مدرستنا الثانوية الإنجليزية ، الشارقة - بنات
Our Own English High School, Sharjah-Girls

GEMS EDUCATION

ACCOMODATION AND MODIFICATION POLICY

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Approved By. Ms. Asma Gilani, Principal & CEO

Accommodation and Modification Policy

Accommodations and modifications are types of adaptations that are made to the environment, curriculum, instruction, or assessment practices in order for students with special educational needs and disabilities to be successful learners. It will help them to actively participate with other students in the general education classroom and in school-wide activities.

Accommodations are changes in how a student accesses information and demonstrates learning and does not substantially change the instructional level, content, or performance criteria. The changes are made in order to provide a student with equal access to learning and an equal opportunity to show what he or she knows and can do.

Accommodations and modifications are an important part of planning the educational program for students. Many students with a disability may only need small changes to the way they are taught and tested. Then they can participate successfully in regular classes.

Accommodations involve many kinds of techniques and support systems. Accommodations help students work around limitations related to their disability. Accommodations are really "whatever it takes" to make sure that students with a disability can participate as fully as possible in the general curriculum.

Accommodations can be provided for –

- Instructional methods and materials
- Assignments and assessments
- Learning environment
- Time demands and scheduling
- Presentation of a lesson
- Instructional strategies
- Student response format and procedures
- Time/scheduling
- Environment
- Equipment
- Assignment structure-paper/pencil work

Keeping in mind the student's academic needs in the classroom, the Inclusion and Counseling Department has formulated Individualized Education Plan (IEP) for students in Level 3 and Level 2 SEND support, Individualized Accommodation Plan (IAP) for students in Level 1, 2 and 3 SEND support. Behaviour Support Plan (BSP) is created for students with behavioural concerns that can affect their learning or adjustments in class and school.

Medical Accommodation Plan (MAP) is created in consultation with school medical team for the students with medical concerns.

Curriculum modifications can be put into practice for different purposes ranging from altered content knowledge, conceptual difficulty, educational goals, to instructional methods and assessment.

Modifications should be considered for those students whose special needs are such that they are unable to access the curriculum (i.e., students with limited awareness of their surroundings, students with fragile mental/physical health and cognitive/multiple challenges.)

Modifications to the expectations of the curriculum may be necessary if your child can't work on the same grade level as his or her classmates. The Inclusion team can also use curriculum modifications to address any other educational needs of your child. For most students with a disability, curriculum modifications should be considered only after all types of accommodations have been exhausted.

Modifications are changes in what a student is expected to learn. The changes are made to provide a student with opportunities to participate meaningfully and productively along with other students in classroom and school learning experiences. Modifications include changes in the following:

- Instructional level
- Content/ curriculum
- Performance criteria
- Assignment structure-paper/pencil work

In our school students with severe academic difficulty will be provided with modified assessment in all subjects which is in line with CBSE as well as Sharjah Ministry rules and regulations. In Arabic subject modified paper will be given to Grade 1 to 8 Level 3 Students of Determination with a medical or a psychological evaluation. It is compulsory for students up to Grade 9 to attempt ministry paper for Arabic.

- No reduction in portions for SEND students during exam
- They have to appear for full marks paper, but their paper will be modified where it will consist of more objective type questions.
- Proportion of objective and subjective questions for each student will differ as per their concern level.
- Subjective questions will be included for the students with mild to moderate concerns to make it a bit challenging for them and to help them to progress in their life.
- Modified question paper will include one-word answers, multiple choice questions and objective type questions.
- Exam provisions such as extra time, help box, diagrams, pictures, outlines, consideration for grammar and spelling errors will help them to understand the question and attempt the same appropriately.
- Modification of the question paper will depend on the grade they are attending.

List of accommodations that can be provided to the students in need-

- Allow longer oral response time
- Preferential seating (Near the teacher)
- Text in large print
- Medical considerations
- Modified Worksheets
- Oral assessments
- Consideration for spelling and grammar where possible and appropriate (lenient corrections)
- Extended time during examinations/ classroom activities (30 mins)
- Present information in multiple modalities where possible and appropriate
- Reader during examination
- Provisions of a 'Buddy' to assist in the classroom
- Have student practice in a small group before presenting to the class
- Reinforce accurate production of speech sounds.
- IEP & (Remedial)intervention sessions by Special Educator
- BSP & Counselling sessions by School counsellor
- Modified Assessments
- Requirement for referral to external agencies (Speech Therapist, Occupational Therapist, Special Educator, Behaviour Therapist etc.)
- Shared or copied notes
- Support from Learning Support Assistants (LSAs)
- Provide visuals to enhance explanation of new material, especially with abstract concepts.
- Keep Instructions simple and clear
- Provide varied opportunities for language development through participation in regular classroom activities.
- Emphasize multi-sensory learning for vocabulary and pair vocabulary with visuals.
- Constant positive verbal reinforcement
- Regular follow up with parents
- CBSE provisions and exemptions