



## Inclusion / Special Education Needs Policy

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### Philosophy

At GMIS Bali we believe in fostering a supportive and inclusive environment for every learner, whereby each individual is valued and his or her differences are seen as strengths and not weaknesses.

Strength in unity and diversity is something we strive towards; that goes hand in hand with being Internationally-Minded.

We acknowledge that every learner is unique and has a preferred learning and thinking style.

### Purpose and implementation need

- Our aim is to identify every student's strengths to inform teachers, so that learning engagements, assessments and experiences can all be differentiated to bring out the best in "body, mind and soul".
- A core team (comprising school Principal, Supervisors and Academic coordinators) in GMIS Bali strive to address the issue and provide support to each individual child, regardless of gender, caste, creed, colour or capability.

### SEN Core Team implementation procedures

Our core team is in school from 08:00- 15:00 every working day to carry out (but not limited to) the following functions:

- During admissions parents let the Core Team know whether their child is a Special Education Needs Child (i.e. children with dyscalculia, dyslexia, dysgraphia, ADD, ADHD and other special educational needs child). In case of non-mention if facilitators discover Special Education Needs for a particular child, the child is advised to meet a qualified Counsellor or Psychologist to seek professional help and submit report.
- Offers to counsel those students who require someone to talk to regarding any emotional, academic, social, personal or behavioral issue.
- Organizes whole –class learning activities on Saturdays or after school with homeroom teachers which gives all students the opportunity to discover more about their strengths, weaknesses, learning preferences and learning styles. These activities also promote bonding between teachers and students in a dynamic and fun environment.
- Maintains an inventory of SEN Resources.



- Maintain a centralized place for documentation and record of the SEN children in the school.
- Organizes field trips to increase collaboration, self-esteem, character-building, sportsmanship and leadership qualities in students in fun environments.
- The Core team that includes Programme Coordinators from all 4 IB Programmes (PYP, MYP, IBDP and IBCP) meet for discussing any update on other Key requirements by the IB.

### **Identification Procedures:**

The following norms are followed for identifying SEN children at GMIS the collective responsibility of which lies with the Academic and Non-Academic staff:

- Observation of the child's behavior during the GMRC period where the students get to bond with their home room teachers.
- Observation of the child's behavior in classroom during lessons.
- Observation of the child's behavior during breaks or at other times when the child interacts with his/her classmates.
- Categorizing the SEN students.
- Tracking Information- Is the child performing below age expected levels?
- Monitoring their progress regularly.
- Concerns raised by parents/school staff/student with regard to learning experiences at school or at home.
- Health Diagnosis concerns.
- Referring to a qualified specialist and seeking report and further advice.

### **Support Procedures:**

The support procedures at GMIS help those students who may have struggled to get high achievement levels and provide extra encouragement and care for them to be able to do so. Our core team offers the following care to such students:

- Provide support to these children by offering one-to-one advice to them during school hours after seeking permission from their parents.
- Advise parents after discussing SEN and behavioural issues regarding their children in private conversations.
- Encouraging parents to divulge important information about their children that would assist in supporting SEN and developing constructive relationship with our core team in working as a team to support the child.
- Advise the child's home room teacher with respect to the provisions and support the child may want. The home room teachers after providing appropriate support then informs to the respective Supervisors.
- Advise teachers with respect to SEN students that would benefit them by having extra time when they sit for assessments, tests and exams.



- Advise teachers whether the SEN students could benefit from sitting for the test in a separate room with a less distracting environment.
- Encouraging the use of mother tongue where appropriate (see language policy) allowing students to more confidently express themselves and gain conceptual understanding of central ideas.
- With respect to provisions made to **IBDP** students, the following would apply: [This would also be applicable for the prospective **IBCP** students if and when these provisions applies to them when they accomplish **the DP course** and **other core requirements** of the **IBCP** after authorization]
  - Separate arrangements for their Internal Assessments and External Examinations.
  - The student is treated as a normal candidate in terms of evaluation but he/she is provided extra time(25% more than others) and a Reader and Writer (according to need).
  - The in-school Subject master provides extra hours to SEN candidates for preparing practical's, essays, observations etc. so that each candidate gets an equal opportunity to show or prove his/her talent.
  - Pre-information given to IBO ([inclusion@ibo.org](mailto:inclusion@ibo.org)), regarding the condition and applying for extra support during assessments.
- The **MYP** SEN students are provided with the following support:
  - Preparing for Assessments: Provision in the form of extra support classes.
  - Teachers provide extra task-specific clarifications (verbal or written) and support materials during exams/tests/assessments.
  - Extra time and support for completing the *Service as Action* requirements and the *Personal Project*.
- The **PYP** SEN students are provided with the following support:
  - Teachers give differentiated tasks during formative & summative assessments.
  - Extra time is given for completing assessments, tests and exams.
  - Organize outbound activities to increase self-esteem, in character building and sportsmanship and leadership qualities.

## Confidentiality regarding SEN Student

- The accommodation plans for a SEN Child is confidential only to the core team, family and current teachers and is updated yearly.
- A confidential review is done once every term to analyze the SEN Child's progress and reported to the family.



## Orientation of teachers

To provide maximum benefit to students from our SEN support system we keep updating ourselves through the productive orientations which happen once every term. The orientations are carried out by our core team who orient teachers with regard to:

- The latest information and breakthroughs in SEN.
- Recognizing and sensitively handling not only SEN children but also those that are representatives of a variety of learning and thinking styles as per **Gardner's Multiple Intelligences Theory** and **Sternberg's Triarchic Model of Thinking Styles**.
- Creating a more friendly, gender sensitive and welcoming classroom and school environments.
- Optimizing classroom practices for all stakeholders including SEN children that includes the following:
  - Allowing movements during lessons.
  - Recognizing good behaviours loudly and explicitly.
  - Differentiating tasks taking into account the different attention spans of students.
  - Optimal seating arrangements.
  - Keeping anecdotal records of children's behavioural patterns.
  - Allocating a range of tasks to students that will complement their learning characteristics.

## GMIS-SEN Vision

The GMIS SEN policy envisages increasing participation from the fullest spectrum of students to elicit and extend their multidimensional learning abilities.

To achieve this GMIS Bali focuses on building every student's self-esteem, thereby allowing them to express their true and natural talents.

By following principles of building upon prior knowledge through scaffolds we at GMIS Bali, set high expectations for students and provide a selection and variety of learning experiences in the form of **CAS**, **Service As Action** activities and **assessments** that have challenging learning outcomes. Here the SEN students may be offered different entry/exit points.

## Review of Inclusion/SEN Policy:

The policy will be revised as and when the need for the same arises and in tandem with latest research in the field of SEN. This will be communicated to all the stakeholders.

## Stakeholders informed

Published on School Website, Policy booklet and Students Diary.