

The logo for 'SEN toolkit' is positioned in the top right corner. It features the word 'SEN' in large, bold, multi-colored letters (purple, pink, yellow) inside a dark blue speech bubble shape. Below it, the word 'toolkit' is written in a smaller, dark blue, sans-serif font.

THE SEN BLUEPRINT

"THE SEN TOOLKIT"



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An Introduction to the SEN Toolkit

The European Commission for Employment, Social Affairs and Inclusion report on Support for Children with Special Education Needs in Europe estimates the number of children with special educational needs (SEN) at 15 million, although taking other organisations' estimates into account this should be taken as a conservative figure. Furthermore, the imperative to provide assistance to children with SEN is outlined in the Council Conclusions on a Strategic Framework for European Cooperation in Education and Training (2009/C 119/02).

Yet the educational landscape teachers must navigate is becoming ever more complex. When it comes to SEN learners with more general support needs, special educational needs play a marginal role in favour of the integration of these students into mainstream classrooms. The provisions focus on more widespread inclusion of learners with SEN and calls for a more adaptive and inclusive approach from teachers on a general support level. Currently, support for students with moderate needs is provided by non-specialists in the mainstream classroom. For educators in this environment, the identification and implementation of a range of inclusive practices in the classroom are still an aspirational goal.

This highly innovative project focuses on providing primary and secondary school teachers throughout Europe with the knowledge and tools that are necessary to make their mainstream classrooms more inclusive to learners with SEN. Through greater targeting of support for these students, teachers will be better able to keep their students focused on their learning goals and motivated. The desired outcome is that these students will then set more ambitious learning goals and progress both to the next year and to higher levels of education.

The SEN Toolkit is a transnational, culturally-sensitive, research-grounded project designed to change the lives of educators and those they educate. It is grounded in both desk and focus group research, and identifies the key areas of need in SEN training. Created by partners from across the European Union and beyond, it takes participants through a journey of attitudinal change, skills development, and interpersonal growth designed to meet the needs not only of SEN students, but of the educators themselves.

01

The Partners



Blackbird
ŠKOLA STRANIH JEZIKA

Black Bird Language School
(Serbia)
www.blackbird.co.rs



Growth Coop
(Spain)
www.growthcoop.eu



York Associates
(United Kingdom)
www.york-associates.co.uk



Babel Idiomas
(Spain)
www.babelidiomas.es



CPIP
(Romania)
www.cpip.ro



Instruction & Formation
(Ireland)
www.instructionandformation.ie



Learn Jam
(United Kingdom)
www.learnjam.com

02

The SEN Manifesto

The Toolkit was designed with an ethical imperative at heart: inclusivity is key to achieving better educational, emotional, and psycho-social outcomes for SEN learners; acceptance is key to creating a harmonious learning environment for all students, SEN or otherwise; and understanding is key to providing the right environment for all students to flourish academically, but also to feel confident and empowered in their personal development.

With these principles underlying everything the Toolkit stands for, a SEN Manifesto was developed which will provide a framework not only for the toolkit itself, but for the educators who embark upon their SEN Toolkit learning pathways.

These core principles run throughout the creation and the delivery of the project, and detail the belief that inclusivity, acceptance, understanding, and a concerted effort by everyone to get it right from the start are imperative in the desire to deliver the best education to the widest possible number of students.

This Manifesto lays out the core beliefs of the Toolkit, and can be articulated in the following five points:

03

We Value Everybody

We know that:

Every individual has strengths and skills to contribute to a group.
Nobody is better or "super"

We Accept Ourselves

We know that:

Nobody is perfect, and this is okay.
We know our own strengths and or own weaknesses.

We Find Ways to Communicate

We know that:

We must express our different needs and identities
openly to live and work well together.

We Get it Right From the Start

We know that:

Early intervention can make a huge difference
to one's sense of belonging and self-worth.

We All Share Responsibility

We know that:

The task of inclusion is not up to just a few people.
We all gain a lot when we all contribute a little.

04

The SEN Toolkit Learning Pathways

The Learning Pathways are grounded in extensive focus group discussions and desk research, and have been designed to provide guidelines to those people embarking on the SEN Toolkit who have different levels of experience, different needs and goals, or simply particular interests in understanding SEN. They are guides for participants to navigate their own ways through the SEN Toolkit modules as easily and productively as possible.

It is of course possible to go through all twenty modules of the SEN Toolkit, from start to finish, and gain the maximum knowledge and insights. We recommend this for those who wish to get the most rewarding experience from the Toolkit. It is also possible to take a pick-and-mix approach, where you browse our library of modules and pick those which catch your eye. This is a great option if you have a more general interest in SEN issues, or if time pressures mean it's impossible to commit to a sustained period of SEN exploration. If these options are not specific enough for your needs, however, and you'd like some research-based suggestions of which modules are best for you, the learning pathways have been created to identify, and suit, your individual learning needs.

You have the option of seven different learning pathways. These pathways intersect and overlap, and you may wish to take another pathway once you've finished the one we recommend for you. To help us find the right pathway for you, we would like to ask you some very simple questions. You don't need to think too deeply about your answers, as there are no universal answers, and what may feel right to one person may not feel right to another. Your answers will lead to a focused pathway, however; and at the same time, will also act as an opportunity for self-reflection.

You can find the questions and prompts on the next two pages:

05

How confident do you feel in your understanding of general SEN issues?

Answer A

I don't feel very confident in my understanding of general SEN issues

You may wish to go to Pathway 1

Answer B

I feel fairly confident in my understanding of general SEN issues

You may wish to go to Pathway 2

I'm a rushed educator, and looking for some quick fixes to challenges I face in school.

Answer A

Definitely, yes!

You may wish to explore Pathway 3

Answer B

No, I'm looking for something other than a quick fix

Pathway 3 might not be the best route for you. Try another question.

While I recognise that all SEN categories are important, my immediate focus is on ASD / autism

Answer A

I agree

You may wish to go to Pathway 4

Answer B

I disagree

Pathway 4 might not be the best route for you. Try another question.

While I recognise that all SEN categories are important, my immediate focus is on ADHD

Answer A

I agree

You may wish to try Pathway 5

Answer B

I disagree

Pathway 5 might not be the best route for you. Try another question.

While I recognise that all SEN categories are important, my immediate focus is on dyslexia and related conditions

Answer A

I agree

You may wish to explore Pathway 6

Answer B

I disagree

Pathway 6 might not be the best route for you. Try another question.

My own context is not so much classroom teaching, but could be described as closer to school management, administration, organisation, and support.

Answer A

I agree

You may wish to go to Pathway 7

Answer B

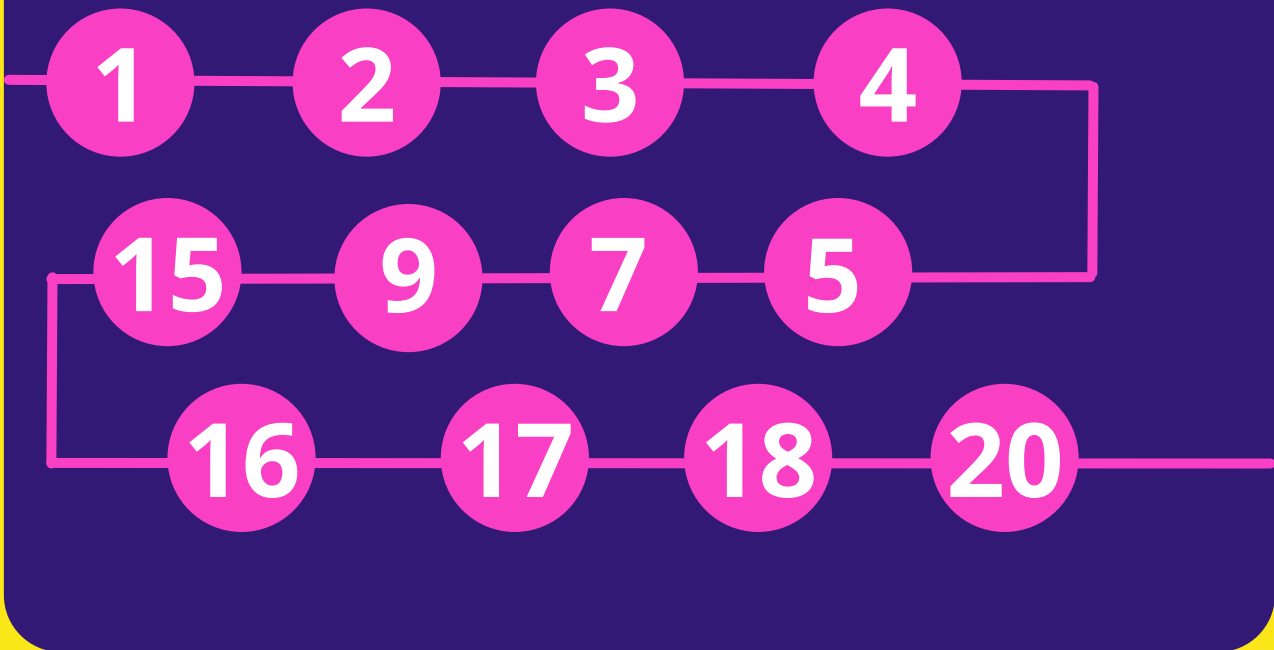
That doesn't really describe my context

You may want to think about one of the other pathways, or to take a more personalised approach.

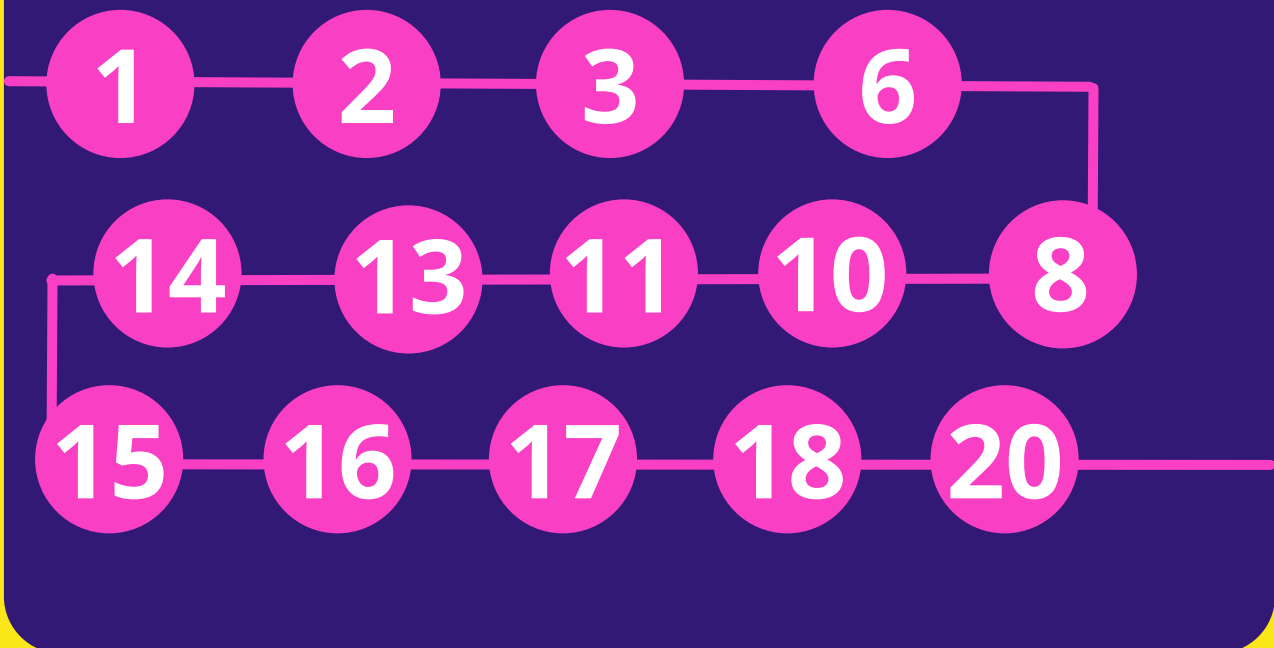
Now you've decided which pathway to take, now find out which modules you should focus on in your personalised learning pathway. You can find these on the next page:

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Pathway ONE - An introduction to SEN

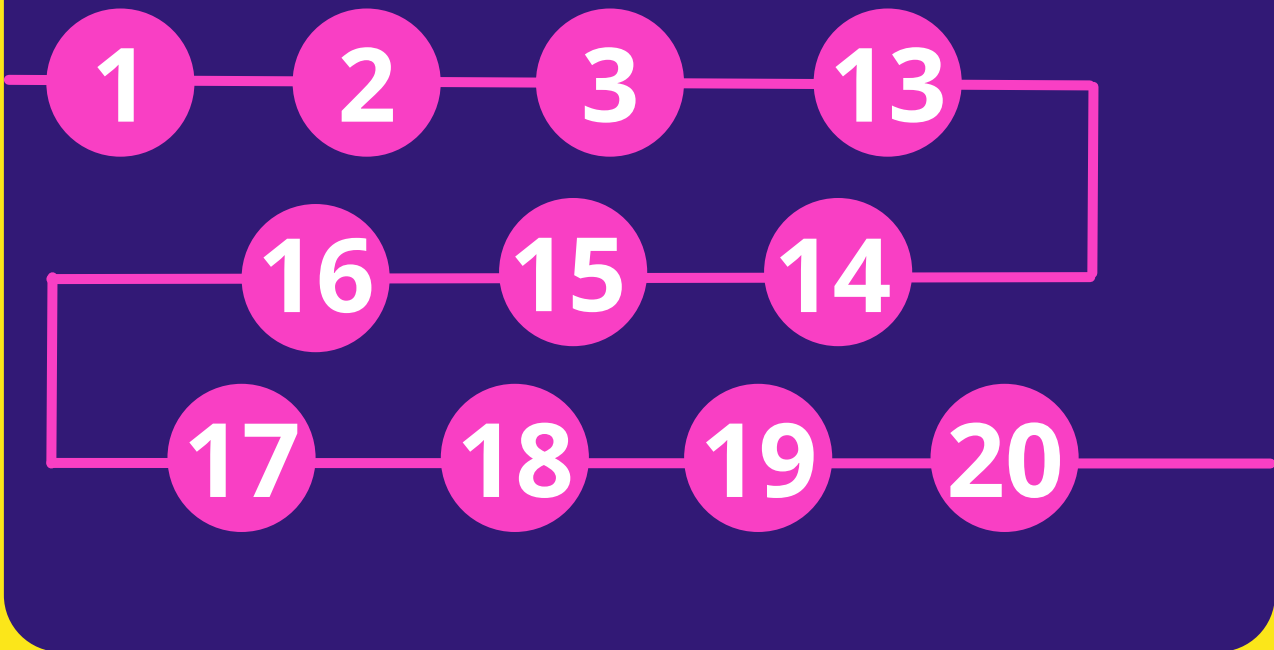


Pathway TWO - Advanced SEN topics for educators

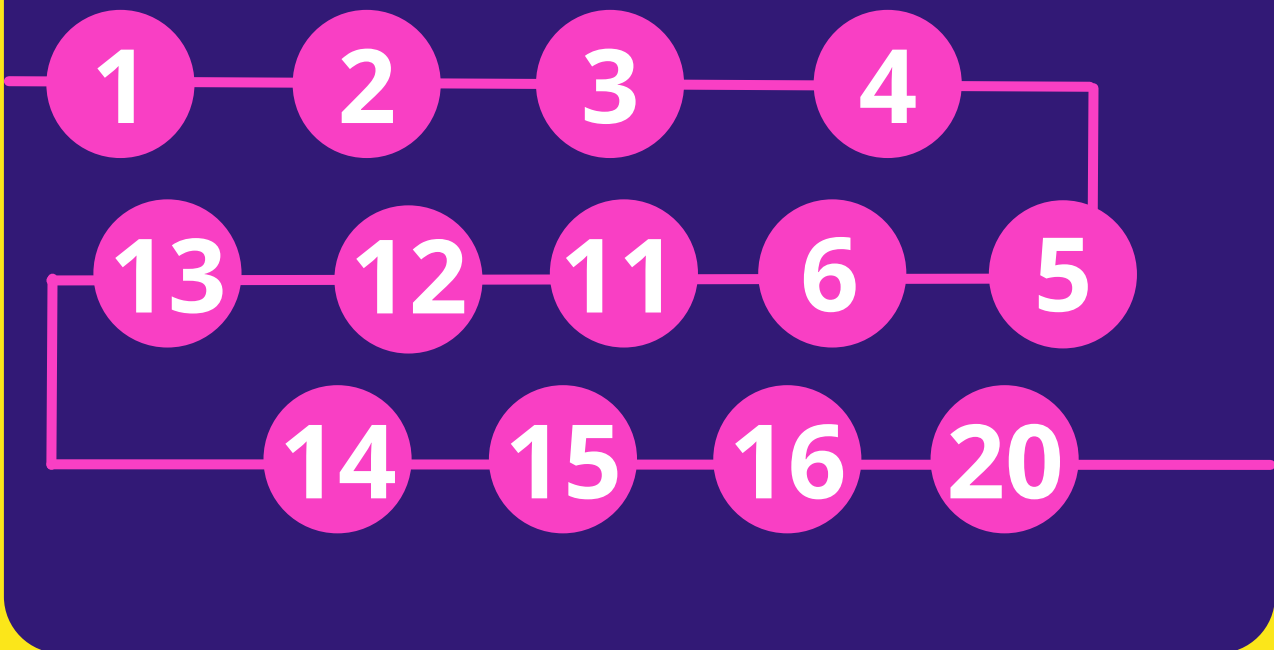


08

Pathway THREE - Tips & Tricks for SEN practitioners

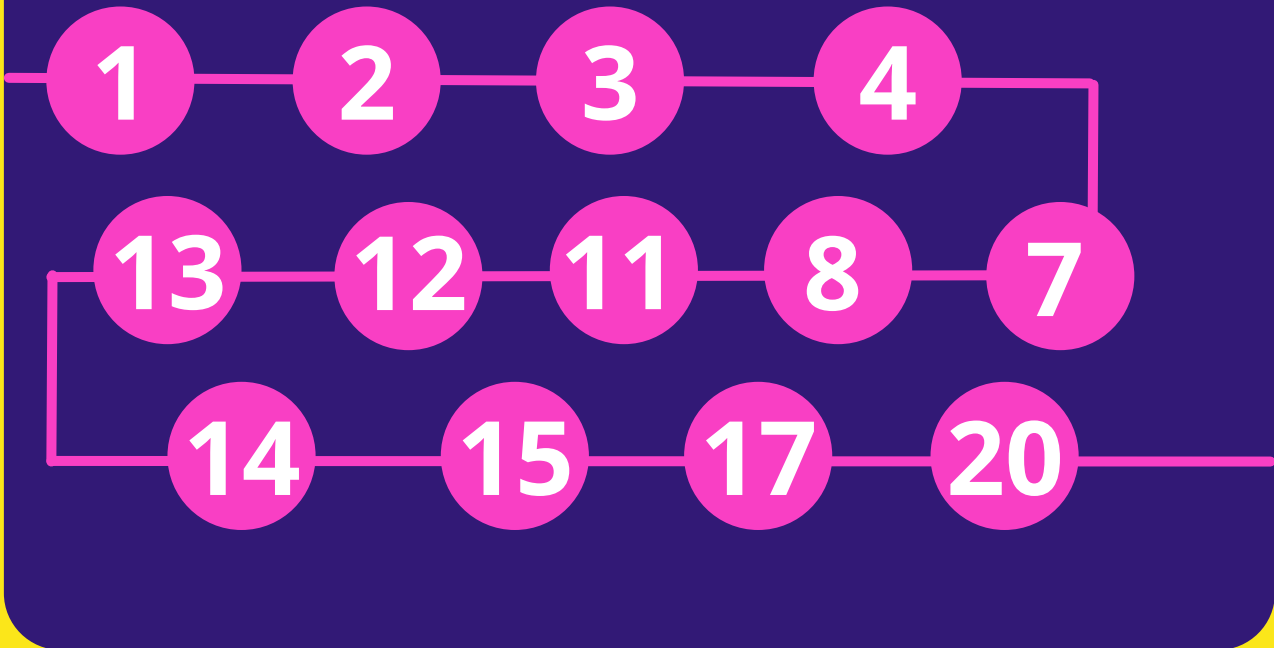


Pathway FOUR - A Focus on ASD

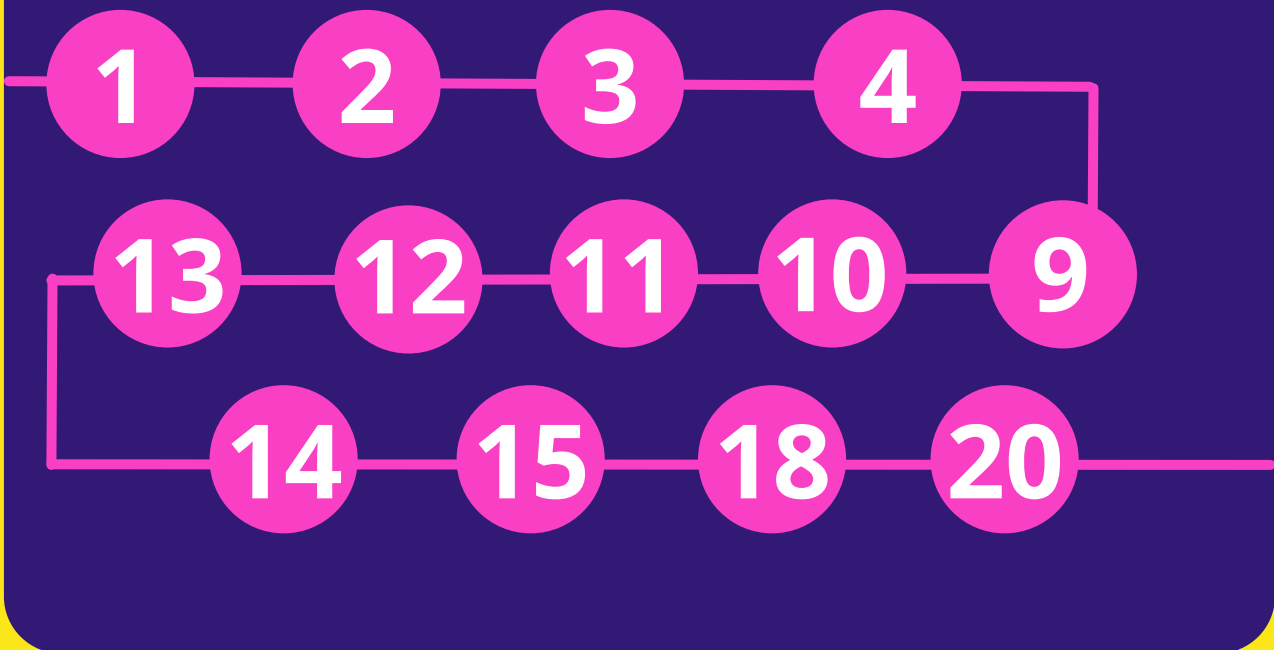


09

Pathway FIVE - A Focus on ADHD

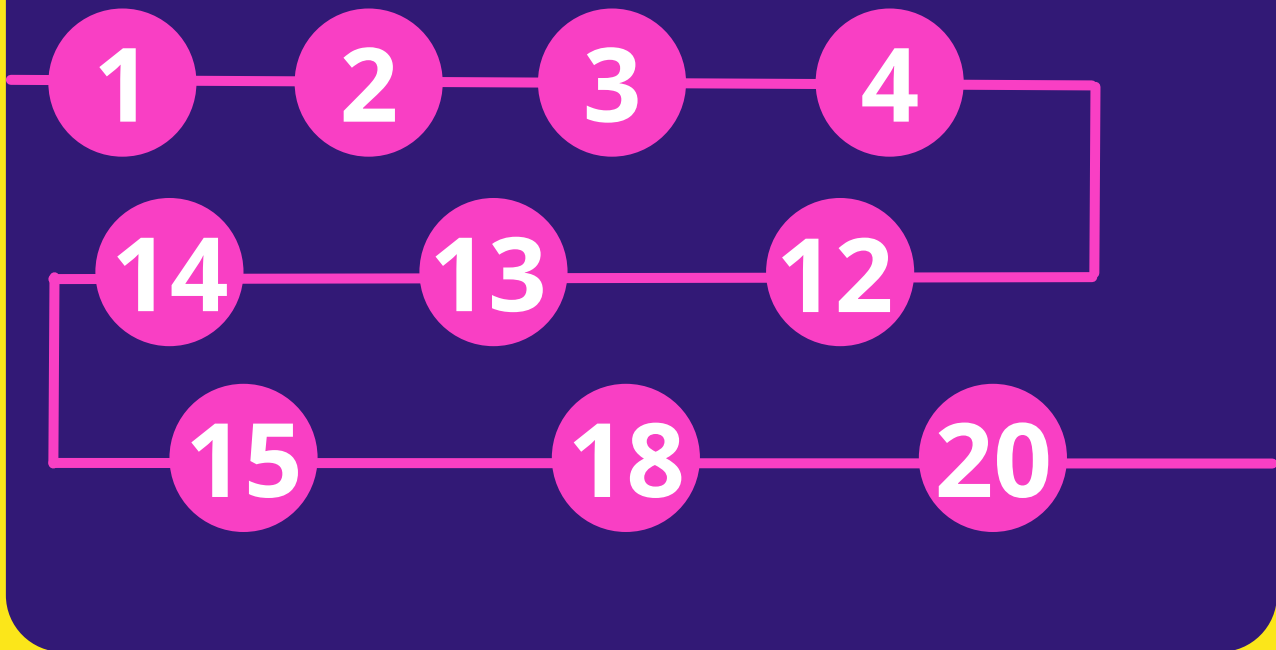


Pathway SIX - A Focus on Dyslexia



10

Pathway SEVEN - SEN Topics for School Administrators



Now you know which modules to follow first, have a look at the final few pages of this booklet to work out what you will learn in each module.

The SEN Manifesto Module Overview

The Digital Learning Course contains twenty specially-selected modules to facilitate participant growth with the minimal effort. The modules need each take no more than one hour to complete, meaning that the complete course can be taken in the shortest possible time for such an in-depth programme; while those embarking on the SEN Toolkit may choose to spend no more than a short time each day / evening moving through their chosen modules at their own pace.

12

Module One

"The World of SEN"

Where participants are introduced to the world of SEN and given the help to understand the key challenges and impacts of this complex topic.

Module Two

"Why SEN is Complicated"

In which participants are invited to delve into some of the details of SEN in order to understand the complex challenges we all face as teachers and educators.

Module Three

"The Value of Improving SEN Provision"

Here participants are encouraged to look at the practical benefits of improving SEN provision for all stakeholders.

Module Four

"From Teacher to Detectologist"

This module helps participants to identify signs that point to a special educational need, while providing insights into these behaviours.

Module Five

"Understanding ASD: 1"

This module looks specifically at the autism spectrum, including what it is, how to recognise it, how it affects people, and what this means in class.

Module Six

"Understanding ASD: 2"

This module looks specifically at ASD from a different angle, focusing on it in a more in-depth way and asking how to free the potential of ASD learners.

Module Seven

"Understanding ADHD: 1"

This module looks specifically at Attention Deficit Hyperactivity Disorder, including what it is, how to recognise it, and what this might mean in class.

Module Eight

"Understanding ADHD: 2"

This module looks specifically at ADHD from a different angle, focusing on it in a more in-depth way and asking how to free the potential of ADHD learners.

Module Nine

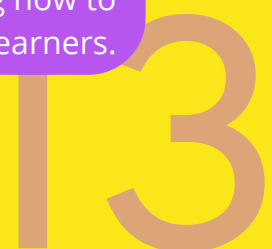
"Understanding Dyslexia: 1"

This module looks specifically at "the dyslexia family", including what it is, how to recognise it, how it affects people, and what this might mean in a classroom.

Module Ten

"Understanding Dyslexia: 2"

This module looks specifically at dyslexia from a different angle, focusing on it in a more in-depth way and asking how to free the potential of dyslexic learners.



Module Eleven

"Intersectionality in SEN"

Here participants are asked to look at how the challenges of SEN intersect with other factors, such as gender, race, and culture.

Module Twelve

"A Whole-Education Environment"

Here participants are encouraged to examine the benefits of a more inclusive education environment, and how to best create this.

Module Thirteen

"Classroom Management"

In which participants are invited to look at tools and techniques for managing classrooms in a way that takes SEN learners into account.

Module Fourteen

"Routines and Rituals"

Here the importance of creating and upholding enabling routines for SEN learners is examined, along with techniques for setting these routines up.

Module Fifteen

"Homework"

In this module, participants are encouraged to look at how to set up homework tasks appropriately to accommodate SEN learners.

Module Sixteen

"Practical Tools for ASD"

In this module, specific tools and resources for ASD learners are investigated.

Module Seventeen

"Practical Tools for ADHD"

In this module, specific tools and resources for ADHD learners are investigated.

Module Eighteen

"Practical Tools for Dyslexia"

In this module, specific tools and resources for dyslexic learners are investigated.

Module Nineteen

"Motivating Others"

Here, the module takes participants through ways of involving others in your own journey to build a more inclusive SEN-friendly learning environment.

Module Twenty

"The Action Research Project"

Finally, participants learn how to conceive an action research project that will create a positive and impactful change in your teaching context.

SEN toolkit

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