Comenius Lifelong Learning Program

Lifelong Learning Programme

Comenius seeks to develop knowledge and understanding among young people and educational staff of the diversity of European cultures, languages and values. It helps young people acquire the basic life skills and competences necessary for their personal development, for future employment and for active citizenship.

“I learnt a lot but had so much fun at the same time. Learning to use English in real life situations.” - Indra

“A good opportunity to work with people who are different.” - Bilal

www.comenius-equalities.tk
Supporting students with disabilities in the UK

Dr Kim Taylor

Planning provision
For all teachers the first stage is to understand and identify the special needs or disabilities of their pupils. In the UK we are working towards a single plan of health, education and social care. At the moment parents receive separate plans but teachers and professionals collaborate to compile plans for parents. There is legislation being discussed called ‘The Children and Families Bill’ which will change this process soon. Currently pupils enter schools in the UK with a ‘Statement of special education needs’ this lists the diagnosis, main objectives and plan which must be implemented.

Provision maps
An important step is to audit the range of health, medical or personal care, therapy and educational interventions required and the duration and frequency weekly. At this stage it is helpful to plan how these will be delivered and by whom.
If all the provision cannot be delivered in your school discuss this with parents and think about alternatives.

Staff competencies and training
We can plan for delivery of support for students with disabilities by making an audit of staff training and their competencies. This step will enable the school to identify gaps in staff training and to assess the risk management involved for the students.
We need to remember that staff are not perfect and no one can be an expert about every aspect of working with students with disabilities. In planning our deliver we do need to ensure that all children are safe and this should be the priority for the school.
It is useful to provide a list of training and support implementation with access to a work based mentor to help.
Schools need to plan a staff training budget and include the training priorities on the school management plan so the priorities are known to the whole school.
Supporting students with disabilities in the UK

Plan for access to the curriculum
Keep an open mind about accessibility to the curriculum. Think about how you can adapt so that all students can be involved in their learning.
Do not make assumptions about abilities or set limitations about student outcomes. Many students with disabilities are determined and have skills with creativity or talents they want to share.

“The most interesting day was the day we spent at Spring Common School. It really changed my point of view.”
Marie-Justine

Record your observations and discuss outcomes with other teachers.
Track student progress using prior attainment to develop an education plan which you can review. Don’t just rely upon attainment tests also use formative assessment supported by photographs, observation notes and when appropriate video evidence. This way the educational journey is clear to everyone and you will be able to celebrate success.

Meeting students and their parents
Prior to a school admission it is very helpful to meet parents and to listen attentively to them about how to support their young person.
Set up a daily communication diary so there can be a flow of information and opportunities to discuss any medical or health needs and impact on education. Remember communication is two way!
Some students have other siblings and the impact of a disability can also impact upon them and the whole family unit. Provide information to parents about advice they can access and when possible any support groups, leisure activities or parent or sibling groups.
My trip to the UK
Monika

Hi! My name is Monika. I am 19 years old. I like learning English at my school very much. I like listening to music and spending time with my friends in my free time.

“A very different school, pupils and teachers were very hospitable. Especially Dean was funny! “

Latif

I remember the Comenius Project very well. I met fantastic new people and learnt a lot. The school in Huntington was very interesting. Children were talkative and nice. I have some great memories of activities at the swimming pool, where two three-year old boys had swimming lessons. They smiled at me and my friend Kinga. There were also group activities where I could meet friends from other countries. They talked about their countries and they were very nice.

The trip to London was very interesting. We saw Big Ben, the Buckingham Palace and National Museum. When we were in front of the palace the queen was inside, because the flag was posted, which was very exciting. I was also shopping, because I like buying clothes for me and my family. My niece really enjoyed the toy dog, which I bought her. I wish we had more time to visit London.

In Hinchingbrooke School lectures were very interesting and inspiring, but a little bit too long. I loved this school because it looked like a castle. The decor in this school was very elegant and beautiful. The whole trip was very interesting.

Kim’s Cool Quiz

1. What is Pudding Lane famous for? How tall is the monument that marks the historical spot?

2. What is the name of this building and what is it used for?

3. What was the date of the first settlement in London called Londinium and who came to England to start it?
A visit to Belgium
Monika Rychlik

The first day we arrived very late. Our partner families picked us up and we drove to their homes. I stayed with wonderful people. It was very nice to meet this family.

Mrs. Karen and her husband with their children welcomed me in a very nice way. They let me feel like I was a member of their family. It was fantastic. They told me about the history of Sint-Niklaas.

On the second day, we introduce ourselves in a similar way to speed dating. I think, it was a great idea. It was a priceless experience.

On the same day there were sports competitions. The games of football, basketball and badminton gave me a lot of joy. The next day we were in Brussels. We visited to the national radio & television studios (VRT). I listened and watched with curiosity, because I had never been in such a place. I saw many beautiful old buildings and shops with chocolate. It was very interesting to use iPads and make movies about negative and positive aspects of Brussels.

When I was in Ghent I liked Het Gravensteen Castle and the city.

Teachers and students were very friendly, nice and talkative. I took part in interesting conversations. We played the piano, guitar and sang with our friends from the UK. I really liked spending afternoons with international students in pubs. We had a great atmosphere during the whole visit.

I noticed different food in Belgium but I liked it. A big surprise for me was the size of traffic jams in Sint-Niklaas.

The method of teaching was very interesting.

When I was in Belgium I had a chance to listen to the English language in different accents.
Discovering Poland

Post 16 Spring Common

We all woke up early when a thunderstorm struck at about 5 o'clock. After breakfast we set off for school except Richard took us the wrong way and so the journey took longer than expected. At least it was a pleasant and sunny morning so we were able to enjoy the Spring weather. There was a power cut in the kitchen as they were preparing lunch.

We had to judge an Easter table display - this was the winner!

In groups we got creative thinking about what Easter means to us in the UK with each country doing the same and then presenting their posters.

We made t-shirts which were designed to give as a gift and show a message from our country ... all this was done by 11am.

In Slovakia and Poland on 'wet Monday' (the day after Easter) the boys pour water over the girls. Georgia was glad we don't do that in England.

Easter is the most important holiday in Poland. The entire week before Easter is called Holy Week.

Wet Monday is a day when young boys set up groups and they hunt for girls to...use their water guns against them. They do everything they can to make them all wet. It's also a day when people visit their families and spend time together.