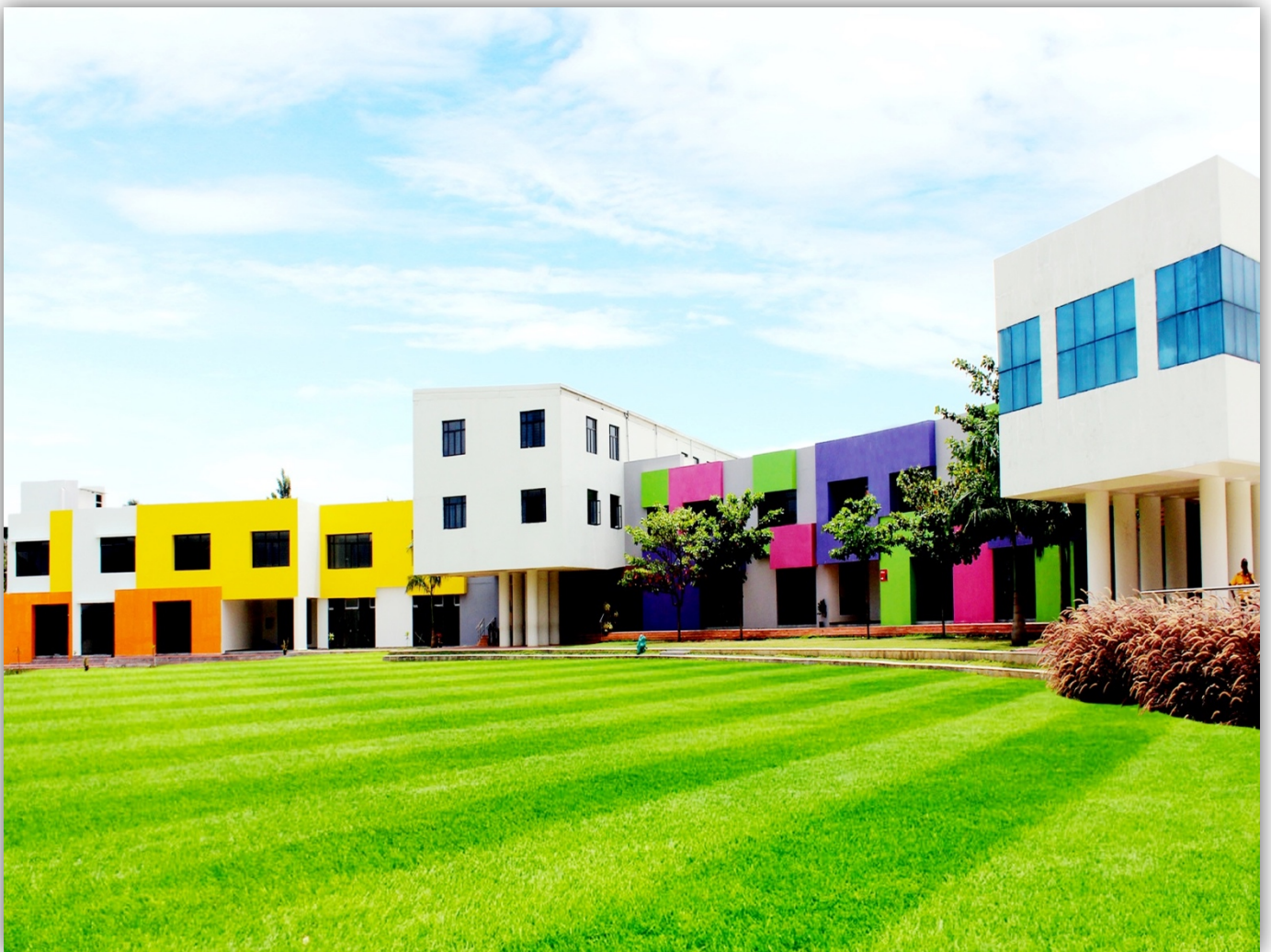




***SILVEROAKS INTERNATIONAL SCHOOL  
BANGALORE  
Inclusive Education policy***



School wishes to direct the students in their choice of learning experiences that will illustrate the ideas in their minds.

Given the fact that every learner has his/her own pace and learning needs, teachers are trained to recognize, respect and accommodate them.

Teachers are encouraged to give individualized instruction and differentiated tasks of teaching, learning and assessing to support learners.

Based on the premise that children may be strong in a few of the multiple intelligences, teachers are encouraged to identify them and accommodate individual instruction accordingly.

It is recommended that record of all work given under differentiated instruction is maintained for reference.

### **Counselling and Wellness Centre : Roles and Beliefs**

School has formally started a 'Counselling and Wellness Centre' which supports emotional, behavioural and academic needs of students. The unit comprises of a school counsellor and special educator.

This Counselling and Wellness Unit aims to support academic difficulties of a learner by designing and developing remedial work in alignment with the teacher. Records of work are maintained for continuous support.

Counselling is an integral part of the school community. The Counselling and Wellness Unit at Silver Oaks International School aims at building a forum providing a safe space for mental health in the school environment. While we believe that intellectual and physical development are important, we also believe in acknowledging and building the emotional and social well-being of a child. We further aim to work with parents and faculty members so as to enhance mental health awareness among students equipping them to build sustainable support systems around them.

The school caters to the needs of children with developmental delays, attention deficits, learning difficulties, adjustment issues, emotional concerns and behavioural difficulties. We believe that every student is capable of and has the ability to work on themselves, using effective mechanisms.

Working with students individually, identifying workable strategies and applying them to the fullest potential, we believe is essential for individual growth.

The Primary Years Counselling Program at Silver Oaks International School is guided by referrals through parent/teacher/self. A formulation of the case is followed by an intervention plan. The number of sessions with the student/s depends on the intensity of student distress. If required, the student maybe advised to seek help from a specialist for testing and therapy independent of school.

Counselling is held as individual or group session based on the need.

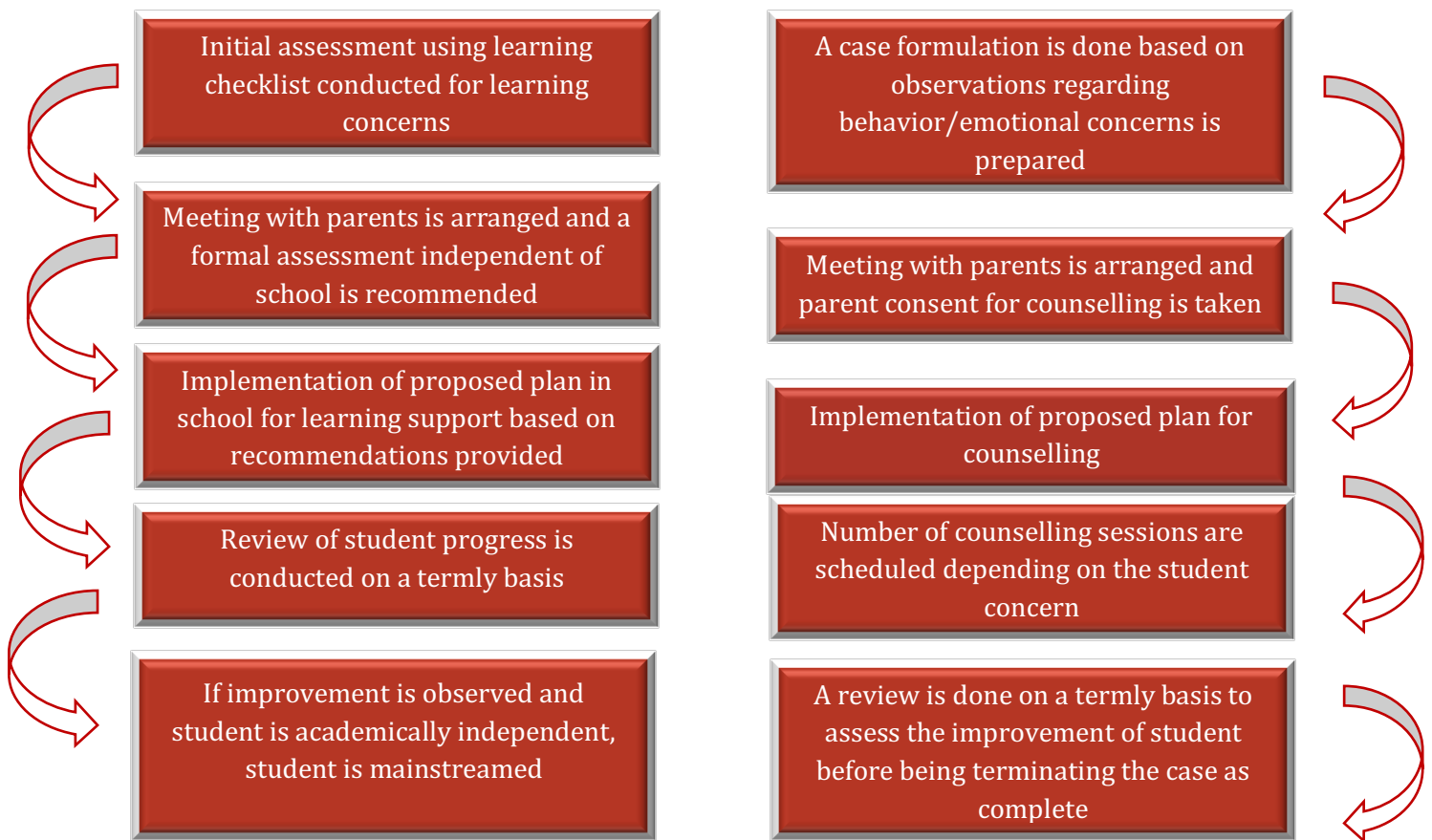
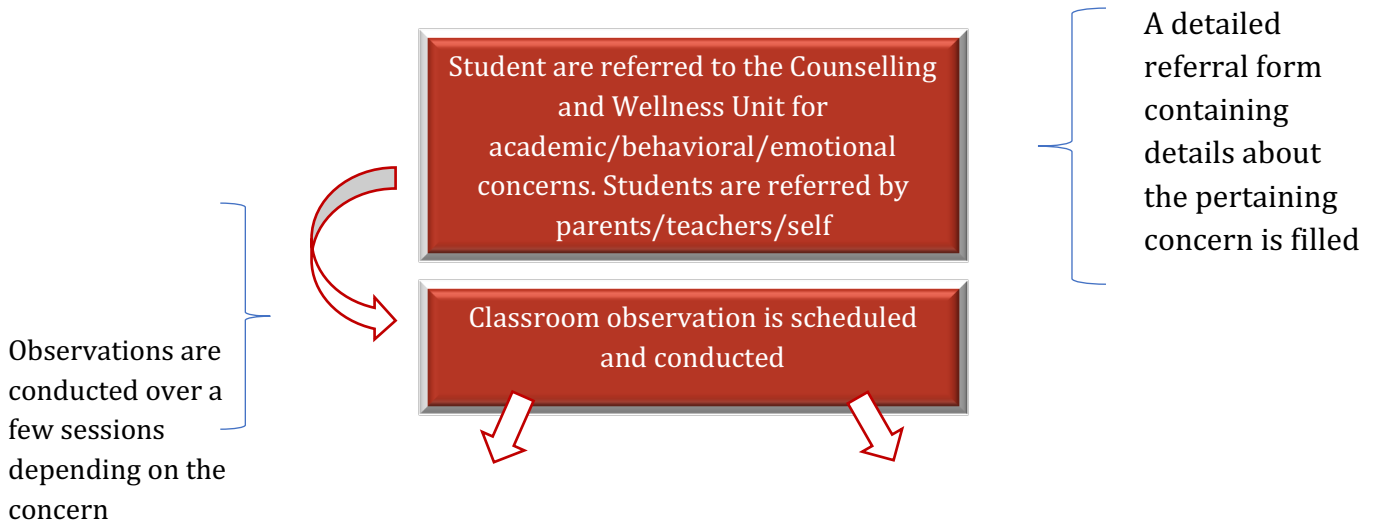
Regular and consistent classroom observations are scheduled to identify and support need based behaviour patterns. Group sessions with students are conducted on a regular basis to create a sustainable and supportive mental health environment.

### **Students identified with learning concerns**

A child having learning difficulties is identified by the homeroom teacher.

- A referral form detailing student academic concern is filled and submitted by the teacher to the special educator.
- Thorough student observation with the help of a detailed learning checklist is recorded by the special educator.
- A meeting is held with the parents suggesting a detailed analysis to be done independent of the school by an expert.
- Based on the report and the suggested recommendations, a plan is scripted to enable support for the child in school through differentiated instruction.
- Teachers in charge prepare material to cater to the child's progress at a recommended pace.
- The special educator supports the child once a week through an inclusive set up in the classroom.
- Special educator with the help of the homeroom teachers, identify learning abilities and take necessary measures to help .

## Procedure



## **Method**

Silver Oaks international school believes in an inclusive set up for students with learning difficulties. The Counselling and Wellness Unit follows a system in which students participate in their regular classroom work while constructively also work on their individual goals. Once a week, the special educator steps into class to accommodate this set up while the other sessions during the week (if required) are taken in the counselling and wellness room. This balanced set up helps to address students with severe learning concerns focusing on the underlying concern.

## **Recording and Reporting**

### **Referral Form**

A referral form is a detailed, comprehensive form pertaining student behaviour and information which is filled out by the teacher who intends to referral a student for academic/behavioural/emotional concerns.

### **Student Observation Form**

A student observation form is a detailed, comprehensive report of the counsellor who observes the referred student in the classroom set up. This form is collated for better understanding of student behaviour.

### **Parent Consent Form**

Counselling a student as a minor (below the age of 18) will require the parent/guardian consent with the presenting case by the counsellor. This form contains a detailed explanation of what counselling is, the risks and benefits of counselling and the confidentiality approach of counselling. This is further signed by the parent to provide consent for the counselling sessions to be scheduled.

### **Student Consent form**

This form is present for the student to have a clear understanding of what counselling is. This is further signed by the student and counsellor post the parent consent.

### **Parent Interaction form**

A parent interaction form contains details of the parent meeting with the counsellor wherein student concerns, parent concerns and proposed plan for

goals are recorded. This charted out plan will be followed in school and at home.

### **Classroom Observation Form**

On a periodic basis, using the classroom observation form, the counsellor observes students in a classroom set up, recording any behaviour pattern that could be identified as a prolonging concern.

### **Case formulation**

A case formulation is a detailed form of the observed, conclusive behaviour of a student as recorded by the counsellor. This formulation record gives insight into aspects of the case that requires addressing.

### **Learning Checklist**

This form consists a basic learning checklist which the counsellor/special educator uses to identify academic concerns of a student through observation.

Drafting Committee: Director Education, Principal, Counsellor,  
Pedagogical leadership team  
To be reviewed next in April/June 2020