



ERASMUS+KA2 PROJECT
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SEN Cases by Maria Antonietta Battaglia

ITT G. Malafarina

Thanks to Bullying Free Minds project, we expect to reach the best practice guidance by sharing experiments, knowledges, advices and practices. Generally our students are from low-income families so they do not have a chance to visit or recognize other schools, cultures and countries without this kind of international projects.

According to the inclusive approach we developed we shall improve peer relationships in the schools by sociable and enjoyable way, using the power of empathy.

Finally all our hardworking partners will be changing the role of the schools to shape the students, as being tomorrow's successful and happy citizens who socialize in confidently and make a difference in the society.

What are Special Educational Needs (SEN)?

A student or young person has special educational needs (SEN) if he or she has learning difficulties or disabilities that make it harder for him or her to learn than most other students and young people of about the same age. Many students and young people will have special educational needs of some kind during their education. Early-year settings, schools, colleges and other organizations can help most students and young people overcome the barriers their difficulties present quickly and easily. A few students and young people will need extra help for some or all of their time.

So special educational needs could mean that a student or young person has:

- learning difficulties - in acquiring basic skills in an early years setting, school or college
- social, emotional or mental health difficulties - making friends or relating to adults or behaving properly in an early years setting, school or college

- specific learning difficulty with reading, writing, number work or understanding information
- sensory or physical needs - such as hearing impairment, visual impairment or physical difficulties which might affect them in an early years setting, school or college
- communication problems - in expressing themselves or understanding what others are saying
- bad medical or health conditions - which may slow down a student's or young person's progress and/or involves treatment that affects his or her education.
- uneasy feelings caused by bullying, problems at home, parents arguing, loss of a loved one, sudden poverty.

These problems may affect the way a student learns directly by forcing him/her to miss or drop out of school, or indirectly by changing his/her behaviour. If at home there is violence or if he/she is bullied, the young may become withdrawn and depressed or alternatively may become violent with other students. Students and young people make progress at different rates and have different ways in which they learn best. Teachers take account of this in the way they organize their lessons and teach. Students and young people making slower progress or having particular difficulties in one area may be given extra help or different lessons to help them succeed. We should not assume, just because a student is making slower progress than expected or the teachers are providing different support, help or activities in class, that this student has special educational needs.

What can schools do to help?

Schools place great importance on identifying special educational needs (SEN) early so that they can help students and young people as quickly as possible. Once it has been decided that a student has SEN, staff working with him/her should take account of the guidance in the [Special Educational Needs and Disabilities Code of Practice \(2015\)](#). The Code describes how help for students and young people with special educational needs in schools should be made through a step-by-step or graduated approach. The graduated approach recognizes that students and young people learn in different ways and can have different kinds or levels of SEN. So increasingly, step-by-step, specialist expertise can be brought in to help the school with the difficulties that a student or young person may have.

The approach may include:

- an individually-designed learning programme
- extra help from a teacher/tutor or learning support assistant
- being taught individually or in a small group for regular short periods
- drawing up a personal plan, including setting targets for improvement, regular review of progress before setting new targets.

The school must state when they first start giving extra or different help. This is called SEN Support. If the student does not make enough progress, the teacher/tutor or the Special Educational Needs Co-ordinator (SENCo) should then ask for advice from other people outside the early years setting, school or college, for example, a specialist teacher adviser, an educational psychologist, a speech and language therapist or other health professionals.

What does a SEN Co-ordinator (SENCo) do?

The SEN Co-ordinator (SENCo), in collaboration with the headteacher/principal and governing body plays a key role in determining the strategic development of the SEN policy and provision in the early years setting, school or college in order to raise the achievement of students and young people with SEN. The SENCo takes day-to-day responsibility for the provision made for individual students with SEN, working closely with staff, parents and carers, and other agencies. The SENCo also provides related professional guidance to colleagues with the aim of securing high quality

teaching for students and young people with SEN. In mainstream education settings the key responsibilities of the SENCo may include:

- Overseeing the day-to-day operation of the SEN policy.
- Liaising with and advising fellow teachers.
- Managing the SEN team of teachers and learning support assistants/teaching assistants.
- Co-ordinating provision for pupils with special educational needs.
- Overseeing the records on all pupils with special educational needs.
- Liaising with parents/carers of pupils with special educational needs.
- Contributing to the in-service training of staff.
- Liaising with external agencies including the local authority's support and educational psychology services, health and social care and voluntary bodies.

YOUNG PEOPLE WITH SPECIAL NEEDS

Who are students with special needs?

Any student who is experiencing difficulties learning may have special needs. Students who often experience difficulties are:

- girls
- ethnic minority students
- students with disabilities
- very poor students (orphans, street boys/girls)
- gifted students (students who are extremely clever)
- bullied students
- bullies

Helping Students who are Experiencing Difficulties

There are three steps to help a Sen student:

- 1) Identify the difficulty
- 2) Identify the cause of the difficulty
- 3) Think of ways to help

1) Identifying the difficulty

Be specific. Look carefully at exactly what the student finds difficult.

Eg:

- A student who has difficulty with Maths. Can the student do simple addition but not multiplication or subtraction?
- A student who behaves badly. Does the student behave badly all the time or just at certain times of the day or when studying certain subjects?
- A student who misses school a lot. When does the student miss school? Is there a pattern?

2) Identifying the cause of the difficulty

Again be specific. It is not helpful to say a student is lazy, is naughty, and is stupid. Identify the factors causing the difficulties:

- Factors within the student
- Student's attitude and Motivation
- Home Circumstances
- Class Circumstances (bullying)

REMEMBER If you don't understand the problem and you don't know the cause how can you help the student

3) Think of ways to help

- Be creative.
- Talk to the student.
- Get advice from other teachers.
- Talk to the parents.

- Get other students to help the student.

What is Disability?

It is not easy to say what “disability” is. The World Health Organisation (WHO) says:

*An **impairment** is any loss or abnormality of psychological, physiological or anatomical structure or function. A **disability** is any restriction or lack (resulting from an impairment) of ability to perform an activity in the manner or within the range considered normal for a human being. In Khmer culture **Disability** is the loss of one or more of the senses. What does this mean? You have seen that some people in your community have difficulties that other people do not have. For example, you have seen some people have difficulty seeing. Some people have difficulty hearing, speaking, learning or moving around in the same way as other people. Some people show strange behaviour, or often have fits or have no feeling in their hands and feet. Such difficulties are called **disabilities**.*

EXCLUSION -he/she:

- **does not respond,**
- **cannot learn**
- **needs special teachers**
- **has special needs**
- **needs a special environment**

STUDENT AS A PROBLEM is different from other since he is not accepted by students and cannot follow the curriculum

INCLUSION

The 9 golden rules for good teaching for students with special needs and all students in classes are:

1. Communication
2. Classroom Management
3. Individual Plans
4. Assistive Aids
5. Lesson Planning
6. Individual Help
7. Managing Behaviour
8. Including all pupils
9. Working Together

Our project develops an innovative methodology which includes a diverse range of academic, sportive, playing and cultural activities throughout the school curricula. The project offers flexible educational pathways in order to help the students to understand their own strengths, talents and self-esteem. For this project different study options are essential thus the participant school's teachers will not expect the same academic achievements from whole students to accept them as successful. Developed methods, tools and strategies are as follows:

- Drama lessons to gain empathy
- National studenthood games to build up a meaningful bond between the students and the school.
- Visual art and music competitions to express their feelings and to gain self-confidence.
- Anger management workshops to help students to overcome their emotions.
- Play is also very important as a spontaneous rewarding and fun with several benefits such as education, social skills, cognition and therapeutic benefits. "Play" is one of the effective instruments of the project. It is a fact that play is a universal phenomenon and a right of studenthood. It is a spontaneous rewarding and fun with several benefits:

1. Education: Students will learn creativity; learn different, think different.
2. Social skills: As an opportunity to socialize with peers and to learn to understand others to communicate and to negotiate.
3. Cognition: It will encourage students to learn, imagine and solve problems throughout their lives.
4. Therapeutic side: It will have benefits such as giving students the opportunity to express troubling aspects of their school lives.

Moreover they will be active participants of in-class activities and workshops to enhance the capacity of the students with SEN. It is the best way to solve the problem by eliminating the causes of the beginning of the process. On the other hand guidance for students especially the students with SEN would be provided through interactive methods such as monitoring, coaching, one-to-one guidance. As an essential part of this innovative guidance, each partner school's counselor will present case studies which would be formed from interviews with students, especially the students with SEN.

The case studies include 2 main parts:"

1. Introduction:

- name, age, place of the participant student
- case description

2. Analysis of the specific elements of the case:

- causes
- approach
- solutions
- results

What is an Individual Education Plan (IEP)?

An Individual Education Plan is a systematic way to monitor and assess the progress of a student with special needs. An IEP includes:

- a description of the difficulties faced by the student
- a plan of action to overcome these difficulties
- clear goals for the student to achieve and a time frame
- specific activities and actions to help the student achieve the goals
- ways to evaluate the student's progress

LESSON PLANNING

What is a lesson plan?

A lesson plan is the outline of a lesson that the teacher will teach.

What things does a lesson plan cover?

- The aim of the lesson, the main thing you are going to teach.
Eg: Aim = to introduce the 3 times table
- The outcomes or objectives of the lesson. These are what you want the students to be able to do at the end of the lesson. For some students with special needs you may decide to have different objectives.
Eg: Objective = by the end of the lesson the students will understand the concept of the three times table.

- The materials, books, teaching aids you will use. Make a list of what you need.
- The activities you will use. Plan your activities carefully. Make sure there is variety. A whole lesson reading or copying or rote learning is not a good lesson.
- The key words for the lesson. Write these on the board and check the students understand them.
- How you will adapt the lesson to help any students with special needs in your class? Individual education plans will help you to do this.
- Ways you can involve the students actively in the lesson. For example, in learning about measurement, they could find out about each other's height.
- Ways you can introduce group work. Students with special needs benefit a lot by using group work because of the support they receive from the other students.
- Ideas for things students can do if they finish early.
- The timings for each part of the lesson. It is important your lesson has breaks.

Why is a lesson plan important?

- It helps to make your teaching more effective.
- It will save you time, because lesson plans can be kept and used again.
- It helps to make your lessons organised and structured.

MONITORING

TO MONITOR means

- checking that all the students understand what they are supposed to be doing
- checking that all the students are doing an activity correctly
- finding out which students are having difficulty and helping them
- spotting mistakes as the students make them and correcting them at that time

If a teacher does not monitor during a lesson, then the teacher won't know which students are having difficulties and he/she won't be able to help them. Waiting until the students do a test to find out if they are having problems is too late!! It is not easy to give individual help when there are many students in the class, but here are some ideas.

- Students with special needs can be paired with a more able student who can help them. This can benefit both pupils.
- Students who finish their work early can help others who find it difficult.
- Teachers can spend a few minutes at the end of the lesson going through the main points. This can also be done while the rest of the class is busy doing an activity. The teacher must check that other students are doing the activity correctly before spending time with an individual student.

Furthermore, it is known that the students with SEN are bullied at a higher rate than others because of social isolation and challenges in navigating social relationships. These students are the main target group of the project as a victim. The 4th LTT meeting is dedicated to social exclusion related to bullying. The project offers the peer advocacy for the students with SEN. This applied system for the students with SEN would continue after the project period. There is **no single solution** to bullying which will fit all schools. So the project has a diverse range of practices, strategies and advices according to the school context. First of all, empathy is an efficient tool to teach social skills, to practice them through role-play and games, and to teach students how to deal with various social situations through drama lessons. National studenthood game tournament is another device to build up a meaningful bond between the school and bullies who have loss of interest in academic achievement. Also games would have therapeutic benefits that give students an opportunity to express troubling aspects of their lives. During the project period schools would exchange the games to learn other cultures and to maximize the group work.

INCLUDING ALL STUDENTS

People often have negative attitudes towards students with special needs. Although these students may come to school they are often isolated within classes and schools. The value of inclusive education to students with special needs comes from mixing and sharing with other students. Teachers need to encourage this. Teachers may need to explain to the other students the reasons why some students cannot walk, talk, see, hear, learn or behave like other students. Diversity should be recognised and respected. Students should learn that everyone is different.

Effective assessment and planning should:

- focus on the student or young person as an individual, not on their SEN label
- enable students and young people and their parents to express their views, wishes and feelings
- enable young people and their parents to be part of the decision-making process
- be easy for young people and their parents or carers to understand, and use clear ordinary language and images rather than professional jargon
- highlight the young person's strengths and capabilities
- enable the young people, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future
- tailor support to the needs of the individual
- organise assessments to minimise demands on families
- bring together relevant professionals to discuss and agree together the overall approach, and
- deliver an outcomes-focused and co-ordinated plan for the young person and their parents

What's Life Like for a Kid With Special Needs?

"Life can be extra-challenging for a kid with special needs. It might be harder to do everyday stuff like learning to read or, if a person has physical handicaps, just getting around school or the mall. The good news is that parents, doctors, nurses, therapists, teachers, and others can help. The goal is to help kids be as independent as possible.

Other kids also can be a big help. How? By being a friend. Kids who need a wheelchair or have other health problems want friends just like you do. But meeting people and making friends can be tough. Some kids might tease them or make fun of them. Be sure to tell a teacher if you see someone being bullied or teased. That's a very lonely feeling.

Also try to be helpful if you know someone with special needs.

It's important not to be "overly helpful" when no help is needed. Why? Because just like you, kids with special needs like to be as independent as they can be.

Being friendly to kids with special needs is one of the best ways to be helpful. As you get to know them, they may help you understand what it's like to be in their shoes. And you'll be helping fill a very special need, one that everybody has — the need for good friends." : Mary L. Gavin

