



Education without Borders

SPECIAL NEEDS REPORT



WHY SPECIAL NEEDS?

Education without Frontiers (Europroject)

- 20 schools in 19 European countries
- Two year projects

Some key principles:

- To promote equal opportunities
- To value all people equally
- To promote a European dimension in Education



THE SCHOOLS INVOLVED

17 schools completed the survey

- Quite different schools
 - Different sizes (less than 500 to 1500+)
 - Different age ranges
 - Different types



SCHOOL SIZES

4 Schools

≤ 500

5 Schools

500 - 1000

6 Schools

1001 - 1500

2 Schools

≥ 1500



SCHOOL AGE RANGES

All Schools

16 - 18

11 Schools

12 - 18

15 Schools

14 - 18

1 School

starts at 6

1 School

up to 22



SPECIAL NEEDS AREAS OF FOCUS

Many areas could have been chosen

We chose

- Dyslexia
- Dyscalculia
- AD(H)D
- ASD
- Exceptional Giftedness



WHAT WAS OUR PURPOSE?

Identifying what works best in terms of

- Identifying and diagnosing the special need
- Helping and supporting students

Improving what happens in all our schools

- Through teachers
- Through students

Finding out what help schools need



IDENTIFICATION & DIAGNOSIS

Identification:

- Symptoms recognised

Diagnosis:

- Confirmation by authorised person – usually resulting in special provision



IDENTIFICATION

Mainly by

- Teachers (nearly all involve class teachers)
- Parents
- Former schools

Usually all of these – and more!



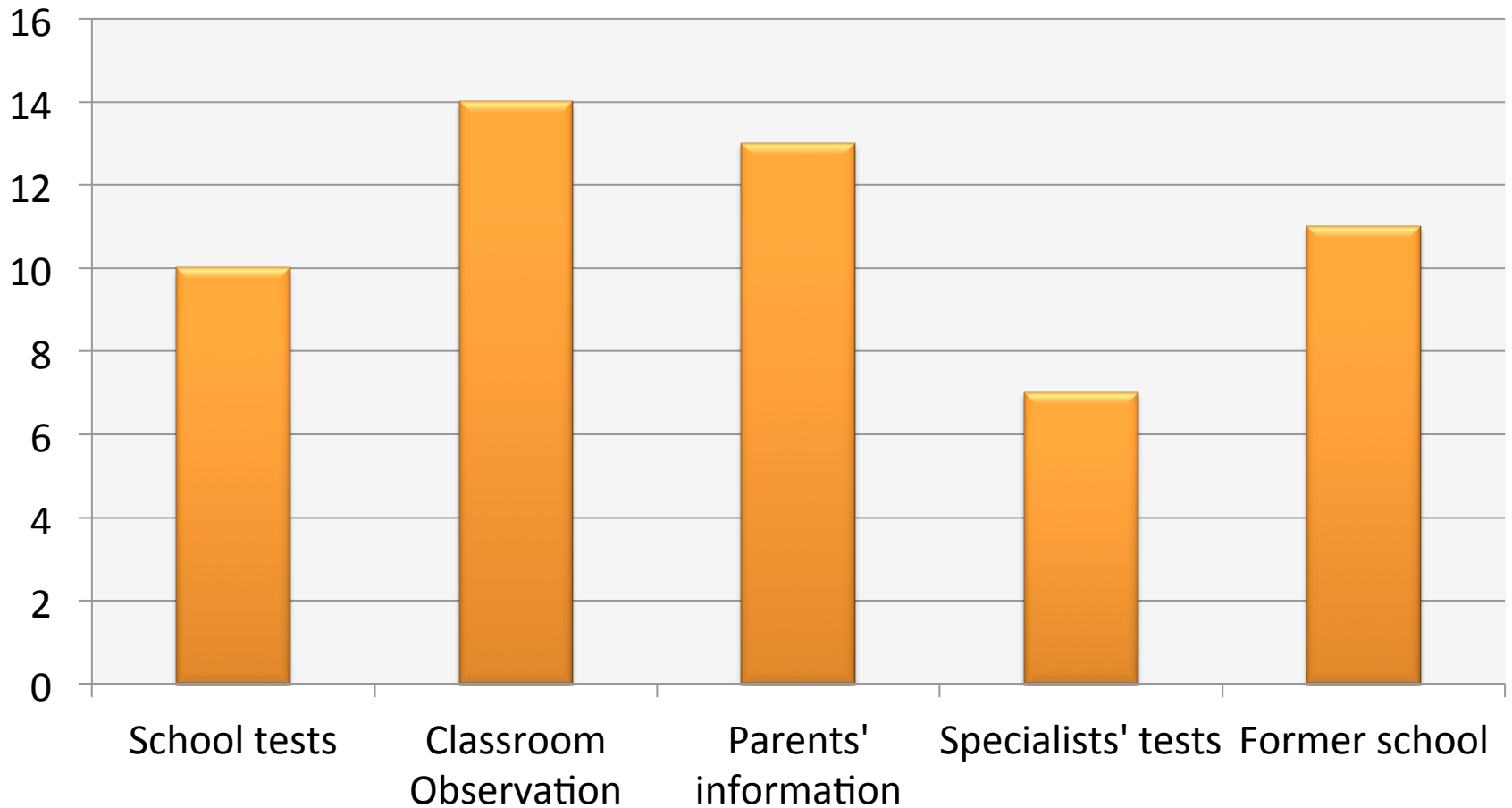
DIAGNOSIS

Diagnosis

- Mainly by non-teacher professionals
- Only 2 schools have class teachers authorised
- Only 5 even have Special Needs Co-ordinators authorised

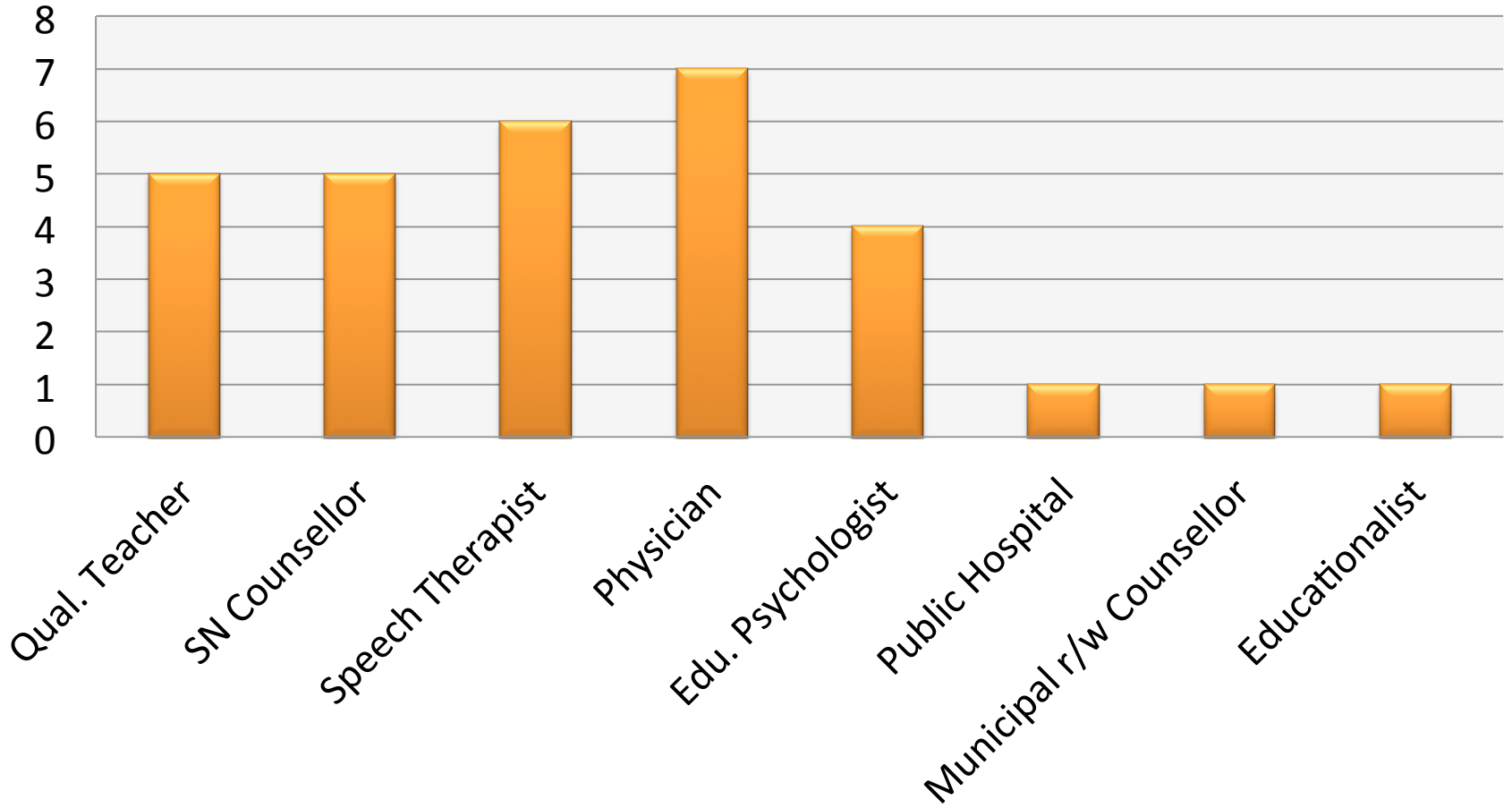


DYSLEXIA: IDENTIFICATION



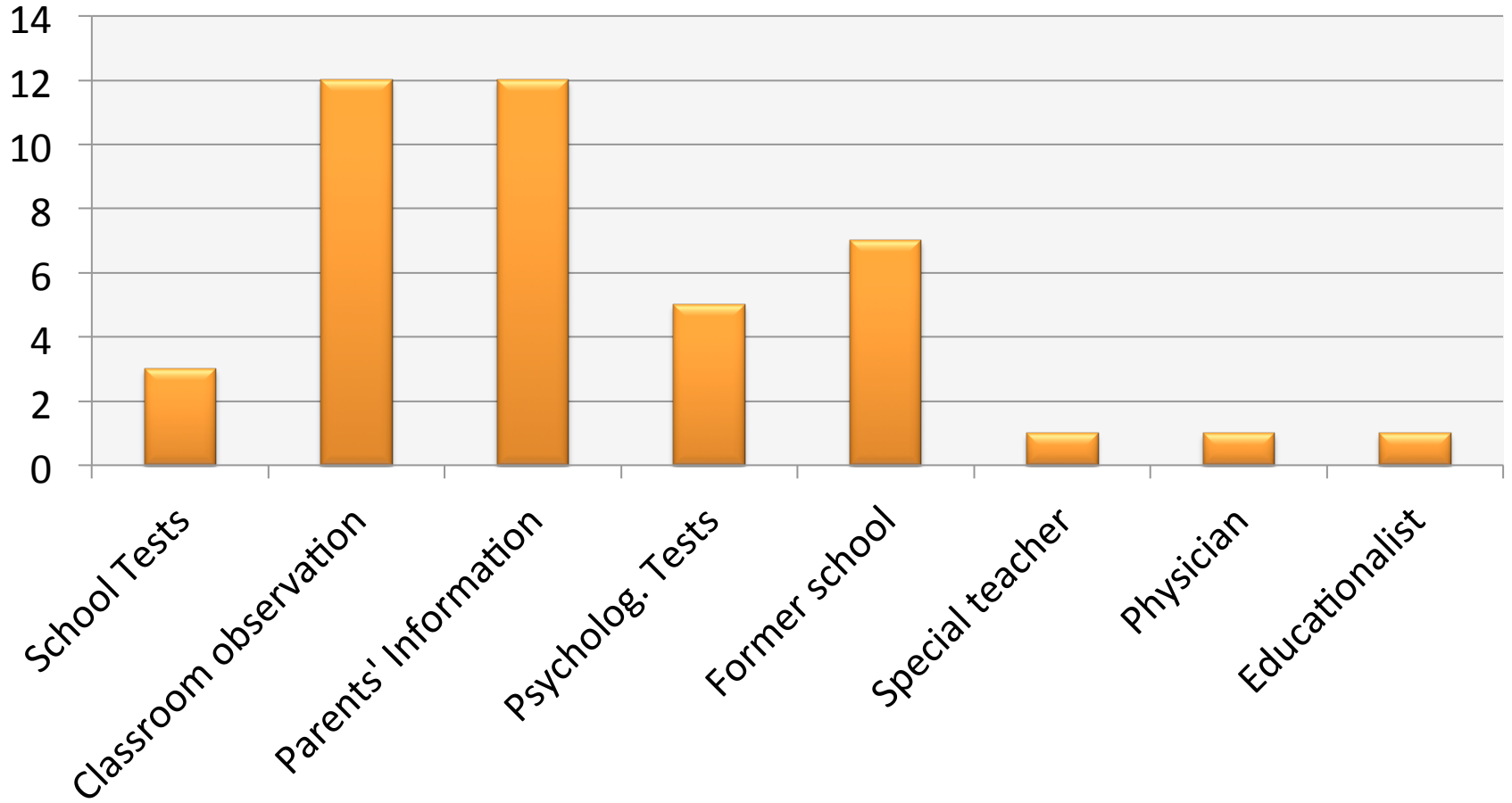


DYSLEXIA: DIAGNOSIS



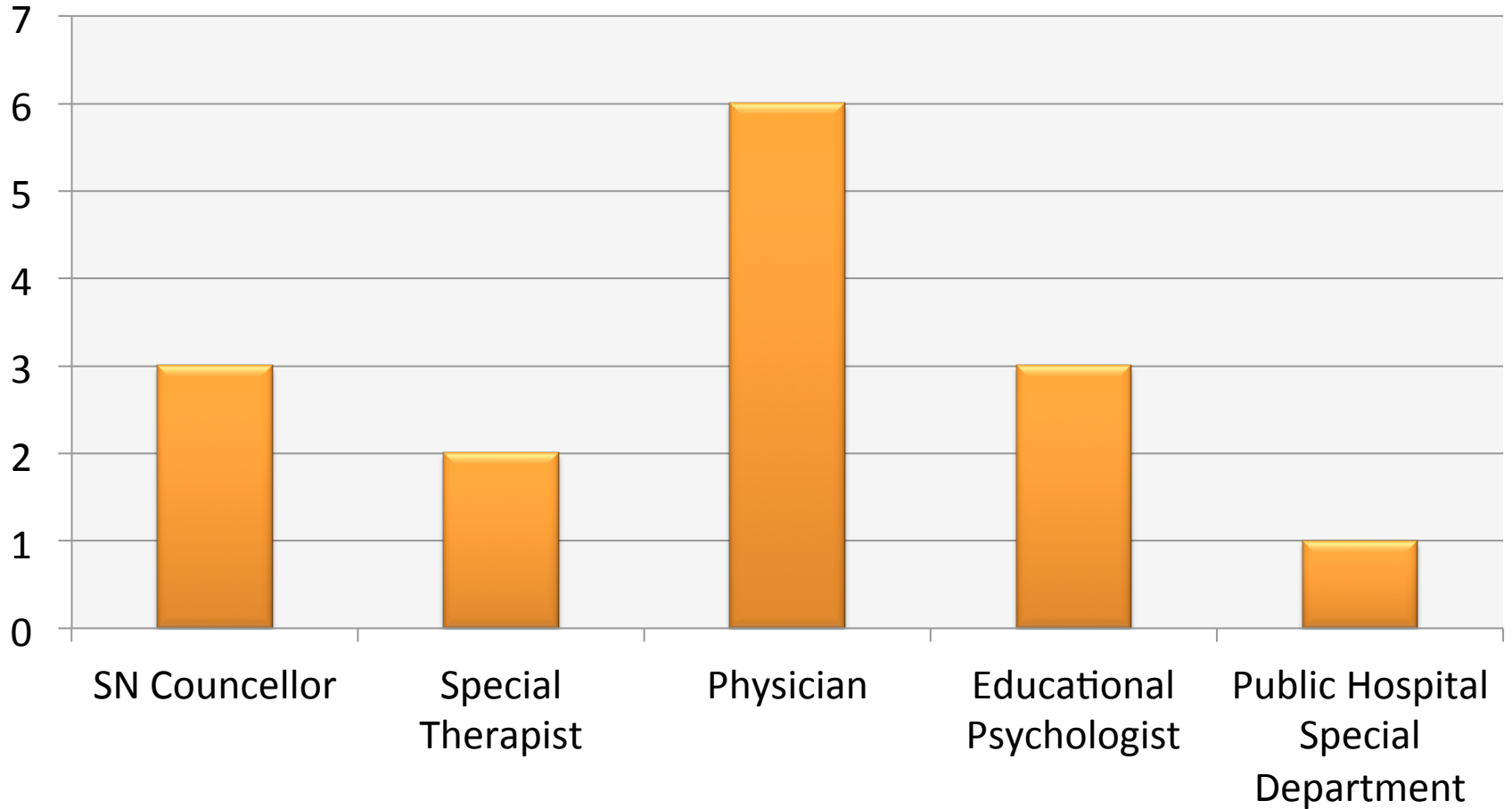


DYSCALCULIA: IDENTIFICATION



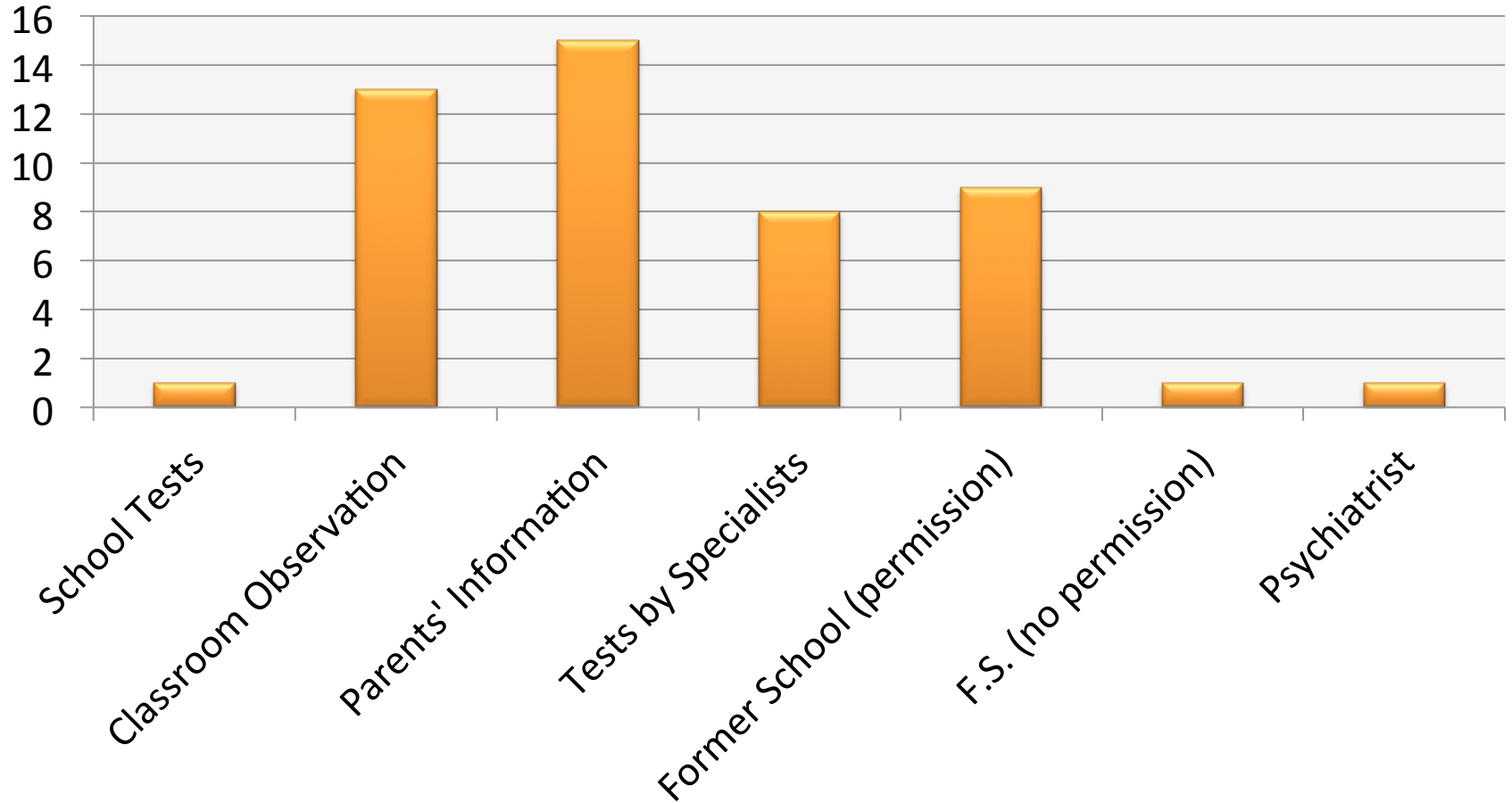


DYSCALCULIA: DIAGNOSIS



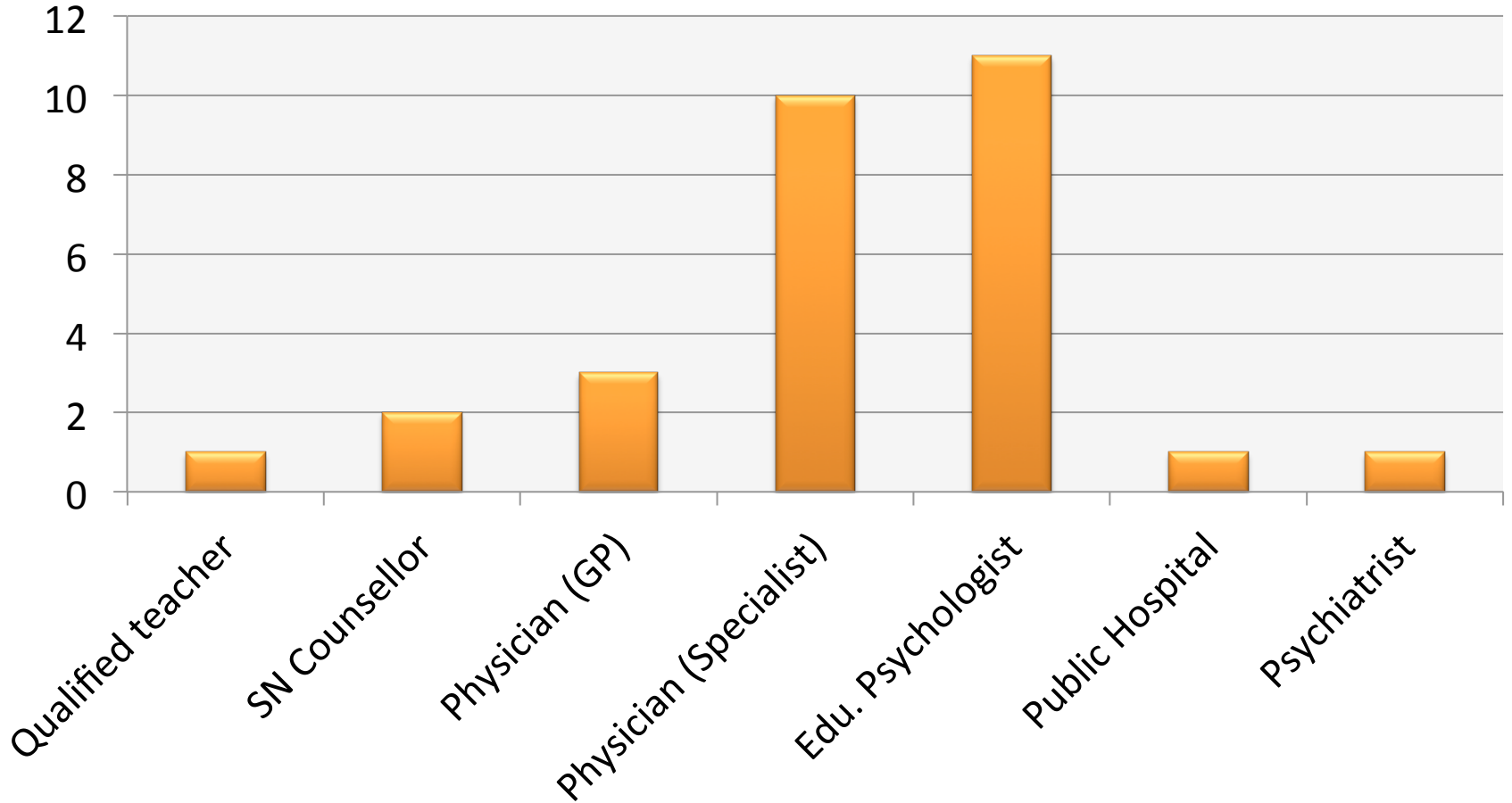


AD(H)D: IDENTIFICATION



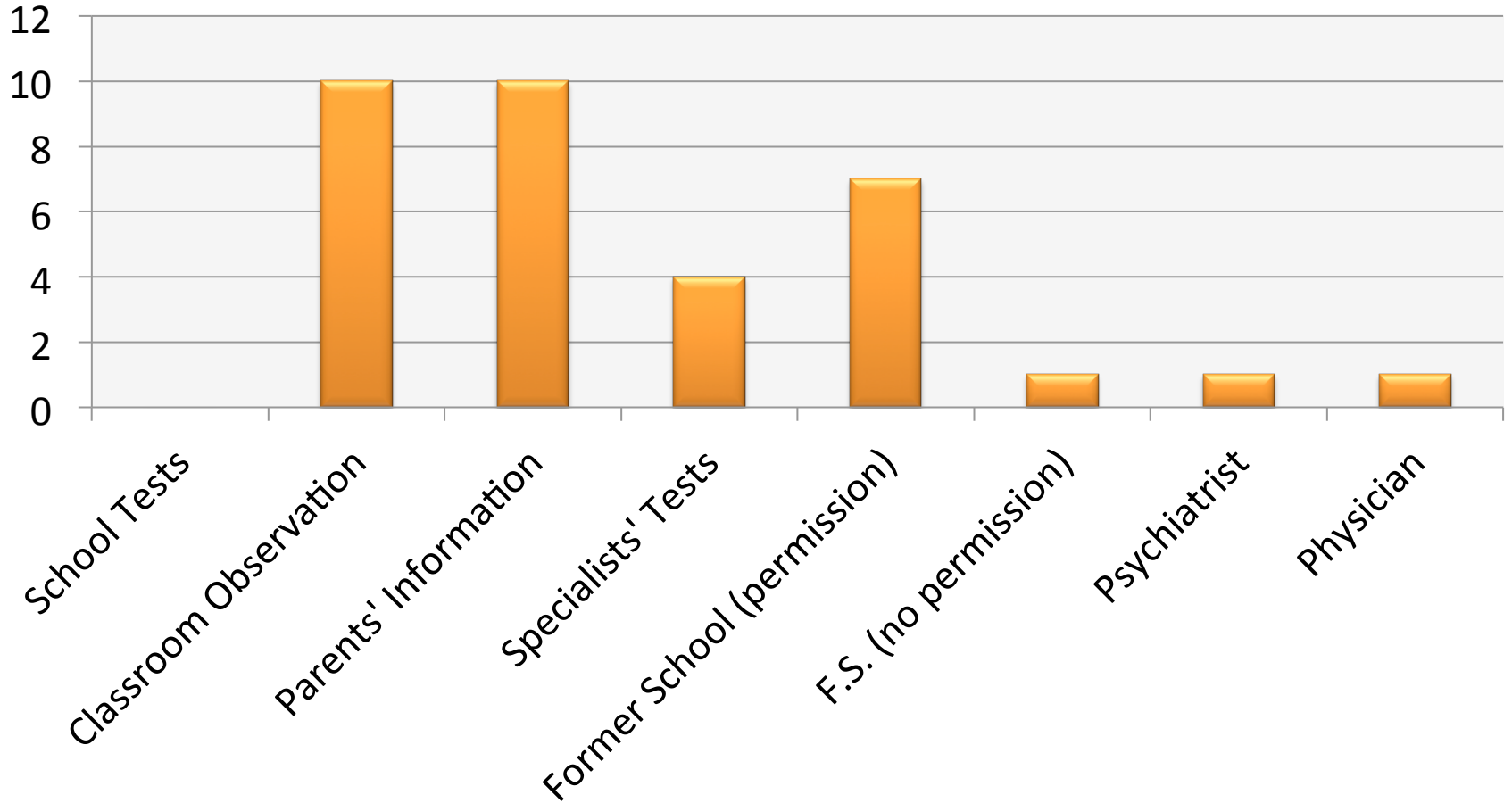


AD(H)D: DIAGNOSIS



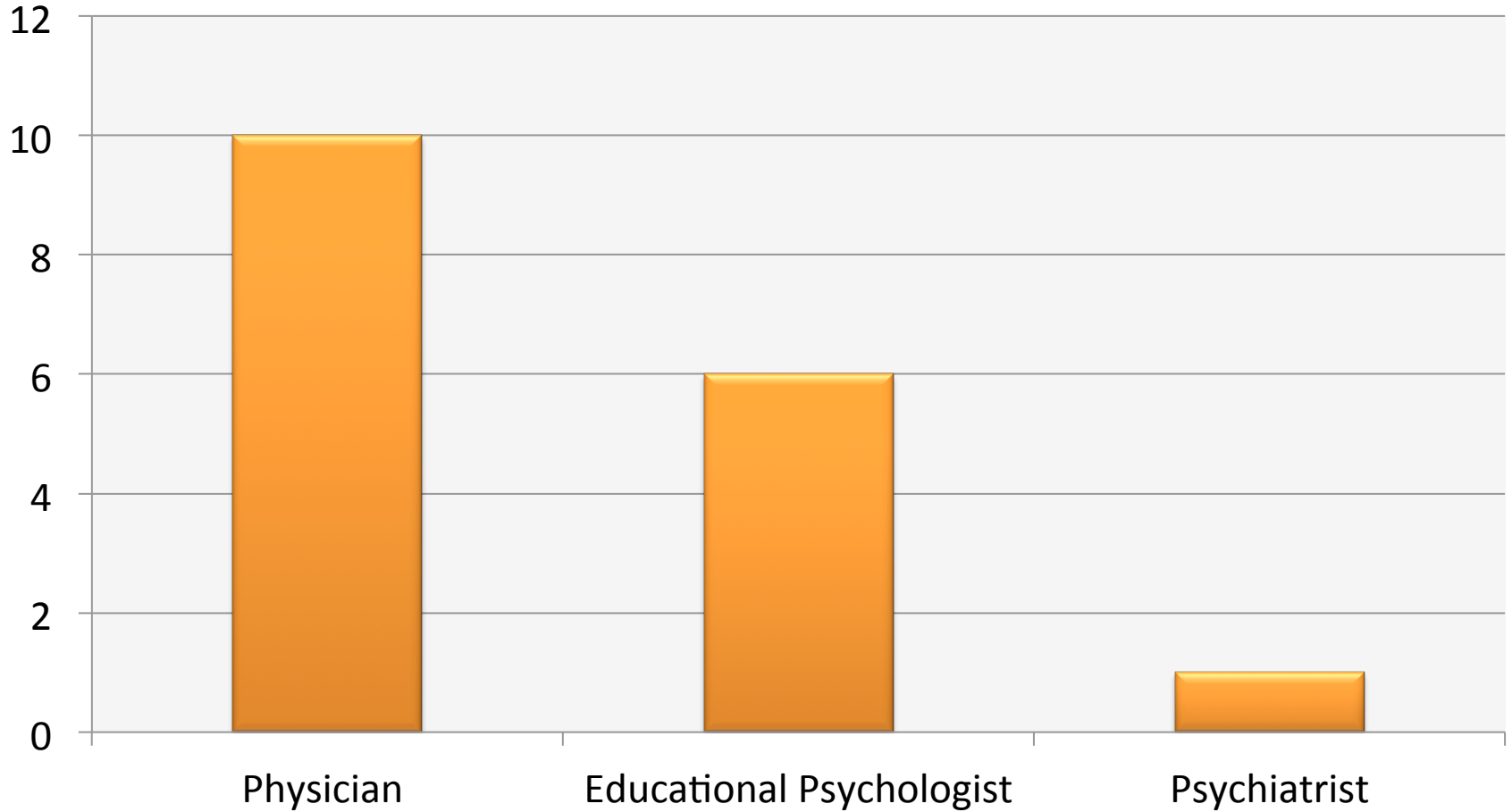


ASD: IDENTIFICATION



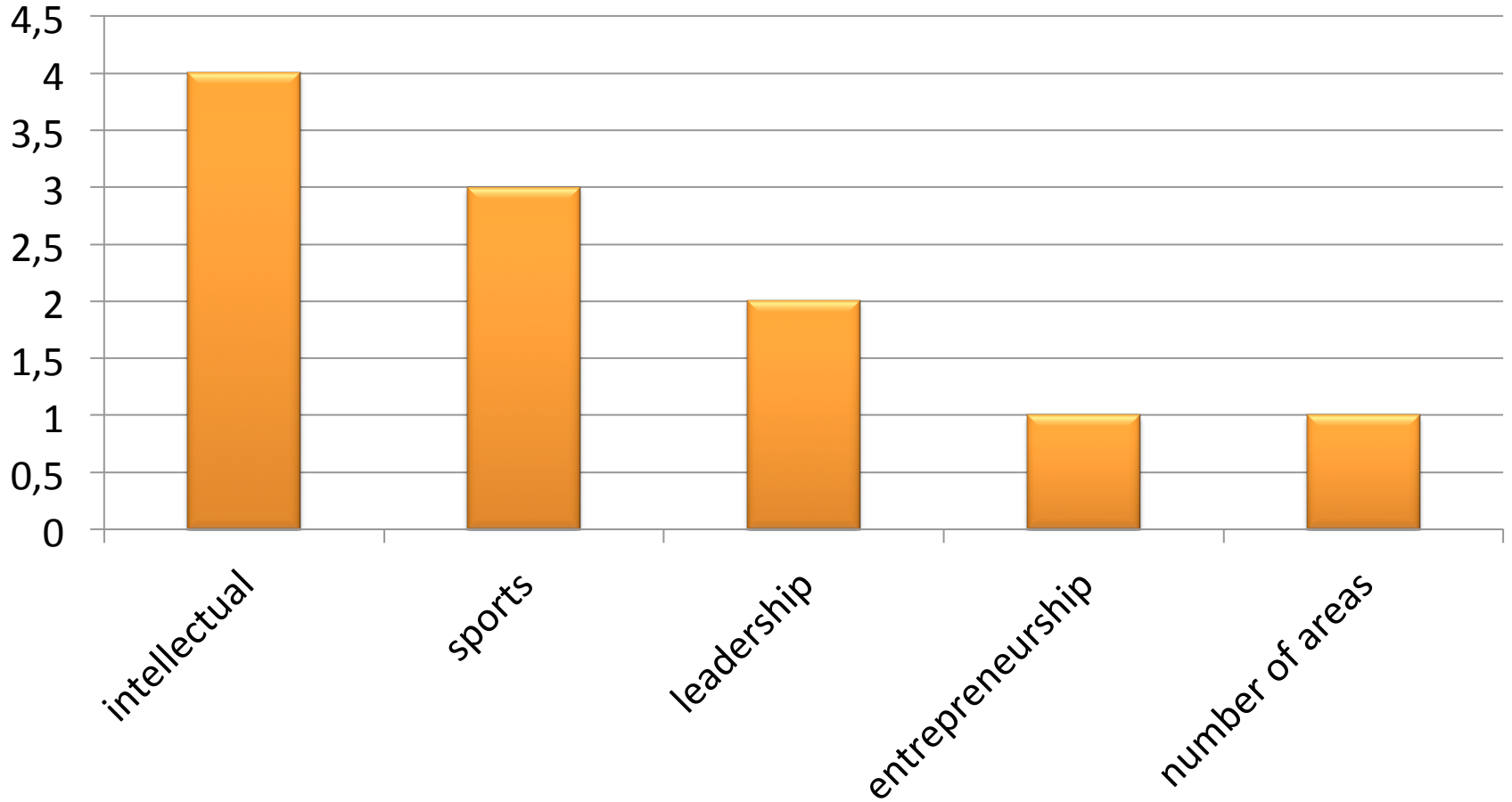


ASD: DIAGNOSIS





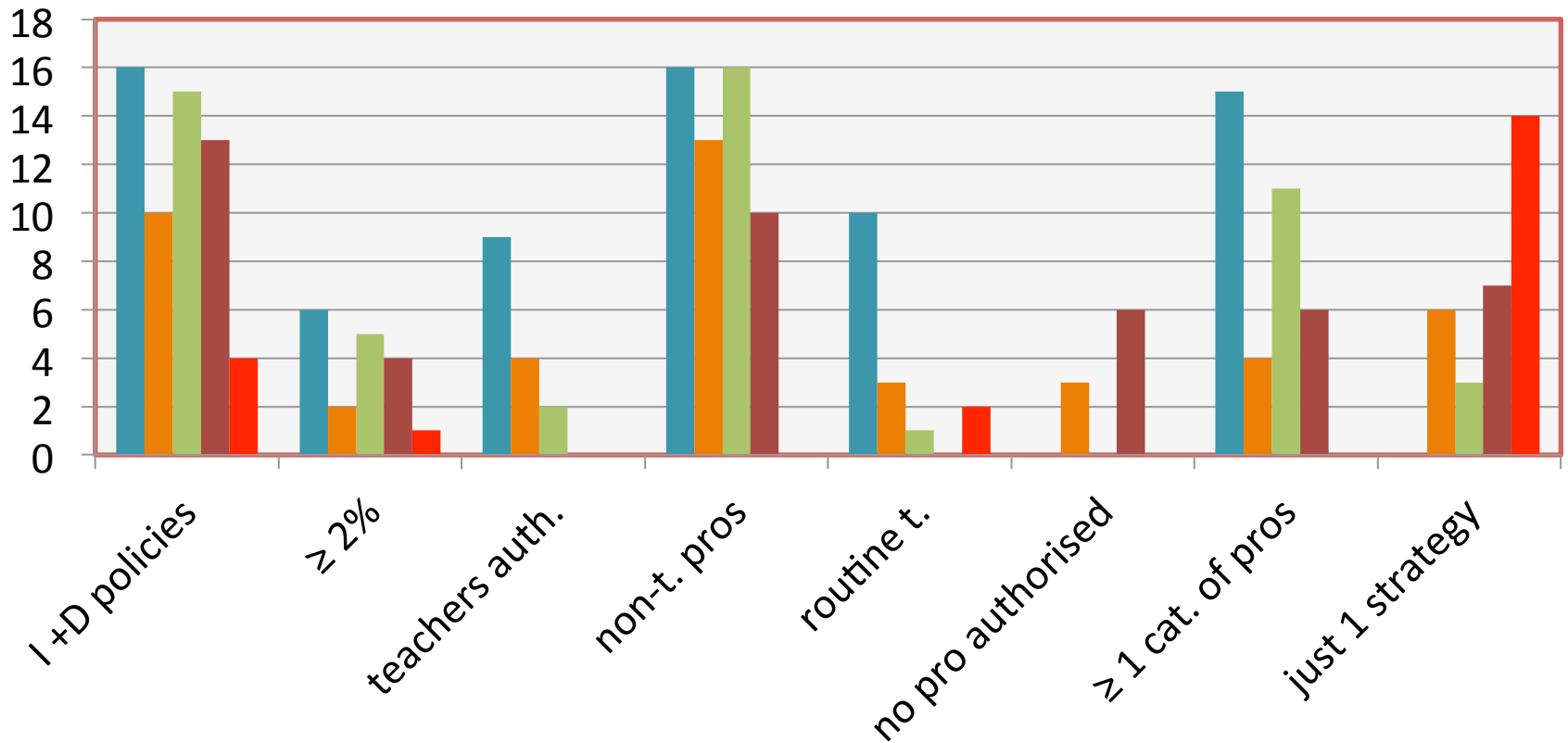
AREAS OF GIFTEDNESS IDENTIFIED





IDENTIFICATION AND DIAGNOSIS: SOME COMPARISONS

■ Dylexia ■ Dyscalculia ■ AD(H)D ■ ASD ■ Except. Giftedness



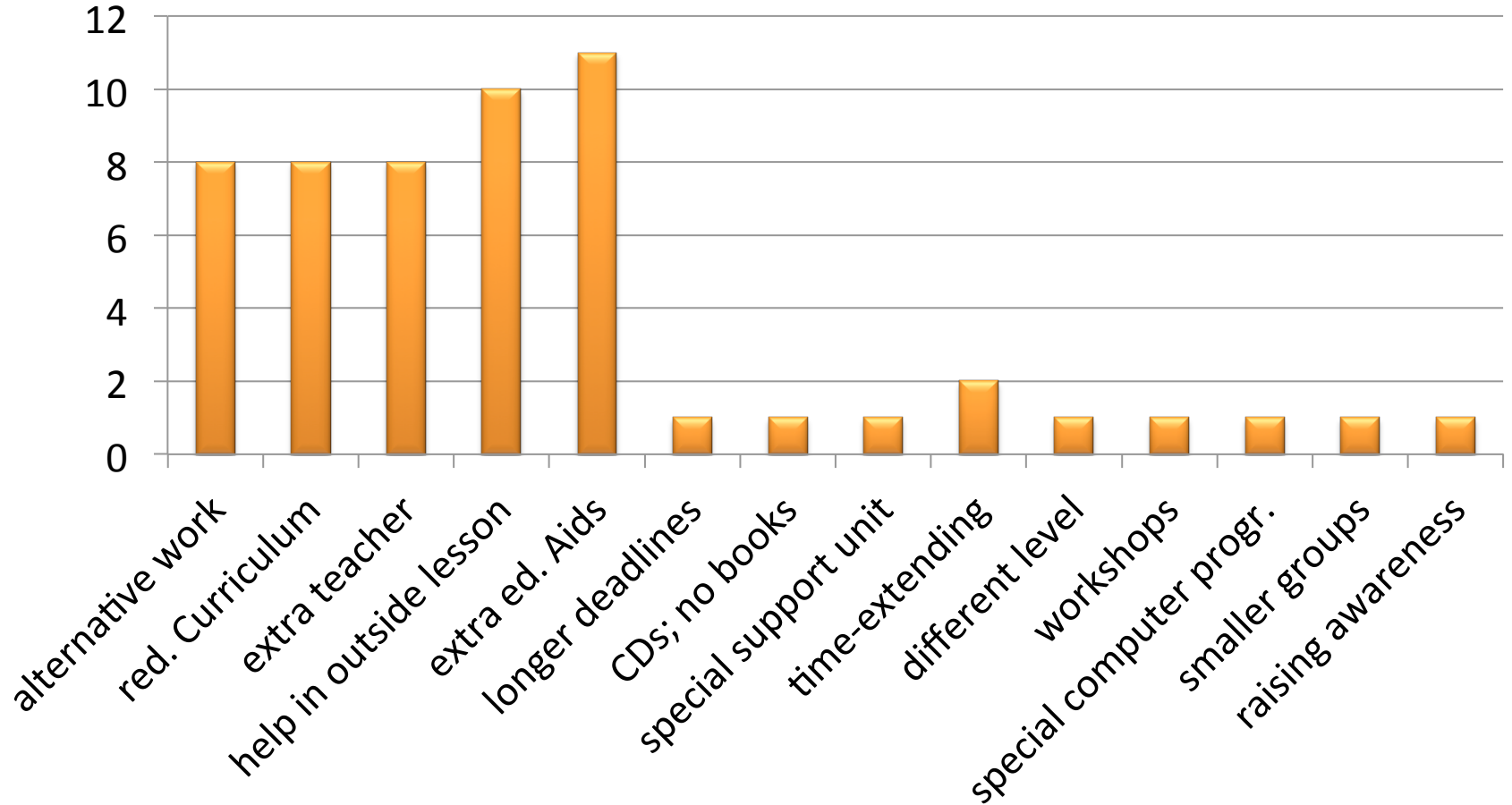


SOME QUESTIONS TO CONSIDER

1. Do you think Dyslexia is the main special need in your school? If not, what do you think is the main one?
2. Do you think children with Special Needs are effectively identified in your school?
3. What do you think are the most effective ways in your school of identifying students who need special help and support?

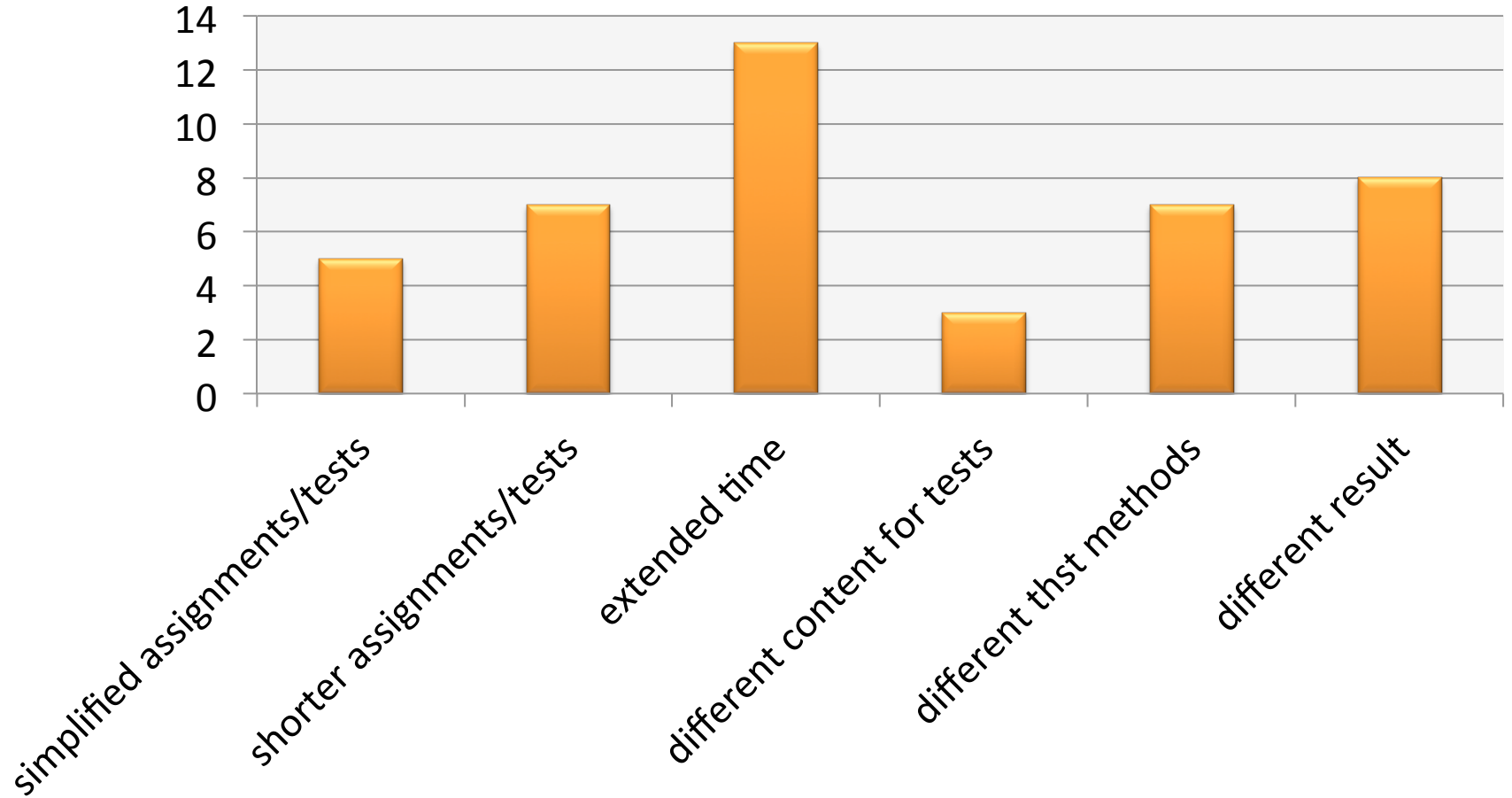


DYSLEXIA: SUPPORT STRATEGIES



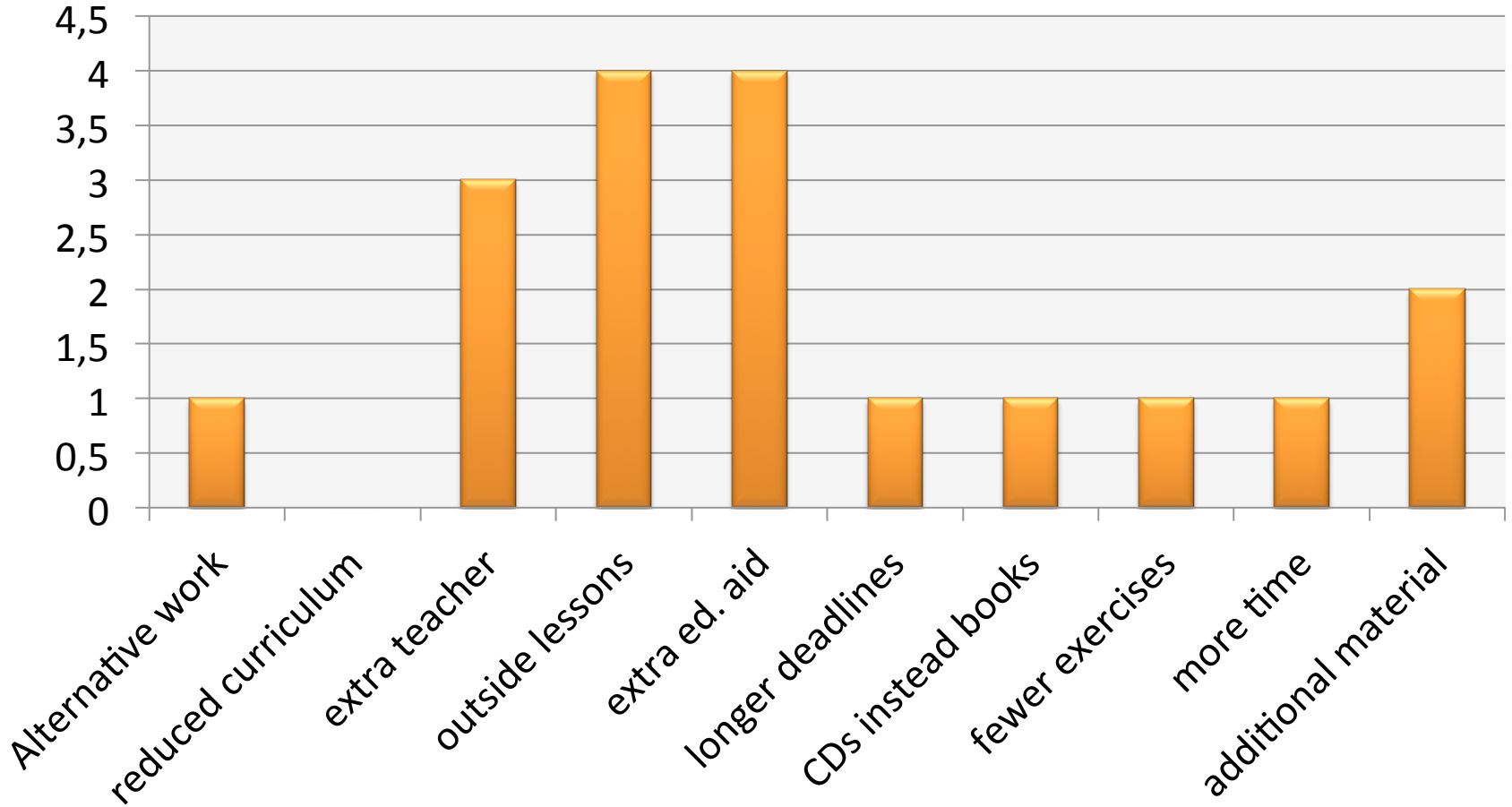


DYSLEXIA: ASSESSMENT STRATEGIES



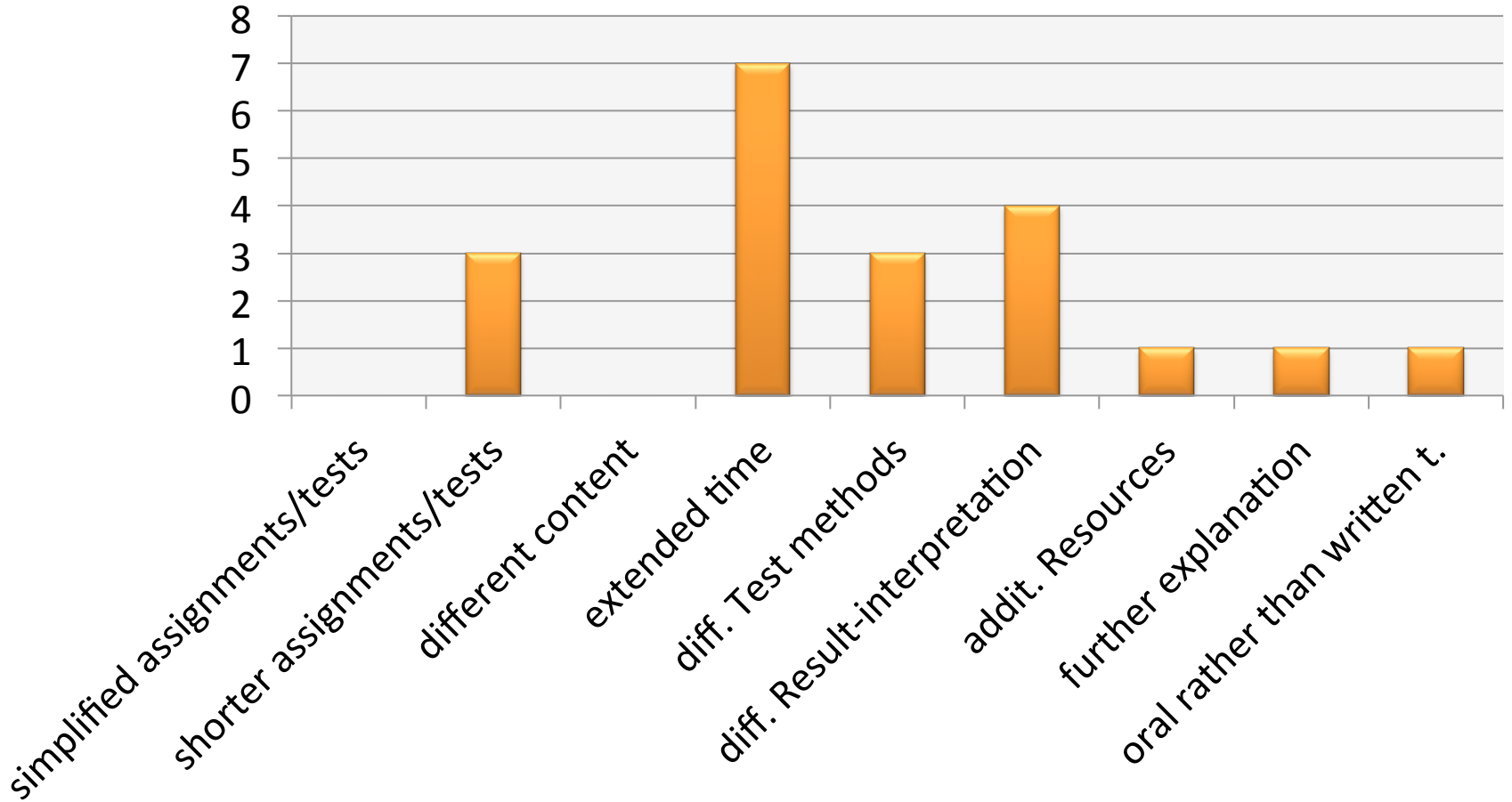


DYSCALCULIA: SUPPORT STRATEGIES



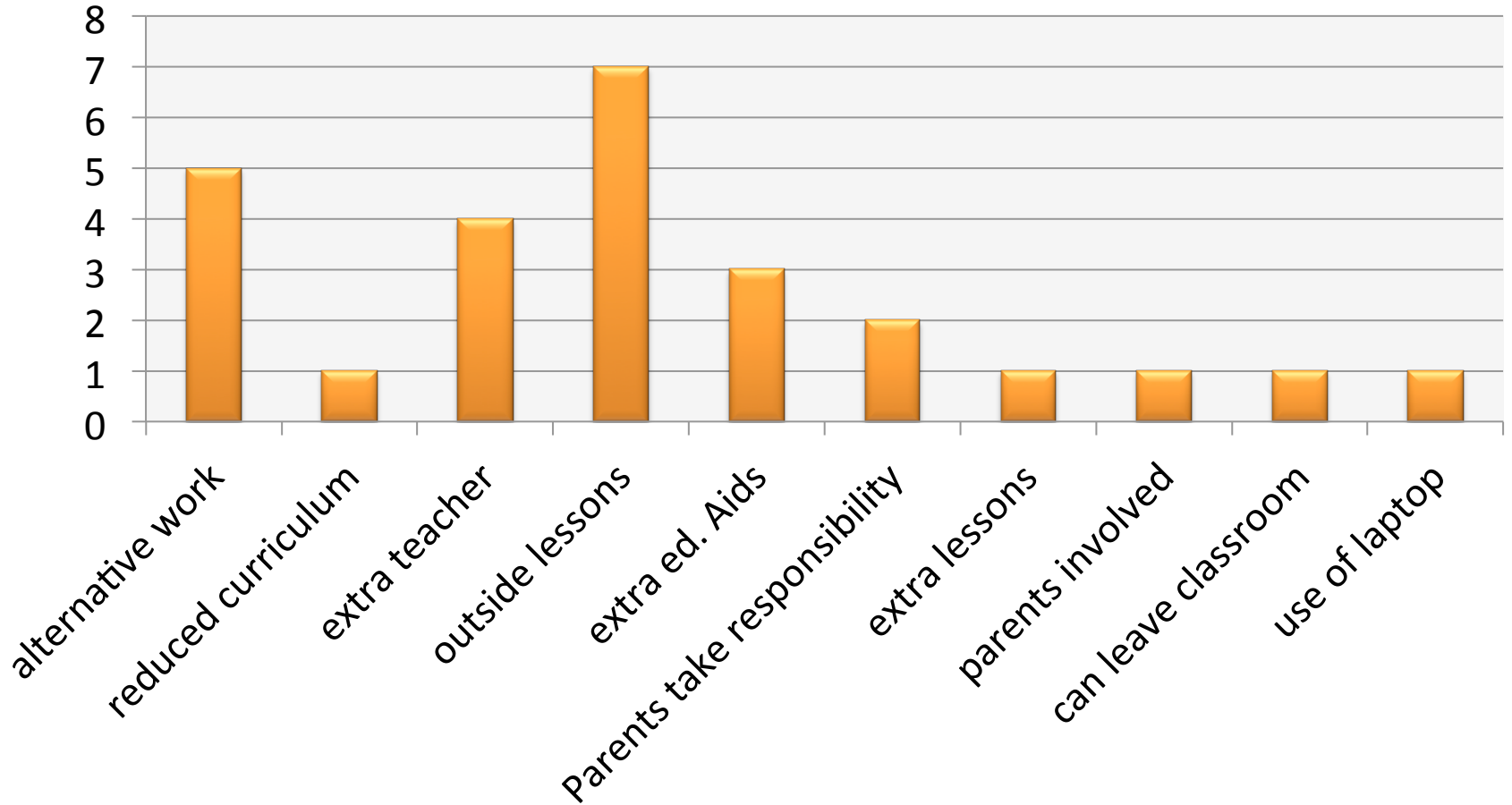


DYSCALCULIA: ASSESSMENT STRATEGIES



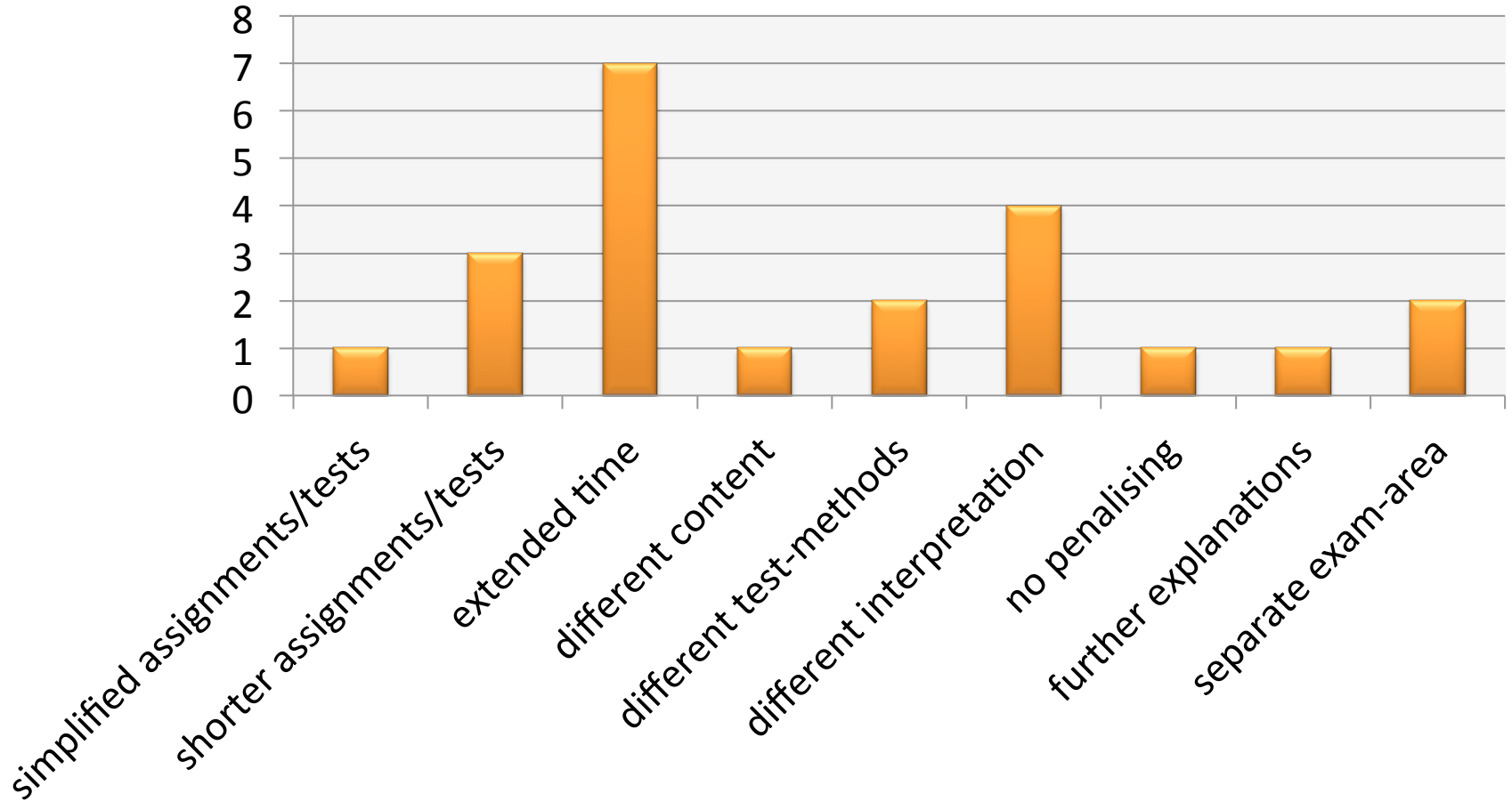


AD(H)D: SUPPORT STRATEGIES



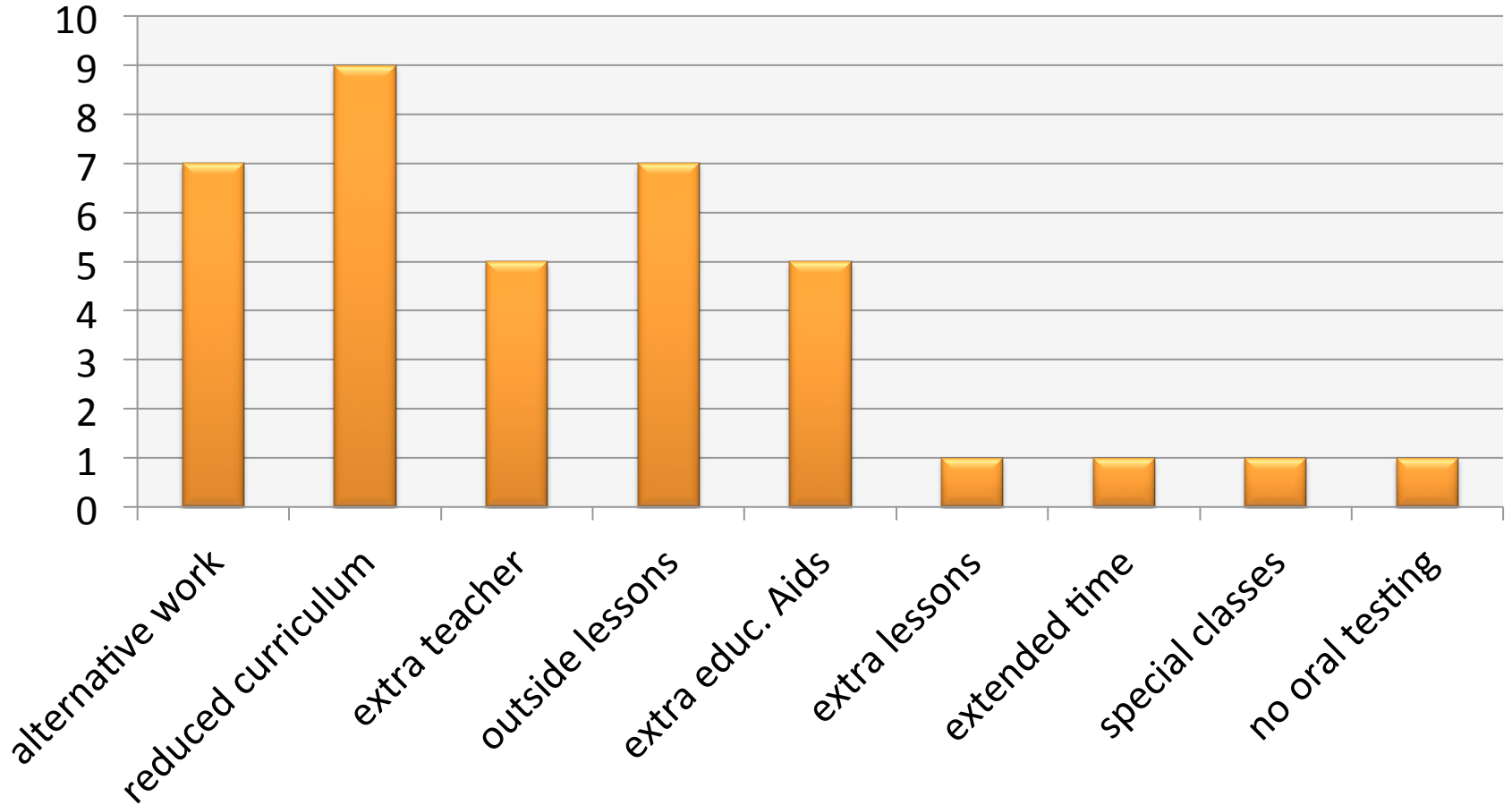


AD(H)D: ASSESSMENT STRATEGIES



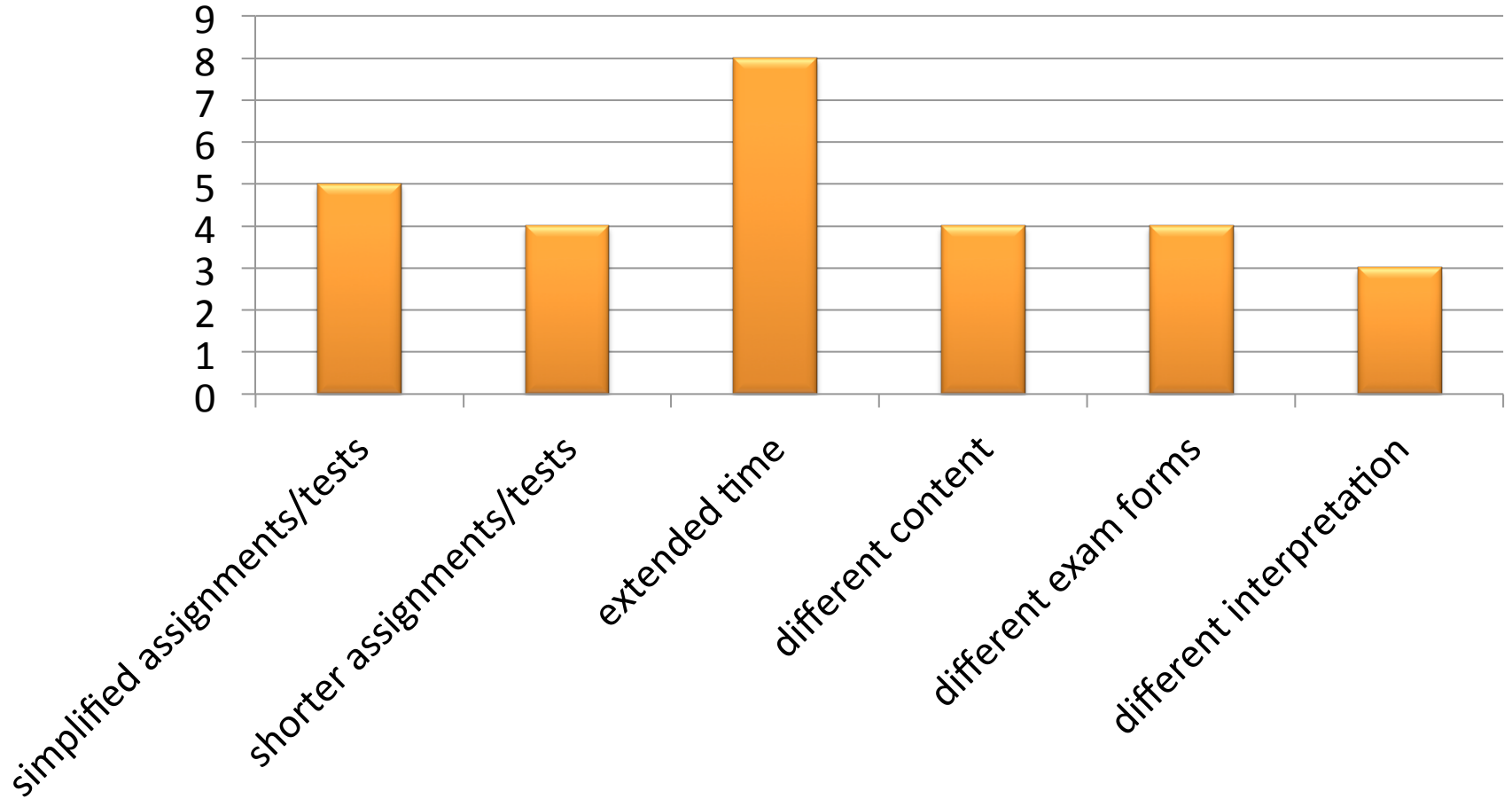


ASD: SUPPORT STRATEGIES



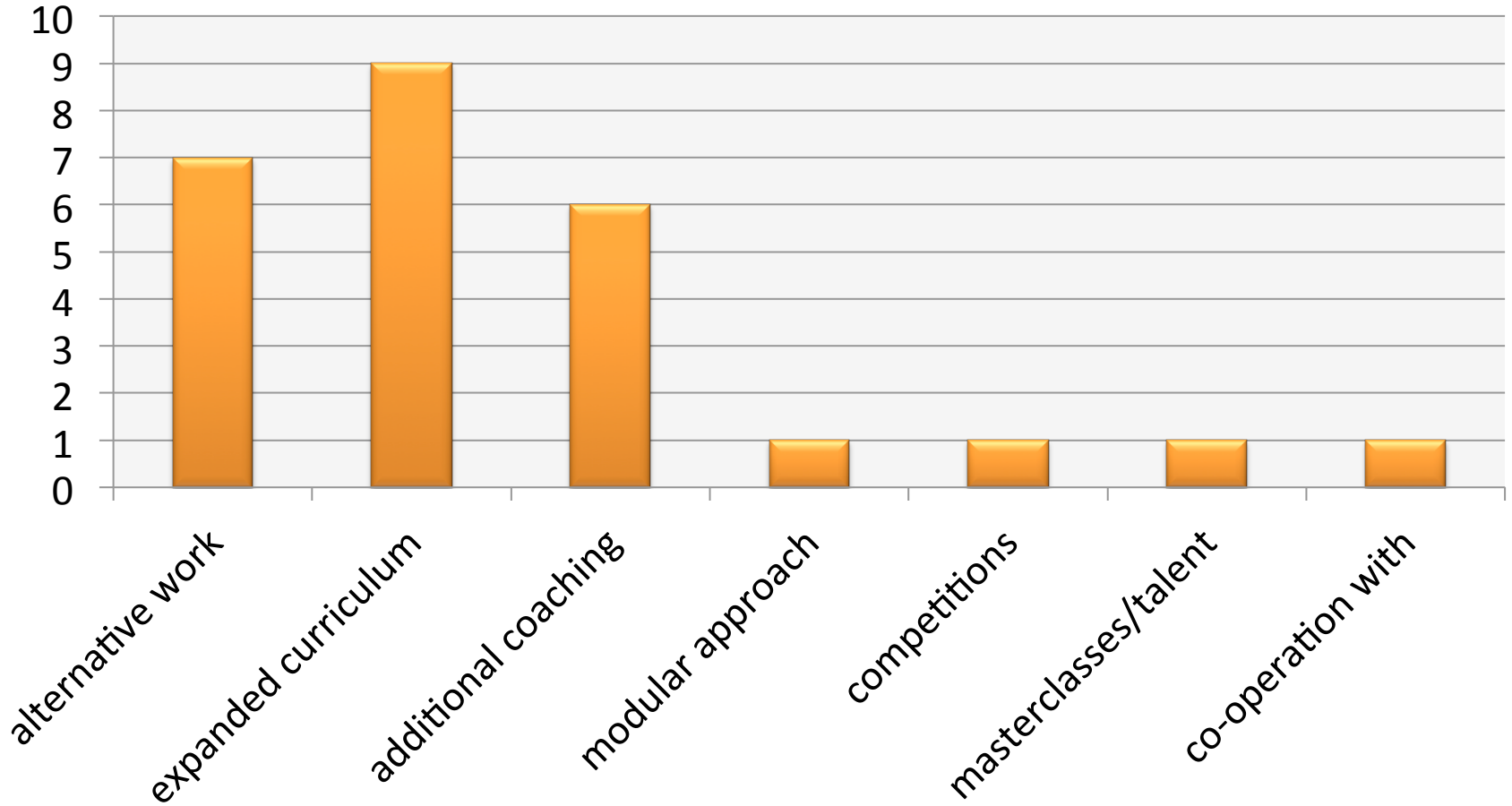


ASD: ASSESSMENT STRATEGIES





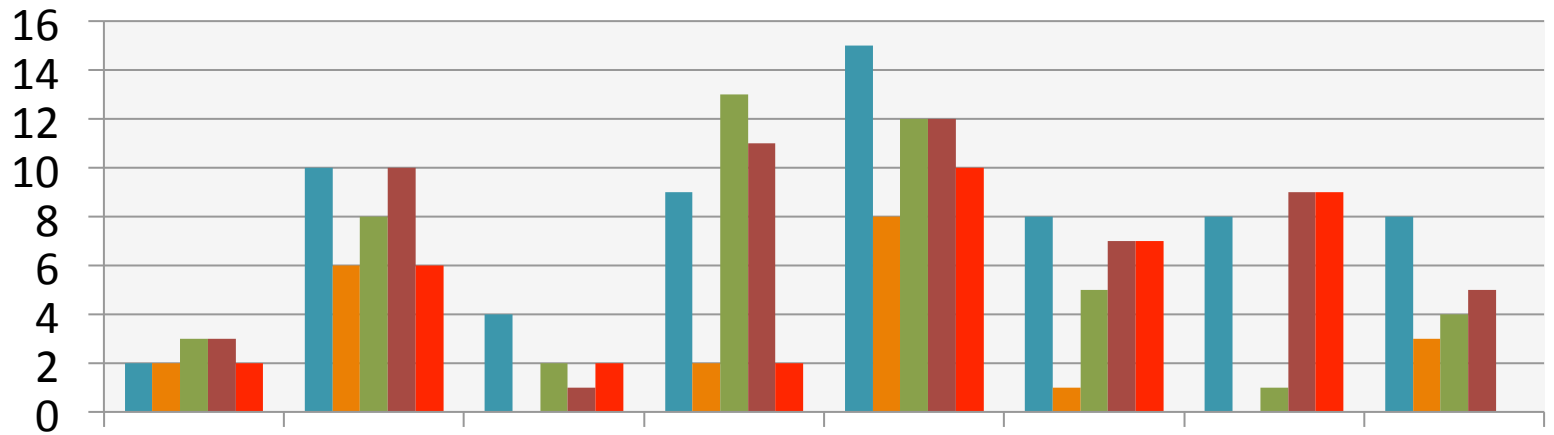
EXCEPTIONAL GIFTEDNESS: SUPPORT STRATEGIES





PROVISION: SUMMARY 1

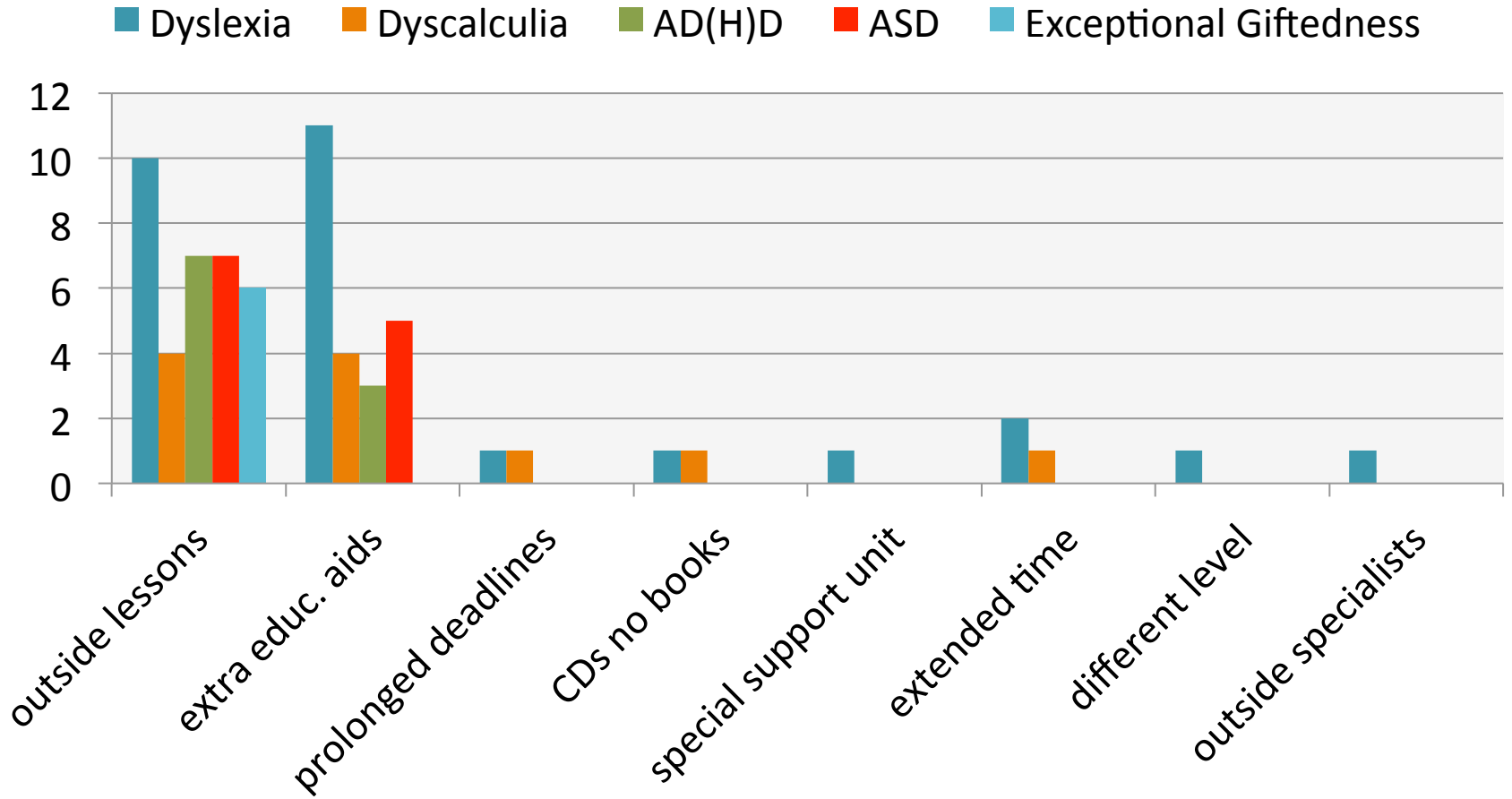
■ Dyslexia ■ Dyscalculia ■ AD(H)D ■ ASD ■ Exceptional Giftedness



initial teacher's training
post graduate
≥ 20% of t have training
non-teaching pros
specific provisions
alternative work
different curriculum
extra teacher



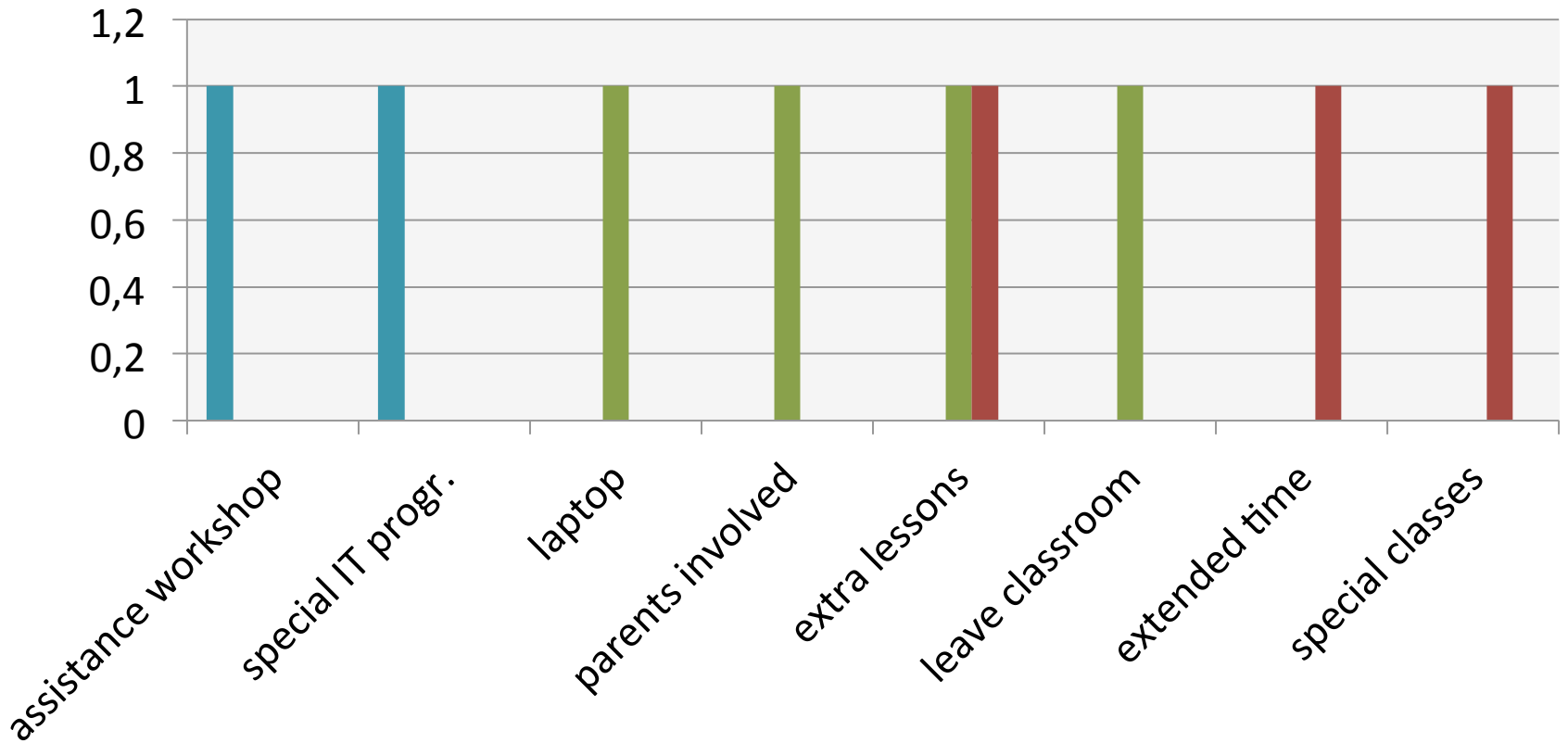
PROVISION: SUMMARY 2





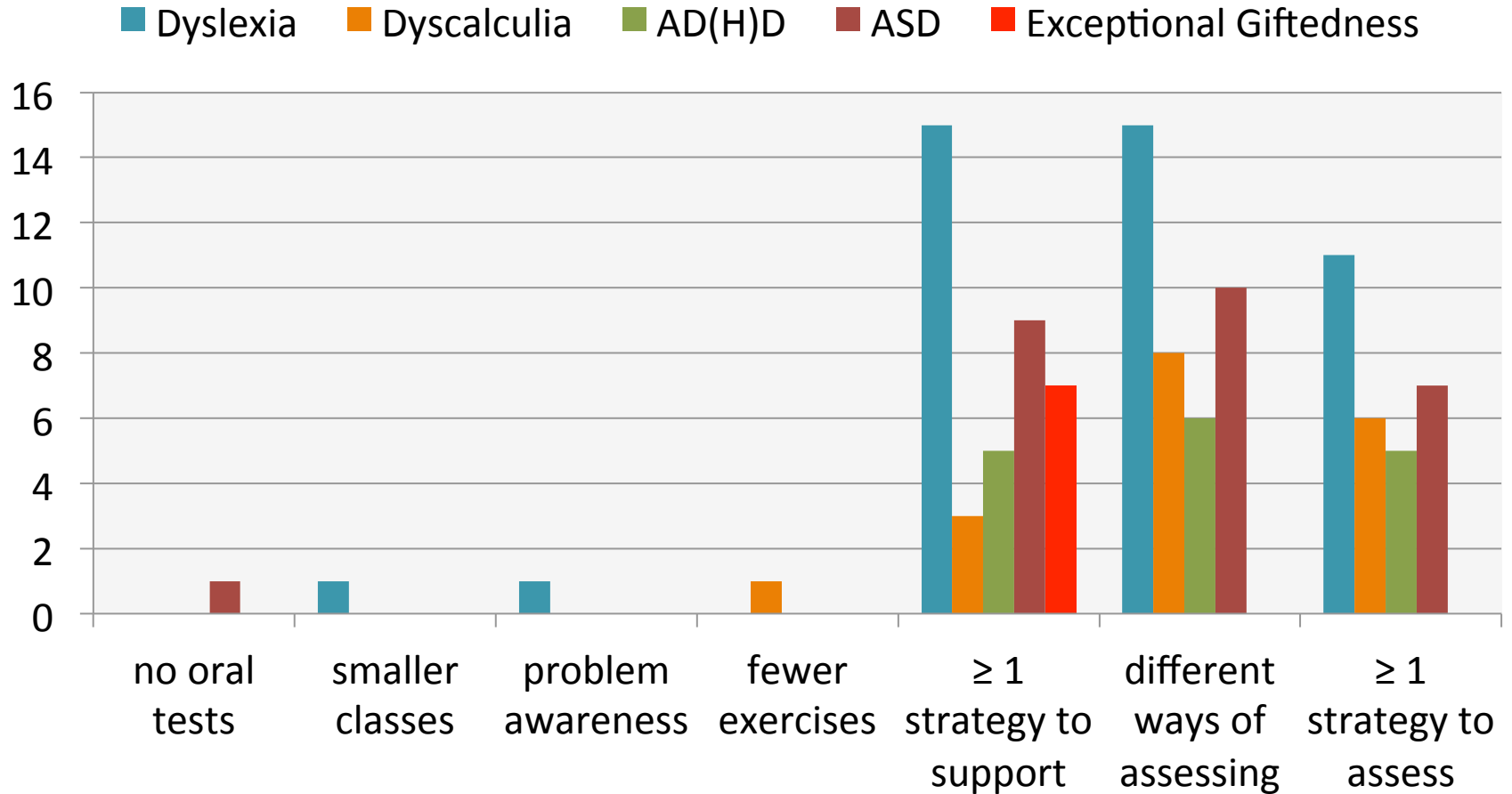
PROVISION: SUMMARY 3

■ Dyslexia ■ Dyscalculia ■ AD(H)D ■ ASD ■ Exceptional Giftedness





PROVISION: SUMMARY 4





SOME QUESTIONS TO CONSIDER

1. What do you think, in your school, is the most helpful way of helping and supporting students with
 - Dyslexia
 - Dyscalculia
 - AD(H)D
 - ASD
2. If there was one thing you could share and recommend to other schools, what would it be?
3. Do you think it is right that students with these special needs are assessed differently from everyone else?

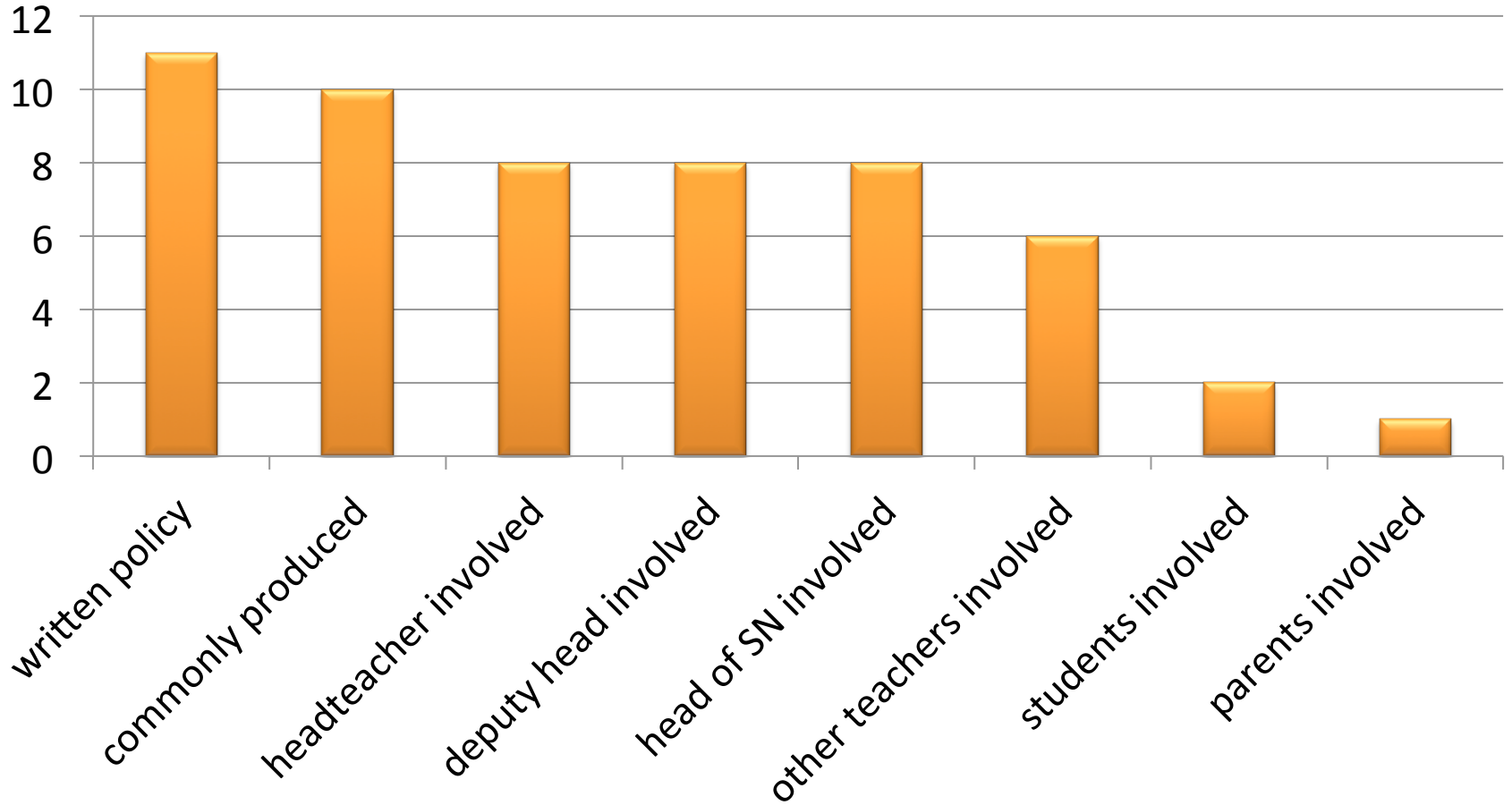


MANAGING SPECIAL NEEDS

- 14 schools work within national/regional guidelines (all but 1 find these helpful)
- All can identify who is responsible for Special Needs (Usually Headteacher or Special Needs Coordinator)
- 10 schools have someone whose primary responsibility is Special Needs
- 11 schools have a Special Needs Policy / Plan and nearly all make special plans for individual students
- Schools are very different in their access to professional support



SN POLICIES AND PLANS





MAKING PLANS FOR INDIVIDUAL STUDENTS

Schools involve the following:

- Special Needs Co-ordinator (10)
- Student (10)
- Parent(s) (9)
- Headteacher (6)

Others include physician / psychologist / Head of Subject / class teacher / study counsellor

USUALLY AT LEAST 3 / 4 INVOLVED



ACCESS TO PROFESSIONAL SUPPORT

School based or very local

- Psychologist (11)
- SN specialist (8)
- Doctor (6)
- Nurse (5)
- Speech Therapist (2)

+ individually

Counsellor / ophthalmologist /
physiotherapist / ENT
specialist / Maths. Counsellor /
reading-writing counsellor

National or Local Authorities

- Psychologist (16)
- SN specialist (12)
- Doctor (13)

- Speech Therapist (12)
- Psychiatrist (1)

Most have access to at least 3
of these specialists



TRAINING

Training availability

As well as specialist professional support, schools report training being available in the following areas

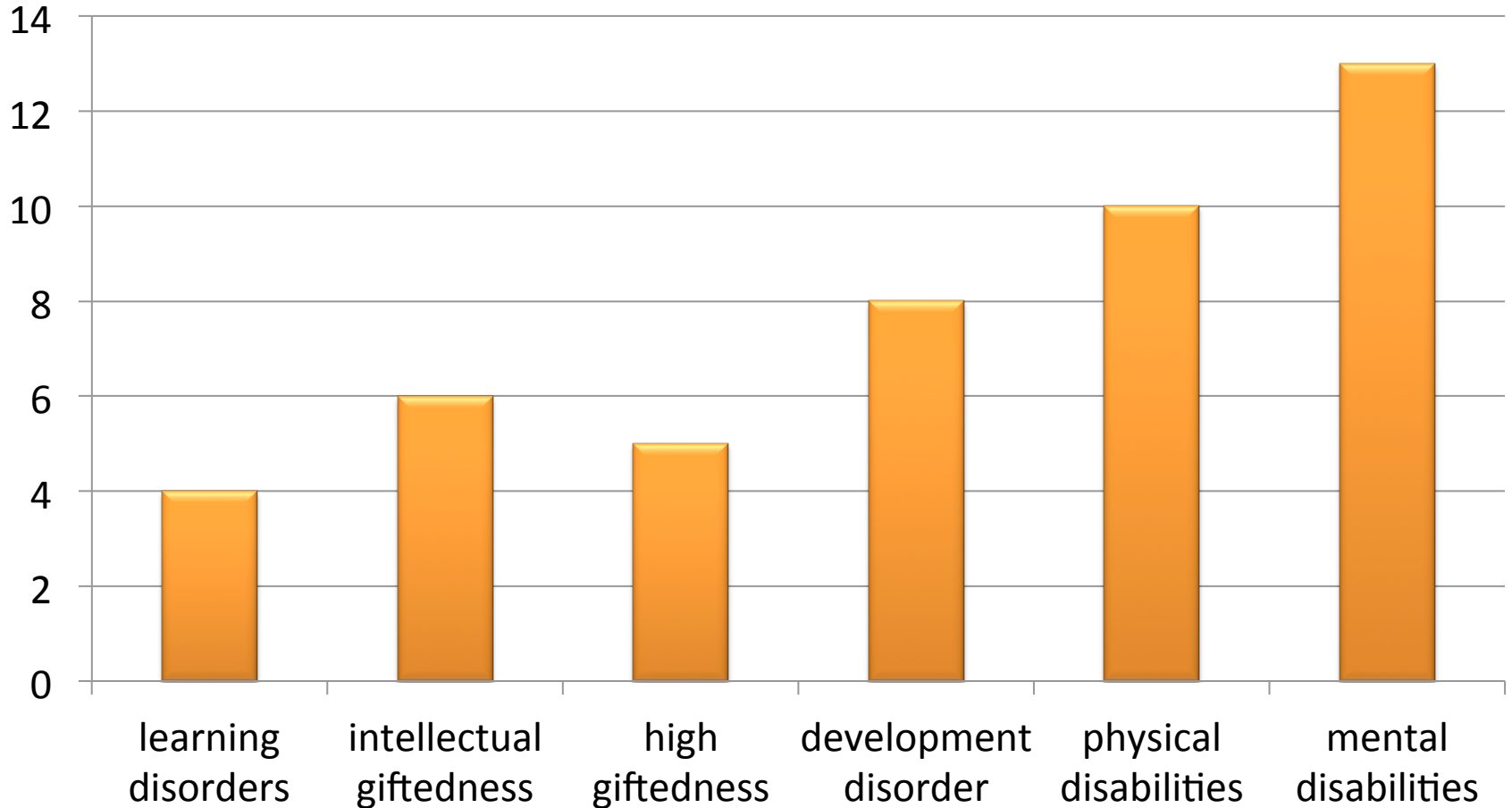
- Dyslexia (15)
- Dyscalculia (11)
- AD(H)D (12)
- ASD (12)
- Exceptional Giftedness (8)

Training Quality

- 11 schools say that available training is very good or good with only one saying it is poor
- +
 - 1 school says such training is just beginning and it is too early to judge quality
 - 1 school reports that training is available for Teaching Assistants

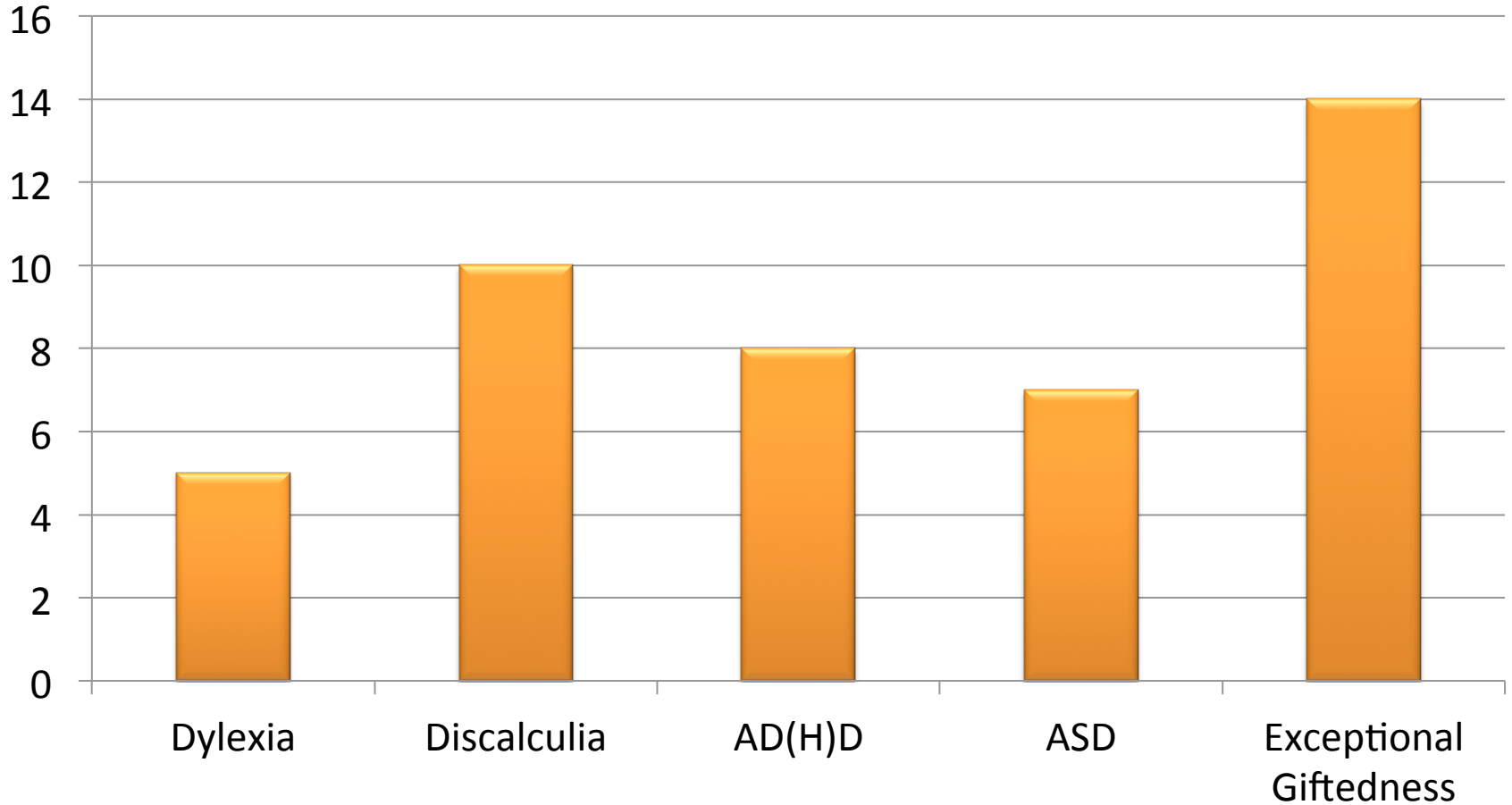


SPECIAL NEEDS CATERED FOR IN SPECIAL SCHOOLS





IDENTIFIED NEEDS FOR GREATER EXPERTISE





SOME QUESTIONS TO CONSIDER

1. Do you think students should be involved in producing a Special Needs policy in your school?
– What is / would be the best way of doing this?
2. What part do you think a student with a special need and his/her parents should play in planning the help and support?
3. What (if any) special needs do you think need to be catered for in special schools?
4. On this very first morning of our conference, what one recommendation would you most like to make to your school?