



INCLUSION POLICY

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I. IB Mission statement:

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

(From IB Website)

Amity Global School, Noida Mission statement:

Our mission is to nurture young minds through a sound educational program which is sensitive to the multicultural ethos, so as to create caring and socially responsible individuals. The school promotes and ensures that each student has ample opportunities to be an impressive communicator, a keen inquirer, and one who enhances his or her academic, social and sporting skills, thereby developing into a well-balanced personality.

Amity Global School, Noida Vision statement:

To inspire and enable every individual to flourish and have an innovative and deep learning experience.

II. IB Learner Profile:

Inquirers: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers: We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Open-Minded: We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring: We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-Takers: We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced: We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Communicators: We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Reflective: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development

III. Cambridge Learners Attributes:

Confident

Cambridge learners are confident in working with new ideas and information. They are confident in taking calculated risks and do not allow anyone to take them for granted. They are very keen to evaluate and explore ideas in a structured and critical way.

Reflective

Cambridge students recognize themselves as learners. They are concerned with the products and processes of their learning and develop the strategies that can help them to be lifelong learners.

Responsible

Cambridge students are responsible and take ownership of their learning. They set targets for themselves and hold on to their intellectual integrity. The students are supportive and collaborative. They are respectful of others and understand that their actions have impacts on others as well as on their environment.

Engaged

Attributes of a Cambridge learner prepares them to make a significant difference in their lives as well as in the society, by encouraging them to be engaged intellectually and socially.

The diversified Cambridge curriculum gives the students the opportunity to indulge into a more collaborative environment thus giving them regular chances to share their knowledge and thoughts in front of their peers.

Innovative

Cambridge Learner attributes strengthens students' innovative framework by bringing a play into the curriculum and creating unique connections to the courses.

IV. Objective of the policy

In all IB Programs, teaching is designed to remove barriers to learning. Teaching is inclusive and values diversity. It affirms learners' identities and aims to create learning opportunities that enable every learner to develop and pursue appropriate personal goals.

In today's world, learners with diverse learning abilities are part of the school ethos. They are making significant contribution to the diversity and differences of the school environment.

WHAT IS INCLUSION?

'Inclusion is an ongoing process that aims to increase access and engagement in learning for all learners by identifying and removing barriers to learning.'

The primary **purpose** of this **InclusionPolicy** is to provide guidance to teachers, parents and the whole **school** on the provision of Effective Learning Support to learners with needs. The policy is design keeping each learner in mind to:

- provide them accommodationintervention and educational support as per their individual need.
- equal opportunities to participate and engage in quality learning.
- Ensure that involvement of parents, students and school staff towards students with special educational needs and encourage positive environment to avoid isolation.
- Ensure that special education needs students are offered a broad, balanced and differentiatedindividualized curriculum in an inclusive education.

As education is considered a human right that promotes the sense of belonging, safety, self-worth and holds growth for every learner, transdisciplinary themes should be provided at their level of understanding.

V. Philosophy

- Amity Global School, Noida is an inclusive school which makes efforts to meet needs of all learners. The mission is to develop a more diversified community by giving a chance for education to all and aims to cater the requirements of each individual for academic and personal growth.
- We ensure that each child has a particular needs, interests, and strengths and also provides the full support with required resources which may lead to their individualized potential progress.
- We promote International-Mindedness in all learners and encourage personal reflection using the Learner Profile and we are committed to teaching through inquiry based learning in all the classes.

VI. Committee members

1. Head of School (Principal)
2. Vice Principal
3. Coordinators -PYP Coordinator, Middle School Coordinator, Cambridge and IBDP Coordinator
4. Teachers – HRT, Special Educator & School Counselor
5. Parents

VII. Roles and Responsibilities:

All stakeholders associated with Inclusion Policy have specific roles and responsibilities to fulfill:

THE SCHOOL

- It is the responsibility of the school to train and sensitize the staff and faculties towards the Inclusive students so that differentiated teaching can be implemented. The school shall provide suitable arrangements for teaching and assessment as per the student's requirements.
- It is also important for the school to collaborate with the parents and have essential agreements for the extent and scope of support. Parents collaborate as a team to support the learners and be in a mutual agreement about essential agreements for extent and scope of support.
- School also provides Occupational Therapy Services at Resource Room for Neuro diverse Learner.
- Careful consideration shall be taken by the school in collaboration with the parents when choosing the subjects for the learner requiring Inclusive arrangement.
- The access arrangement (for both teaching and assessment) required by the learner shall be decided well in advance with the coordinator collaborating with the teachers.
- The inclusive assessment arrangements provided for a candidate must be carefully individualized, planned, evaluated and monitored.
- The candidate shall be familiar with any assistive equipment, including a computer and any software authorized for use in an examination. If support from a scribe, reader, prompter, practical assistant/aide or communicator is required, the candidate shall practice with the person acting in this capacity in advance of the examination.
- The school shall be responsible for ensuring that all equipment authorized for a candidate with arrangements/assessment/access requirements functions correctly and that there is a member of staff who is familiar with its assessment function which is required during the assessment.

COORDINATORS

- Work collaboratively with all the stake holders to ensure appropriate planning, identification, action & assessments of diverse SEN.
- Keep regular contact with the parents to keep check on the IEP and academic performance of the child annually.
- All the inclusive access arrangement shall be submitted by the coordinator in accordance to with the school principal and counselor after obtaining the required documentation from the parents.

TEACHERS

- Teacher has to identify the learning challenges faced by the students and discuss the concerns with the other stakeholders.
- To keep the complete check on the child's development and to ensure that the IEP of the child is made with appropriate instructions.
- To keep the coordinators & parents updated with the progress of the child.

PARENTS/GUARDIANS

- Parents have to provide relevant documents including current progress report i.e. last 3 to 6 months of therapies and medical reports of the child to the school at the time of admission or whenever required.
- Providing shadow teacher as support system and help for the child to improve his/her academic and overall development in the school. The shadow teacher will be recruited and paid by the parents but selected by the school management.

SPECIAL EDUCATOR and COUNSELOR

- Classroom support for learners with special education need in academic lessons and to make curriculum modification, enrichment activities, classroom accommodations, small group instruction, or one-on-one support.
- Additional supports outside of the classroom like pull out services are provided to meet academic, social or behavioral needs.

Individuals with the following difficulty are recognized by the Inclusive Policy:

- Specific learning difficulties (such as dyslexia, dyscalculia, dysgraphia)
- Emotional & behavioral difficulties
- Neurological Problem (Autism Spectrum Disorder) Mental health conditions such as attention deficit hyperactivity disorder, eating disorders & anxiety, lack of concentration, difficulties in comprehensions.

NOTE: The learner can be referred outside for assessments or medical assistance like testing which is conducted by the certified professionals if the facilitator observes in school that they are facing any of the above difficulties. The decision shall be taken after keeping all stakeholders in consideration.

According to the Persons with Disabilities Act, 1995, “Person with Disability” means a person suffering from not less than 40% of any disability as certified by medical authority.

VIII. ADMISSION POLICY FOR LEARNERS WITH INCLUSION DIVERSE NEEDS

As per the school's Admission policy, School has the right to admit learners with learning difficulties or physical disabilities only if adequate provisions can be made to meet their respective needs. The aim is to promote inclusion so that children with special educational needs can achieve their full learning potential through access to broad, balanced, creative and challenging curriculum and a wide variety of opportunities and experiences.

At the time of transition stage of any diverse learner, the child's performance report card, learner SEN report and IB official transfer of the session will be handed over to the parents.

NOTE: For further information refer to our Admission policy.

As per our Admission policy for diverse Inclusive Students, we ensure that in case a child needs any special care or any specific need, it must be mentioned at the time of admission. (Written information clearly supplied in the admission forms).

If a learner is applying for admission and has been identified with special educational , any results of prior testing and/ or existing Individual Education Plans (IEPs) need to be provided to the Admissions Office with the application. Applications will not be processed until all supporting documentation has been submitted and the school can make an informed decision as to whether or not it can meet the learner's needs.

IX. PRIMARY YEARS PROGRAMME

- **Differentiated teaching** carried out to provide effective strategies enabling every learner to achieve appropriate personal learning goals.
- **Movement breaks** to be provided to the learner at various intervals of time during academic teaching and learning.
- Providing **least restricted environment** to ensure that learners will be educated with their peers without any disabilities.
- **Support/Shadow teacher** provided by the parents who will be assisting the child in the class.
- Providing “**Optimal Learning Environment**” with a positive productive school climate, **intellectually and emotionally safe** stimulating classroom to the learner.
- The diverse needs of each learner are addressed with an ever-present attention to equity and continuous academic, social, and emotional growth.

X. INCLUSION POLICY FOR CIE(Cambridge International Education)

Learners with diverse may benefit from specific access arrangements that take the learner’s difficulty into account when assessments or learning tasks are performed. Access arrangement should be candidates’ usual way of working or based on careful evaluation by competent authority. The access arrangement application needs to be approved by CIE for Cambridge exam.

- Allowing extended time for tests, exams, or assignments
- Use of a scribe
- Modified test papers
- Use of a reader
- Providing a quiet or separate testing area so there are fewer distractions and less noise.
- Use of computer/Word Processor for exams
- Prompter
- Practical assistant
- Communicator

XI. INCLUSION POLICY FOR IBDP

Inclusion is about responding positively to each individual's unique needs and less about marginalizing learners because of their differences. Majority of learners with special educational needs can be successfully included in mainstream education by providing right skills training, strategies and support.

“The inclusive assessment arrangements provided for a candidate must be carefully individualized, planned, evaluated and monitored. They should be based on current, and not past, requirements. The purpose is to take away the disadvantage, to the extent possible, due to the candidate's challenge. The inclusive assessment arrangements that are requested should be a candidate's usual way of working.’

Inclusive access arrangements may be necessary due to:

- Long-term learning support requirements
- Temporary medical conditions
- Additional language learning.

Supporting Documents

“To submit requests for access arrangements, two forms of supporting documentation are required to be uploaded to the online application ‘Request of inclusive access arrangements’.

- **The first document** is a psychological/psycho-educational/medical report from a psychological or medical service. A psychological/psycho-educational/medical report may be written by medical, health, educational or psychological professionals with appropriate qualifications and/or professional licenses in their country of residence
- **The second document** is educational evidence from the school. For additional language learners, the report of the language test will serve as psychological evidence.”

As per IBDP guidelines during examination **Inclusive Access Arrangement** shall be followed in the following cases if they fulfill the requirements:

- Access to modified papers for candidates with visual challenges or specific learning difficulties: changes can be made to the print of the examination paper; and, printing the examination content on colored papers.
- If a candidate has difficulties in reading or attention, test directions may be clarified by the invigilator or a designated reader.
- Access to a separate room if is in the best interest of the candidate taking the examination and others in the group. Example – lighting for the visually impaired, a scribe or a computer required by the candidate giving the examination.

- Access to additional time during examination will depend upon the degree of needs of the learner requirement. This shall be dependent upon the scores of the psychological tests.
- Access to prompter for a learner giving examination due to attention issues, psychological or neurological conditions.
- Access to reading: Magnifying devices to enlarge and read print may be used by candidates with vision issues, reader or reading software.
- Access to writing in an examination or otherwise various facilities can be provided like computer without internet facility or data and scribe.
- Access to speech and communicator for receiving instructions if the learner has hearing challenges.
- Access to calculators (four function) and practical assistance through assistant or aide.
- Access to extensions (deadlines) and exemptions (medical requirements). A candidate may be permitted rest breaks if required to do so due to medical, physical, psychological or other conditions.
- Seating arrangements can be made keeping certain aspects in mind like learners with vision and hearing difficulties.
- Access to a nurse or assistant if required by the candidate during examination.
- Access to aid if that is the normal functioning requirement of the learner. Example hearing aid, low vision aid, magnifying aid, etc.

“**Additional Language Learners** are candidates whose current course of study and assessment is delivered in a language that is not their first, best or native language and whose language is below the level that is deemed proficient”. Inclusive assessment arrangements for additional language learners can apply to oral or written examinations in individuals and societies, sciences, mathematics, the arts and the Diploma Program core components.

As per IBDP guidelines during examination **Access for additional language learners** shall be followed in the following cases if they fulfill the requirements:

- Extra time for additional language learners (25%, written examinations)
- Extra time for additional language learners (25%, orals)
- Reader/reading software for additional language learners
- Word processor with spellchecker for additional language learners

NOTE: Inclusion policy will be reviewed every two years as per the requirements.

Differentiation

Differentiation is more than a strategy or series of strategies ... it is a way of thinking about teaching and learning.

(Tomlinson 2000: 13)

Differentiation is based on good teaching practice and is seen as the process of identifying, with each learner and it evolved from developing appropriate curriculum for the learners. Differentiation can help learners' access content at a suitable level through a variety of resources and should become an integral part of the curriculum planning of each facilitator.

IB identifies **four** important **principles** to ensure that each learner has equal accessibility to the curriculum and the necessary support needed for the development of each learner as per their requirements. At Amity Global School the same is practiced. This is achieved through the practice of the following principles:

- **Affirm identity—build self-esteem** – Promote environments that welcome and embrace learners. Foster high but realistic expectations. Value and use the diversity of cultural perspectives. Liaise and collaborate with parents. Understand learner learning preferences and interests. Identify and teach through learner strengths.
- **Value prior knowledge** – Identify prior knowledge and activate prior learning, including that learned in other languages. Map language and learning profiles. Build new knowledge onto existing knowledge.
- **Scaffold learning** – Support new learning through the use of graphic organizers (writing frames, Mind Maps®), which are pictorial forms of promoting, organizing and constructing knowledge; visual aids, drama, demonstrations, etc. Encourage collaborative learning groups/peer support.
- **Extend learning** – Combine high expectations with opportunities for learner-centred, experiential practice and interaction with cognitively rich materials, experiences and environments. Use technology and assistive technologies to enrich learning and to ensure that all learners have the same opportunities.

At Amity Global School, the efforts are paced towards fostering these teaching and learning approaches as part of the school culture. The driving forces of these incorporations are the collaboration and teamwork of the teachers ensuring it is embedded as part of the classroom environment.

XII. RESOURCE ROOM

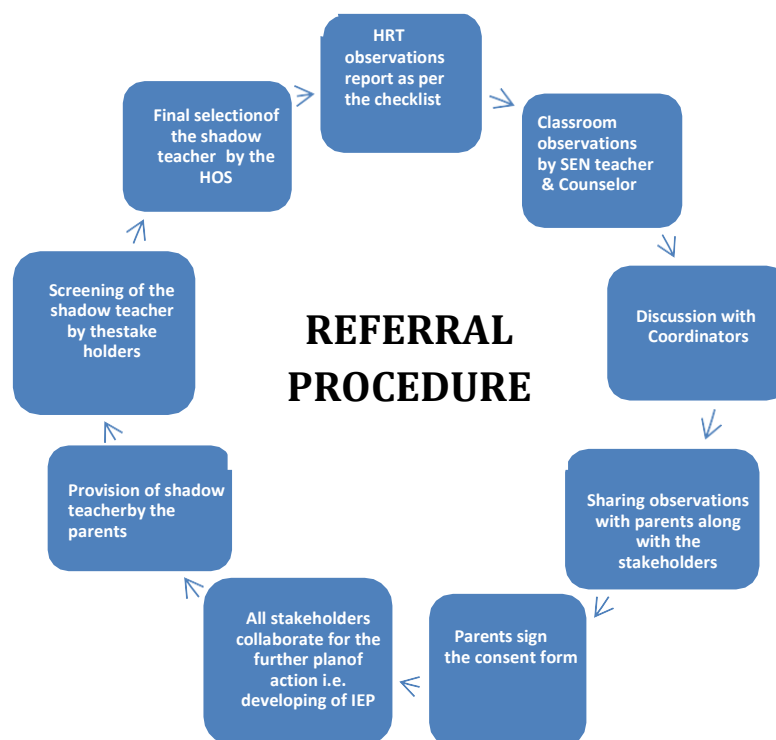
It is a learning space where a **Special Educational Needs (SEN) Facilitator/Additional Learning Support (ALS)** Special educator teacher instructs and assists learners with special needs. The child is provided with differentiated curriculum as defined in their **Individualized Education Program (IEP)** on one to one basis in the resource room. Depending on individual needs, learners are provided with three to five classes per week for about forty five minutes per day.

PROCEDURE AT THE RESOURCE ROOM

- IEP
- Coordinating with the facilitator to observe progress and result
- In case of any medical history the parent should also submit a complete medical report of the child.
- Reports are made for reference and to keep a check on the individual's progress. This helps in planning a better IEP for the individual.
- Periodical meeting with parents to upgr the parent with the progress of the child.

XIII. INTERNAL SCREENING AND REFERRAL PROCEDURE

There is a procedure involved in screening for children with special needs:



- First observation will be conducted by the **Home Room Teachers (HRT)**, where in grade and age-appropriate check list will be provided.
- Further classroom observations will be done by the **Special Educational Needs (SEN)** teacher and the counselor along with HRT.
- A report is generated for further discussion with the HRT, SEN, Counselor and Coordinators.
- The Home Room Teacher, Special Educational Needs teacher, Counselor and Coordinators jointly discuss the concerns.
- Parents are called for discussion with the stakeholders about the observations conducted within the classroom and other school settings.
- Parents are then further referred to the certified professionals for the assessments and clinical report of their ward.
- Parents will be submitting their wards assessment and clinical reports to the school.
- The HRT, SEN teacher, Counselor, Parents and Coordinators collaborate the further plan of action.
- Parents are required to sign the consent form to allow the school to support their ward.
- Parents provide a shadow teacher for their ward to allow the child to be mainstreamed.
- School ensures social, emotional and cognitive development as much as possible depending on the severity and adjustability of the child

NOTE-

- The diverse learner files will be accessible by the Special Educator, Counselor, Coordinator, **Vice Principal (VP)** and **Head of School (HOS)**.
- An individual file will be prepared for every diverse learner including all the required and essential documents. The files will be held and managed by Administrative Department.
- Any discussion or meeting done with the parents and other stakeholders needs to be documented noted in the minutes of the meeting and signed by the parents for their consent.

XIV. SHADOW TEACHER SCREENING PROCEDURE

- Parents are the 1st source of providing shadow teachers to the school. They take the interview and shortlist the candidate.
- Then shortlisted candidates resume is presented to the Head of School.
- Then the candidate is asked to come for the 1st round of interview, which is taken under Special educator, Counselor & respective Coordinator.
- If selected, then the final interview is done by the Head of School.
- Lastly, the candidate is selected and joins school and is bound to follow the norms as per the school.

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- Approaches to teaching and learning – IBDP publication.
- Cambridge Handbook 2024.

XVI. ANNEXTURES

Annexure 1

Amity Global School, Noida

Individual Educational Plan: 20202025-

20262021

Learner Information

Name:

Date of Birth:

Address:

Tel No.:

Mother's Name:

Father's Name:

School:

Relevant Information

IEP Team Members

Additional Information

INDIVIDUAL EDUCATIONAL PLAN

Learners Name:

Assessed level of Educational Performances

(Teacher observation, interview, formal testing)

Date given	Test	Result

Summary of Assessed Level of Educational functioning

Language :

Writing:

Mathematics:

**Special education and related services
(School staff and related services)**

- Special Educator (School)
- School Counsellor
- Home Room Teacher

Parents involvement and Expectations

- Involved in development of IEP
- Parents will receive work done at school on daily basis

Areas of Strength	Areas of Need

Classroom Accommodation

- Peer/ buddy support
- Classroom instructions to be repeated slowly and several times to learner
- Teach learner to seek assistance

Individual Educational Plan

Area/ Domain : Social Communication

Long term goal :

Short term objective	Review Dated	Procedures	Results and recommendations

Area/ Domain : Fine motor skills/ handwriting

Long term goal :

Short term objective	Review Dated	Procedures	Results and recommendations

Area/ Domain : Mathematics

Long term goal :

Short term objective	Review Dated	Procedures	Results and recommendations

Annexure 2
Dyslexia Teacher Observation Checklist

Do you observe the learner exhibiting these characteristics of dyslexia in the classroom? Only complete sections applicable to your learner.

Learner Name:
Date:

Early literacy challenges:	YES	NO
Difficulty understanding that sounds make words		
Difficulty rhyming		
Difficulty identifying beginning, middle, and ending sounds in words		
Difficulty with recognizing, blending, and segmenting individual sounds in words		
Difficulty with letter recognition – capital and lowercase		
Difficulty with left to right and top to bottom directionality		
Unable to read and write their own name		
Reading challenges:	YES	NO
Difficulty with learning the sounds that correspond to letters and letter combinations		
Difficulty with sounding out (decoding) words		
Difficulty with differentiating between letters or words that look similar (p and q, there and three)		
Difficulty with recognizing and remembering high frequency or sight words such as <i>said, they, and was</i>		
Difficulty with accuracy (adding or omitting words or parts of words)		
Difficulty with fluency (reading with ease, speed, and expression)		
Difficulty with comprehension of text		
Difficulty maintaining place while reading		
Writing challenges:	YES	NO
Difficulty with Sequencing letters correctly within words		
Difficulty with copying with accuracy		
Difficulty with mechanics (correct use of capitalization and punctuation).		
Difficulty with spelling		
Difficulty with planning and organizing ideas for writing		
Difficulty expressing ideas in complete sentences		
Difficulty with proofreading skills		
Difficulty with staying within the margins of a page and writing on the line		
Difficulty with aligning numbers in columns when doing math problems		

Dyslexia Challenges to Look for in Specific Grades:

Pre-K and Kindergarten	YES	NO
Problems with pronouncing words correctly		
Delayed language and vocabulary development		
Difficulty in reciting the alphabet and days of the week sequentially		
Difficulty with quickly naming things (colors, shapes, familiar objects) when shown pictures of objects		
Frustration with coloring, pasting, and cutting with scissors		
Grades 1-4	YES	NO
Slowness in learning the connection between letters and sounds		
Letter reversals (b/d) and inversions (u/n)		
Lack of a systematic approach to sounding out words		
Difficulty in reading words (by sight and by decoding)		
Frustration with reading tasks		
Good comprehension of material that is read to the child as opposed to text that he/she tries to read		
Problem with recalling facts		
Difficulty in learning math facts, especially multiplication tables		
Problem with telling time and with understanding time concepts such as before and After		
Problems in understanding directions		
Grades 5-8	YES	NO
Weak decoding skills; slowness in figuring out multisyllabic words		
Poor sight word vocabulary		
Difficulty in learning spelling strategies such as root words, affixes, spelling patterns		
Poor oral reading; lack of fluency		
Difficulty with word problems in math		
Problems recalling facts		
Good oral self-expression, but not in writing		

Dyslexia Challenges to Look For in Specific Grades Continued

High School	YES	NO
Poor spelling		
Poor written composition		
Avoidance of reading or writing assignments		
Incorrect reading of information		
Trouble with summarizing		
Poor memory skills		
Slow work speed		
Problems with organizing work and managing assignments		
Difficulty with performing in classes that have reading and writing demands		
Difficulty in learning a foreign language		

Alabama Dyslexia Resource Guide (PP. 10 & 11)

Social, Emotional, Play, And Self-Regulation Dysfunction

Social:	
Difficulty getting along with peers	
Prefers playing by self with objects or toys rather than with people	
Does not interact reciprocally with peers or adults; hard to have a "meaningful" two-way Conversation	
Self-abusive or abusive to others	
Others have a hard time interpreting child's cues, needs, or emotions	
Does not seek out connections with familiar people	
Emotional:	
Difficulty accepting changes in routine (to the point of tantrums)	
Gets easily frustrated	
Often impulsive	
Functions best in small group or individually	
Variable and quickly changing moods; prone to outbursts and tantrums	
Prefers to play on the outside, away from groups, or just be an observer	
Avoids eye contact	
Difficulty appropriately making needs known	
Play:	
Difficulty with imitative play (over 10 months)	
Wanders aimlessly without purposeful play or exploration (over 15 months)	
Needs adult guidance to play, difficulty playing independently (over 18 months)	
Participates in repetitive play for hours; i.e., lining up toys cars, blocks, watching one movie over and over etc.	

Self-Regulation:	
Excessive irritability, fussiness or colic as an infant	
Can't calm or soothe self through pacifier, comfort object, or caregiver	
Can't go from sleeping to awake without distress	
Requires excessive help from caregiver to fall asleep; i.e., rubbing back or head, rocking, long walks, or car rides	
Internal Regulation (The Interoceptive Sense)	
Becoming too hot or too cold sooner than others in the same environments; may not appear to ever get cold/hot, may not be able to maintain body temperature effectively	
Difficulty in extreme temperatures or going from one extreme to another (i.e., winter, summer, going from air conditioning to outside heat, a heated house to the cold outside)	
Respiration that is too fast, too slow, or cannot switch from one to the other easily as the body demands an appropriate respiratory response	
Heart rate that speeds up or slows down too fast or too slow based on the demands imposed on it	
Respiration and heart rate that takes longer than what is expected to slow down during or after exertion or fear	
Severe/several mood swings throughout the day (angry to happy in short periods of time, perhaps without visible cause)	
Unpredictable state of arousal or inability to control arousal level (hyper to lethargic, quickly, vacillating between the two; over stimulated to under stimulated, within hours or days, depending on activity and setting, etc.)	
Frequent constipation or diarrhoea, or mixed during the same day or over a few days	
Difficulty with potty training; does not seem to know when he/she has to go (i.e., cannot feel the necessary sensation that bowel or bladder are full)	
Unable to regulate thirst; always thirsty, never thirsty, or oscillates back and forth	
Unable to regulate hunger; eats all the time, won't eat at all, unable to feel full/hungry	
Unable to regulate appetite; has little to no appetite and/or will be "starving" one minute then full two bites later, then back to hungry again (prone to eating disorders and/or failure to thrive)	

FINE MOTOR CHECKLIST

AGE/ GRADE	Fine Motor Skills	YES/NO
3-4 years (Grade-EY1)		
	Holding a pencil with thumb and fingers on opposite sides of the pencil	
	Using non-dominant hand to assist and stabilize objects.	
	Threading a sequence of small beads.	
	Cutting roughly around pictures.	
	Completing 4-6 pc interlocking puzzles.	
	Copying 9 block models.	
	Copying a circle, cross and a square.	
	Cutting along a line continuously.	
	Holding the pencil with a tripod grasp (3pt grasp)	
	Coloring inside the lines.	
4-5 years (Grade- EY2)		
	Coloring an entire picture	
	Writing their name.	
	Tracing on a line with control.	
	Copying letters.	
	Using a preferred hand for most activities.	
	Copying simple pictures using geometric shapes.	
	Independently attempting to draw a range of pictures.	
	Opening zip lock bags, containers and lunch boxes.	
	Cutting out simple shapes.	
	Dressing and undressing independently (excluding shoe laces).	
	Writing numbers 1-10 independently.	
	Self-generating letters independently.	
5-7 years (Grade-1& 2)		
	Copying a triangle.	
	Coloring within the lines.	
	Holding a pencil with a 3pt grasp and generate movement from fingers.	
	Cut and paste projects.	
	Drawing basic pictures	
	Opening zip lock bags, containers and lunch boxes	
	Using knife and fork for soft foods	
	Completing a 20pc puzzle	
	Forming letters and numbers correctly	
	Dressing and toileting independently.	
	Cutting neatly around shapes.	
	Completing a 20pc puzzle.	
	Holding a pencil with a 3pt grasp and generate movement from fingers.	
8-9 years		

(Grade -3)		
	Writing on the lines.	
	Pencil control.	
	Endurance for writing tasks.	
	Using knife and fork for soft foods.	
	Drawing detailed pictures with recognizable objects.	
	Tying shoelaces.	
	Writing neatly.	
	Holding a pencil with a 3pt grasp and generate movement from fingers.	
	Maintain legibility of handwriting for entirety of a story.	
	Cutting neatly around shapes.	
	Dressing and toileting independently.	
	Using knife and fork for most foods.	
	Forming letters and numbers correctly.	
	Completing more complex puzzles	

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GROSS MOTOR CHECKLIST

Age	Skills	YES/NO
3-4 years	Walking up and down stairs with alternating feet.	
	Jumping with two feet together 5 times in a row.	
	Throwing objects with an overarm action at a target.	
	Catching a ball (using body).	
	Standing on one foot for up to 5 seconds.	
	Imitating simple bilateral movements of limbs (e.g. arms up together).	
4-5 years	Climbing onto/down from furniture without assistance.	
	Climbing on jungle gym and ladders.	
	Pedaling on a tricycle.	
	Kicking a ball forwards.	
	Throwing a ball overarm.	
	Catching a ball that has been bounced.	
	Catching a ball with hands instead of using arms and body.	
	Running around obstacles.	
	Jumping 10 times in a row, maintaining the distance of jumps.	
	Walking on tip toes.	
	Walking along a line.	
	Hopping on one foot.	
	Jumping over an object and landing with both feet together.	
	Standing on one foot for 10 seconds	
	Kicking a ball.	
	Walking up stairs while holding an object.	
	Walking backwards heel-toe.	
	Jumping forwards 10 times without falling.	
Skiping forward after demonstration.		
Running around obstacles.		
5-6 years	Hanging from a bar for at least 5 seconds.	
	Walking along a line.	
	Hopping on one foot.	

	Catching a small ball using hands only.	
	Jumping over an object and landing with both feet together.	
6-7 years	Running smoothly with arms opposing legs and a narrow base of support (Feet not too far apart).	
	Running around obstacles while maintaining balance.	
	Standing on one foot for at least 10 seconds.	
	Skipping forward without demonstration.	
	Walking on a balance beam.	
	Holding and moving across monkey bars without support.	
	Hopping on 1 foot.	
	Jumping forwards with both feet together.	
	Jumping over an object and landing with both feet together.	
	Stepping forward with leg on opposite side as throwing arm when throwing a ball.	
7-8 years	Riding a bike.	
	Walking backwards heel-toe.	
	Standing and maintaining balance on one foot.	

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IMPORTANT: All policies and documents are signed off by the Senior Leadership Team when approved.