

The Galaxy School

Special Educational Needs Policy



Contents

1	TGS Vision Statement	3
2	TGS Mission Statement	3
3	TGS Belief	3
4	Philosophy	4
5	Special Educational Needs (SEN)	4
6	Admission of Students with SEN	5
7	Roles and Responsibilities of Stakeholders	6
8	SEN and IB Accommodations	8
9	SEN Policy Steering Committee	13
10	Bibliography	13

1 TGS Vision Statement

- To be at the forefront of education.
- To develop and implement state-of-the-art practices and processes.
- To provide a secular, caring and disciplined environment for all learners.
- To be ethical and transparent in all its activities.
- To challenge students and staff members to reach their highest potential.
- To share its vision and expertise freely with others.

2 TGS Mission Statement

- To provide a stimulating and nurturing learning environment that maximizes individual potential and ensures that students of all ability levels are well equipped to meet the challenges of life.
- To integrate 21st Century skills and practices into every lesson in the classroom.
- To realize the unique talent in our children and create a motivating and supportive learning environment that will help them realize their personal best.
- To take into account all areas of formation - intellectual, academic, social and physical.
- To be a constantly evolving and learning community which fosters open, candid communication and exchange of ideas and skills, where each individual's contribution is not only necessary but vital, if excellence is to be achieved.
- To provide a holistic education to our students, one that will prepare them to be dynamic, independent thinkers ready to take on the challenges of a global society.
- To create benchmarks in the field of education.

3 TGS Belief

- TGS believes that all students and staff have talent and it is the responsibility of the institution to develop it. The role of TGS is to find ways for its stakeholders to succeed rather than find ways for them to fail.
- TGS believes in mutual trust; there is no place for fear, boss management, boss teaching, bullying, sarcasm or coercion.

- TGS believes in the excellence of every child, every staff member and not just a few. It believes in the collaborative efforts of all students, staff and in producing desired outcomes. The message is to cooperate with others, compete with self.
- TGS believes in creating an atmosphere in which students and staff give nothing but their best, without any exception, and have this expectation of each other all the times.
- TGS believes in continuously changing for the better; in meaningful and holistic ways.

Purpose

The Inclusion Policy aims to create a framework providing the required facilities and resources to suit the learning requirements of every student. TGS believes in identifying, accepting and accommodating the diversity among the learners to achieve the standards set by IBO. The Inclusion Policy aims to recognize and describe the responsibility of identifying and providing support for students with special educational needs (SEN) not addressed within the parameters of the taught curriculum.

“Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers [1].”

4 Philosophy

TGS firmly believes that every student is unique and has particular needs, interests, strengths, and potential to thrive academically, socially and emotionally through removing barriers to learning and participation and, at the same time, acknowledging that diversity among learners is a valuable factor in building inclusive communities.

TGS accepts that inclusion guides and informs school policies, guidelines, resource procurement, distribution and development to nurture an inclusive culture providing multiple opportunities for teaching and learning for its stakeholders.

5 Special Educational Needs (SEN)

The term “special educational needs” refers to students having significant difficulty in learning compared to other students of the same age. Examples of SEN include students with a diagnosis of

- Autistic spectrum and language disorders

- Dyslexia, Dysgraphia, and Dyscalculia
- Attention Deficit Hyperactivity Disorder(ADHD)
- Attention Deficit Disorder (ADD)
- Anxiety Disorders
- Physical and Sensory needs.

The circumstances which are not classified as SEN, but may hinder progress and attainment, are:

- Attendance/Punctuality
- Behavioral difficulties
- English as a second language

6 Admission of Students with SEN

Students seeking admission to IBDP come from within TGES. TGS is thus well aware of these students' SEN requirements, if any. For the students joining from other educational institutes, a background check, transcripts, a diagnostic test, and a personal interview with the IBDP team help identify students with SEN. TGS reiterates that

- TGS is open to all students seeking to experience IBDP.
- NO child will be denied admission to the IB Diploma Programme based on any learning ability/disability.

The Counselling Centre (CC) at TGS caters to the needs of students for all types of learners, be it gifted or special. The counselling centre is currently in the capacity-building phase. The school psychologist and the CC together can assess students for Dyslexia, Dyscalculia, ADD, ADHD, Anxiety Disorders, and OCD and also perform social-emotional tests for guidance.

However, as the teachers at TGS gradually receive the necessary training over the next few years, the students with SEN requirements will be admitted at the discretion of the HOS in consultation with the counselling centre.

TGS follows the following procedure to assist students with SEN:

- The subject teachers have the responsibility to identify the learning difficulty in their respective classes.

- The teachers then inform the advisor and IBDPC and may approach the CC for further guidance.
- The teacher prepares an individualized educational plan (IEP) to address the challenge in consultation with the CC.
- The advisor informs the parents about the nature and intensity of the learning difficulty.
- The teacher shares the process and progress of IEP with the parents during the parent-teacher meetings scheduled periodically.

7 Roles and Responsibilities of Stakeholders

HOS:

- Appoint experienced and qualified counselling and clinical psychologists to develop and execute the inclusion policy.
- Monitor SEN provisions in the school [1].
- Monitor the effectiveness of the inclusion policy and procedures.

Admissions Team:

- Liaise with the Counselling Centre and IBDPC regarding student applications identified with SEN.

IBDPC:

- Oversee the day-to-day operation of the SEN policy.
- Liaise with and guide teachers.
- Oversee the development/implementation of IEPs.
- Review available resources and training programs for staff on aspects of SEN.
- Liaise with IBO to get the appropriate assessment accommodations approved.
- Ensure that teachers document the process and progress of individual IEPs regularly and maintain confidentiality.

Counselling Centre:

- Acquire and develop the necessary tools to thoroughly analyze students' SEN.
- Provide ongoing training and support to teachers and advisors.
- Conduct psychological and academic assessments.
- Prepare detailed reports for sharing with students, parents, and teachers.
- Recommend interventions and accommodations based on the learning needs.
- Support the parents by helping them understand their ward's learning needs.

Teachers:

- Identify the students with SEN in their respective subjects.
- Inform the respective advisor and the IBDPC of the nature and intensity of SEN.
- Create an IEP implementing the recommended accommodations in the class for students with SEN.
- Maintain relevant processes and progress documents for further review with the advisor and IBDPC during the IEP review meetings and PTMs.
- Seek guidance from the CC and IBDPC in case of doubt.

Advisors:

- Act as a bridge between the parents and the school.
- Analyze the information received from the teachers and the CC.
- Monitor the implementation of IEP for their respective advisees.
- Regularly share the progress report with the parents and IBDPC.

Parents:

- Share details of SEN at the time of admission application.
- Review the inclusion policy and SEN support available at TGS.
- Sign the formal consent form to implement the IEP.
- Liaise with advisor regularly.
- Attend IEP review meetings.

- Provide encouragement and moral support.
- Adhere to the school and IBO policies fulfilling the academic and administrative requirements.

Students:

- Cooperate with teachers and counsellors in implementing the IEP.
- Adhere to the school and IBO policies fulfilling the academic and administrative requirements.

8 SEN and IB Accommodations

IBDPC to apply for inclusive assessment arrangement [2] for students with SEN for the final examinations. All required documents must be collected and made available within three months of the commencement of the diploma programme.

Based on the documents provided by the parents and approved by the IBO, TGS provide the following accommodations to the students with SEN for school-based and external assessments:

- 25% additional time to complete the task.
- Rest periods during the exam.
- Access to a scribe or ICT resources for answering the questions.
- Enlarged or coloured prints for students with visual impairment.
- Alternate venue for examination.

Individualized Educational Plan (IEP)

Student's name :

Duration :

Teacher/Advisor :

Subject :

Likes/Prefers	Dislikes

Baseline assessment result

--

Strengths	Area of Improvement

Learning Style

--

Special Needs Identified

--

Smart Goals

Specific	
Measurable	
Achievable	
Realistic/Relevant	
Time-bound	

Intervention Strategies	Resources	Outcome/Comments

Implemented by

--

IEP Implementation details - When and where and frequency

--

Tracking progress /Reflection

Date	Skill Development	Status

IEP Implementation Consent Form

We, the undersigned parents of _____, hereby acknowledge and grant permission to The Galaxy School (TGS) to implement the Individualized Education Program (IEP) developed for our ward.

We have reviewed the contents of the IEP, including the specific strategies, accommodations, and interventions outlined to address the unique educational needs of _____. We understand that our active participation and collaboration are vital for the successful implementation of the IEP.

We acknowledge that TGS has explained the purpose and goals of the IEP and the roles and responsibilities of all involved parties. We commit to supporting and encouraging the effective execution of the plan to ensure our ward's academic progress and well-being.

We understand that open communication between the school and parents is essential for the ongoing success of the IEP. We will promptly inform TGS of any changes, concerns, or updates about our ward's educational needs.

We appreciate the dedication and commitment of TGS to providing an inclusive and supportive learning environment for _____. We believe that with our joint efforts, our ward will have the opportunity to thrive academically and reach their full potential.

Please accept this letter as our formal acknowledgement and permission to implement the IEP for _____.

.....
Parent's Signature

9 SEN Policy Steering Committee

- (1) Mr Rohit Chadotara : IBDP Psychology Teacher
- (2) Dr Deepa Raja : School Psychologist
- (3) Dr Chirag Jhala : HoS & IBDP Coordinator
- (4) Ms Varsha Rana :- Principal, Primary & Middle school
- (5) Dr Parul Modha : IBDP Language Teacher

10 Bibliography

References

- [1] *Learning diversity and inclusion in IB programmes*, https://resources.ibo.org/ib/topic/Inclusive-education/resource/11162-38434/data/d_x_senxx_csn_1601_3_e.pdf
- [2] *Access and inclusion policy*, https://resources.ibo.org/data/access-and-inclusion-policy_956444e5-7b09-43a7-ad8e-519b88ac7ac4/PRC-g-0-iboxx-gui-1906-1-e_1a60fbd7-7033-4b3a-b382-9737c2361b32.pdf.