

**LEARNING**

**CENTRE**

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## **A. Vision**

Sanskriti Learning Centre (SLC) is a dynamic and vibrant department of the school. The Learning Centre was set up in the year 1998, much before the Right of Children to Free and Compulsory Education Act, 2009. The Centre was set up as the school's social responsibility initiative. It is the only centre of its kind which has a functional in-house set up, along with regular and need-based integration of children with the mainstream students. The integration of these children is closely monitored. On the same lines as the school, the centre is divided into 3 parts, viz. Junior, Middle and Senior.

## **B. Admission**

The criterion for admission at the entry level is announced online along with mainstream admissions and names are referred by the DOE. In case of a vacancy in other classes, an application has to be addressed to the principal with a recent assessment from a government recognized unit, which is mandatory.

For admission in the SLC, a child's formal assessment is required. The assessment should include:

- a) psychological assessment by a qualified clinical psychologist (RCI registered); and
- b) academic assessment.

Besides, informal assessment is also undertaken by educators using tools, such as REEL, FAB, PEP-R, A-PEP, GLAD, BRIGANCE to gauge students' ability level in order to design a suitable curriculum.

## **C. Curriculum**

The SLC puts together an individualised curriculum, which focuses on the child's ability to absorb, generalize and apply the information imparted to her/him. Academics and skill development go hand in hand. Speech and occupational therapy and pre-vocational training are also an integral part of the curriculum.

Children with varying needs across the school are either supported in the mainstream class by special educators or are housed in the SLC for academic support with pre-vocational and vocational activities and integration with the mainstream. The levels may vary according to the individual requirements; hence, curriculum groups within the SLC may have children of different ages but similar needs

## **D. Support to Students**

Presently the centre is able to support students with:

- a. Autism Spectrum Disorder
- b. Multiple Disabilities
- c. Cerebral Palsy
- d. Intellectual Disability
- e. Speech and Hearing Disorders
- f. Learning Disability
- g. Visual Impairment

## **E. Training**

The centre offers support through three streams after assessing the ability and need of the student:

### **a) Open School Training (NIOS – Secondary and Senior Secondary)**

This category consists of the learners who are unable to cope with the CBSE pace, demands of the syllabus and expected level of performance, but are able to perform better with a self-paced programme, which also allows greater flexibility in terms of subject choices. To access NIOS, the students should have the skills to comprehend instructions and questions independently as well as write / narrate the answers.

Most subjects are taught by the educators in the centre and by mainstream teachers wherever necessary. **The school is not an accredited centre** for NIOS, but the educators help in all possible ways including helping the students fill forms; applying at the right time, providing a scribe and accompanying them to the exam centre.

### **b) CBSE with Exemptions**

This category consists of students who are associated with the mainstream system and will be able to take the mainstream exam, i.e. CBSE board exam with or without exemptions and/or a flexibility in subjects. For instance, some might opt for Home Science instead of Science and FIT instead of Mathematics.

They receive support from the SLC in coping with gaps in concepts/skills through remediation. Additionally, the SLC keeps track of their overall performance in their respective classes.

Students are trained by special educators in the junior and middle school. In most cases they take the mainstream exam, sometimes with and sometimes

without some minor modifications in the internal mainstream question paper, depending on the needs of the child.

### **c) Functional Curriculum Focusing on Life Skills with Emphasis on Pre-Vocational and Vocational Skills**

Here the centre focuses on preparing children for activities of daily living. It is thematic and supports skill development as the major focus for this category.

#### **c.1) Skill Development for Independence as a Part of the Functional Syllabus:**

This category consists of the children who either have an aptitude for the skills mentioned before or find it difficult to cope with the dynamics of a regular curriculum of CBSE / NIOS; or both.

The students are trained on gross motor, fine motor skills, speech and communication, activities for daily living and pre-vocational or vocational skills. The training of these is managed within the centre by the educators and therapists.

There are various vocational skills in which the students are trained. The focus is on fine motor skills and work habits. Part of this module (pre-vocational skills) is done by the Junior Learning Centre with prospective students. The level of ability, however, remains different. It will be more basic in Junior LC and specific in the Middle and Senior LC.

The Vocational Training Program is set up for functional adolescent learners. The objective of this endeavour is to orient the learners and their parents to basic skills required in vocational activities. As the students master each skill, they learn to generalise them during on-the-job training opportunities.

They work in the school canteen, library and photocopy room. By and by, the parents are empowered and encouraged to make their kids independent in activities of daily living. The vocational skills taught in school are generalised at home also to support learning. The learners are gradually introduced to social skills and play skills to prepare them to interact and feel settled in any vocational environment.

The objectives of the programme are:

- To create readiness for post-secondary training /vocational career
- To focus and strengthen students' abilities and interests
- To teach interpersonal skills
- To teach vocational behaviours
- Teaching to advocate themselves and become semi-independent and eventually independent in life

To achieve the above-mentioned objectives, the SLC ensures its learners have extremely fulfilling and incredible experiences by showcasing their baking skills, by putting up food stalls. The students visit the Maitreyi College once a month and also participate in the various school events, such as Winter Carnival, School Open House, *Diwali Utsav*, Author's Week and so on by putting up food stalls at these events.

The students bake live and prepare fresh pizzas, grilled sandwiches, brownies and muffins. They get an amazing practical exposure and experience; they learn to respond appropriately to their customers, applying skills, such as calculating money, returning the correct change and inviting customers.

This gives them a sense of achievement, belongingness and teaches them teamwork while developing some important life skills. They also

get an opportunity to intern outside school depending on their capabilities and interests.





## **F. The LC team**

The School has a professional team of special educators and therapists who are devoted to the cause of the Learning Centre. They are the single most important asset for the centre. Mainstream teachers, academic and activity teachers are also a part of the team.

The staff at the centre comprise 20 qualified special educators along with a speech and occupational therapist, all possessing RCI accredited qualifications. Their experience ranges from 4 to 20 years. The educators have special skill and experience in conducting assessments, making IEPs

and implementing them. They are well equipped to deal with the challenges and conditions associated with varying ability groups.

The student to staff ratio is kept around 7: 1 so that adequate attention can be paid to each child.

The special educators design individualized resource booklets, flash cards, visual schedules and workstations to help children with special needs (CWSN) in the teaching-learning process.

## **G. Occupational Therapy and Speech Therapy**

### **Occupational Therapy**

The school has a separate spacious occupational therapy room with latest equipment, where activities that cater to the many needs of our students are conducted. Once the occupational therapist receives the referral from the coordinator, an informal assessment/observation of the child is carried out both in the classroom as well as in the therapy room. After this, a formal occupational therapy assessment is conducted and the intervention plan is prepared.

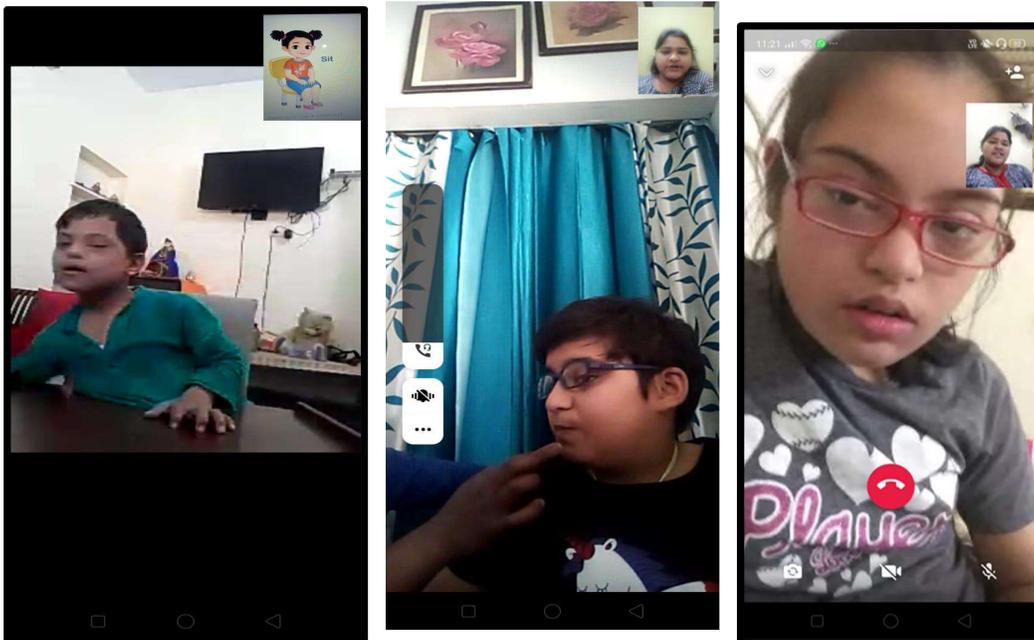
Regular therapy sessions are conducted individually and/or in small groups. The occupational therapist uses specialised treatment approaches, such as sensory integration therapy, neuro-developmental therapy, brain gym movements, handwriting without tears programme, rhythmic movements, gross and fine motor skills training, cognitive and visual perceptual training. The therapist also works towards helping students achieve mastery in the activities of daily living (self-care skills).

As and when required, the occupational therapist provides guidance and resources to the parents to consistently apply and follow the various therapy strategies at home.

Similarly, through in-house training sessions, the occupational therapist empowers the teachers with techniques to address motor skills, and sensory and cognitive-perceptual challenges faced by the students in the classroom.

## **Speech Therapy**

Communication is the base upon which we construct other life skills. When communication is impaired, there are issues in the classroom in forming and keeping relationships, in literacy and in learning. However, early intervention can ensure that these communication problems are lessened or accommodated. The larger goal is to enable them to become active participants in society.



**Students taking online speech sessions**

Through speech therapy, the Learning Centre attempts to prevent communication problems by identifying children who are at the risk of developing ineffective language skills. The speech therapist assesses student communication skills through standardized tools, such as REELs, ISAA, CARS, PAT and OPM Examination. The findings are then used to develop IEPs which the therapist helps to implement. One-on-one and sometimes group sessions are also conducted to foster speech and language skills of the students. Teaching-learning materials according to the individual needs are used. Playful therapy approach is used for building rapport with the child. Various techniques, such as milieu teaching, incidental teaching, modeling and positive reinforcement (through token exchange) have also been incorporated.

## **H. Facilities**

The school has a separate OT and speech room with specialized aids and equipment. The centre also uses the audio-visual room to show movies to children during their leisure time and for educational purposes. It has a well-equipped pre-vocational room for cooking with and without fire, and baking.

CWSN students are completely inclusive for all social activities in school. They take part in activities such as music, art, physical education, dance, aerobics, clay modelling and yoga under the supervision of professionally qualified teachers.

## **I. Methodology**

To increase the participation of students with special needs in the learning process, adaptations are made at three different levels:

- a. Adaptation: Adapt what is taught.
- b. Instructional: Adapt how it is taught and how learning is demonstrated.
- c. Ecological: Adapt the setting.

The educators use VAKT (Visual, Auditory, Kinesthetic and Tactile) in their instructions. The IEPs designed have goals which are SMART (Specific-Measurable-Achievable-Realistic-Time targeted).

The IEPs are designed biannually. These are shared with the parents and ,with their consent, are implemented. The evaluation is continuous and a complete student profile in terms of goals and achievements in all areas is shared with the parents twice a year.

Regular individualized meetings are done with the parents to share their child's progress and to train them in any specific skill areas while working with their child.

Most of the parents also need regular counselling sessions to help them become aware of the child's condition and empower them to cope and learn to accept.

## **J. Parent-School Partnership**

The learning centre parents are a key partner in any decision-making process as their perspectives are vital for the learning, growth and development of their children.

They provide an insight into the needs of their children. An enriching learning environment can be created only when parents and the school collaborate.

Parents are partners in the learning process of a child with special needs.

### **TRAINING AND WORKSHOPS**

The centre organises workshops and training for the parents in areas of concern.

From time to time, workshops have been conducted by the LC staff for the parents. These sessions are interactive and informal so as to make the parents comfortable.

Workshops are organised for them where professionals from other organisations are called to give valuable insights into behaviour and other issues faced by parents in the training of their children. The workshops cover a range of topics from financial planning for CWSN to their diets.

Some of the workshops organised were:-

- Financial Planning for the Future of CWSN
- Talk by Ms Shanti Auluck on Vocations for CWSN
- Balanced Diet
- Brain Gym by Rahul Sir
- Visual Scheduling and Importance of Visuals for ASD.
- Vocational Training by Ms Aradhana Lal

Parents of CWSN who are successful in a vocation are called to speak in order to motivate and inspire parents of the centre.

### **Parent-Teacher Meets**

PTMs are elaborate, wherein all issues, including academic, behavioural, vocational training, OT and speech therapy are discussed. Each meet takes upto 2 hours, sometimes depending on the student and her/his abilities.

When the IEP is formulated by the educator, the parents are requested to go through it and discuss any changes they want to be incorporated.

Where need be, the parent is encouraged to observe her/his child during therapy sessions in order to be able to do likewise at home.

In some cases, the educator is in constant touch with the parent in order to ensure the child is not confused and that there is uniformity in instructions given at home and in school. The educator makes sure that there's required coordination between the parent and the educator and that the student is trained well.

### **Feedback**

Feedback is immediate and constant. The educator communicates with the parent by e-mail, WhatsApp class groups and the school almanac.

The speech and occupational therapists inform the educator in charge about any anomalies in behaviour during a session and this is communicated to the parent if need be.

### **Volunteers**

The parents of the centre volunteer as scribes during the term exams in school.

During the Carnival, they contribute by getting baked cakes for the cake stall of the LC. On Teacher's Day, farewells, class parties etc., the parents send delicious home-cooked items for celebrations.

They involve themselves in various events organised by the centre.

One of the parents is also the LC representative in the PTA of the school.

Sometimes certain students require their parents to accompany them to outstation trips. The parents stay in a separate wing of the same hotel, away from their child. They are called upon only if there is a need.

Some parents help out students from the economically weaker sections by assisting them with admissions to the NIOS.

The association between educator, parent and student is unique for every child. Where there is trust, collaboration and honesty, there is growth and progress.

## **K. Trips and Excursions**

The students are exposed to various in-community and inter-school events as well as regular excursions with or without their peers in the mainstream. These trips help teachers to gauge students' capacity to apply life skills and give feedback to parents to work accordingly.

The Learning Centre organizes many educational and fun trips apart from field trips which the children attend along with the mainstream. Once a year, the students go for an outstation trip, where they spend a night or two away from their parents. In addition to that, the following trips are organised every year:

- Visit to Big Bazaar
- Visit to Kidzania
- Visit to Dilli Haat

## **Big Bazaar and McDonald's**

The prime objective of this visit is to provide hands-on learning experience to children. The children, accompanied by a group of educators, receive valuable life skill training. As a prerequisite to the trip, the children are asked to prepare an appropriate grocery-shopping list.

They are exposed to various sections of the store. They manoeuvre the carts through the aisles and they make appropriate choices according to their shopping list. Their money transaction skills are strengthened by following the calculation operations, working on labels and categories of various foods, and weighing the food items. Standing in the queue and waiting patiently for their turn to make payments are a few other skill areas in which they get practical exposure.

To celebrate and reward their achievements, children then visit McDonald's for a quick bite where they are encouraged to place their orders and make the payment independently after deciding what they want.

**BIG BAZAAR and MC DONALD'S**



**Kidzania**

The Kidszania experience opens an avenue for students to look into various professions and help them develop an interest in trying out various skills, to display their talent and to show their creativity and potential.



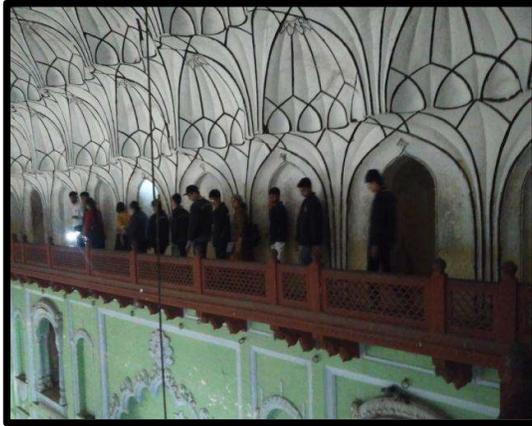
## **Outstation Trips**



Over the years, outstation trips have been organised to the following places: Jaipur, Agra, Orchha, Chandigarh, Lucknow

Students learn to be away from their families for a while, and their teachers are able to observe their ADLs. Their behaviour with peers and hotel staff is observed and remedial action is worked out with the parents wherever required as a follow up. Parents are usually part of the trip, but they stay away from the children and are not involved in any activities.

## LUCKNOW TRIP



## Dilli Haat

Money skills are an important part of the functional syllabus of a student of the Learning Centre. This skill is put to test every year. The students are taken to Dilli Haat where they have to buy something for every family member after which they can enjoy lunch at the food stall of their choice. The senior students have to manage all this within a budget.

## **L. Assessment**

Academics is divided broadly into three streams viz.

1. Formal Exam oriented courses following CBSE;
2. NIOS; and
3. Non Formal referred to as Functional.

The above courses are selected by the educators in agreement with parents or caregivers on the basis of the ability and requirement of the student.

## **M. Achievements**

The Learning Centre is able to bring out the 'maximum potential' in CWSN. Teachers and Parents are able to identify the children's strengths and thus are able to plan the future goals so as to help them lead a semi/totally independent life.

Students become semi/totally independent in making choices, decisions, expressing and communicating.

Through constant motivation by the teachers, children develop self-confidence and self-esteem.

Students participate in several inter-school events where they compete with students of other schools.

Children get to participate in school events, such as Sports Day and Annual Day, promoting social inclusion and creating a sensitive and empathetic environment within the school system.

Children also participate in specifically designed inter-school programmes such as *Indradhanush* , Diwali Fair and Adaptive Athletic Meet giving them a platform to perform and showcase their strengths.

Constant sharing with parents helps the LC to collaborate with parents as partners.

Consistent teacher and student training awareness programmes have helped Sanskriti to have a sensitive, aware and a flexible school environment.

## **N. Events**

Every year the SLC hosts three main inter-school events for CWSN namely, *Indradhanush*, Diwali Utsav Career Fair and Adaptive Athletic Meet.

The department puts up a stall at the Sanskriti Winter Carnival every year where the talents of the students are showcased.

### **Indradhanush**

Every year Sanskriti School hosts *Indradhanush* (Shev Bhatnagar Memorial Inter-school Competition for the differently abled). There are several events especially catering to the differently abled, such as baking, cooking without fire, flower arrangement, jewellery making, card making, bag decoration, skit and folk dance. A special short cultural programme is put up by the students of the LC too.

### **Diwali Utsav Career Fair**

Celebrating the 'ability' in the 'disability', the unique Diwali Utsav Career Fair reflects the growing sensitivity towards people with disabilities. Organized by The Sanskriti Learning Centre, the fair aims at total inclusiveness of the specially abled and opens new avenues and opportunities for employment. It provides a platform of opportunity for all organizations that have contributed innovatively in the field of disability. Every year, the school calls upon distinguished persons from the field of special needs who have been innovative and successful in a particular vocation to share their journeys with those present in order to motivate and encourage them.

### **Adaptive Athletic Meet**

The main objective of this event is to provide a platform to differently abled children where they not only showcase their talent in sports but also enjoy and compete with their peer group in a non-threatening environment.

Both field and track events are organised for the children. The track events include 25mtr. assisted walk, 50 mtr. and 100 mtr. run, and the field events include shot put, soft ball and long jump.

The Young Athlete Programme helps young children to compete at their own level. Roller skating too was introduced this year. Bocche was introduced as an exhibition game and should be part of this event from the coming year.

### **Winter Carnival**

The Senior LC looks forward to the School Carnival as this event enables us to showcase the vocational activities of the centre and skills of our students.

The cake and brownie stall is a favourite and these items get sold out very soon. Last year, the students made several items out of beads, such as wind chimes, key chains and jewellery items, which were on sale.

Another popular item was bhel puri, which was prepared by the teachers.

## O.Photo Gallery

### A. Outside School Events

#### Heritage Adaptive Athletic Meet



2017



2018

Visit to Planet Autism, IHC





## Visit To Dilli Haat





Visit to National Museum by NIOS  
students who are doing 'Painting'  
as a subject





**B. In School Events**

## Adaptive Athletic Meet

2017 - 2018



2018 - 2019





2019 - 2020



**Directorate of Education**

**CROSS DISABILITY TEACHER TRAINING 2016**



# DIWALI UTSAV CAREER FAIR

2018



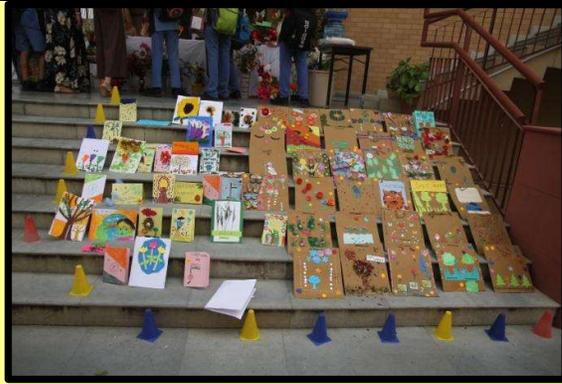
2019





## Indradhanush 2017



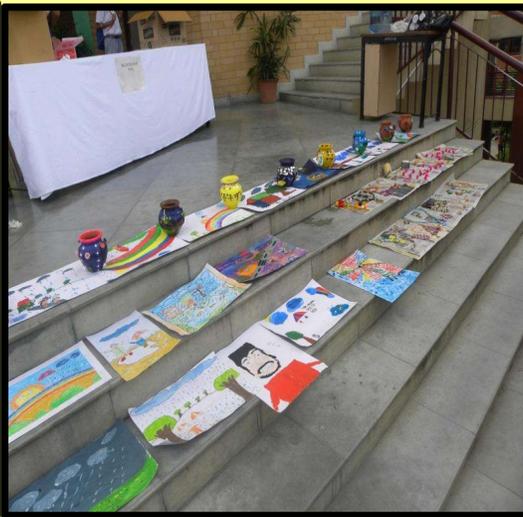


## Indradhanush 2018



## Indradhanush 2019





## Winter Carnival





**Sanskriti Fun !**



**Pre Vocation**



**Farm Visit**



**Farewell**



**With our guests!**

