



Silver Oaks International School

OakHills Campus, Kommadi, Visakhapatnam

Special Education Policy

Philosophy

Silver Oaks International Schools believes that every learner is unique and capable of success when provided with appropriate support. The school values inclusion as a shared responsibility of all educators, in alignment with the IB philosophy that every student can engage with the curriculum meaningfully and demonstrate agency in their learning.

The culture of learning at Silver Oaks is through learner agency. Inclusiveness in Silver Oaks is the key to develop competence in a harmonious way. Inclusive education is an umbrella term, and what it means will differ from one context to another. At the heart of the principle is that every student has fair and equal opportunities to fully participate as an IB learner and feels they fully belong in the learning environment.

Policy on Differentiated Instruction

Recognizing that students learn at different paces and through different modalities, teachers design learning experiences that respect individual differences. Differentiation in teaching, learning, and assessment is embedded in classroom practice.

Teachers are:

- Encouraged and trained to recognize and respond to diverse learning styles, intelligences, and needs.
- Guided to provide individualized instruction and differentiated tasks that ensure equitable access to learning.
- Expected to maintain records of differentiated strategies and student progress for continuous reference and reflection.

This approach aligns with IB PYP Standards and Practices (2014), C3.10, which emphasize teaching that is varied and responsive to individual learning needs.

Commitment to Inclusive Education

The school believes in inclusive education, ensuring that all students are valued, supported, and given opportunities to reach their full potential within the mainstream classroom environment.

To support this vision:

- Remedial and enrichment support is provided as needed to bridge learning gaps and extend abilities.
- A qualified special educator collaborates with homeroom teachers to identify learning needs and provide individualized strategies.
- Teachers receive ongoing professional development to strengthen their capacity for inclusive practices.
- When specialized intervention is required, the school collaborates with external experts to ensure the learner receives appropriate care.

Homeroom teachers coordinate and monitor the implementation of recommendations made by the special educator.

Working Towards Full Alignment with IB Standards

While the school's current practices reflect the spirit of IB inclusion and differentiation, the school acknowledges that it is continuously working towards full alignment with the IB PYP Standards and Practices (2014). This includes:

- Strengthening documentation and review of inclusion strategies.
- Expanding professional development for staff on inclusive education.
- Enhancing collaboration between classroom teachers, special educators, and parents.
- Regularly reviewing the SEN policy to ensure consistency with IB expectations.

Conclusion

Silver Oaks International Schools is committed to creating a learning community where diversity is celebrated, and every learner is supported to thrive academically, socially, and emotionally. The school will continue to refine its inclusive practices in accordance with the evolving standards and practices of the International Baccalaureate Primary Years Programme.