



UNIVERSAL WISDOM SCHOOL, BALEWADI

INCLUSION POLICY

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UNIVERSAL WISDOM SCHOOL

INCLUSION POLICY

UWS VISION

Universal Wisdom School, Balewadi aims to be an educational centre of excellence that prepares students for lifelong challenges and to become strong contributors in making the world a better place. We envision an Institution that strives to be a pioneer in educational methodologies by incorporating cutting-edge technology and contemporary, impactful teaching/learning methods.

UWS MISSION

Our mission is to create abundant opportunities to help unfold each student's unique talents and enhance their potential for social, emotional, spiritual, physical, and intellectual growth. We aim to develop in our students compassion and responsibility towards contributing to the global society as confident, balanced, and caring individuals. We are committed to create an environment of harmony where all students feel safe, loved, respected, and accepted to facilitate intercultural understanding and celebrate differences as global citizens.

RATIONALE AND PHILOSOPHY

UWS supports students' rights to full and equal participation in their education. By encouraging overall skill development, we work to enrich their educational experiences. We must teach students in the way they learn best if we want to cultivate these qualities in them. We are aware of the intellectual, social, physical, and emotional diversity among all learners. We encourage inclusive teaching strategies that foster the maximum possible development of abilities and potential within a supportive and loving community in order to meet the unique learning preferences and needs of each student.

The goal of this policy is to make sure that all students have access to the help they need to succeed by means of:

- Early identification of a student's learning needs.
- Identifying the best interests of the students.
- Partnership of the school, the parents, the therapists and special educators in identifying and meeting the learning needs of students.
- Individualised instruction for each learner to reach their academic goals.
- Orienting is provided to all parents and training the teachers in order to sensitise and cater to the different learning needs of the learners.
- Regular monitoring of progress through Individual Education Plans (IEP) or Individualised Counselling Plan (ICP) and observations.

STAKEHOLDERS IN INCLUSION

The following members are responsible for the process of inclusion:

- School Principal and Vice Principal
- Head of Admissions/Admissions team
- Head of Learning Support Department
- Special Educator
- School Counsellor
- Teachers working with the students
- Parents
- The student identified as having learning support needs

Role of Head of the Learning Support Department

- Responsible for admission procedure for interactions and early identification.
- Recruit staff for the Learning Support Department.
- Report to the Principal and Vice Principal on a regular basis regarding the working of the department.
- Develop and maintain professional, positive, and productive relationships with all staff members.
- Responsible for classroom observations.
- Responsible for the identification of students who require learning support.
- Train and empower teachers to handle and support different learning styles and needs.
- Check if all the procedures formed by the Learning Support Department are being maintained by all the teachers.
- Collaborate with teachers in planning integrated and differentiated programmes for students with learning support needs.
- Effectively communicate with parents and guardians the Inclusion process, including the process for referrals, evaluations, and annual IEP.
- Coordinate with teachers and the counselling team to ensure all documents are updated and complete.
- Monitor the maintenance of student files, daily logs, IEP, and other documents.
- Provide ongoing training to their team, integrating new development and practices.
- Oversee inventory of equipment/materials in the department.
- Establish and maintain communication with parents of students in the program.
- Facilitate workshops/meetings for parents, as well as identify resources for them.
- As appropriate (and as needed), connect with students outside providers, assessment agencies, paediatricians, and therapists to support student's needs in the classroom.
- Maintain confidentiality of student records and information.
- Encourage their team to attend relevant professional development training.

- Other duties as assigned.

Role of Special Educator

- Coordinate with the class teachers for timely and seamless attendance to remedial sessions.
- In case of absenteeism, try to complete the hours designated for the learner.
- Maintain each learner's file.
- Observe learners during different setups and document the observation.
- Maintain IEP, monthly logs, daily logs, and other documents.
- Answer/acknowledge any email received by the team members regarding queries about special education in general or with respect to a student within a 48-hour window.
- Meet with parents at different times during the year–
 1. Discuss in detail with the coordinator whom to meet and the reasons for the same
 2. Inform the Section Head
 3. Be thoroughly prepared with strategies, points, recommendations, documents–minutes of the meeting, and forms.
- Include the relevant school team members in all parent meetings.
- Follow up with the teacher/parents on a regular basis.
- Minutes of the meeting are shared with the Homeroom Teacher and the team.
- If any strategies are given to parents, discuss them in detail with the concerned teacher.
- Discuss the student's progress and concerns with the team and teacher on a regular basis (giving classroom strategies, suggestions, and guidance) and follow up on the same.
- Support is to be provided in the classroom for a specific student to internalise a concept/skill/strategy taught.
- Be aware of and plan in sync with the outside therapist's goals wherever applicable.
- Use a multi-sensory approach as far as possible.
- Be creative and find and apply different strategies and methods of teaching while maintaining a resources folder online by adding new learning strategies and methods with comments on what worked and what did not.
- Applying Behaviour Modification techniques (in collaboration with the counsellor) as and when required and documenting the same and informing the teachers to follow in the classroom to maintain consistency.
- Deciding/creating/reinforcement chart/method/strategies according to the needs of each student.
- Meeting the deadline of documentation: goals, feedback, etc.

Role of Counsellor

School counsellors provide services to students, parents, school staff and the community in

the following areas:

- Maximise student achievement using multiple strategies.
- Focus on differentiation by paying attention to developmental stages of growth, including the needs, tasks, and interests related to those stages.
- Support all students in the areas of academic achievement, and personal/socio-emotional development and encourage them to achieve their goals.
- Provide valuable assistance to students regardless of the grade level.
- Address the needs of all students through prevention and intervention programs.
- Uphold the ethical and professional standards of counselling and promote the development of the school.
- Incorporate organisational and informal assessments and tools that are concrete, clearly delineated, and reflective of the school's needs.
- Design goal sheets and help students achieve the desired competencies.
- Document all sessions and meetings conducted.
- Coordinate ongoing activities for the sessions designed to help students establish personal goals and develop future plans.
- Conducting workshops to train teachers based on current needs.
- Follow the screening procedure.
- Regular class observations.
- Responsive Services - Responsive services are activities designed to meet student's immediate and future needs and concerns. These needs may require any of the following:
 1. Individual or group counselling
 2. Circle time sessions – Circle Time
 3. Consultation with parents, teachers, and other educators
 4. Referrals to other school support services or community resources
 5. Peer helping
 6. Information
- Circle Time - conducting sessions in the classroom, addressing concerns of a common theme across the grade.
- Group Sessions - identifying and working with students experiencing similar concerns in a group setup. These groups can be formed across all grades based on the discretion of the counsellor.
- Groups for Teachers - working on sensitising the teachers and motivating them to be more independent, thus empowering them and enhancing their skills to be more effective in class.
- System Support - includes professional development, consultation, collaboration and program management.

Role of Homeroom Teacher (HRT)

- Will comply with all school policies.
- Will participate in all required training and workshops (Internal and External).
- Will identify the students and refer them to the Learning Support Department.
- Will maintain confidentiality along with a positive attitude.
- Will follow the procedures of the Learning Support Department in order to help the learner receive services to the optimum levels.
- Will follow the SEN Department Time Table.
- Will be a part of the goal-setting procedure of the SEN Department.
- Will follow customised strategies, methods and techniques suggested by the Learning Support Department.
- Will coordinate with the Learning Support Department on a regular basis regarding the progress of the students.

Role of Parents

Parents have a vital role to play in supporting their child's education. It is the responsibility of the parent, at their own cost, to provide UWS with a Psycho-Educational assessment evaluating the needs of their child if the school-based provision has proved insufficient to meet these.

Parents need to:

- Discuss the IEP and ICP
- Attend scheduled meetings, regular follow-ups
- Participate and collaborate with the school team members
- Update the school about changes involved in therapy, home environment
- Provide the school with the required documents and information in a timely manner

Role of Students

Students will be proactive in asking for assistance from the school administrators, faculty, and staff.

- Strive towards realising their potential
- Take an active interest
- Put forth their views with respect to the interventions
- Express their feelings and their needs
- Follow the plan and take responsibility

DEFINING DISABILITIES

A student with learning support has any disability of an intellectual, physical, sensory, emotional or behavioural nature or has special gifts or talents, as put forth in the following definitions:

Learning Disability

Some students, despite having an average or above average level of intelligence, may have difficulty acquiring basic academic skills which include those needed for successful reading, writing, listening, speaking and/or mathematics.

The definition for a learning disability can be stated as: *a condition when a student's achievement is substantially below what one might expect for that student.*

ADD/ADHD

Attention Deficit Hyperactivity Disorder is a persistent pattern of inattention and/or hyperactivity that is more frequent and severe than is typically observed in students at a comparable level of development.

Autism Spectrum

Autism or Autism Spectrum Disorder refers to a range of conditions characterised by challenges in acquiring social skills, displaying repetitive behaviour (e.g. rocking), speech and non-verbal communication, as well as unique strengths and differences. Autism may manifest in diverse ways, and there is no single description for the same.

Gifted and Talented

Gifted individuals are those who demonstrate outstanding levels of aptitude (defined as: *an exceptional ability to reason and learn*) or competence (documented performance or achievement in the top 10% or rarer) in one or more domains. Domains include any structured area of activity with its own symbol system (e.g., mathematics, music, language) and/or set of sensorimotor skills (e.g., painting, dance, and sports).

Visual Impairment

Visual impairment, including blindness, means impairment in vision that, even with correction, adversely affects a student's educational performance. The term includes both partial sight and blindness. This impairment refers to abnormality of the eyes, the optic nerve or the visual centre of the brain, resulting in decreased visual acuity. Students with visual impairments are identified as those with a corrected visual acuity of 20/70 or less in the

better eye or field restriction of less than 20 degrees at its widest point or identified as cortically visually impaired and functioning at the definition of legal blindness.

Hearing Impairment

Hearing impairments are classified in terms of the severity and type of hearing impairment. The severity of the hearing impairment is categorized based on the minimum sound that can be heard with the better ear.

Mild hearing impairment: The minimum sound heard is between 25 and 40 dB. People at this level cannot hear soft noises and may have trouble following conversations in noisy settings.

Moderate hearing impairment: The minimum sound that can be heard is between 40 and 70 dB. People at this level cannot hear soft or moderately loud noises and may have trouble hearing unless they use a hearing aid.

Severe hearing impairment: The minimum sound that can be heard is between 70 and 95 dB. People at this level are unable to hear most noises and may rely on lip-reading and/or sign language, even with the use of a hearing aid.

Profound hearing impairment: The minimum sound heard is 95 dB and over. People at this level may only hear very loud noises and rely solely on lip-reading and/or sign language. Hearing aids are not effective.

Emotional concerns

This term refers to psychological and emotional concerns a learner may be facing, which hampers their functioning in and outside school, in the academic, social or any other domain.

Admission Process

At some grade levels, there may be some limitations regarding acceptance of students, as admissions into those grades may be subject to the student's previous academic background and/or choice of subjects or if required, the school leaders are called in to understand the type of support and interventions needed.

The Learning Support Department caters to students identified as having any of the above conditions. It is comprised of the following:

1. Head of Learning Support Department
2. School Counsellors
3. Special Educators

INCLUSION, PLANNING, AND PLACEMENT

The present Inclusion Policy strives to achieve the following:

Inclusion

Students with learning support shall be fully participating members of the community. Inclusion describes the principle that all children are entitled to equitable access to learning, achievement and the pursuit of excellence in all aspects of their educational programs. The practice of inclusion is not necessarily synonymous with full integration in regular classrooms and goes beyond placing the learner in the classroom to including them in meaningful participation and the promotion of interaction with others.

Planning

The school shall ensure that an Individual Education Plan (IEP) is designed as soon as the student is identified as having learning support needs.

The only instances in which an IEP is not required are when:

- the student requires little or no adaptations to learning materials/content, instruction or assessment methods
- the expected learning outcomes for the student are not modified

The school shall ensure that the IEP is reviewed every three months, and where necessary, is revised or cancelled. The school shall offer the parent, and where appropriate, the student, the opportunity to be consulted about the preparation of the IEP.

Placement

The school shall provide learning support with an educational program and reinforcement in a classroom where the learner is integrated with other children who do not require learning support. The situation will be different only if the educational needs indicate otherwise.

EVALUATION AND REPORTING

The progress of the learner with learning support shall be assessed regularly against the goals set down in the IEP. The progress shall be systematically documented in the IEP and the same will be shared with the Principal, Vice Principal, the Homeroom Teacher, and the parent/guardian of the learner at the end of each academic year.

Early identification is an essential element of successful program planning for learners with learning support needs.

IDENTIFICATION AND PLANNING INCLUSION

Identification

For most learners, the identification/assessment phase begins in the classroom, as the teacher observes exceptionalities in learning and behaviour.

However, while beginning a comprehensive assessment of learning needs, the teacher shall also introduce variations in instructional approaches, evaluating the success of using such teaching techniques and instructional materials with the learner.

In case the use of varied instructional approaches meets with little success, the teacher shall respond by entering the first phase of the process - initiating in-depth, systematic classroom observation and evaluation.

Class observation by the teacher:

- Learners with behavioural issues or specific educational needs are identified by the teachers with the help of checklists that enlist the behaviours of the learner to be noted in regard to learning support; the teacher must make a minimum of five observations of the concerned behaviour or learning difficulties.
- The school counsellor/special educator is informed of the learner identified thus, along with the completed checklist and, whenever possible, samples of the learner's work (e.g. notebooks, worksheets, etc.).
- The special educator makes at least two observations of the learner before reaching a conclusion about whether the learner requires support sessions.
- The learner may also be administered informal tests after explaining to them the nature of the same in order to reach a conclusion.
- Hence, the checklist, observations, and informal tests (if administered) together are used to identify the special education needs of a particular learner.

Note: Alternatively, a request for learning support may be put forth by the parents of the learner, or the learner themselves after admission. In such a case, the same procedures above will be followed to determine whether the learner must avail of special education services of the school.

Process for initiation of SEN Department services:

- A Parent Interaction Form is filled, which is a clear, summarised capture of the learner's concern.
- The learner's parents are called and a consent form is signed by the parents after agreeing to avail services of the Special Education Need department.
- If the parent does not agree to the learner availing special education services, a signed letter shall be obtained stating the same. Here, if the parents wish to go ahead with the SEN Department sessions after refusing, it shall be subject to the availability of the educator; the same shall be made clear in the letter.
- If in between the term the parents wish to discontinue the SEN services, they shall sign an exit form.
- If the Special Educator and the Homeroom Teacher feel that the learner does not need the support any longer, in consultation with the learner if appropriate, and with the parent's agreement, the exit form is signed by both the stakeholders (the special educator and the parents).

In case of extended assessment/s by professionals

It may be required that the learner be sent for formal assessments (e.g. IQ testing, Psycho-Education assessment, etc.) to professionals like clinical psychologists to obtain conclusive results regarding the need for, or the nature of learning support intervention.

Only informal assessments shall be carried out for learners who are seven years and below of age by the school personnel; best judgement by the School Counsellor/Special Educator has to be taken in regard to whether the learner should be sent for formal assessment, as the physical, cognitive, and social aspects of learner are generally not developed enough for assessment before the said age.

The parent of the learner shall be informed of the same, and a signed consent letter shall be taken from them. In case the parents refuse consent, a signed letter stating the same shall be obtained from them.

Parents can approach assessment centres of their choice for formal assessment:

1. The professionals thus approached shall communicate and interpret assessment findings

to the parents, the learner and school personnel involved in the process in a manner clear to them. The written report of the assessment shall be made available to the parents, the staff and, when appropriate, the learner; a copy of the same shall be kept with the school under the learner's records.

2. The planning process is a collaborative process in which the learner (wherever applicable), the parents, HRT and special educators identify educational goals that are appropriate to the learner and the ways of attaining them.
3. This process results in an Individual Education Plan (IEP), which identifies appropriate goals and objectives and describes the nature of the commitments that the educational system makes to assist the learner in attaining these goals and objectives.
4. Over the length of their school experience, learners with learning support may experience a number of significant transitional steps: from home to pre-primary and from primary school to secondary school, Hence, careful and sensitive planning should be undertaken within an IEP that addresses the needs of the learner and the family members involved as they pass through each transition.
5. It is important that learners with learning support take an active role in the design of their IEPs (wherever applicable) to the maximum extent that their developmental level and ability permit. Factors affecting learner participation in the development of an IEP include age, level of maturity, capacity for specific tasks (consider the duration of tasks), and considerations of possibilities and consequences. All this will be captured in the Goal Planning Sheet and the IEP.

IEP AND ITS PURPOSE

An IEP is a documented plan developed for a learner with learning support that describes individualised goals, adaptations, modifications, and the services to be provided and includes measures for tracking achievement.

- It serves as a tool for collaborative planning among the school, the parents, the teacher, the learner (where appropriate), and an external special education person/therapist, if necessary.
- Typically, an IEP includes individualised goals with measurable objectives, adaptations and/or modifications where appropriate, the strategies to meet these goals, and measures for tracking learner achievement in relation to the goals.
- It also documents the SEN department services being provided as these relate to the learner's identified needs.
- Some learners require small adaptations and minimum levels of support; other learners with more complex needs may require detailed planning for educational modifications (may include health care elements as well). The IEP will reflect the complexity of the learner's need and, accordingly, may be brief or more detailed and lengthier.

Purpose of an IEP

- Formalises planning decisions and processes, linking assessment with the learning scope, activities and outcomes.
- It provides teachers, parents, and learners with a record of the educational program for an individual learner with learning support needs and serves as the basis for reporting the learner's progress.
- It serves as a tool for tracking individual learner learning in terms of agreed-upon goals and objectives.
- It documents the relationships between any support services being provided and the learner's educational program.
- It provides parents and learners with a mechanism for input into the individualised planning process.

Further, the IEP documentation provides evidence that:

- the parent and/or learner are a part of the planning process of the IEP
- the learner is receiving learning activities in accordance with IEP; and the IEP is reviewed every three months.

IEP IN DETAIL

What must an IEP contain?

The IEP document does not describe every aspect of the student's program. It makes reference to those aspects of the education program that are adapted or have been modified and identifies the support services to be provided. IEP learning outcomes are often described as goals and objectives.

An IEP must have one or more of the following:

- the goals or outcomes set for that school year where they are different from the learning outcomes set out in an applicable educational program guide; or
- a list of the support services required to achieve goals established for the learner; or
- a list of the adaptations to educational materials, instructional strategies or assessment methods.

An IEP should also include the following:

- The present levels of educational performance.
- The setting where the educational program is to be provided.
- The names of all personnel who will be providing the educational program and support services during the school year.
- The period of time and process for review of the IEP.
- Evidence of evaluation or review, which could include revisions made to the plan and the tracking of achievement in relation to goals.
- Plans for the next transition point in education (including transitions beyond school completion), where the goals established for the learner are different from the expected learning outcomes for the age or grade, they must:
 - be set at a high but attainable level to encourage parents, students and staff to hold high expectations.
 - be accompanied by measurable objectives developed for each goal to enable IEP review and evaluation.
- The IEP may be brief, or it may be more detailed and complex, depending on the complexity of the needs.

Who develops the IEP?

Planning for the IEP occurs collaboratively among:

- School Principal, Vice Principal
- Homeroom Teacher
- Special educator

- School counsellor (if need be)
- Learner for whom the IEP is being planned (depending on the maturity)
- Parents of the learner for whom the IEP is being planned

If necessary, other professionals, e.g. speech or occupational therapist, may be involved in the development and have a role to play in its implementation.

Parents must be given the opportunity to be consulted in the planning process and should receive a copy of the IEP.

To the extent possible, the learner should also participate in the process. The IEP should also document instances where services are offered but the parent or learner refuses them.

- Some learners will require services and support provided by external professionals (e.g. speech therapists, psychiatric services, etc.).
- These services may be either initiated by the parent, or the school may refer the learner to the same.
- In such a case, the intervention occurs outside school hours.
- The parent must provide the school with details of the professional and the service/s availed by the learner.
- It is essential that the school co-ordinates with these professionals to avoid duplication and to ensure consensus regarding goals, consistency in interventions, and an integrated approach to service delivery.

The SEN Department shall be responsible for cooperating with these services and plays a key role in:

- keeping the school informed of services available outside of school
- acting as a referral source for these services
- documenting the need for services in the IEP
- planning the delivery of IEP in coalition with the external professional
- documenting in the IEP the external services provided and those responsible for delivering them
- assisting in the review and evaluation of service delivery
- facilitating the continuity of coordinated support when learners transfer between schools, whether in the same city or outside.

Note: Additionally, a Home Programme can be created, if needed, which involves training the parent to do the needful and sharing resources from school. *(This is only an exception case signed off by the Principal/Vice Principal).*

Program support/implementation is putting into practice the plans, strategies and support agreed upon in the IEP.

Prior to implementing the program/support:

- IEP needs to be understood and supported by those involved, especially the Homeroom Teacher and the learner (in the case of learners - this is particularly critical in secondary schools).
- Every effort should be made to ensure resources are in place.

Program support/implementation must be:

- sensitive to cultural, linguistic and experiential factors based on the IEP.
- incorporating observation, assessment and evaluation to refine and/or validate goals, strategies, etc.
- carried out through collaborative consultation within the school and other professionals, if involved.
- The learner with learning support is seen as a student first, and not defined exclusively by those learning support needs.

Program support/implementation usually includes one or more of the following:

- adaptations to make the learning environment more accessible.
- alternate approaches to instruction and/or evaluation.
- use of technology.
- provision of intensive, direct instructional intervention (e.g., remedial education).
- modifications to the curriculum content and assessment.
- provision of services that are beyond those offered to the general learner population and are proportionate to the level of need.
- provision of specialised training.

Implementation of the IEP

- The learner shall be called for sessions during school hours only for special education sessions.
- Block periods shall be chosen for the same as much as possible.
- Every learner shall be allotted at least two periods per week, though this may vary depending upon the availability of educators, time span, and so on.
- The IEP shall be followed during these sessions; each session shall be documented by the special educator.
- The progress of the learner shall be reviewed with this IEP at the end of the quarter (three months).
- The IEP shall be then renewed if required, with changes, if any.

ASSESSMENT ACCOMMODATION

Following access arrangements are offered when supported by professional evidence:

- access to a modified paper
- access to a modified paper for learners with visual difficulties
- access to additional time
- access to writing, including the use of a word processor or a scribe
- access to reading assistance
- access to speech and communication, generally for hearing-impaired learners
- access to extensions and exemptions for those students who can prove that a medical condition has genuinely prevented them from being able to complete their work on time
- access to a separate room for examinations at the discretion of the school

Classroom accommodation

- seating arrangements
- aids and equipment
- shadow teacher

Other accommodation

Additional individualized assessment support may include: physical needs accommodated in case of physical difficulties.

Evaluation

It is important that evaluation and reporting procedures accommodate the range of adaptations and modifications so as to recognise that learners with learning support may:

- Take part in the regular program with some adaptations (i.e., the learner is following the same curriculum, but aspects of the program require adaptation);
- Take part in the regular program but have some modified components (i.e., in some areas, the expected learning outcomes are substantially different from the regular curriculum; for example, math may be totally individualised, with a life-skills orientation including only operations and profit and loss or similar topics); and/or
- Participate in a program that is completely modified.

Adapted Evaluation Procedures

There may be many learners whose learning outcomes are identical to those of their classmates but for whom teachers use adapted evaluation procedures (e.g., an oral exam

rather than a written one). The use of adapted evaluation procedures should be noted in the learner's IEP. For these learners, evaluation is based on whether the learning outcomes for the course/program have been met. The methods of evaluation and reporting progress must be consistent with board grading and reporting policies. Some learners may require extensive modifications to their program. Some or all of their learning outcomes will be substantially different from the regular curriculum. Evaluation will be based on the degree to which such outcomes are achieved. In this case, the evaluation must be referenced to individually established standards.

Role of Parents

Parents can assist the school in achieving and evaluating progress towards learning outcomes, particularly with respect to the achievement of social goals, acquisition of life skills, and career exploration and development.

Reporting

Progress reports for students with learning support needs should be provided on the same schedule as used for all learners in the school. Where it is determined that a student with learning support needs is not capable of achieving the learning, and substantial course or program modification is necessary, specific individual goals and objectives will be established for the learner in their IEP. Performance scales, letter grades, and structured written comments may be used to report the level of success in achieving these modified goals and objectives. Where a professional support person other than the Homeroom Teacher is responsible for providing some portion of the educational program (e.g., speech therapist), those persons should provide written reports on the progress for inclusion with the report of the Homeroom/Subject Teacher. IEP captures progress and the same is used for communication with the parent.

LANGUAGE

Learning another language and new cultural norms, and adjusting to a different social and physical setting can affect school adjustment and learning. These factors, when combined with a disability or impairment, can significantly undermine school achievement. Assessing and planning for students with learning support needs becomes more complex when language, cultural or migration factors are involved.

- Teachers should fully consider cultural, linguistic and/or experiential factors that can affect learning before assuming the presence of a disability or impairment.
- Consideration should be given to prior educational experience, and the student should be allowed sufficient time for second-language learning and social adjustment.
- Learners may need additional support for language development and academic upgrading (e.g., Math), or assistance with social integration without necessarily presenting with a disability.

When assessing and planning for learners with learning support needs from different cultural or linguistic backgrounds:

1. Teachers must communicate with the parents regarding the learner's progress and discuss the factors that may be affecting learning. It is important to obtain a developmental and educational history and parental perceptions and expectations regarding schooling.
2. Teachers must be aware of and sensitive to cultural factors that may influence the relationship between the teacher and parents, the developmental and educational expectations as well as parental beliefs about learning support needs.
3. Individual case files shall be maintained to record the progress of each student with learning support needs.
4. An overview of the learner's learning needs is documented and shared in the form of DATA BANK with mainstream teachers. The data bank is a summarised document that equips the teachers with individualised strategies in order to aid the learner in the classroom setting.
5. Communication of the progress and other details shall be carried out through timely emails, meetings and telephonic conversations with the parents on a regular basis.
6. All Homeroom Teachers shall regularly meet with the Learning Support Department member in order to collaborate on curriculum and assessment, to reflect on learners learning/progress, and to plan for differentiation.

7. Records of meetings with teachers, other staff members, parents and other professionals shall be maintained.
8. Strict confidentiality shall be maintained in regard to accessing the records. Only the school Principal, Vice Principal, Homeroom Teacher, and the SEN Department member, along with the parents, shall be allowed access; external professionals collaborating on meeting the learner's IEP goals shall also be allowed as much information as deemed necessary.

If the progress of the learner is as planned, reintegration into the regular classroom shall be followed along with the following:

- Observations and support are provided by the Homeroom Teacher and the parent.
- Classroom visits are conducted by the special educator to check if the suggested strategies are being followed.

UNIVERSAL WISDOM SCHOOL

COUNSELLING AND COUNSELLOR

Counselling

School counsellors provide a range of services to assist children in meeting academic and emotional challenges. School counselling services consist of direct and indirect interventions that require involvement with the entire educational system, including the students, teachers, administrators, other school staff, families, community agencies, and a variety of others that may be important on an individual basis. School counsellors tailor their services to the particular needs of each child and each situation.

The aim of a school counselling program is to support the intellectual, human, social and career development of each student so that he or she can become a responsible, productive citizen in the community. Counselling services shall be provided primarily by school counsellors and by other mental health professionals (e.g., youth and family counsellors and behavioural therapists), if and when necessary.

- School counselling services shall be coordinated with services provided by external professionals.
- School counsellors shall provide a continuum of preventive, developmental, remedial, and intervention services and programs and facilitate referral to external resources.
- The school counsellor's role shall include counselling, school-based consultation, and coordination.
- The school counsellor shall help in the development of effective behavioural change.

School counselling functions shall include individual, group, and class work to provide both intervention and prevention.

The Counsellor:

- shall promote personal and social development appropriate to developmental stages.
- shall counsel students and their families if needed to foster growth in the learners' self-esteem, individual responsibility, and skills such as decision-making and socio-emotional skills.
- shall identify and try to ameliorate psychosocial factors that may precipitate problems for students.
- shall promote socio-emotional achievement through goal setting and activities to promote effective work and study habits.
- shall provide appropriate interventions for school-related problems and issues.
- shall assist learners and their families to explore and clarify career options, through developmental activities that stress decision-making, personal planning and career awareness.

The referral for counselling services may come from:

The Homeroom Teacher

In this case, the Homeroom Teacher shall fill out the checklist, which indicates the concerned behaviour through observations, and present the same to the school counsellor.

The parent

In this case, the parent must first contact the school Principal. A subsequent meeting with the counsellor will be fixed to decide the course of action.

The student themselves

In this case, the student will get an appointment with the counsellor based on availability.

The counsellor must:

- Be approachable to the students who wish to discuss any concerns.
- Meet with the parents or any other family member of the learner as deemed fit if it helps in the student's development.
- Coordinate with any external professional the student may be availing services of, such as the psychiatrist, to ensure coordination.
- Hold classroom sessions where relevant developmental or psychosocial issues shall be discussed, e.g. exam fear, bullying, and so on.
- Hold additional activities e.g. anti-bullying drives, and healthy body image campaigns, as and when possible within the schedule of the school.
- Fix appointments with the families, as per requirement.

The counsellor is required to keep documentation of all the children they interact with in a given academic semester. They are required to present a summary of the work done at the end of each term. The counsellor is bound by the rule of confidentiality where they cannot divulge the details of the student's session with any other person like teachers, parents, friends, and so on.

However, the counsellor has to provide an end-of-term report to the school leaders of the students they have seen, which shall include adequate details to provide a clear picture of the work done. The counsellor shall break the rule of confidentiality and notify the appropriate authority like the school principal or the parent if:

1. It is suspected that a student may harm themselves in any way.
2. It is suspected that a student may harm another person in any way.
3. Any other situation when the counsellor deems it necessary to divulge any details to an appropriate authority, e.g. the Homeroom Teacher, the School Principal, or the student's

parent.

Note: The very profession of counselling is such that it many a time entails ethical dilemmas and difficult decision-making. At such time, the counsellor is advised to use their best judgement or consult a senior counsellor/Head of the SEN Department.

The policy will be reviewed by the school's pedagogical team at regular intervals. UWS acknowledges this document as a working document which will be reviewed either every two years or earlier to keep it aligned with the updates made in the CIE policies.

This policy has been drafted by the Senior Leadership Team of Universal Wisdom School.

UNIVERSAL WISDOM SCHOOL