



BUNTS SANGHA'S
S M SHETTY INTERNATIONAL SCHOOL & JUNIOR COLLEGE
AN IB WORLD SCHOOL
CAMBRIDGE INTERNATIONAL CENTRE - IN686
(ISO 21001:2018 Certified)

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IB School Code 051370

INCLUSION POLICY

(Last reviewed on April 2025)



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THE IBO MISSION STATEMENT

The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the IBO works with schools, governments and international organizations 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.

SMSISJC VISION

Inspiring Learners to become Confident, Knowledgeable, Open Minded
and Responsible global citizens.

SMSISJC MISSION

Through quality teaching in a learner centric environment SMSISJ aims to:

- Relate classroom learning to real life experiences.
- Inculcate innovative thinking through challenging situations.
- Provide multiple platforms to exhibit intrinsic talent.
- Offer international exposure through collaborative projects.
- Inculcate the values of personal and collective wellbeing.
- Foster a sense of curiosity among our students.
- Encourage students to respect diversity and peaceful co-existence.

EDUCATIONAL INCLUSION

The Right to Education Act, 2009, stipulates that every child has a right to full time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards. The UN Convention on the right of a person with disabilities makes explicit reference to the importance of ensuring inclusive systems of education. This makes inclusion mandatory.

Bunts Sangha's S.M. Shetty International School & Junior College is an inclusive educational institution. The ethos of the Government of India's initiative of Education for All is enshrined in our practice. We aim to collaborate, co-ordinate and commit at all levels - stake holders, management, trustees, Principals, Co- ordinators, Teachers, Parents and students - to ensure inclusion. We aim to remove barriers to learning through an adapted curriculum and environmental modifications as we believe that our students have different

educational and behavioral needs and aspirations. The school recognises that students may experience diverse academic, social, emotional, behavioral, and developmental needs. While this policy continues to address diverse learning needs the school acknowledges the importance of moving towards a more inclusive, access- based framework aligned with evolving IB expectation.

AIMS

- To promote education that is holistic, appropriate and meaningful for children with diverse learning needs
- To ensure that children with diverse learning needs are not marginalized in the school's inclusive education set up.
- To equip students with the skills and attributes necessary for adult life.
- To support all students to excel and to ensure we celebrate every student's achievement.
- To provide for the social and emotional well-being of every student with diverse learning needs through the school's Counselling services.
- To ensure that the student, parent and teacher work in partnership towards creating an environment that meets the diverse learning needs of each student.

OBJECTIVES

1. Early identification of the needs of students with diverse learning needs
 - Effective information gathering from parents, students and any previous schools, at the admission level;
 - Induct and train new and existing teachers/staff in equipping them to identify children with diverse learning needs in the classroom setting.
 - Provide educational and psychological assessment and diagnostic services for children with diverse learning needs.
2. Assess- Plan-Do-Review: Provide remedial education for children, with Learning Difficulties, who are placed in mainstream classes.
 - Develop and Review a study-skills programme for students who are unable to meet the challenges of the class they are in due to gaps in learning skills, in the form of Individualised Education Plans (ISPs)
3. Every student with diverse learning needs is socially and emotionally healthy and that they are supported to go through periods of difficulty in these areas by the Counselling services available in the school.
4. Create a school environment where students with diverse learning needs participate in school life and contribute to their own learning.
5. Encourage the relationships with adults and fellow students in school and monitor progress at regular intervals.

Diverse Learning Needs refers to the individual needs of students who have the intellectual capacity to meet all curriculum and assessment requirements, and who require special arrangements to demonstrate their level of achievement.

Candidates who require special assessment arrangements may display the characteristics of one or more of the following diverse learning needs.

Specific learning issues, language and communication disorder:

- Significant issues in reading, writing, spelling or manipulating numbers associated with issues in processing symbolic language (for example, problems interpreting music notation, dyslexia, dyscalculia)
- Speech and language issues characterised by communication problems (for example, dysphasia, articulation problems)

Emotional and behavioural issues (EBD):

- Attention Deficit Disorder (ADD)/attention deficit hyperactivity disorder (ADHD); withdrawn, depressive or suicidal attitudes; obsessive preoccupation with eating habits; school phobia, substance abuse, disruptive antisocial and unco-operative behaviour and anger, frustration and violence.

Physical and Sensory Conditions:

- Physical disabilities include a wide range of conditions that are not always immediately obvious, but affect mobility
- Sensory issues: hearing – embraces an extensive range of hearing loss from mild to profound and can present communication difficulties; visual – includes difficulties with either the structure or function of the eye, affecting vision.

Medical Conditions:

- The most common being congenital heart disease, epilepsy, asthma, cystic fibrosis, haemophilia, sickle cell anaemia, diabetes, renal failure, eczema, rheumatoid disorders, allergies, leukaemia and other cancers.

Mental Health issues:

- A wide range of conditions that can affect a person's stage of mind, ranging from psychotic conditions, such as schizophrenia and manic depression, to eating disorders, anxieties and emotional distress caused by circumstances in a candidate's life.

Admission of students with any of the above-mentioned diverse learning needs, would be on the basis of

documentary evidence (medical, psychiatric, psychological reports) and academic testaments from previous schools.

Under the ethos of inclusion, SM Shetty International School and Junior College is obliged to consider applications from all students in the above category. Admissions will be based on a thorough assessment of the applicant's individual needs vis-a-vis the school's resources so as to provide the best possible environment for the student. It will be our endeavour to consider all applications wherever possible and appropriate. However, in the rare event that a student's admission application does not reach a conclusion favourable to the student/parents, this decision will be communicated to the student by the school with reasons and possible alternatives in the student's best interests. As part of the admission process, a declaration is sought from the parent agreeing to share all reports/ certificates of any previous diagnostic assessments administered on the child, or any therapies undergone by the child while in a previous school.

REFERRAL PROCESS

The Human Development Center at S.M. Shetty International School and Junior College presently comprises of 3 Counsellors and 3 Special Educators. A referral to the Human Development Center could be for services of the Counsellor or for the Special Educator. The referral (*Appendix 1*) is usually made by the teacher or the parent but the Center has also seen students 'referring' themselves and seeking guidance and advice on identified areas. In such situations, the Center encourages the student to inform the parent or seeks their consent in informing the parent of the referral. This is essential, as the parent's consent for the Human Development Center's involvement is sought as a matter of good practice, when working with young students below the age of 18 years.

The Human Development Center segregates the referral between the Counsellors and Special Educators depending on whether the request for service is for behavioural/emotional issues or for purely academic concerns. In the event that the referral is for both behavioural and academic concerns, then the Counsellor and Special Educator work together with the child/young person. The process followed by the Counsellor and the Special Educator respectively is given in the flow chart (*Appendix 2 and 3*)

The referral is followed up by an observation of and interaction with the student, parent and teacher to build on and further clarify the information on the referral form. A consent form, as stated above, is signed by the parent allowing the Human Development Center to work with the student (*Appendix 4*). In addition, an undertaking is sought from the parent to support the counselling/remedial process and to co-operate with recommendations made for any diagnostic/neurological/psycho-educational assessments, if any, to be carried out on the child/young person. (*Appendix 5*).

Process followed by Special Educator:

STEP 1 – A student identified with access needs is referred to the Human Development Center. (*Appendix 1*)

STEP 2 – The Special Educator meets teachers and parents to take down history, share concerns and seek consent from parents. (*Appendix 4*)

STEP 3–Information is recorded, observation of student and background records, progress reports are documented.

STEP 4–Special Educator conducts informal assessment of student and refers for Learning Difficulty certification if needed or other assessments (occupational therapy, physiotherapy and speech therapy) if needed.

STEP 5 – Special Educator meets with parents along with teacher and student to discuss recommendations from the formal assessment.

STEP 6– Remedial sessions will be conducted with the student on a weekly or twice weekly basis.

STEP 7 – Individual Education Plan (ISP) is developed aligned with mainstream class targets.

STEP 8 – Quarterly follow up with parents and teachers.

STEP 9 – Midyear review of ISP.

STEP 10- Individual case report to be prepared, discussed and submitted to respective section heads, parents and teachers.

Alongside remediation, the student will also be seen by the school's Counsellor on a regular basis with the primary objective of equipping the students with the skills and attributes necessary for adult life.

ASSESSMENT

Informal assessments will be conducted within the school to identify students presenting with symptoms of learning difficulties or any of the earlier mentioned diverse learning needs. The students will be referred to recognised and approved external agencies for formal assessment and diagnostic services. Following measures will be used to assess students for diverse learning needs:

- Observation
- Work of the student
- Interaction
- Student reflections

External agencies: Referrals may be made to outside agencies for assessment and assistance in providing therapies that the school does not have provision for. These may include:

- Psychometric testing
- Professional opinion of Psychiatrist about students with ADD/ADHD or ASD
- Speech, language, occupation and physiotherapy.

The agencies referred for formal testing and assessment will either be Government hospitals in Mumbai like Sion, Nair or KEM, or recognised Centres whose diagnostic and assessment documents are authenticated. The assessments on certified documents inform the provision of counselling services and academic concessions if any.

In-house services, like informal assessment, counselling, remediation, training and post-diagnostic services provided by the Human Development Center are free of cost to the student and parent; however, assessments and therapies by external agencies are paid for by the parent directly to the concerned hospital/agency.

INDIVIDUALISED EDUCATION PLAN (ISP):

At Bunts Sangha's SM Shetty International School & Junior College, an ISP is prepared for a student in the category of a diagnosed disability: autism, sensory impairment, Down's Syndrome, Intellectual Disability, traumatic brain injury, speech or language impairment and Multiple Disabilities. Learning difficulties could be co-morbid to the above disabilities. An ISP is a detailed document designed to address the diverse learning needs of a student based on his/her diagnosed disability. ISPs may not be necessarily prepared for all students who are certified with Learning Difficulties; instead, regular remedial sessions by the Special Educator based on their individual learning needs, are offered and their progress reviewed throughout the academic year. *(Appendix 6)*

An ISP is written and agreed with inputs from the counsellor, special educator, teacher, parent, the student if he/she is old enough to participate in the process, and the shadow teacher, if appointed for the child; the ISP is shared with the Co-ordinator and the Principal. The ISP should include the child's current level of achievement and realistic, timely, achievable goals. Goals are written to provide measures of progress. Goals can be academic, behavioural, social or transition-based and is always written for recognised areas of need. For example, if a student is far behind his/her peers in math then he/she should have a math goal. *(Appendix 7)*. A commitment is sought from all parties that the ISP meeting should not be the only time that teachers, parents and other service providers discuss a child's progress. The ISP is a working document and can be modified and changed as needed throughout the school year. It is important to keep the line of communication open between all parties and continuously work together for better outcomes for the child/young person.

SHADOW SUPPORT

Young children diagnosed with diverse learning needs like ADHD or ASD, for example, may be recommended the support of a shadow teacher to aid and assist their learning and behavioural needs within the school hours. This could be the recommendation of:

- a) The consultant pediatrician of the child
- b) The psychiatrist assessing the child
- c) A result of a detailed meeting between parents, Counsellor and the teacher/co-ordinator based on the child's behaviour in the classroom with a view to maintaining a conducive learning environment for all.

While the appointment of a shadow teacher is supported by the Counsellor, the onus of finding and funding one rests with the parent. The shadow teacher is vetted, assessed and trained by the Counsellor in understanding the child's specific needs. Regular meetings and communication go on between the parent, teacher, counsellor/special educator and the shadow teacher to monitor the child's progress. As mentioned in the earlier section, the shadow teacher participates in drawing up the child's ISP. An agreement of understanding of expectations (*Appendix 8*) is signed by the shadow teacher and parent in the presence of the Counsellor. The shadow teacher maintains a log of communication with the parent and school and is equipped with individual/group training from the Counsellor Centre.

RESPONSIBLE PERSONS

Persons responsible for assessment, monitoring, supervision and delivery of diverse learning needs services:

- Principal
- Co-ordinators
- Class teachers
- School counsellors
- Special educators
- Para professionals like shadow teachers, where applicable.

Responsibilities of the School

- The school will accommodate and facilitate students with diverse learning needs.
- The school will provide training for staff and faculty to successfully implement and support the diverse learning needs of every student and differentiated instruction.
- The school will provide guidance to students with diverse learning needs to help them make

optimum utilization of the school Access and Inclusion Policy and its advantages.

- The school will raise staff awareness of the needs of our students with diverse learning needs.
- The school will provide resources for the implementation and perpetuation of the Access and Inclusion Policy.
- School will provide requisite personnel to cater to the needs of our diverse learning needs students:
 - Counsellors
 - Special educators
 - Trained teachers
- Our Team will provide and receive updates and host meetings with parents and concerned subject teachers to work out guidelines for students with diverse learning needs.
- Counsellor and Special Educators will hold periodic workshops with teachers/co-ordinators to sensitise them regarding varying diverse learning needs, guide them to identify students with diverse learning needs and to equip them with the required skills. An Orientation to the Human Development Center services is held at the start of every academic year for both newly recruited and existing faculty. Workshops and Skill Development training sessions are held throughout the year on topical issues.

Responsibilities of the IBDP Coordinator

- The IB Coordinator will work collaboratively with faculty to support students with diverse learning 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 diverse learning needs services.
- The IB Coordinator will maintain records.
- The IB Coordinator will arrange for training and workshops to educate teachers to work with diverse learning needs student.

Responsibilities of the Faculty

- The classroom teacher will comply with all federal and local laws regarding diverse learning 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 counsellor or IB coordinator as needed.
- The classroom teacher will maintain accurate records of students' progress.
- The classroom teacher with the assistance of facilitator and counsellor will become familiar with the diverse learning needs of the student.
- The classroom teacher will provide differential instructions
- The teacher will maintain discretion and confidentiality in providing diverse learning needs services.
- Ongoing professional development is provided to staff to strengthen inclusive practices, differentiation strategies, and understanding of access and inclusion across all programmes.

Responsibilities of the Parent

The school recognises parents as key partners in the support process. Structured parent meetings, follow-ups, and communication will be conducted, with systematic documentation maintained to ensure transparency and continuity of support.

- Parents will play an active role in their child's education. They will recognise their responsibilities and fulfil them as parents.
- Parents will have knowledge of their child's entitlement within the school policy.
- Parents will communicate to the school all information and documentation regarding their child's diverse learning needs.
- Parents will communicate with the school regarding any changes in their child's diverse learning needs.
- Parents will provide documentation needed for IBO accommodation requests.

- Parents will access their right to all the advice and support provided by the school.
- Parents will cooperate with the personnel in adherence to the school policies.

Responsibilities of the Student

- Students will be proactive in expressing assistance from the school administrators, faculty, and staff.
- Students will be an active participant in discussions and meetings.
- Students will follow all the school access and inclusion policies and procedures.

Policy Committee:

Staff holding the post of: Principal, IBDP Co-ordinator, Faculty – Psychology, Head – Human Development Center; Special Educator.

WORKING IN PARTNERSHIP WITH PARENTS

At SMSIS, we believe that a close working relationship with parents is vital to ensure early identification and assessment of students with diverse learning needs leading to timely provision of remedial measures. Progress in the field of academics and social skills can be measured with continued interaction with the parents. Parents are invited to attend meetings concerning their children and their consultation and co- operation is sought in drawing up an action plan with regards to the provisions for their child.

VOICE OF THE CHILD/YOUNG PERSON

In addition to the professionals working with the child, it is imperative that the child's views are heard and incorporated in any plans drawn up for the child. Trained professionals at the Human Development Center will record the views of the child in terms of the child's academic strengths and areas of development.

ACCOMMODATIONS AND MODIFICATIONS FOR STUDENTS WITH DIVERSE LEARNING NEEDS

“Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid” – Albert Einstein

The student with diverse learning needs is encouraged to meet the academic standards with the necessary accommodations and modifications as per the ISP. Accommodations allow a student to complete the same assigned task or test as other students, but with a change in the timing, formatting, setting, scheduling and presentation of the task. A modification is used as an adjustment to an assignment or test; for example, an alternate easily achievable test than the standard test is an example of modifications. These accommodations and modifications are based on the individual needs of the students.

Classroom Accommodations could include:

- Appropriate seating
- Handouts and notes
- Rubrics to help focus on assigned tasks
- Stage-wise completion of work
- Encouragement and praise; immediate feedback

These accommodations are currently made available for all students right from school to junior college. Individual exam papers are devised for some students depending on their curriculum/ISP in order that their understanding and performance is evaluated in a fair manner.

Accommodations during examinations

Special provisions, accommodations and concessions are discussed by the teacher, special educator and parent before requesting for the same from CIE/IB. It is mandatory that medical documentation be made available to the school by parents in order to consider these arrangements. A recent certificate (no older than 3 years),

must be furnished by the parents well in advance of completion of the exam formalities. Permission to grant these concessions is sought from CIE/IB officials along with a copy of the medical document stating the nature of disability, before practically arranging for these concessions.

The following is a list of arrangements that is currently granted by the school in compliance and adherence to CIE policy once the school and CIE officials have reviewed the required documentation. Similar accommodations as outlined in IBDP policies may be granted to students with diverse learning needs enrolled in the IBDP programme.

- Additional time – usually 25% more time is allowed for the candidate, which gives them 15 extra minutes for every hour of exam time.
- Rest periods – supervised rest time may be allowed, during which time the candidate is not allowed to work on their exam.
- Information and communication technology – a computer could be used to type the answers to the exam instead of handwriting the answers. The student cannot use any software that would give the candidate an unfair advantage during the exam. Voice-activated technology or augmentative speech equipment can be requested when this has been the candidate's normal way of working in the school.
- Scribes – a person who writes down dictated answers from the candidate.
- Readers – a person who reads aloud the questions to the candidate and can also read back answers the candidate has provided. The reader cannot explain a question or give advice on how to answer the question.
- Prompters – a person who ensures that a candidate is paying attention to the examination. This would normally be authorized for candidates diagnosed as having a neurological or cognitive disability resulting from a severe attention problem.
- Modifications to examination papers – normally made for candidates with hearing or visual issues, such as providing an exam in Braille, enlarged print, printing on coloured paper, modifications to the visual complexity of the exam or modifications to the language of the exam paper.
- Audio recordings of examination papers – the IB may provide an exam paper on a CD. This is a limited service and is not available for exams with illustrations, tables, diagrams or sketch maps.
- Audio recordings of responses to examination papers – The candidate dictates answers into an

appropriate recording technology. This is used when a scribe is not available and cannot be used for examinations in Groups 1 and 2 or with examinations that require the candidate to produce visual material such as an illustration, table, diagram or sketch map.

- Alternative venues for examinations – if a candidate is too ill to attend school, but on medical advice is able to take the examinations at home or in hospital, authorization may be given for the examination to be taken at an alternative venue. In principle, the examination should be taken at the same time as other candidates in the group. A qualified invigilator must be present.
- Extensions to deadlines – this arrangement applies to cases of illness or accident when a candidate is genuinely prevented from completing work in time for the coordinator to submit the work to the examiner.
- Assistance with practical work – if a candidate has a physical disability, assistance with practical work can be requested. This arrangement is normally confined to the requirements of internal assessment (for example, practical work in experimental science or geography fieldwork). It is particularly suited to situations where there is a concern for a candidate’s health or safety.
- Exemptions from assessments – exemptions are not normally granted for any assessment component of the Diploma Programme. However, if an assessment component or part demands a physiological function that a candidate is not able to perform, an exemption may be authorized.

● **INCLUSION POLICY REVIEW AND COMMUNICATION PROCESS**

- The Human Development Center along with the Special Educator will monitor the impact of the policy in the practice of the school. The teachers will be supported in identifying students with diverse learning needs and in drawing up Individual Education Plans wherever applicable.
- The Inclusion policy is reviewed every 2 years or when there are changes in the IB policy/stipulations or as and when required.
- The school’s leadership team, counselling centre along with the policy committee revises the inclusion policy.
- The revised policy is then shared with the school community.

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APPENDICES

Appendices 1

CONFIDENTIAL SCHOOL COUNSELLOR REFERRAL FORM

Date Received _____

Student's Name _____ Std/Div: _____ Class Teacher: _____

Parent/Guardian's Name _____ Contact No./nos: _____

DOB _____ Student lives with: _____

Reason(s) for Referral-Problems/Concerns/Class room observations: (Please tick all that apply)

Dramatic change in behavior

Worries

Daydreams/fantasizes Grief

Fears

Sadness

Always tired Motivation Inattentive Withdrawn

Cries easily for age Self- image/confidence

Nervous/anxious Perfectionist

Aggression/Anger Swearing

Fighting Lying

Bullying

Disrespectful Defiant

Hurts self Impulsive

Over Active

Easily distracted

- Developmental Concerns
- Chews (paper/clothes/hair)
- Makes Odd Sounds Stealing
- Destruction of Property
- Sexual Acting Out Peer Relationships Social Skills
- Personal Hygiene
- Non-touchable/pulls away

Reason(s) for Referral-Problems/Concerns/Class room observations: (Please tick all that apply)

Reason(s) for Referral-Problems/Concerns/Class room observations: (Please tick all that apply)

- | | | | |
|--|--|---|---|
| <input type="checkbox"/> Dramatic change in behavior | <input type="checkbox"/> Nervous/anxious [] Perfectionist | <input type="checkbox"/> Developmental Concerns | <input type="checkbox"/> Academics [] Absences |
| <input type="checkbox"/> Worries [] | <input type="checkbox"/> Aggression/Anger [] | <input type="checkbox"/> Chews (paper/clothes/hair) | [] Family |
| <input type="checkbox"/> Daydreams/fantasizes [] | Swearing | <input type="checkbox"/> Makes Odd Sounds [] | Concer ns [] |
| Grief | <input type="checkbox"/> Fighting [] | Stealing | Tardy |
| <input type="checkbox"/> Fears | Lying | <input type="checkbox"/> Destruction of Property | [] Completion of Assignments /Homework |
| <input type="checkbox"/> Sadness | <input type="checkbox"/> Bullying | <input type="checkbox"/> Sexual Acting Out [] | [] Other _____ |
| <input type="checkbox"/> Always tired [] | <input type="checkbox"/> Disrespectful [] | Peer Relationships [] | |
| Motivation [] | Defiant | Social Skills | |
| Inattentive [] | <input type="checkbox"/> Hurts self [] | <input type="checkbox"/> Personal Hygiene | |
| Withdrawn | Impulsive | <input type="checkbox"/> Non-touchable/pulls away | |
| <input type="checkbox"/> Cries easily for age [] | <input type="checkbox"/> Over Active | | |
| Self- image/confidence | <input type="checkbox"/> Easily distracted | | |

Elaborate on the above referral areas: Give examples to substantiate your concern

Academic Performance /Classroom behaviour:

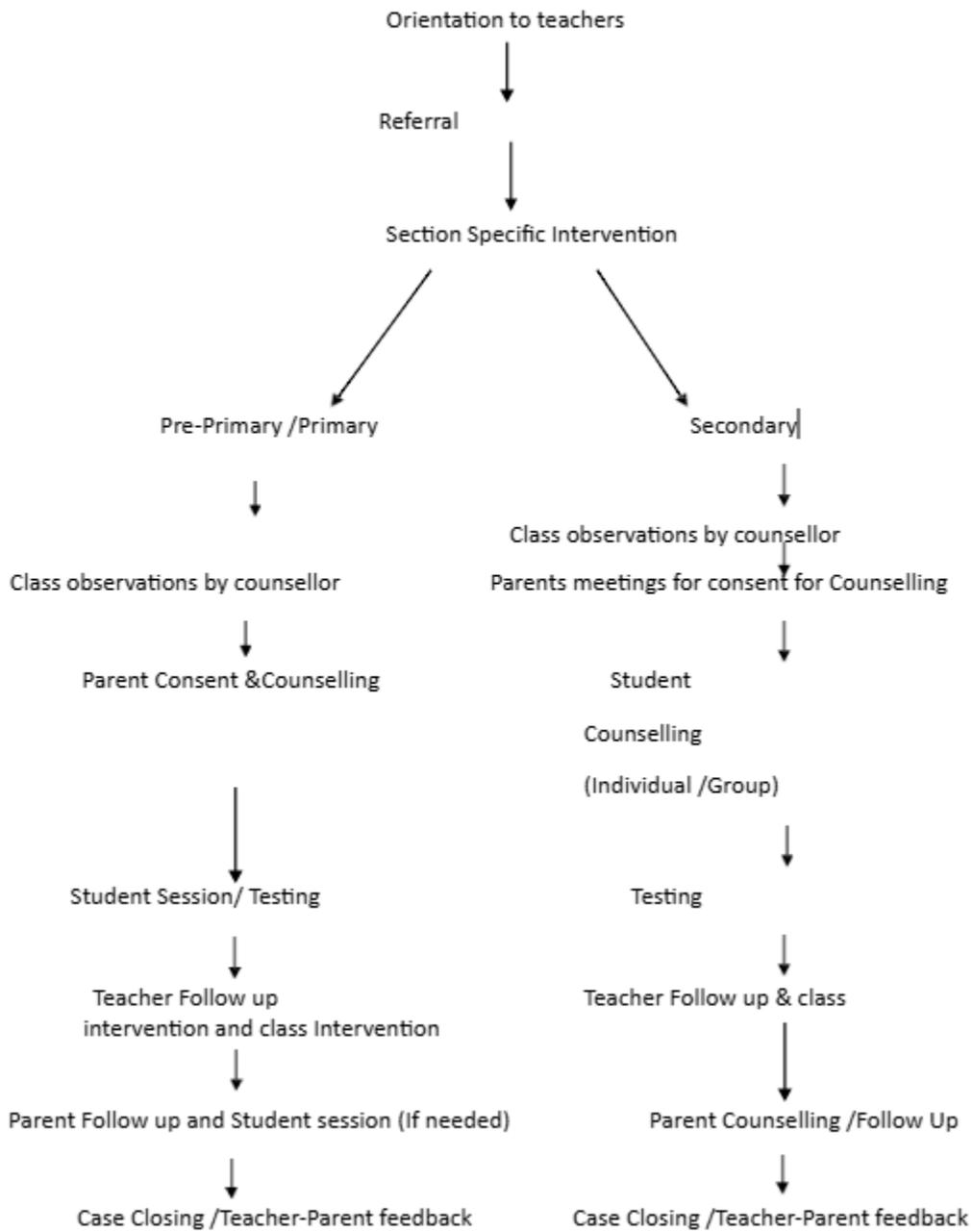
Strengths/Skills/Interests:

Other Information:

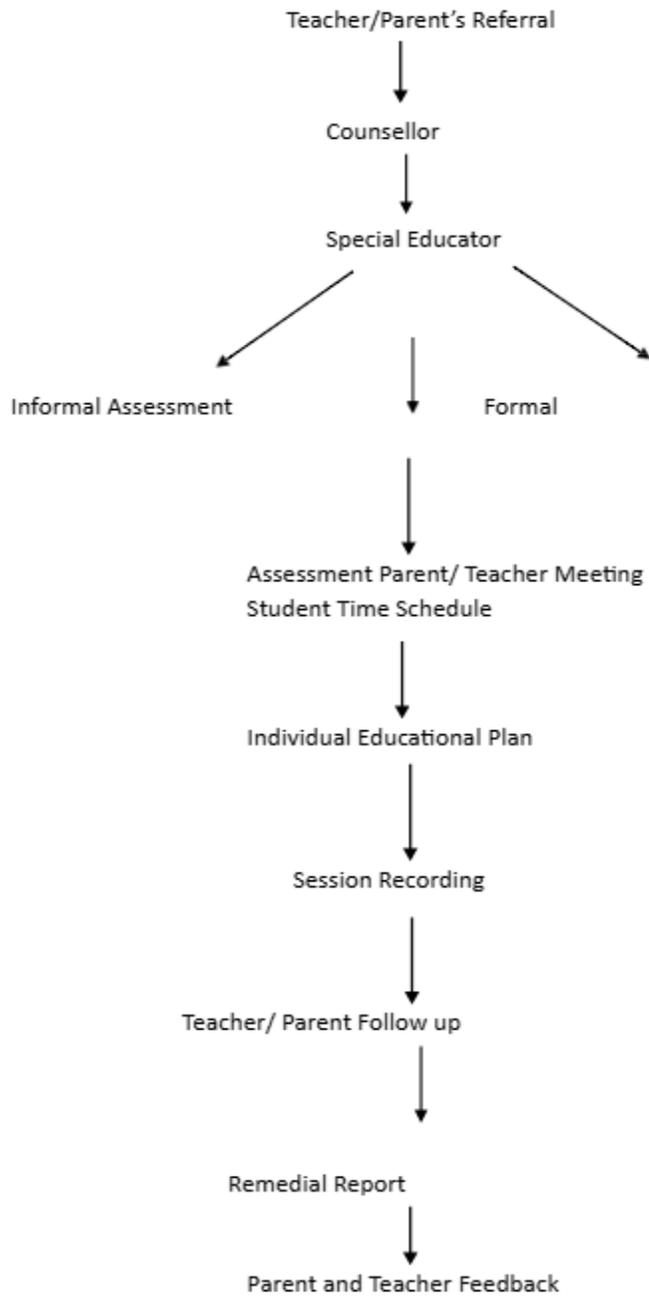
Teacher's Signature: _____ **Co-ordinator's Signature:** _____

Referred by: _____ Teacher _____ Parent _____ Self _____ Other _____

FLOW CHART OF THE COUNSELLING PROCESS



FLOW CHART OF THE REMEDIAL PROCESS



PARENT CONSENT FORM

Date:

To,
The Human Development Center
Bunts Sangha's SM Shetty International School & Junior College
Powai, Mumbai-400076

Dear Sir/Madam,

My child _____ is

Studying in std. _____.

I would like to support his/her referral to the counsellor/special Educator at the school Human Development Center for interventions aimed at improving behavioural and academic progress.

I understand and accept that this may involve:

- Schedule of remedial and counselling sessions in the week during school hours
- Conduction of formal and informal psycho-educational tests
- Professional guidance regarding parenting and family matters
- Provision of special facilities during examinations
- Coordination of information with related external professionals

I understand that my child has difficulties coping with his/her school work, and I am in agreement with the school decisions regarding his/her psycho-educational plan. I will be available for parent meetings when called, and will faithfully report all relevant information regarding my child to the professionals at school.

I thank you for providing this facility for my child.

Yours sincerely,



**Undertaking from Parent of
child with diverse learning
needs**

Human Development Center

Respected Parent,

Your child, who has been given conditional Admission / Studying at Bunts Sangha's S.M Shetty International School & Junior College, is under the observation of our counsellor due to the diverse learning needs He/ She has.....

The following are the conditions that apply to the child at our school. We would request you to read through them and give us your consent at the end of the letter.

I, Mr./Mrs./M.s _____ am given to understand that:

1. My child would be undergoing counselling therapy at your Human Development Center under profession counsellors who are trained to identify the nature, cause and degree of the concern, provide the guidance and strategies required to address the concern.
2. My child would be given guidance and support in the school by the class teacher, subject teacher and resource staff. However, in case a situation arises where my child cannot cope with the school curriculum or is facing any major adjustment issues the school has full authority to discontinue admission to my child. I will be informed of the same at least one month in advance and thereafter NIOS (national institute of open schooling) may be recommended.
3. If my child is experiencing severe academic problems, I understand that he/she must undergo mandatory remedial education privately. (I understand that a remedial teacher is a special educator and has specialized skills to work with children with academic concerns which a regular tutor will not be able to provide) A monthly update by the remedial teacher is expected.
4. If my child is experiencing severe academic and behavioural problems, I understand that he/she must be mandatorily assisted by a shadow teacher. I understand that a shadow teacher is personnel with minimum qualification of H.S.C English medium education and has a good command of English both written and oral. She should have the aptitude and passion towards working with children in a school environment. (Kindly note: A monthly remuneration for the shadow teacher will be paid by parents.)
5. I am aware that I have to attend all counselling sessions, workshops, talks and open house, intimated to me. As a parent I should be in regular touch with the school by visiting the teachers /counsellors /fortnightly /monthly at the least.

Appendices

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6. If needed my child will have to undergo some psychological tests to help the counsellor understand the gravity of the problems faced by my child. Psychological assessment would be charged separately.
7. The school principal and the management are the sole decision-making authorities in context to promotion, detainment or discontinuation.

8. I have read the regulations carefully and have no opposition to whatever has been stated and would abide by the above stated norms.

Signature of Parents:

Father _____ Mother: _____ Guardian: _____ Date:

Appendices 6

REMEDIAL REPORT (SAMPLE)

Name of the student- _____

School- _____ Class- _____

Report Period- _____

Duration of therapy- _____

Attendance- _____

Behaviour during the sessions:

	Always	Sometimes	Never
Co-operative			
Takes time to initiate tasks			
Distracted			
Needs repeated reminders to complete the task			
Takes a long time to complete task			
Is in a hurry to complete the task			

Observations-

Name: _____ Class: _____

(A- Achieved / I- improvement noted / S- slow progress / D - difficulty in grasping)

S.No.	Area of Remediation	Observations
I.	Reading Skills-	
II.	Spelling skills	
III.	Written expression	
IV.	Grammatical awareness	
V.	Comprehension skills	
VI.	Thinking skills	
VII.	Handwriting	
VIII.	Math skills	
IX.	Study and content skills	

COMMENTS:

Special Educator

(Date)



Appendices 7

INDIVIDUALISED SUPPORT PLANS (SAMPLE)

NAME OF STUDENT: A (child on ASD spectrum)		CLASS & DIVISION: Grade 7			YEAR :2015-16
AREA: ENVIRONMENTAL SCIENCE		GOAL: To equip the child with relevant information so he can participate and feel a part of conversations.			
GOAL FOR THE 1 st TERM: Cricket, Mumbai – information relevant enough for A to take part in conversations.					
Date: 02- 07- 15			Review date :1-11-15		
TOPIC	OBJECTIVE	METHOD	MATERIAL	REMARK	SIGN / DATE
1.Cricket	He understands the game he loves to watch.	To show video clippings of the game in all the 3 versions. News clippings. Simple information. discussion	Videos News articles and pictures		
2. Mumbai	To know about the city where he lives.	Pictures, maps to be shown and discussed	Pictures, maps and notes.		
AREA: Math		GOAL: The student should be able to enhance his ability to understand number concepts in real life situations.			
SPECIFIC SKILL: Money – understanding and using it (The student will use calculator)			GOAL FOR THE 1 st TERM: To equip the student to handle money up to Rs.500.		
SKILL/AREA	OBJECTIVE	METHOD	MATERIAL	REMARK	SIGN / DATE
SPECIFIC SKILL: Money					

1. Handling money	Student should be able to understand the monetary value of an object/service.	Play shop- student will play the role of a buyer and later as a seller. 1. will read the price tag. 2. give money. 3. get the balance if needed. 4. check if it is correct.	Objects/ Articles, price tags, fake money, calculator.	To continue from last year's plan	
2. Reading a cheque	To enable A to comprehend a cheque.	To show cheque leaf samples and explain terms	Samples of cheques.		

Appendices 8

Undertaking from the Shadow Teacher Human Development Center

Shadow teachers are the supporting staff by the parents of the special child. Shadow Teachers are not employees of S.M. Shetty Education Institutions does not have any liability and are not entitled to any employee benefits.

Responsibilities of Shadow teachers:

- Work directly to support the classroom life of a specific child; academically, socially, behaviourally and physiologically. The work of a shadow teacher also involves ensuring the safety of a child who may be physically vulnerable.
- The role of a shadow teacher is to provide adequate support to enhance the child's successful classroom functioning.
- Shadow teacher should complete the individualized education plan and vacation plan in stipulated time.
- Attendance at meetings, school events, open days and parent training sessions is mandatory
- When not directly working with the child being shadowed, the shadow teacher may interact and act as a resource for other children. This is to enhance the integration of the shadow teacher into classroom dynamics, but should never conflict with the primary role of one-on-one support for the child being shadowed and also not interfere in classroom teaching process
- Implementation of services provided shadow teacher will depend upon recommendations given by the Psychologist /Special educator.
- Parents and shadow teacher should implement new strategies at home that complement the efforts of the professionals. Children need continuous guidelines and role models. These are the components that will build success, increase competency and foster independence.
- Shadow teacher should be patient when dealing with the special child and at any point should abstain from any kind of abuse.

Qualification

- Education: Minimum of 12th H.S.C
- Should have good understanding of English Language both written as well as oral and should be able to communicate in English language
- Has willingness to work in school environment

Terms and conditions:

- 12 leaves are permissible to the shadow teacher for the entire academic year.

- Only 1 leave is permissible for a month which has to be notified 2 days in advance and leave cannot be taken on days of exams and other school events.
- Notify the parents and resources personnel 15 days prior about any leaves which are more than 1 day.
- Shadow teacher is entitled to 10% increment of the salary every academic year. Any other demands of travel allowance cannot be claimed. other exps for the child cannot be reimbursed without actual bills.
- In case of Childs absence due to illness the shadow teacher is supposed to visit child's home for minimum 2 hours per day to revise and execute the curriculum. Absence of a shadow teacher in doing so will be marked as unpaid leave.
- Vacation: A Shadow teacher is permitted to be granted a summer vacation of exact 30 days and 5 days leave during Diwali vacation. On other days of vacation, the shadow teacher is supposed to execute the curriculum planned for the child.

Thank You.

I have read the regulations carefully and have no oppositions to whatever has been stated and would abide by the above stated norms.

Signature of Parent

Signature of shadow Teacher