

Eastern Public School

Special Education Needs

Policy



“Not every child has an equal talent or an equal ability or equal motivation, but children have the equal right to develop their talent, their ability and their motivation.”

John F. Kennedy

FAIR doesn't mean

Everybody getting the same thing,

FAIR means

Everybody getting what they need in order to be successful.

“The successful inclusion of children with disabilities and special needs in our school system relies on the belief that all children should have equal access to a quality education. Inclusive education isn't a program, a place or a classroom. It is a way of understanding and living in the real world. Because, in fact, this is a world that has people of all different sizes, shapes, colors and abilities.”

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Philosophy

The Special Education Needs philosophy of Eastern Public School is to provide each student with an individualized program designed to meet the student's needs as an exceptional learner. Our goal is to enable each student to utilize the potential that they possess to become a well-adjusted contributing member of society. We believe that each student, regardless of exceptionality, is entitled to this opportunity in the least restrictive environment.

Our belief is that children can best be served through the cooperative efforts of teachers, principals, support personnel, and parents. In order to meet the needs of all students, ranging from those with special abilities or minor handicaps to those with more extreme handicaps, a complete system of support services, identification, diagnosis, and placement will be developed.

OBJECTIVES

The special education Needs Policy of Eastern Public School begins with The Director and head of each of PYP, MYP and DP. They all should actively support the SEN Department in following ways:-

1. Advocate inclusion in all facets of school life.
2. Enlist support from regular education teachers to ensure the success of Special Needs Students.
3. Provide skills necessary so that students fulfill their potential and become productive members of society.
4. Encourage parents to be actively involved in the educational process.
5. Provide activities and an atmosphere conducive to the development and improvement of self-esteem and emotional well-being.
6. Help students prepare for a successful transition from the school environment.

In order for the special education program to be most effective, the staff will utilize a variety of methods, strategies, and resources. To enhance the special education program, teachers and teacher assistants are involved in ongoing education regarding teaching innovations, updated information and teacher effectiveness. Progress monitoring will be implemented in required subjects to ensure that students make appropriate progress. It is essential to work closely with parents to provide cooperative support between the home and school which will enable the student to achieve success. A major component of the program is to facilitate a successful “transition” from school to community.

Mission

Our mission is to identify students who meet criteria as a student with a disability requiring special education and to provide services that empower them to become active members of society based on their individual strengths and abilities. We are committed to provide a caring community of dedicated staff and involved parents that meets the diverse academic, emotional, and social needs of all of our students in a respectful and positive environment.

Vision

By providing positive learning experiences that facilitate success for students in special education through high-quality instruction, as well as collaboration with parents, students, schools, and the community, students will focus on their positive attributes and recognize their individual strengths and achievements to promote their future success.

Program Overview

Special Education is specially designed instruction delivered through an environment that is appropriate for the child’s needs. It requires that students with disabilities be educated with students who do not have disabilities to the greatest extent possible, unless the nature or

severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved. A child may have the special need but must also meet the definition for educational purposes to be covered under and eligible for special education services.

EPS promotes the collaboration between parents' understanding of their child and professional educators who have experience and knowledge of best instructional practices. EPS is committed to provide special education to students aged 3 to 17 with an Individualized Education Program (IEP) based upon their unique needs in the Best Possible Environment through a continuum of services to promote access to and participation in general education. In EPS, appropriate public education is available for all children residing in the City. It serves a range of students with disabilities including children with Autism, Partially Blind or Visual Impairment, Partial Deafness or Hearing Impairment, Developmental Delays, Emotional Disability, Specific Learning Disabilities, Intellectual Disabilities, Multiple Disabilities, Other Health Impairment, Speech or Language Impairment, Traumatic Brain Injury. EPS offers related services designed to enable students to access their educational environment for students who are identified as eligible to receive special education instruction.

As far as possible, student with SEN will be taught in integrated mainstream classroom. They will have access to the curriculum through differentiation within the classroom. Different learning styles and patterns will be used to maximize their learning, wherever necessary curriculum will be modified.

With Primary students, in cases where the gaps are observed in learning through evidences and when the teacher makes the referral, student may be scheduled for one to one or small group instructions with the special needs teacher. Duration of the instruction will depend on

the need of the child. It may be 2-3 times a week. Report will be developed based on SEN classes which will be reviewed every 4-6 months **or can be scheduled prior to this if needed**

With Middle or Diploma Program Students, the subject specialist will be advised by the SEN Teacher and SEN Specialist in methods of altering instructions and providing support through considerations in the classroom.

The students will also be provided with individual or small group support instruction based on the Special Needs **other than the academics**. They should not be pulled out for more than 2-3 times a week. The Special Needs teacher may work on specific study skills or provide curricular support.

Transitions during school life

We also provide transition services to students for their smooth transfer from Early Years to PYP, PYP to MYP, and MYP to DP. Beginning at the age of 16 (or younger if determined appropriate by the team) SEN will assist them in becoming self-advocates and active citizens as long as they are in school. Major responsibility lies with the program coordinator assisted by the counselor.

“Transition” is the process of moving from one stage or place to another. Transitions occur throughout your child’s school life:

- From pre-school to PYP
- From PYP to MYP
- From MYP to DP

The transitions require thoughtful planning, communication and participation from the parents, the child, teachers, and other professionals, as necessary. This advance planning will help child to make the transition from one stage to the next.

Moving from early years to PYP

Before attending primary school some children will already have been assessed as having a special educational need. For other children, special educational needs may not be identified until after a child has started PYP. For those who are already identified, IEP will be developed and followed. The ones who have been recommended for SEN will follow the procedure as per SEN Policy based on their need

Moving into MYP or DP

The transition from PYP to MYP can be challenging. Pupils have to cope with having more teachers, more subjects, and more books. They have to learn how to follow their timetables, how to find their way around different classes, how to organize their books and Assignment binders. Some pupils with special educational needs may need additional support in making this change. For children with complex special educational needs, their individual education plan can be used by the schools and the SEN Incharge to help them to make a smooth transition between PYP and MYP/DP.

The planning for transition needs to happen well in advance of the child's transition. It can be developed through a partnership approach led by the SEN Incharge and supported by the child's previous program/school. The planning can include details about the child's particular learning style, their areas of strengths and needs, goals and targets for learning and the use to be made of any special education and other supports provided.

There may also be an element of counseling involved in program of study for a particular child. The SEN teacher can encourage the development of the student characteristics and attitudes towards learning that is encouraged through the PYP/MYP/DP through counseling.

Counseling Goals

The Department will

- Identify goals and find positive ways of achieving them.
- Identify patterns of thinking and behavior that are unproductive.
- Gain skill and will allow them to cope with their lives and be successful.
- Help individuals with learning disorders to attain their fullest educational and personal potential.
- Work together as colleagues within and across disciplines and grade levels.
- Help students to develop positive attitude.
- Teach students strategies to cope with their academic and social problems.
- Select content and design curriculum to meet the interests, knowledge, understanding, abilities and experiences of the students.

Definition of Special Education

Special Education means specially designed instruction, to meet the unique needs of a child with a verified disability, including classroom instruction, home instruction and in other settings and instruction in physical education and other extracurricular activities. The term includes travel training, speech-language Therapy, occupational therapy and physical therapy.

Eastern Public School can ONLY accommodate children with special needs for their academic educational development. Eastern Public School can take the children who are educable and can perform on IB Curriculum in classrooms with required help and accommodations and can get required grades in order to be promoted to next level or class.

Special Kids with the following needs can be taken in Eastern Public School

Special needs and its Definitions

Autism:

To qualify for special education services in the category of autism the child must have a developmental disability which may significantly affects verbal and nonverbal communication and social interaction.

Characteristic

It is generally evident before age three, and that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual response to sensory experiences.

EPS will be able to educate Autistic children with Asperger's Syndrome Only or the ones who are educable as per the grade standards with modified assessment.

Behavior Disorder: In order to qualify for special education in the category of behavior disorder at EPS the child must have a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance or development.

(A) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.

(B) Inappropriate types of behavior or feelings under normal circumstances.

(C) A general pervasive mood of unhappiness or depression.

(D) A tendency to develop physical symptoms or fears associated with personal or school problems.

AD/HD

AD/HD is a diagnosis applied to children who consistently show characteristic behaviors over a period of time in different settings. The diagnostic behaviors fall into three categories:

1. Inattention,
2. Hyperactivity and
3. Impulsiveness

Children for whom inattention is the predominant problem may be given a diagnosis of Attention Deficit Disorder (ADD)

1. Inattention

People who are inattentive have difficulty keeping their mind on one thing at a time so have trouble completing tasks. Signs of inattention include:

- Becoming easily distracted by irrelevant sights or sounds
- Failing to attend to details and making careless mistakes
- Being unable to listen or follow instructions
- Being forgetful and frequently losing personal possessions

2. Hyperactivity

This refers to an excess of physical movement. Signs of hyperactivity may include:

- Dashing around constantly as if 'driven by a motor'
- Restlessness when seated; squirming and fidgeting with hands and feet
- Being unable to remain seated when this is appropriate

3. Impulsiveness

People who are excessively impulsive are unable to curb their immediate reactions or to think before they act. Signs of impulsiveness may include:

- Being unable to take turns or wait in line
- Demanding instant gratification of wishes
- Blurting out comments without thinking

Many children show similar symptoms at different stages of their lives that may be unexceptional in developmental terms. For example, toddlers and very young children are often very active with a short attention span and adolescents may appear restless and disorganized. Furthermore, many of the symptoms described above may also arise for reasons unrelated to AD/HD, but which nonetheless indicate the child is potentially suffering from stress (with a range of possible causes) and / or other medical or neuro-developmental condition.

To adapt in EPS

To merit a diagnosis of AD/HD, the behaviors described above must be markedly excessive compared to an average child at the same stage of development and be pervasive across different areas of a child's life and a long term problem, not just a response to a temporary situation.

Diagnosis Clearly Stated

Documentation should state the specific disability as diagnosed. The ADHD diagnosis

- Should be made by someone with appropriate professional credentials
- Should be specific

Current Information

Because disabilities and accommodation needs change over time, documentation must be up to date. In most ADHD cases, the educational evaluation and testing should be no more than 3 years old. Cognitive testing may be older than 3 years, but testing performed before third grade may not provide a valid indication of the student's current ability. Medical or psychiatric testing should have a current update, completed within the last year.

History Presented

Provide relevant educational, developmental, and medical history in support of the ADHD diagnosis and the functional limitation. Information about the student's history of receiving school accommodations and current use of accommodations helps the School Board understand the nature and severity of the student's ADHD and the need for accommodations.

Partially Deaf-Blindness: To qualify for special education services in the category of Partially Deaf-Blindness at EPS, the child must have concomitant hearing and visual impairments, the combination of which causes: communication needs; and other developmental and educational needs.

Orthopedic Impairments: To qualify for services in the category of orthopedic impairment, the child must have orthopedic impairment that adversely affects a child's education. If they are educable, EPS can accommodate their educational needs. EPS is not a barrier free

environment building. Parents will be responsible to provide the extra help (other than academics requirement) needed to move around the building for their ward.

Specific Learning Disability: To qualify for special education services in the category of specific learning disability the child must have a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The category includes conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, Dyspraxia, Dysgraphia and developmental aphasia.

Speech-Language Impairment: To qualify for special education services in the category of speech-language impairment, the child must have a communication disorder, such as: stuttering; impaired articulation; language impairment; or voice impairment. This disorder must adversely affect the child's education.

Traumatic Brain Injury: To qualify for special education services in the category of traumatic brain injury, the child must have an acquired injury to the brain caused by an external physical force resulting in total or partial functional disability or psychosocial impairment, or both that adversely affects a child's educational, or in the case of a child below age five, a child's developmental performance.

Visual Impairment, including Partial Blindness: To qualify for special education services in the category of visual impairment, the child must have impairment in vision that, even with correction, it adversely affects a child's education, or in the case of a child below age five, it effects child's developmental performance. This category includes children who have partial sight or partial blindness.

Who is eligible for Special Education Services?

When a parent, educator or other specialist expresses a concern about a student's educational and/or developmental progress, the schools' Student Assistance Team (SAT) , which is comprised of Grade subject teachers, parents and coordinators, meets to develop problem solving and intervention strategies to be implemented for the students to be successful in the school setting. Parents are participants in the SAT process and they are informed of the interventions to be used. Child's assessment will be an ongoing process. If these strategies do not adequately meet the needs of the students, a referral for a multidisciplinary evaluation may be made which will be done by the specialists. EPS DOESN'T provide psychological assessments at present. Parents will bear the cost of assessments

The SAT reviews the results of the evaluation and determines if the student has a disability according to the school guidelines.

The MDT (**Multi-Disciplinary Team**) Report information is used to develop present levels of performance for the Individual Educational Program (IEP). These educational needs determine the most appropriate program in which to implement the IEP.

To be eligible for special education services, a student must meet school criteria in one or more of the following disability areas:

- Autism
- AD/HD
- Behavioral Disorder
- Partially Deaf-Blindness
- Developmental Delay (child must be educable enough to be able to perform as per IB curriculum norms)
- Hearing Impairments (Partial Hearing Loss)

- Multiple Impairments (combination of 2 or more than 2 Impairments)
- Orthopedic Impairments
- Other Health Impairments
- Specific Learning Disability
- Speech-Language Impairments (Articulation, Language, Fluency, Voice)
- Traumatic Brain Injury
- Visual Impairments (Partially Sighted)

SEN Consultation Team:

The SEN Consultation Team (SEN-CT) consists of classroom/Subject teachers, psychologists (if required), speech/language pathologists (if required) and special education specialist who have undergone extensive training in the implementation of the Structured Teaching model. Referrals come from the building staff to the special education specialists. The team provides consultation, direct services, and training to the teacher and student and his/her parents

Team activities include:

- Observing students in the school, home setting to assist in determining students' needs
- Developing and demonstrating strategies for staff and parents to use in the classroom and/or home settings
- Completing formal or informal assessment (Summative and Formative) as needed
- Working with students to implement recommended strategies
- Monitoring and adjusting students programs to meet changing needs

Behavior Point Cards/Behavior Contracts

To provide positive experiences for shaping behavior it is often necessary to set up a reward system that give students continuous and timely feedback on desired behaviors as they are exhibited. For this purpose Discipline policy will be applied and students' behavior will be recorded. It will provide information for charting and documenting progress towards IEP behavioral goals and objectives.

Effective behavior monitoring systems:

- Are individualized to reflect the needs of the students
- May include teacher-made point systems
- May utilize contracts with students
- Can have immediate reinforcement
- Can delay reinforcement until cumulative points are earned
- Provide more opportunity to earn rather than remove points
- Are being implemented throughout the school day
- Are clear and understandable to the student
- Have meaningful and appropriate rewards attached to them
- Utilize a limited number of target behaviors
- Provide the student with frequent feedback to targeted behaviors

Response to Intervention

Response to Intervention (RtI) is a process that provides intervention and educational support to all students at increasing levels of intensity based on their individual needs. The goal is to prevent problems and intervene early so that students can be successful. Improvement for delivery of services to students with disabilities is an ongoing process.

The staff should meet weekly or bi-weekly with an agenda and an open forum to discuss concerns and strategies. These meetings provide for a team approach to the small minority of students in the IB PYP/MYP to ensure that the student receives the maximum attention to not only achieve academic success, but also to achieve successful personal growth as a true well-rounded IB student.

Transitions

Students may experience some difficulty with change of routine or participation in less structured activities. Such activities include: assemblies, restroom breaks, passing in hallways, recess, field trips, lunch, and movement to and from buses or vans. Transitions can be facilitated with more ease if the following are observed:

- Provide opportunities for students to practice expected behavior in all transitional settings
- Escort the students when transitioning
- Set clear expectations for behavior in all transitional settings
- Provide students with a pass when out of the classroom
- Use natural/logical consequences when appropriate (example: difficulty at recess, loses the privilege of recess the next day)
- Praise students when behaviors are exemplary in transition activities
- Include transition activities as part of a student's behavior management system

Assessment

Formal and informal assessment shall be conducted within the school. Content can be modified as per child's need. EPS is not certified special education institute. The school can only

provide them necessary support with the cooperation of parents/guardians and out - of - school remedial educators.

Following Methods will be applied for Students' Assessment

- Observations
- Work of the Student
- Student's Reflections
- Formal Summative Assessments or informal Formative Assessments conducted by School

Outside Agencies will be contacted if required, for Psychological Assessments and/or for assistance in providing therapies that the school doesn't have provision for. These may include

- Clinical Psychologist for Administering psychometric measures
- Professional opinion about students with Attention Deficit with Hyper Active Disorder.
- Speech, Language and Occupational Therapy

Parents are responsible for providing the school with required documents before the school can give support to the students. Parents will bear the cost for Assessments done by outside agencies

Documents should include Special Educator/Remedial Teachers' Report, reports of Psychological Tests, Educational/Counseling Psychologists' Reports.

In Primary Years, during Formative and Summative Assessments teacher will keep in mind the special needs of these students and make the required modification in consultation with SEN specialist and teachers.

In the Middle school the subject specialists may make the modifications in exam papers in consultation with SEN specialist and teachers.

The Director, PYP/MYP/DP Coordinator and SEN specialist will seek permission from the Board of Examinations for consideration, concessions, Adaptations and modifications. Once these considerations are approved and obtained by the School, SEN Specialist, Program Coordinator and Subject Specialists will process those considerations as outlined by the board by fulfilling the requirements.

Review and Reporting to Parents

The review and reporting for the SEN students will be done every 6 weeks along with the reports for the rest of the school.

Besides these reporting periods, the head of SEN may decide to hold meetings with parents whenever a need is felt.

Maintaining Records

The SEN specialist and Teacher will maintain records of all documents once a student has been signed up for SEN support.

The Special Needs teacher will maintain separate file for each student, keeping the information confidential and using the information only for the benefit of child