be given additional time to complete assignments during the two-year programme (for example, the extended essay, the TOK essay, language A1 world literature essay)
- A candidate with a hearing condition may receive instructions from a communicator. This arrangement must be confined to explaining the conduct of the examination and the instructions in an examination paper.
- A candidate who normally uses an aid (for example, a coloured overlay, a Braille slate, a sound amplification device, a radio aid, a hearing aid, a low vision aid, a magnifying aid, coloured filter lenses) is allowed to use the aid in examinations.
- At the discretion of the coordinator, a candidate who is allowed additional time may take his or her examinations in a separate room. This is to avoid disturbing the candidate when other candidates in the group leave the examination room at the scheduled time.

10. Monitoring and Reviewing

It will be a continuous process to be done by SEN mentor in collaboration with the HRT.
For each & every skill of GT / IEP quarter review will be done by SENM in the resource room.

The SEN mentor, class teacher and teaching assistant identify attainment targets according to the needs of the child and decide how the child can be best supported to help him/her achieve those targets. The support provided is recorded on a provision map

- Records are kept of the work undertaken by the child, and of the progress made towards achieving his/her targets
- Reviews are regularly undertaken by SEN mentor, class teacher, teaching assistants, parents and children themselves.

- Additional Annual Reviews, with parents in attendance, are held for children with a Statement of Special Educational Needs

The SEN counselor maintains records of current and past behavioral and clinical cases of the students in accordance with the standards of the profession.

11. SEN INSET (in-service training and education)

- SEN mentor will attend appropriate courses and conferences as they arise.
- SEN mentor will attend regular meetings for SEN arranged by the Department of Education
- Regular staff meetings will focus on whole school priorities and provide opportunities to learn how to support our learners more effectively.
- In house training by the SEN mentor to the teaching and support staff who are in contact with the SEN students.

12. Partnership with parents

- Ensuring that all parents are aware of the school's arrangements for SEN, including the opportunities for meetings between parents and inclusion leader
- Informing parents when a child is placed on the Special Needs Register and offering an opportunity for discussion and exchange of information
- Regular consultation with all parents of children with SEN
- Valuing parents' wishes for their children
- Inviting parents input regarding their child's progress and areas for development

13. Partnership with students

The school encourages students to share concerns, discuss strategies and review progression, thus seeing themselves as equal partners with the school. The way in which the children are encouraged to participate in the decision-making process reflects their growing maturity.

15. Review

- A review of the policy will take place annually.

16. Glossary

- **AEP** - Accommodation Education Plan.
- **ADD** - It is an attention deficit hyperactive disorder characterized by problems with attention, concentration, focus, under activity.
- **ADHD** - It is an attention deficit hyperactive disorder characterized by problems with attention, concentration, focus, fidgety, impulsivity, overactive
- **ASD** - Autism Spectrum Disorder characterized with significant social and communication needs and may or may not have low intelligence.
- **AS** - Asperger's Syndrome- high functioning autism with average and above average intelligence having social and communication needs.
- **BCSLD** – Behavioural Checklist for screening the students with learning difficulties.
- **Differentiated** - recognize or ascertain what makes (someone or something) different. make or become different in the process of growth or development. become different, modify, alter, adopt.
- **Dyscalculia** - It is a learning disability characterized by problems with mathematical reasoning, arithmetic operations and calculations. It is not linked to low intelligence
- **Dysgraphia** - It is a learning difficulty characterized by problems in fine motor and sometimes gross motor difficulties/ problems. For example, a student may face problems with handwriting, deficiency & impairment in handwriting expression, organizing ideas.
- **Dyslexia** - It is a learning difficulty characterized by problems in reading, spelling, and writing, speaking, or listening. It is again not related to low intelligence.
- **Dysnomia** (severe recalling problem i.e. name, symbol, vocabulary)
- **Dysontrographia** (spelling difficulties)
- **Dysphasia/ Aphasia** - Difficulty in both receptive & expressive oral language
- **Dyspraxia** (fine motor skills difficulty i.e. eye hand coordination):
- **EAL** - Students for whom English is not a native language or may have limited or no exposure to English and who learn English as additional language
- **External Provision** - If diagnostic evaluation is needed the student is referred to an external educational Psychologist for a standardised evaluation. This process takes around 1-3 months
- **GT** - Group Teaching.

- Inclusion is the act of engaging people with disabilities in all our daily activities- at school, at work, at home and in the community. Inclusion means students with disability in mainstream schools and classrooms alongside their non-disabled peers. To avoid segregation of disabled children from normal children.
- **IEP** - Individual Educational Plan.
- **Intensive support for severe needs** - Student participates in a modified program adapted from the grade level curriculum. The student most likely has a 1:1 learning assistant that attends to his/her learning and social needs throughout the school day. Students participate in an IEP*(individual Education Plan) and are assessed according to individual goals. Student receives a modified transcript at PYP/MYP level. 1:1 Learning Assistant throughout the school day are Consultative support from a learning support specialist, Monitored performance, Modified Program, Strategy Instruction including life skills, vocational skills, social skills, Small group instruction, 1:1 support, pull-out sessions, Assistive technology, Facilitation of integration in grade level
- **KSC** - Key Stage Coordinator
- **LD** - Learning difficulties, Have greater difficulty of learning in literacy, numeracy, organization, time management than the majority of students of the same age. May manifest social, emotional, behavioural needs.
- **Mild learning difficulties support** - Student participates in the same curriculum content as his/her peers with the same learning outcomes, but may need accommodations to access and demonstrate understanding of the curriculum. Need AEP
- **Moderate learning difficulties support** - Student participates in the same curriculum content as his/her peers with the same learning outcomes, but may need modifications and/or accommodations to access and demonstrate understanding of the curriculum. Need GT/ IEP.
- **Moderation** - the avoidance of excess or extremes.
- **Resource Room** - A resource room is a separate, remedial classroom in a school where students with educational disabilities, such as specific learning disabilities, are given direct, specialized instruction and academic remediation and assistance with homework and related assignments as individuals or in groups.
- **Self-image** - may consist of three types: Self-image resulting from how the individual sees himself or herself; Self-image resulting from how others see the individual; Self-image resulting from how the individual perceives others see him or her.
- **SENA** – Special educational Needs Assessment.
- **SENS** – Special Educational Needs Student.

- **SENM** - Special Educational Needs Mentor.
- **Therapeutic Provision** - Considering the need for Occupational, Speech and Language support especially in Lower Primary students, the school refers the students to the external therapists and the therapy costs are borne by the parents.
- **Transition from Primary to Secondary** - When students reach Year 6, they will be part of the transition to Secondary school. When a student with SEN is transferring from Year 6 to Year 7 (Secondary), the transition process will be discussed at the Transition meeting.

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Appendix A

SEN Assessment Checklist

SECTION-A

I Cognitive and Learning Areas:

1) **Dyslexia** (Reading Disorder):

Problem in Reading:

Problem in Spelling:

Problem in Writing:

Problem in Speaking:

Problem in Listening:

2) **Dyscalculia** (Impairment on Mathematics Skills):

Problem in Mathematics Reasoning:

Problem in Arithmetic and Calculation:

3) **Dysgraphia** (Deficiency & Impairment in Handwriting Expression, Organizing Ideas):

Fine Motor Problem I.E. Writing:

Sometimes Gross Motor Problem:

4) **Dysorthographia** (Spelling Difficulty):

5) **Dysnomia** (Severe Recalling Problem i.e. Name, Symbol, and Vocabulary):

6) **Dysphasia/ Aphasia**

Difficulty in both Receptive & Expressive Oral Language:

Trouble Planning & Executing:

Problem Understanding Spoken Language:

Poor Reading Comprehension:

7) **Dyspraxia** (Fine Motor Skills Difficulty i.e. Eye Hand Coordination):

8) **Mild Learning Difficulties:**

9) **Moderate Learning:**

9) **Undiagnosed:**

10) **Specific Learning Difficulties –**

II Social Emotional and Behavioural Areas

1) **ADD** (Attention, Concentration, and Focus, Under Activity Problems).

2) **ADHD** (Attention, Concentration Problem, Focus, Fidgety i.e. Restless or Uneasy, Impulsive, Overactive, Nervous, Informal Stressy, etc Problems)

III Communication and Interaction

1) **Speech and Language Difficulties:**

2) **AD/ AS/ ASD (Autism)** (Significant Social and Communication Needs and May Or May Not Have Low Intelligence).

Difficulties in Social and Nonverbal Communication

IV Sensory and Physical Development

1) **Mild/ Moderate Hearing Loss:**

2) **Auditory Processing Disorder:**

3) **Multi Sensory Impairment:**

4) **Sensory Integration Difficulties:**

5) **Visual Processing Disorder:**

5.1) Difficulty Interpreting Visual Information

5.2) Missing, Subtle differences in shapes, reversing letter or number, skipping words or lines, eye-hand coordination.

5.3) Vision Problem either Distance or Nearby Objects/Words (Small in Size).

V Other Problematic Areas

1) **Physical Disability (Other):** Absent / Present

2) **Vision:** Normal / Impaired

3) **Hearing:** Normal / Impaired

4) **Laterality:** Hand: Preference - Right / Left

Leg: Preference - Right / Left

Eye: Preference - Right / Left

5) **Speech: Clarity:** Clear /Not Clear

6) **Intelligibility:** Meaningful / Non meaningful

7) **Balance:**

Standing on One Leg: Appropriate/ Not Appropriate

Hopping: Appropriate / Not Able To Do / Clumsy

Walking On a Line:

Forward: Appropriate / Not Able To Do / Clumsy

Backward: Appropriate / Not Able To Do / Clumsy

Sideway: Appropriate / Not Able To Do / Clumsy

8) **Coordination:**

Finger Nose (Eye open): Appropriate / Not Appropriate / not able to do

Finger Nose (Eye Closed): Appropriate / Not Appropriate / not able to do

Holding of Appropriately: Appropriate / Not Appropriate / Pencil, Pen Spoon
not able to do

Maintenance of Step: Appropriate / Not Appropriate / not able to do for Rhythm

Psychological problems (if any): (on the basis of observation and also the report of IQ test results and observation of HRT/CT is required to mention here in points)

Behavioural problems (if any): (observe SENC on 30 categories of behavioural checklist for screening students with learning difficulties and tick over there and mention here point wise, also required to list other behavior in the child seemingly odd or peculiar.

SECTION-B:

OBSERVATIONS:

✓ Tick appropriate statements.

I. a) Oral reading:

- Finger tracing
- Spelling aloud before blending
- Omits a word
- Substitutes a word
- Ignores punctuation
- Posture - inappropriate (describe)
- Loudness in voice - too loud/too soft
- Distance between book and eyes:
 - too near/too far
- Reading too fast/too slow
- Adds a word
- Mispronounces a word
- Asks the examiner to pronounce a word
 - for him
- Any other - Specify:

I. b) Silent Reading:

- Lip movement - present
- Finger tracing
- Holds reading material too near / too far
- Posture in appropriate (describe)
- Frequently looks away from the
 - Reading material
- Any other – Specify:

II. Reading Comprehension

- Answers with prompts for every question
- Question to be repeated once, twice, 3-5 times.
- Question to be translated to mother tongue
- Answers by referring back to reading material
- Refuses to answer/repeats the question
- Any other – specify

III. Writing

Give details

- Does not maintain left to right orientation.
- Ignores margin.
- Ignores line.
- Excessive overwriting (atleast one per two lines).
- Posture inappropriate.
- Macro writing - very big letters.
- Micro writing - very small letters.
- Mixing of capital and small letter.
- Omits dots on 'i' and line in 't'
- No proper spacing between words.
- Ignores punctuation.
- Reversal of letters.
- Reversal of words.
- Spelling errors (specify).
- Any other - Specify;

IV. Arithmetic computation:

- Errors in number identification (eg. 6 as 9, 7 as 4)
- Errors in right- left organization.
- Errors in identification of operationally symbols. (+ - x + t)
- Error in place value – units, tens and hundreds.
- Draws lines and counts for addition.
- Draws lines and cuts and subtracts.
- Ignores carry over in addition.
- Ignores deduction after borrowing in subtraction.

- Place value errors in multiplication.
- Place value errors in division.
- Errors while transferring from rough to fair work.
- Substitution (of square for rectangle).
- Error in placing decimal points.
- Any other - Specify:

V. Arithmetic reasoning:

Requires assistance in solving story sums

- (a) Needs to be read out for story sums.
- (b) Needs to be explained for story sums including the operations to use.
- (c) Does not write the steps correctly but arrives at correct answer.
- (d) Does not do at all.

Any other –Specify:

VI. a) Oral reading (Hindi):

- Finger tracing
- Spelling aloud before blending
- Omits a word
- Substitutes a word
- Ignores punctuation
- Posture - inappropriate (describe)
- Loudness in voice
- Distance between book and eyes: too far/too near
- Reading too fast/too slow
- Adds a word
- Mispronounces a word like य/सशब्द /सबद
- Asks the examiner to pronounce a word for him
- Ignores half letters like पत्र /पत
- Substitutes a letter like कागज /काजग ,गजरगजड़

- Blends a word like स्कूल /सूल
- Changes the meaning of the word like साँप /साफ़
- Inclusion of extra matras/letters like ओर और
- Omits lines while reading paragraphs
- Any other – Specify

I. b) Silent Reading (Hindi):

- Lip movement - present
- Finger tracing
- Holds reading material too near / too far
- Posture in appropriate (describe)
- Frequently looks away from the reading material
- Any other - Specify:

II. Reading comprehension (Hindi):

- Answers with prompts for every question
- Question to be repeated once, twice. 3-5 times.
- Question to be translated to mother tongue or English.
- Answers by referring back to reading material.
- Refuses to answer I repeats the question.
- Any other – Specify

III. Writing(Hindi):

- Does not maintain left to right orientation
- Ignores margin
- Ignores line
- Excessive overwriting (at least one per two lines).
- Posture inappropriate.
- Macro writing - very big letters.
- Micro writing very small letters.
- Omits dot as in माँ , पढ़ो , मंत्र
- Substitutes a letter / word like in मि /मी , मीत / मित

- Omit matras like in मों /में , जाल /जल वो /वे
- Omit half letters like in शब्द /शबद्रआत्मा /आमा , प्रकृति /पकृति
- Ignores punctuation (,) (comma)
- Draws a common line for the sentence
- No proper spacing between words
- Adds matras in unwanted place like मुश्किल /मु शकील
- Any other (specify):

III. List any other behavior in the child that is seemingly odd or peculiar.

Subject Specific comments:

What Strategy have you employed to support this student so far?

Are parents aware of the concern Yes No

Remarks (if any):

Please attach supporting document:

Writing sample

Test Paper

Any other

Appendix B

BEHAVIOUR CHECKLIST FOR SCREENING THE STUDENTS WITH LEARNING DIFFICULTIES

S.No.	Categories	Yes	No	?
1.	Has problem in reading.			
2.	Has problem in oral work.			

3.	Has problem in written work.`			
4.	Has a poor self-image.			
5.	Poor motivation e.g. no desire to learn new task..			
6.	Perseveration- cannot stop an activity even after it is over and proceed to the next.			
7.	Clumsy-dropping and bumping into things.			
8.	Always asking for help.			
9.	Difficulty in discriminating right from left and vice-versa.			
10.	Low frustration tolerance-quick to lose interest when gets no success.			
11.	Completes work even when too much material is written on one sheet.			
12.	Reversals of letters e.g. 'b' and 'd' etc.			
13.	Forgets easily –has a poor memory.			
14.	Makes no attempt to understand what is taught because he does not comprehend.			
15.	Always needs individual instructions.			
16.	Has difficulty in copying from the board.			
17.	Generally, has difficulty in the comprehension of the content.			
18.	Hyperactive –cannot sit in one place for more than two Minutes.			
19.	Is able to attend in a noisy room.			
20.	Has difficulty in giving answers in his own words.			
21.	Shows lack of reasoning in the answers given.			
22.	Meaningless preoccupation with certain behaviour e.g. shaking hands, feet etc.			
23.	Has frequent mood swings-sad ,angry, happy etc.			
24.	Uneven or jerky movements of eyes.			
25.	Asks for words /sentences to be repeated often.			
26.	Attends quickly, purposively to verbal stimuli.			
27.	Is able to identify most of the letter sounds.			
28.	Exhibits tension, anxiety when attending to speech.			
29.	Comprehends a series of instructions given together.			

30.	Unable to grasp the central idea of the content.			
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