



## SPECIAL EDUCATIONAL NEEDS POLICY

### INTRODUCTION

FAMAKS British Schools operates an inclusive educational policy that respects the individuality of every student. We believe no child is unintelligent, should the right environment be provided, we know every child will thrive. While creating every child's thriving environment, we do not want to deprive them of the national and international coverage, although some children may have certain learning, medical or psychological difficulties, which could be social, emotional and/or behavioural.

Upholding our commitment to inclusive learning and ensuring that every child gets educated, we have carved out programmes to cater for students with special educational needs. By students with special educational needs, we mean any of the following:

- a. The gifted and talented
- b. Students with autism spectrum disorder
- c. Students with dyspraxia
- d. Students with dyslexia
- e. Students with attention deficit hyperactivity disorder
- f. Students with social, emotional and behavioural disorder
- g. Students with literacy and communication difficulties
- h. Students with visual, auditory or both challenges
- i. Any other challenge that may obstruct child's learning

### OUR PROVISION

It is obvious that a number of the challenges are medical, and there are special schools for some other levels, at FAMAKS British Schools, we pride in the following:

- a. The gifted and talented
- b. Students with attention deficit hyperactivity disorder
- c. Students with social, emotional and behavioural disorder (non-medical aspects)
- d. Students with literacy and communication difficulties

**By the gifted and talented** we mean students who are doing better than their level as well as those who are creative, but not doing well in written examinations and strict classroom activities. We inform teachers of such students (any of the cases) to take note of the shade of special need. On the one hand, for students who are doing excellently beyond expectation, they are placed on extra tasks where teachers of the student's interested fields (subjects) drill the student with studies of higher learning to keep the child soaring. This enables the child to do more than just lead the class.

On the other hand, in the case of students struggling with cognitive contents, but are good at creative or performing arts, we create platforms where they can express their creativities to be celebrated. This is

done with provision for remedial classes tagged **Academic Improvement Programme** where the teacher engages the child in a one-on-one session with more time and resources. Also, it has been observed that some students' challenges are foundational; they were not well groomed in certain subjects in their foundational classes. In such cases, the teacher helps the child to cover suspected topics affecting the child's understanding.

**For students with literacy and communication difficulties**, we have provision for ESL/EFL classes to improve students with difficulties in communication, especially when it concerns inability to speak, read, and understand the English language. This provision, as in the cases of the gifted and talented students, holds as a separate session from their regular classes.

In the cases of **students with attention deficit hyperactivity disorder** and **students with social, emotional and behavioural disorder (non-medical aspects)**, we put our guidance counsellors to good use. They closely work with the students, reporting sessions with the students to the school management, who in turn communicate the parents with developments.

### **THE ROLE OF PARENTS**

It is expected that when parents suspect issue(s) of concern with their children, especially a deterioration in performance, willingness to learn, etc. they should

- a. Report to the school without delay
- b. Seek help of experts
- c. DO NOT TAG A CHILD UNTIL EXPERT REPORT CONFIRMS THE ISSUE(S)
- d. Even after expert document reveals it, do not call a child by the challenge
- e. Feed the school on expert report and recommendations
- f. It is best to let the school know what challenge(s) a child has at the point of registration (where already confirmed) for adequate attention

### **OATH OF CONFIDENTIALITY**

We work with the learners without calling whatever challenge each one has; naming could make issues worse. The focus is what has to be done; we focus on doing the needful having the issue at heart without calling it. It makes the child confident around the resource persons.