

Special Education Needs Policy

Early Years:

1. If the teachers suspect that a student has a specific educational need, they shall bring the matter to the attention of the Principal/Deputy Principal/Coordinator. Educational need is to be interpreted in its widest sense, including slow learning or other comprehension issues.
2. A referral form shall be submitted to the Learning Support Counsellor and shall be authorized by the Principal/Deputy Principal.
3. The counsellor shall observe the student in class and meet the parents to discuss the course of action based on the observation in class. Homeroom teachers shall be then informed and guided on how to support the child.
4. If the student has any other issues (behavioural/psychological), the student may be referred to the external counsellor. If required, a shadow teacher may be called by the parents upon approval from the Principal. The Learning Support Counsellor may assist the student inside or outside of class.

Primary School

1. If a student obtains less than 50% in English and Mathematics in two consecutive assessments, the student may be referred for learning support.
2. The student may be observed in class by the Learning Support Counsellor. If, in the opinion of the Learning Support Counsellor, the student has behavioural/psychological issues, the student may be referred to the internal/external counselor.
3. Parents may be called for a meeting with the Learning Support Counsellor, to discuss the student's performance. If a WRAT assessment needs to be done, parental consent shall be obtained. If the problem is more severe, the Learning Support Counsellor may request the parents of the student to have an external assessment done, to identify the problem and frame recommendations on how to support the student in school.
4. The results of the WRAT test may be reviewed with the Principal/Deputy Principal/Senior Coordinator before the commencement of the Learning Support

sessions. Written parental consent to commence the Learning Support sessions shall be obtained.

5. The Learning Support sessions shall be held in-school, during the school day. If sessions are to be held out of school hours, parental consent shall be obtained. The Learning Support Counsellor shall confer with the Home room teacher/subject teachers to identify the periods when the student can be withdrawn from scheduled classes to attend the Learning Support sessions.
6. If the student has been examined externally and found to have more serious educational needs, the Learning Support Counsellor shall review the external agency's report and discuss with the parents the report and its recommended measures to support the student. The Learning Support Counsellor shall also brief the Home Room Teacher and relevant subject teachers on recommended accommodations to be made for the student.
7. The Learning Support Counsellor shall draw up Individual Learning Plans for each student placed under learning support and shall track the performance of the student against these plans termly.
8. Learning Support for the student may be discontinued if the School feels that the student has achieved the necessary benchmarks and is no longer in need of support or if the parents request in writing for such sessions to be discontinued. The progress of the students under the Learning support shall be reviewed by the Principal/Head of School every month.
9. In the event of a student having profound needs that cannot be supported by the school, parents will be counselled to seek external help.

Secondary School

1. If a student obtains 50% or D or below in three or more subjects in two consecutive tests or exams in the middle school, he/she shall be identified as requiring Learning Support.
2. Learning Support team shall administer a WRAT test to identify the possible causes for underperformance and put interventions in place.

3. Learning Support in Secondary school shall be in the form of extra lessons, for which parental consent shall be obtained.
4. If, in the opinion of the teachers and the Learning Support Counsellor the problem is more severe, the parents may be counseled into taking the student for an external assessment to identify the specific problem and to recommend to the school remedial measures and accommodations that could be made
5. Depending on the recommendations of the external assessment, one or more of the following accommodations may be made for students with learning needs during exams:
 - Having a scribe to write the exams
 - Extra time allocated to complete the exam
 - Taking the examination in a separate venue, with fewer students to address any anxiety issues, etc.
 - Using a laptop to answer the questions instead of pen and paper
 - Using calculators in examinations
 - Special measures for the hearing/visually impaired.