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**PROGETTO ERASMUS PLUS 2016-1-IT02-KA101-023531
A BETTER SCHOOL TO CHANGE OUR TERRITORY**

COURSE ON TEACHING PUPILS WITH SPECIAL EDUCATIONAL NEEDS

PORTSMOUTH (UK) 17 – 25 JUNE 2017



PORTSMOUTH

In June 2017 we attended a one week course on teaching pupils with Special Educational Needs organized by International Study Programs; our accommodation was at a host family in the city of Portsmouth.

Portsmouth is a port city in Hampshire, England, mainly on Portsea Island, 70 miles (110 km) south-west of London. It is the United Kingdom's only island city, with a population of 205,400.

In front of Portsmouth is located the Isle of Wight.

The city's history can be traced to Roman times. Portsmouth has the world's oldest dry dock and it is one of the world's best known ports. Portsmouth International Port is a commercial cruise ship and ferry port for international destinations. The port is the second busiest in the United Kingdom after Dover, handling around three million passengers a year.

Portsmouth is among the few British cities with two cathedrals: the Anglican Cathedral of St Thomas and the Roman Catholic Cathedral of St John the Evangelist.

The waterfront and Portsmouth Harbour are dominated by the Spinnaker Tower, one of the United Kingdom's tallest structures at 560 feet (170 m).

Nearby Southsea is a seaside resort with a pier amusement park and Southsea castle, built in 1544 by Henry VIII.

The University of Portsmouth enrolls 23,000 students and is ranked among the world's best modern universities.

Portsmouth is also the birthplace of author Charles Dickens.

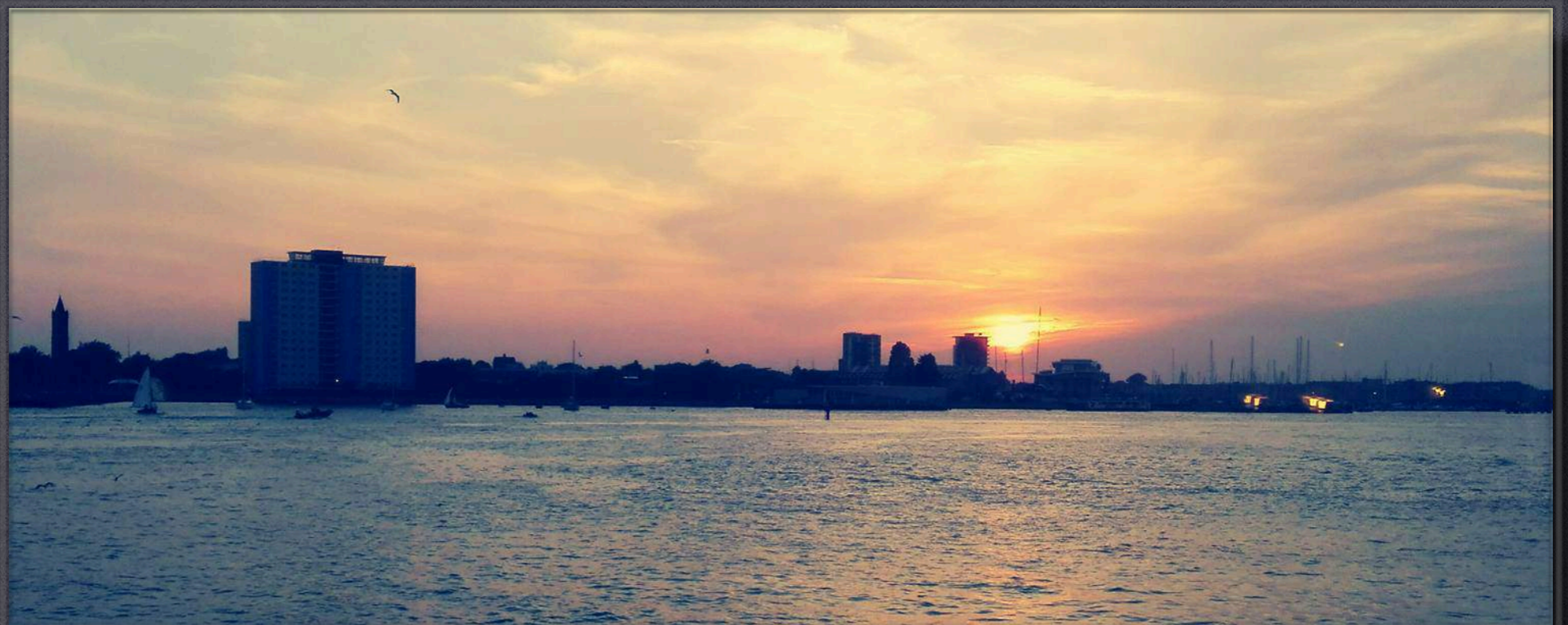


View of Old Portsmouth from the Spinnaker Tower

18TH JUNE: WALKING TOUR OF PORTSMOUTH



18TH JUNE: WALKING TOUR OF PORTSMOUTH



18TH JUNE: WALKING TOUR OF PORTSMOUTH



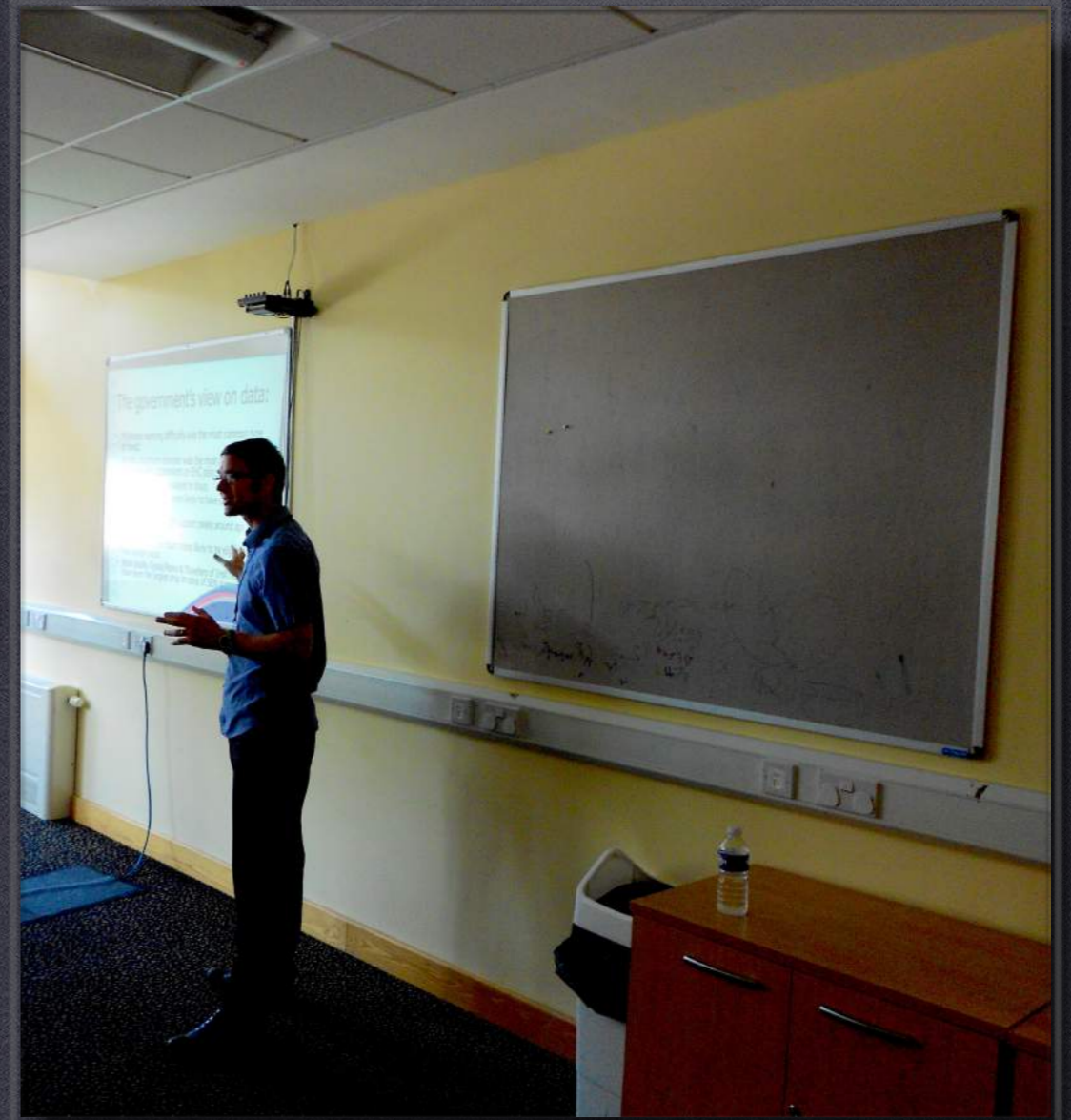
our guide!



19TH JUNE: JOHN POUNDS CENTRE - PORTSMOUTH



**LECTURE:
THE ENGLISH EDUCATION SYSTEM
FOCUSING ON SPECIAL NEEDS WITH
PAUL WILLIAMS, A SENCO (SPECIAL
EDUCATIONAL NEEDS COORDINATOR)
OF A SECONDARY SCHOOL, THE
CROFTON SCHOOL**





Types of schools

Most state schools have to follow the [national curriculum](#). The most common ones are:

community schools, controlled by the local council and not influenced by business or religious groups

foundation schools and voluntary schools, which have more freedom to change the way they do things than community schools

academies, run by a governing body, independent from the local council - they can follow a different curriculum

grammar schools, run by the council, a foundation body or a trust - they select all or most of their pupils based on academic ability and there is often an exam to get in

Special Schools

Special schools

Special schools with pupils aged 11 and older can specialise in 1 of the 4 areas of [special educational needs](#):

communication and interaction

cognition and learning

social, emotional and mental health

sensory and physical needs

Schools can further specialise within these categories to reflect the special needs they help with: Autistic spectrum disorders, visual impairment, or speech, language and communication needs (SLCN) for example.

Identification to IEP

- Identification at any stage may lead to an Individual Education Plan (IEP), or a Pupil Portrait, written by the SENCo in conjunction with the parents, with advice from outside agencies (if involved) and child (if old enough)
- Format varies widely from school to school
- Must be regularly reviewed
- May lead to an Inclusion Partnership Agreement
- May eventually lead to an Education Health Care Plan (formerly Statement)

19TH JUNE: JOHN POUNDS CENTRE - PORTSMOUTH

LECTURE: THE ENGLISH EDUCATION SYSTEM FOCUSING ON SPECIAL NEEDS WITH PAUL WILLIAMS, A SENCO (SPECIAL EDUCATIONAL NEEDS COORDINATOR) OF A SECONDARY SCHOOL

John Pounds Medical Centre

How SEND was defined in England until September 2014

- Statement – the highest level of need and subject to legal guidelines – approximately 2.8% of pupils nationally
- School Action Plus – will need support for their needs within the school over a long period of time and may need support from outside experts
- School Action - needs primarily met within the school

New Code of Practice – September 2014

- Statements disappear and become Education Health Care Plans (EHC)
- Heavy emphasis on involvement of parents and students
- Heavy emphasis on role of classroom teacher and their responsibility for SEND
- Graduated 4-stage approach: Assess; Plan; Do; Review. (This is increasingly reflected in other aspects of English education).

What is SEND in a mainstream school?

- A pupil may have an Education Health Care Plan or be given "SEN support"
- They will have an Individual Education Plan, a Pupil Portrait or something similar
- They must have intervention that is "additional to or different from" others in the school
- The interventions may be individual or in small groups
- The focus should be on "narrowing the gap"

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Special Schools

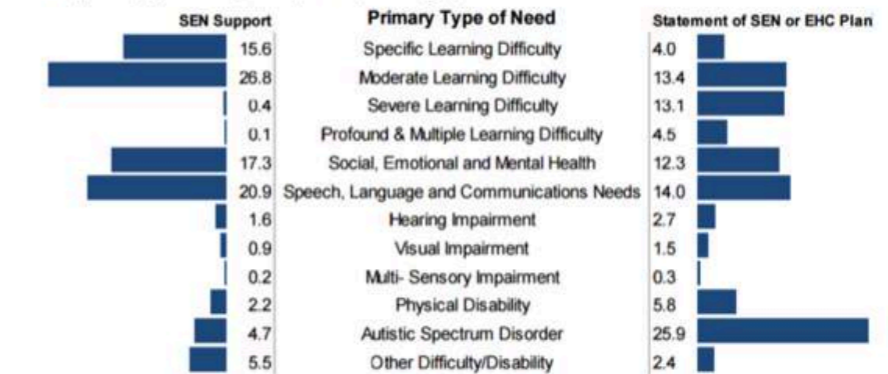
- Educate those children with the most severe and/or complex needs
- Will deal with students of a particular type, e.g. MLD, SEMH, etc.
- Will have all or most of their pupils statemented
- Will receive more funding per pupil than mainstream school in order to meet their pupils' needs
- Will act as a source of advice and outreach for mainstream schools

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SEND primary type of need-2016

Figure J: Autism Spectrum Disorder is the most common primary need with statements or EHC plans
SEN by primary type of need, January 2016 (Percentages)



Coverage

Primary need is collected for those pupils on SEN support or with a statement of SEN / EHC plan.

For SEND pupils in England :

- the majority of SEND pupils are educated within the mainstream environment;
- most other pupils with SEND are educated within mainstream special schools;
- there are greater numbers of boys defined as having SEND than girls;
- there are some ethnic differences but these appear to be small.

How is Inclusion in mainstream achieved?

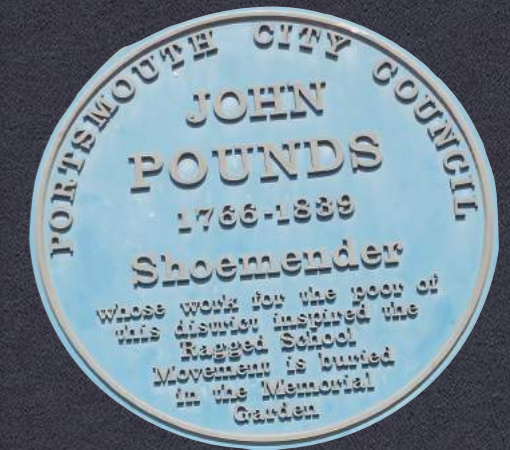
- By support, usually from Learning Support Assistants (LSA's in other school's).
- By differentiation within the classroom
- By withdrawal and intervention programmes
- By support from outside agencies
- Co-ordinated by a SENCo

The role of the SENCo

- The SEND co-ordinator:
- Leads, manages and deploys LSAs within a school;
- Has a legal responsibility (under the Head Teacher) for ensuring that SEND needs are met
- Is responsible for keeping up to date with current good practice and legislation
- Will act as a source of advice for school colleagues and frequently for parents
- Will be a qualified teacher, usually with additional qualifications
- Will usually teach, either a subject or SEND programmes
- May also be responsible for EAL, CiC and CP.

SEND in England

- Exceptionally complex and wide-ranging
- Very recent new legislation
- Is the responsibility of all teachers, further emphasised in new legislation
- Will vary from school to school in its application and importance
- Seeks to intervene in order to improve
- Actively promotes Inclusion



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COMPARING ENGLISH, ITALIAN AND PORTUGUESE EDUCATION SYSTEM

On 19th June we attended a lecture delivered by Paul Williams, SENCo at Crofton School, about English Education System Focusing on Special Needs. At our course participated five Portuguese teachers.

After the lecture, deep differences have been highlighted between English Education System and Italian System concerning Pupils with SEN: in UK, some students with the most severe or complex Needs attend Special Schools, while in Italy ALL children with SEN attend mainstream schools.

English, Italian and Portuguese Institutions have the same established obligations from European guidelines about Pupils with SEN (Inclusion, achieving personal autonomy, acquisition of logical skills, elaboration of a personalized plan (IEP) , ecc...).

In some aspects concerning didactic organization, Italian and Portuguese Systems are similar: pupils with SEN are included in normal classes and the additional support is provided by specialist teachers, while in England normally by learning support assistants (LSAs).

English and Portuguese schools, not Italian, provide a learning support intervention By LSAs or specialist teachers for pupils with Dyslexia, ADHD, Learning Specific Difficulties, Relational issues.

In Portugal, teachers sometimes provide small group out-of-class support according specific difficulties, for example for dyslexic pupils.

19TH JUNE: JOHN POUNDS CENTRE - PORTSMOUTH

LECTURE: THE ENGLISH EDUCATION SYSTEM FOCUSING ON SPECIAL NEEDS WITH A SPECIAL NEEDS CURRICULUM LEADER OF A SECONDARY SCHOOL

20TH JUNE: BOURNE COMMUNITY COLLEGE SOUTHBOURNE (WEST SUSSEX)



DAY VISIT TO A SECONDARY SCHOOL WITH INTEGRATED SPECIAL NEEDS PUPILS (AGE 11-16)

Tour of school & observe lessons

Discussion with Lsa's and Special Educational Needs

**Coordinator on provision for pupils with a range of learning
difficulties in the school**

20TH JUNE: BOURNE COMMUNITY COLLEGE SOUTHBOURNE (WEST SUSSEX)

Bourne Community College is an 11 to 16 state maintained comprehensive school with a Specialist Support Centre for students with social communication needs on site. All teachers at Bourne Community College have a responsibility for the students in their classes with Special Educational Needs.

This means they need to provide a suitable environment and appropriate work for them. They are supported in this by the SEN department, which uses the SEN Code of Practice 2014 as a basis for its policies.

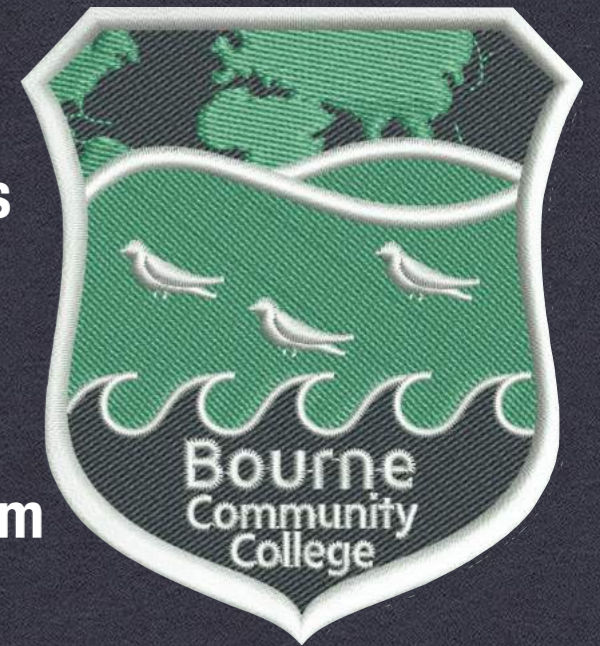
Support through Interventions

When a child is identified as having Special Needs, teachers provide interventions that are additional to the school's usual differentiated curriculum and strategies.

Some students may receive additional support during the curriculum time.

These interventions may be:

- Targeted **LSA support** in class.
- **Out of class group work**, focusing on literacy, numeracy and social communication, social and emotional literacy.
- **Additional support focusing on the Educational Objectives of the student's Statement or EHCP** such as speech and language programmes, physiotherapy programmes.
- **Homework support**



20TH JUNE: BOURNE COMMUNITY COLLEGE SOUTHBOURNE (WEST SUSSEX)

- The SEN support team offers support to students with Special Educational Needs in completing homework.
- **Support from external Education, Health and Social Care professionals**

The SEN Department aims to ensure **the fullest possible access to the curriculum** for students with special and additional educational needs.

The provision is reviewed constantly to ensure it addresses the current needs of students.

Personalised curriculum

Modifications to the curriculum are dependent upon the needs of the individual student.

Any modification is the result of careful discussion between the students, parents and staff at Bourne Community College.

At the Bourne we visited the area dedicated to pupils with Special Educational Needs, we observed lessons of various subjects (Cooking, Drama, English, Maths, Science, Technology) and we also talked to Lsa's and teachers.

It was great!

21TH JUNE: JOHN POUNDS CENTRE - PORTSMOUTH



www.bdadyslexia.org.uk

LECTURE:

SUPPORT FOR DYSLEXIC PUPILS: STRATEGIES TO OVERCOME PRACTICAL BARRIERS FOR DYSLEXIC PUPILS WITH MARY NOON OF BRITISH DYSLEXIA ASSOCIATION

What is DYSLEXIA?

- **Dyslexia is the label we give to those individuals who have a problem with written language**
- **10% of the UK population are thought to be dyslexic, 4% seriously – likely to be the same in Belgium**
- **Dyslexia co occurs with other Specific Learning Difficulties**
- **Dyslexia is a hidden disability**
- **Dyslexia is genetic and heritable**
- **Many young people do not know that they are dyslexic**

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In Summary, how can we help?

- **Identify dyslexic learners**
- **Recognise that these students will learn differently so teach using integrated multi-sensory methods with overlearning**
- **Help them develop & use memory aids**
- **Teach them coping strategies**
- **Build self-image & self-esteem**
- **Use assistive technologies**
- **Create a dyslexia-friendly institution**

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22TH JUNE: CHICHESTER COLLEGE - CHICHESTER (WEST SUSSEX)

**DAY VISIT TO A VOCATIONAL
COLLEGE
(AGE 16+)**

Tour of school

**Discussion with Special
Educational Needs Coordinator on
provision for students with
Special Educational Needs,
strategies to motivate students
and help them overcome their
difficulties and to prepare them
for the world of work**

The logo for Chichester College, featuring the word "Chichester" in a large, bold, blue sans-serif font, with the word "college" in a smaller, blue sans-serif font directly below it. The logo is set against a white background and is pinned to a dark surface with a silver pushpin at the top center.

Chichester
college

A blue rectangular sign with a white border, pinned to a dark surface with a silver pushpin at the top center. The sign contains the text "THE JOURNEY STARTS HERE" in white, bold, sans-serif capital letters. Below the text are three circular icons: a light blue circle with the word "STUDY", a pink circle with the word "WORK", and an orange circle with the word "PLAY".

**THE JOURNEY
STARTS HERE**

STUDY

WORK

PLAY

www.chichester.ac.uk

22TH JUNE: CHICHESTER COLLEGE - CHICHESTER (WEST SUSSEX)

Whether you want to gain qualifications to help you get your dream job, improve your skills in the workplace or just want to learn something new, we're here to help

STUDY Find your course by area

- ACADEMIC, A-LEVELS & HE
- ADULT EDUCATION
- APPRENTICESHIPS
- ARTS
- BODY
- INDUSTRY
- LAND BASED
- PROFESSIONAL COURSES
- SCIENCE, TECHNOLOGY, ENGINEERING & MATHS (STEM)
- SUPPORTED LEARNING

Students can choose from a **wide range of courses** including: A-levels, BTEC Diplomas at Level 3 (vocational A-level equivalents) and many **vocational qualifications** that prepare young people and adults **for working life** about:

- **Arts (Art, Design & Media, Humanities & Social Science etc.)**
- **Body (Hair & Beauty, Childhood studies etc.)**
- **Industry (Catering & Hospitality, Construction, Travel & Tourism etc.)**
- **Land Based (Agriculture, Veterinary Care, Equine, Gardening etc.)**

and so on

Chichester College is a **vocational college of further education** in Chichester, West Sussex, England.

It has a second campus at Brinsbury.

Chichester College has **over 15,000 students**, of whom over 5,000 are full-time (about 4,000 are between 16 and 18 years old; 1,000 are over 19 and several hundred are taking university level courses).



22TH JUNE: CHICHESTER COLLEGE - CHICHESTER (WEST SUSSEX)

At the Chichester College there are 400 pupils with SEN, 13/14 SEN teachers and about 100 LSAs. Teachers who welcomed us in the school gave us several papers they use:

- **Post 16 Education and Health Care Plan**
- **A booklet to record pupils' views in preparation for their Annual Review Meeting**
- **A booklet for parents to record useful informations about needs of their sons**
- **Learner portrait**
- **Form to complete by Educational Setting prior to the Annual Review meeting**
- **Form to give Additional Support for pupils without EHCP**

At the Chichester College, they can offer support with any disability, including:

- **Physical disabilities**
- **Learning difficulties and disabilities**
- **Sensory impairments, such as visual or hearing difficulties**
- **Mental health problems**

The type of support they offer includes:

- **In-class support from learning support assistants (LSAs)**
- **Individual or small group out-of-class support from qualified additional support tutors**
- **Use of specialist software and equipment**
- **Guidance and support from experienced staff**
- **Liaison with external support agencies**
- **Communication support workers and note takers to aid those with hearing difficulties**

22TH JUNE: CHICHESTER COLLEGE - CHICHESTER (WEST SUSSEX)

At Chichester College there are some courses dedicated to pupils with SEN:

- **Personal progress**
- **Skills for Independence**
- **Skills for work**

PERSONAL PROGRESS 1

What you need to know

What will I study?

Topics included in this course are: • Healthy Living involving some cooking skills • Using Money • Independence Skills • Shopping • Assessing community facilities • Social awareness and development • ICT • Gardening • Enterprise • Cultural awareness

How will I be taught?

Students will develop communication skills through team games, sport, arts and crafts and music as well as accessing local leisure facilities. Students will undertake several enterprise activities. Community projects are an important part of the learning; where students focus their development on what facilities are available within the local community, personal safety and learning about the town and how to access essential items for independence. Flexibility is the keyword to your learning.

How will I be assessed?

Assessment is completed via a portfolio of evidence, which may include observation, Q&A, practical or written assessments.

22TH JUNE: CHICHESTER COLLEGE - CHICHESTER (WEST SUSSEX)

SKILLS FOR INDEPENDENCE 1

What you need to know

What will I study?

In Year 1 you will work towards a certificate in Life and Living at Entry 2 and in Year 2 a Diploma in Live and Living Entry 2. The main areas of study are: How to increase independence at home and college; Thinking about goals in life and how to meet them; Skills to help make friends and understand relationships; Building confidence with going to the shops and using money and making choices about what to buy; Learning meal preparation skills which can be used at home and making healthy choices; Maths, English and ICT; Keeping safe at work and in the community; Developing skills needed for work; How to make a positive contribution to the community; Follow a travel training course to develop road safety and travel awareness.

How will I be taught?

You will be taught in small classes with the support of a learning assistant.

How will I be assessed?

Assignments will be assessed in different ways. This may be by talking about your work. It may also be by observing you when you are working on a practical project such as cooking a meal. You may also show what you know by completing written assignments in class.