**SPECIAL NEEDS AND INCLUSIVE LEARNING**

**Course dates**
4 August - 17 August

**Course fees**
£1435

**Course location**
University of Kent

This course is liable for VAT

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**Target audience**

- Teachers of English and other languages
- Subject teachers of all age groups who teach through English or other foreign languages
- Teachers in schools and units for pupils with Special Educational Needs
- Educational Managers and Advisors
- Teacher Trainers

You will need at least an upper intermediate level of English (B2).

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**Course summary**

This course is focused on supporting a learner or learners with all their communication and language needs through a variety of strategies helping them to get the most out of learning. By understanding the different kinds of needs and knowing some useful teaching strategies we can really make a difference for our learners and help them to experience enjoyable and successful language learning. This course, though it primarily focused on the methodology of inclusion will also support teachers in developing their own language skills.

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**Course content**

- What is inclusive learning and why is it important?
- How can we define specific learning difficulties?
- Understanding an integrating a top ten approaches to inclusive teaching and learning framework
- How can we support learners with language, speech and communication needs
- Identifying and working with dyslexic
- Understanding SEBD’s and ADHD and strategies for learning
- Developing rapport and effective language communication for inclusive learning
- Understanding Asperger syndrome and strategies for learning
- Ways of working with the gifted and talented learners
- Dyspraxia and dyscalculia awareness and useful strategies for learning
- New innovative approaches to differentiation
- Classroom activities that promote inclusive learning for language learning
- Whole school approaches and working supportively with parents
- Projects that focus on your context
Sample Programme

Please note this is an example of a daily programme. Course content may often be usefully adapted to incorporate the needs of each group member.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.00-10.30</td>
<td>Identifying our needs, and wants.</td>
<td>Top ten approaches to inclusive quality teaching and learning</td>
<td>Understanding dyslexia</td>
<td>Working with case studies</td>
<td>Creating positive learning states and safe space</td>
</tr>
<tr>
<td>11.00-12.30</td>
<td>SEN and understanding of language of inclusion</td>
<td>Understanding the Autism Spectrum(s), Asperger’s and supportive strategies</td>
<td>Understanding dyslexia and supportive strategies</td>
<td>Understanding dyscalculia and supportive strategies</td>
<td>Working with the creative arts – especially music</td>
</tr>
<tr>
<td>14.00-15.30</td>
<td>Special Educational Needs or inclusion?</td>
<td>Understanding Autism Spectrum(s) and supportive strategies</td>
<td>Multi-sensory approaches</td>
<td>Understanding dyspraxia and supportive strategies</td>
<td>Feedback</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 2</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.00-10.30</td>
<td>Supporting learners with speech difficulties</td>
<td>Social, emotional and behaviour.</td>
<td>Assessment for learning.</td>
<td>Whole school approaches – how can we make a difference</td>
<td>The difference that can and will make a difference………</td>
</tr>
<tr>
<td>11.00-12.30</td>
<td>Supporting learners with language difficulties</td>
<td>Strategies and solutions</td>
<td>Planning time.</td>
<td>Whole school approaches – how can we make improvements</td>
<td>The difference that can and will make a difference………</td>
</tr>
<tr>
<td>14.00-15.30</td>
<td>Social emotional and behaviour (SEBD’s) introduction</td>
<td>Understanding (ADHD) and how to support our learners</td>
<td>Strategies for supporting ADHD needs</td>
<td>Grounding and spacial awareness</td>
<td>Whole group course closure session</td>
</tr>
</tbody>
</table>

Recommended reading

“Teaching children and young people with special educational needs and disabilities, Sarah Martin-Denham, Sage, 2015.


Please note you do not need to buy or bring these books to the course with you.

Is this the right course for me?

Yes, if you want to understand difficult pupil behaviour

Yes, if you are interested in how therapeutic approaches can be effectively integrated into classroom teaching

Yes, if you want to work on your personal as well as professional development

To see this course in Erasmus+ course catalogue click here:


Contact

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