



# **Ridge Valley School**

## **Special Education Policy**



**Academic Year**

**2018-19**

### **Special Education at RVS:**

At RVS, we strongly believe that inclusion transcends just academic participation. It is the ability to empower a child for not just academic lessons in a group set up but also reinforces and provides the child the ability to socially and emotionally connect with his peers and his environment.

With such a profound Vision to ensure that each of our children evolves into a confident and happy individual our team at Ridge Valley believes in building connect with each of the child, understand his needs and respect the same by providing the desired environment to enable the child to foster and grow.

### **Our Objective:**

Our objective is to provide children with special needs an appropriate learning environment whereby they graduate from a regular school equipped with the necessary academic, functional and social skills.

Based upon our experience, we feel that for any school to practice inclusion it is essential to have a team of professionals working on different developmental aspects of the child. A full team of professionals constituting special educators, occupational therapists and psychologist staffs the Special Section. Therapy is provided as per the needs of the child. The academic content is age, ability and class relevant.

We work towards meeting individual student needs within the class and school environment by ensuring consistent whole school approach to identification and provision. Also we monitor and evaluate the student's progress, providing the appropriate information as recorded part of this process.

The objective of the SEN policy is mainstreaming. However in higher grades, mainstreaming may be dependent upon the functional and academic abilities of the child.

### **Admission Process:**

The SEN student should submit the relevant medical reports to the school infirmary during the admission. The Medical Profile should be completed as and when the student undergoes medical treatment. The doctor's report also needs to be submitted.

The admission process shall involve assessment and screening by the SEN team of professionals and based upon the functionality level of the child the decision shall be made.

### **Identification of SEN Students:**

1. Parent may directly approach teacher or school administration during admission and Present the diagnosis
2. Class Teacher may identify the child in the class room set up and may get in touch with the SEN department by filling out the Child Referral Form.
3. The Child is then observed by the SEN Team for the concerns raised by the class teacher.
4. Post Observation the parent is called for discussion.
5. Parent may not be aware of the child's needs in such situations parents are sensitized and an awareness is created. Parents are then guided to get the child formally assessed.

6. Once the reports are submitted by the Parent the child is formally inducted into the SEN Department.

### **Remediation and Therapy:**

All students will undergo remedial teaching sessions, sensory integration, speech and language therapy, Occupational therapy, activities of daily living as per their need and severity. Remedial programs are designed to bridge the gap between what a student knows and what he's expected to know. The student is therefore withdrawn from the classroom for some time and taught in different setting. Additional support will be given in school due to extraordinary talent in a subject or extra-curricular area.

The students will follow the regular curriculum; the curriculum will be modified and shared with the teachers and parents as per the requirement of the child concerned. Children on a modified curriculum will have a modified grade sheet which will explain their levels of academic achievements.

### **Class Room Accommodation and Present Situation:**

1. Students with Learning Difficulties are given special inputs, assignments and assessments to bring them at par with their classmates and in senior classes provide with extra time for tests or even 'writers,' if and whenever the need arises.
2. The SEN Department works with students having Spectrum Disorders, ADHD, Learning Disabilities and Global Developmental Delay, Cerebral Palsy and Down's Syndrome
3. These students are integrated with the main stream children in all scholastic and co-scholastic pursuits. The staff makes sure that these students join in the school activities together with regular students as far as possible and make efficient use of school resources.
4. The special educator, the learning support assistant teacher, the class teacher and all subject teachers collaborate and share inputs which helps to chalk out IEP and a modified curriculum for them.
5. Children with behavioral challenges and sensory processing concerns are integrated in the class room with the aid of a learning support assistant teacher who will oversee their day to day learning needs.
6. A learning support assistant teacher is the aid provided by the parents. They are trained within the school by the SEN team with the child specific needs and their accountability rests both on the parent and the School. Their presence is mandatory for the child to be integrated within the classroom setup. In case of their absence the child shall be granted leave.
7. Children Grade 6 and above are given subject concessions of Math's-FIT, Science-Home Science and Hindi-Painting.
8. Provisions (in lines of CBSE)
  - Flexibility in choosing subjects.

- Separate seating during examination
- Exemption from third language-
- Additional time during examination
- Use of reader (only read out)
- Use of writer/scribe to write answer paper
- Use of calculator
- Condone spelling error

### **Individualized Education Plan:**

All students will have an IEP which is established after consultation between educators, therapists and parents to enhance the skills that are deficient for the overall performance of the student. The SEN student will have annual goals which will be evaluated at the end of six months.

The IEP's are drafted post incorporating concerns raised by the Parents, Class Teachers and Subject Teachers. Post Drafting they are shared with the parents to ensure that they agree to the goals set in the draft. Once agreed upon by the Parents the IEP's are frozen and the goals set out are worked upon for next six months and the work done to meet the goals are mapped in the Daily Concept Plan. IEP's are then at the end of six months are reviewed and shared with the parents and if required goals maybe altered/ redefined as per the need.

### **Travel Rules for Excursions outside School:**

- Camps and Excursions are inclusive, and all students within the specific learning group are to be given the opportunity to participate.
- Unless the child needs individualized attention in certain Eligible cases they will travel only if the camp is considered safe and the shadow teacher assisting the child in school travels with the child.
- All camps shall have a school SEN Staff member to accompany the children to ensure overall safety of the child.

### **Guiding Principles for Travel**

- Children under all circumstances should be assisted by their respective shadow teachers under the supervision of the SEN Teacher.
- Parents will be required to sign the consent form allowing the children to leave the school premises with their shadow teachers.
- Shadow Teacher hereby means teacher who assists the child within the school premises and who has been trained for the child specific needs by the school SEN team.
- No Teacher/caregiver other than the school support staff shall be allowed to go with the child for such excursions.
- Shadow Teacher accompanying the child shall also be required to sign the consent form along with the parent taking responsibility of the child's well-being.

- If children with ADHD, intellectual disabilities, psychological problems, and behavioral concerns are attending, attention should be given to the individual needs of the students in the planning stages. Ways to prevent/overcome possible problems that can be foreseen should be discussed and documented by all staff involved.
- Some students have physical disabilities or medical conditions that make participation in some or all activities difficult. The risks and practicalities **MUST** be discussed with the parents while the excursion is in the planning stages.

**The School Head (The Principal) shall reserve the right to decide participation and or alternative means of involving the child in various camps/outdoor activities**

**Weaning off SEN:**

- Student may be weaned off support services if found to be making consistent progress in IEP goals
- The aim is to make the student an independent learner and avoidance of prompt dependency.
- However, they will be closely monitored for any regression and appropriate support will be provided by the team - parents, teachers and special educators.

**Teacher Sensitization programs:**

Teacher training workshops are conducted so that it empowers them to understand their children better. Intermittently teachers are trained to understand the behaviors, learning styles, sensory needs of the children which enable them to devise strategies in partnership with the SEN team to match up with the learning styles.

**Creating a Partnership with Parents**

Last but not the least we at RVS believe that we cannot walk the path alone. We believe in empowering our parent community by regular updates on child through PTM's, IEP Reviews etc. We have an open door policy where every fortnight parents are encouraged to discuss their concerns about the children. We share home protocols thereby empowering them to work better with their children.