



## NEW ERA SENIOR SECONDARY SCHOOL

### INSTITUTION'S POLICY ACCOMMODATING NEEDS OF THE DIFFERENTLY ABLED STUDENTS & FACULTY

#### Purpose

To provide a clear and equitable framework for identifying and supporting **Differently Abled students and faculty**, ensuring they receive appropriate support, accommodations, and opportunities to succeed in the academic environment.

#### Scope

This policy applies to all students and faculty at the school who have been identified or assessed as being differently abled.

#### Policy Vision

The school is committed to inclusive education that respects the dignity of every student and faculty member and ensures equal access to learning opportunities, academic engagement, and holistic development, in alignment with the principles of equitable and inclusive education.

#### Guiding Principles

1. **Right to Education:** No student or faculty member shall be discriminated against due to being differently abled.
1. **Early Identification:** Students who are struggling academically or behaviorally will first be screened by the class teacher and co-teachers and then referred to the special educator for further assessment. If needed, they may be sent for formal diagnostic evaluation by a qualified specialist.
2. **Universal Design for Learning (UDL):** Instructional practices will be designed to make learning accessible to all students.
3. **Holistic Support:** The school will recognize academic, social, and emotional needs while planning appropriate interventions and support.

## **Identification & Assessment Procedures**

1. **Referral:** Teachers or parents may refer a student suspected of having learning challenges.
2. **Screening:** The learning support team will conduct classroom observations and informal assessments.
3. **Formal Evaluation:** For LD or suspected ADHD cases, professional assessment reports from qualified psychologists or specialists will be considered.
4. **Documentation:** All assessments and supporting reports will be maintained confidentially by the school.

## **Individual Learning Support Plan (ILSP)**

Each eligible student shall have an **Individual Learning Support Plan (ILSP)** outlining:

- Strengths and needs
- Academic/intervention goals
- Required accommodations
- Timeline for review
- Progress monitoring

## **Classroom Support & Teaching Strategies**

### **Instructional Approaches:**

- Use **multisensory teaching techniques** and **multimodal instruction** (visual, auditory, kinaesthetic).
- Break lessons into smaller steps and check understanding frequently.
- Provide graphic organisers, visual aids, and structured routines.

### **Peer Awareness:**

- Conduct peer sensitisation activities to foster inclusive attitudes.

## **Academic Accommodations**

Examples of accommodations may include:

- Extended time for tests and assignments
- Instructions presented orally and visually

- Preferential seating and distraction-reduced settings
- Breaks during long tasks
- Remedial one-to-one classes

### **Assessment & Evaluation Adjustments**

Students may receive:

- Modified assessment formats
- Alternative methods to demonstrate learning (projects, portfolios)
- Tests administered in quieter settings with fewer distractions

### **Progress Monitoring & Review**

- Student progress shall be monitored every term.
- ILSP will be reviewed and updated based on achievement and needs.
- Regular feedback will be shared with parents/guardians.

### **Infrastructure**

Ramps and railings

- Special toilet
- Learning tools

### **Policy Review**

If need be, this policy will be reviewed and updated **annually** to reflect improvements in practice and changes in regulations or educational guidelines.

*Kevin  
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**Principal**