



الأكاديمية الهندية، دبي

The Indian Academy, Dubai

Policy No: TIA 3.3

Policy on Counselling

Introduced : April 2014
Revised : March 2015

Implemented by : Principal

NEED: This policy is for guidance on the assessment and provision of support for children with special educational needs (SEN) intended to provide clear advice and guidance for parents and carers, teachers, social care and health workers and other colleagues involved in special educational needs.

Create the conditions that will enable all children and young people to be happy and make the best possible progress;

Ensure timely and appropriate support for all children and young people with additional or special needs;

The School follows the three wave system to group the student according to the support needed.

PROCEDURE:

- ❖ First step is to take referral from the class teacher/subject teachers.
- ❖ The class/the pupil is observed by the respective Supervisor to cross verify the learning difficulty or related issues in the classroom.
- ❖ Teachers are given a prescribed format of the Base Line Checklist which they fill and submit it to the Supervisor.
- ❖ Supervisor with the help of class teacher will have a one to one session with the student and the outcome of this session will be shared with the parents.
- ❖ After a week or two if there is no improvement then an action plan and a strategy will be given to parents to follow.
- ❖ These students are grouped under wave -2 for two or three months depending upon the progress of the student.
- ❖ Class teacher with the help of School counsellor works on the ILP for these students.

- ❖ After the first review, the serious cases are grouped under wave -3 and the school counsellor deals directly with these students.
- ❖ School counsellor starts working on specific difficulties and on the type of support to be provided.
- ❖ Depending upon the requirement, syllabus modification is done by taking permission from the KHDA.
- ❖ It is mandatory that, at each step parents are involved and taken into confidence.
- ❖ Sometimes parents are reluctant to accept that their ward has any learning difficulty. The parents meet a team of school representatives like Class teacher, subject teachers and Supervisor along with school counsellor.
- ❖ The documentation of all meetings and observations done by the Counselling Department are forwarded to the authorities and concerned teachers for their comments and signatures.

- ❖ Option of external remedial support or any kind of therapy is also suggested.

- ❖ Case specific strategies are discussed with parents to be implemented at home.

- ❖ Case specific strategies are also discussed with the teachers to be implemented in the classroom.

- ❖ Follow up is done regularly by taking feedback from teachers and parents through meetings (open house) or through the telephone. Student's progress is constantly monitored by the Counselling Department.

- ❖ The Learning Support Teacher gives regular feedback based on the child's performance during the sessions.

- ❖ Wave -3 cases, according to the need are sent for external assessment and the report along with the recommendation is given to KHDA to seek exemption in Arabic and second language.

- ❖ The progress of these students is tracked and analysed separately.