



ERASMUS+ PROJECT 2016-2017 KA1 STAFF LEARNING MOBILITY

*Inclusive European School Projects?
Observation of practices in IRELAND*

Host school : Our Lady of Fatima, WEXFORD - IRELAND
14-21/01/2017 and 2-8/07/2017

Sending school : I.S.C., LA VILLE-DU-BOIS, FRANCE



Erasmus+



*The KA1 French and Irish delegations: in Our Lady of Fatima, Wexford:
(from left to right)
Mrs WATERS Mrs LAVOLLEE, Mrs SINNOTT, Mr BOURDIAU, Mrs MOULIN
and MRS Gauthier*



Erasmus+

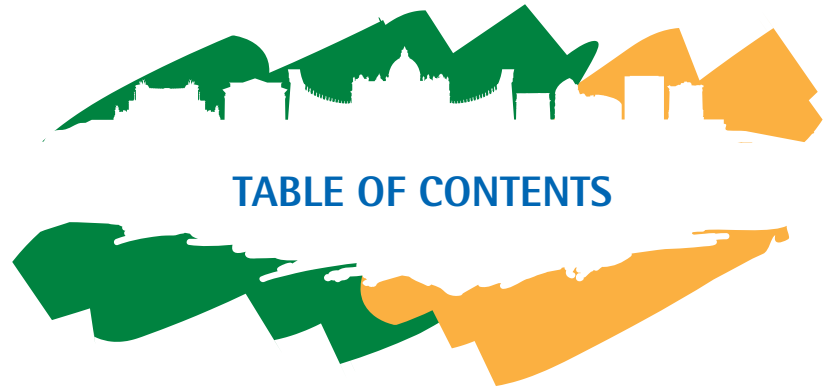


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Contribution :

Equipe irlandaise : M. Sinnott, Coordinatrice

Equipe française : P. BOURDIAU, F. GAUTHIER, D. LAVOLLEE et I. MOULIN

Coordination : **D. LAVOLLEE,**

*Docteur en Sciences de l'éducation - Université Paris X - Nanterre
Professeure agrégée d'Allemand, retraitée*

Contact : danielle.lavallee@wanadoo.fr

Développeur auprès de l'Agence Erasmus+ France

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SUMMARY OF THE K.A.1 PROJECT

*Inclusive European School Projects?
Observation of practices. 2016-2017*

Education systems are aware of the complexity and importance of opening up education to all and have developed different strategies at national and European level, making inclusive education one of their priorities. Thus, the Erasmus+ programme, initiated by the European Commission, aims to promote accessibility of all students to learn and to be mobile.

The first European project KA2 D.I.R.E.S. Disability - Inclusive Schools - Respect - Europe - Social Dialogue (2015-2017), shows the value of cooperating among schools wishing to strengthen inclusion. However the lack of time made it difficult for teams mobilized 24 hours a day to observe and understand inclusive practices. Indeed, the team travelling with students with sometimes severe disabilities had to be constantly vigilant. They had to anticipate reactions, provide solutions to problems, encourage and support communication which was often more difficult, while overcoming the barriers of language.

The second project «Inclusive European School Projects? Observation of practice» (2016-2017), a KA1 project for staff mobility, provided additional time for:

- Observation of the inclusion in two schools, specialized and mainstream
- Dissemination of best practices with a booklet and a teaching sheet, in French and in English: "Inclusion européenne dans les projets scolaires Erasmus+. «European inclusion in Erasmus+ school projects»
- Increase in the number of students with special needs participating in European mobility
- Better security for S.E.N. and mainstream students travelling in Europe with Erasmus+
- Development of professional and personal skills for staff

The I.S.C. team involved eight staff members, all volunteers who had a variety of roles, with European experience in D.I.R.E.S. or without. One delegation went to the Istituto Comprensivo «J. Stella» in Muro Lucano, then 2 other delegations were in the Irish school Our Lady of Fatima in Wexford.

The following programme of the activities of each observation period was prepared upstream and evaluated downstream:

- «A day with my counterpart»
- Observation of inclusion in the partner school and other institutions with B.E.P.
- Construction of a network of inclusive schools in Europe

The methodology allowed the collection of data, formalized in two booklets, focused on observing inclusion in Italy and Ireland.

The dissemination of results on inclusion in Erasmus+ school projects is achieved by:

- The publication of 2 booklets, 2 teaching sheets and flyers
- The online publication of booklets focusing on the observation in Irish and Italian schools
- The results posted on the Erasmus+ PRP and eTwinning platforms

The impact concerns the three KA1 schools in France, Ireland and Italy, as well as the three other partner schools of the KA2 D.I.R.E.S. in Germany and Turkey. It also extends to institutions and schools working on inclusion. With regard to the transferability of the project, we can imagine that the strategies used to promote the mobility of students with educational needs can be transferred to include young migrant students in Erasmus+ projects as well.



INCLUSION IN THE IRISH SCHOOL

INCLUSION IN IRELAND

All children – including children with disabilities and children with special needs – have a constitutional right to free primary education. Children with special educational needs have the right to free primary education up to age 18. The law on special needs education is taken from the **Education for Persons with Special Educational Needs Act 2004** provides that children are to be educated in an inclusive setting unless this would not be in the best interests of the child. The National Council for Special Education (N.C.S.E.) is the body who provides the professional support so that Inclusion can be achieved.

Mainstream schools offer different settings for S.E.N. students:

- Mainstream classes with
 - Special Needs Assistant (SNA) support
 - Resource or Learning Support Teacher
- Special Classes
 - Special ASD (Autistic Spectrum Disorder) units
 - Special language classes

INCLUSION AT OUR LADY OF FATIMA SPECIAL SCHOOL, WEXFORD

In Ireland and specially in Our Lady of Fatima Special School, inclusion means equal opportunities for all and differentiated access to education. This will lead to inclusion in society.

Our Lady of Fatima School has a special school setting that caters to students with Mild General Learning difficulties including the Autistic Spectrum Disorder (A.S.D.) throughout all classes. Our Lady of Fatima Special School encourages respect and care for each individual in a safe and inclusive learning environment. In doing so a huge emphasis is placed on the needs of the individual through the development of Individual Education Plans (I.E.P.) that pertain to each student's needs. I.E.P. is not law but is best practice. We use adapted and differentiated materials and methodologies incorporating: visual, sensory, concrete and verbal materials to ensure access to the curriculum for all. Students are encouraged to learn at their own pace. A holistic approach is prioritised, incorporating 'calm breaks' throughout the day so that optimum engagement by the student is possible. This is achieved by: Multi-Sensory Therapy, Occupational Therapy exercises, Brain teasers, mindfulness and yoga. This inclusion is successfully coordinated by a Full-Time Support Teacher. Therefore, we do not need to engage in the practice of special units and segregated class group.

INCLUSION IN ERASMUS+ D.I.R.E.S. PROJECT

This Erasmus+ project and a previous Comenius project, both of an Inclusive subject matter have given us a platform to enlighten the community on how to engage with each other regardless of ethnicity or ability. As a result of our Inclusive educational system, our communities embrace, understand and plan for an Inclusive society. This means a country/community/town that understands and makes exceptions for all differences.

Our D.I.R.E.S. Project has had a hugely positive effect on the entire school community. Our students who travelled on the L.T.T.'s have gained both in Independent living skills and in Self Esteem. Parents have reported a huge difference in their children's motivation, self-awareness and attitude towards their abilities and engagement in the community. This is how we measure success.

G. McKEOWN, *Irish coordinator for the KA2 D.I.R.E.S. project.*



*Our Lady of Fatima Special School, Wexford, IRELAND
Website address of the school: www.ladyoffatimaschool.ie*





INCLUSION IN THE FRENCH SCHOOL

INCLUSION IN FRANCE

In France the legal system for learners with special educational needs is based on:

- **Law of 11 February 2005 on the Right of learners with a disability to education and schooling in mainstream settings**
- **Law of 8 July 2013 on the Reform of the Schools of the Republic, inclusive dimension and "common base of knowledge, skills and culture"**

Special Educational Needs students (S.E.N.) have to learn differently, because of physical, sensory, mental health, learning difficulties or disabilities.

In primary and post-primary schools three main types of provision exist for S.E.N. students:

- **Mainstream schools with:**
 - **mainstream classes:** inclusion of S.E.N. if needed with the support of a special needs assistant
 - **special settings: Localised Units for School Inclusion, U.L.I.S.** (since 2015)
- **Medical-Educational or Health establishments (I.M.E., learners aged 6-20),** managed by the Ministry for Solidarity and Health. They offer educational schooling and therapeutic care.

5.300.000 students (aged 10-18) are in a secondary education (Collèges and Lycées):

- **Mainstream schools: 108 080 S.E.N. students are in inclusion processes:**
 - **75.840 students in mainstream classes**
 - **32.240 students in U.L.I.S., limited to 10 S.E.N**
- **Medical-educational or health establishments (800): 78 217 children and adolescents** with serious difficulties, illnesses or disabilities.

INCLUSION AT THE ISC SCHOOL

Our school Institution du Sacré-Cœur (I.S.C.), a private school having signed contracts with the Ministry of Education, located in La Ville du Bois, 25 km from Paris, is attended by 1505 students (aged 10-18). The I.S.C. includes a secondary school (ages 10-14), a high school (ages 15-18) and a U.L.I.S. setting with 10 students. These students are taught by a special education teacher working with three Special Needs Assistants. Each S.E.N. student learns in his/her U.L.I.S. dedicated classroom, but is included as often as possible in mainstream classes according to his/her educational needs.

INCLUSION IN ERASMUS+ D.I.R.E.S. PROJECT

Thanks to the Erasmus+ D.I.R.E.S project (2015-2017) 10 S.E.N. and 10 mainstream students with 14 staff members of the I.S.C. school have actively taken part in 5 mobility activities in the partner schools in Germany, Ireland and Italy. The D.I.R.E.S. coordination team has developed inclusive multicultural workshops. It was a very successful European inclusive school experience.

Students have gained self-confidence and autonomy, discovered new activities, tried innovative and collaborative approaches. They experiences success, were happy all together and proud to be European citizens.

Grâce au projet Erasmus+ D.I.R.E.S. (2015 à 2017), 10 élèves avec des Besoins Educatifs Particuliers et 10 élèves de classes ordinaires avec 14 encadrants de l'I.S.C. ont participé, avec succès et bonheur, à 5 activités de mobilités d'Apprentissage en Allemagne, en Irlande et en Italie, et aux ateliers inclusifs multiculturels. Ils ont gagné en confiance et en autonomie, découvert de nouvelles activités, utilisé des pratiques collaboratives innovantes. Ils étaient en réussite, heureux et fiers d'être des citoyens européens.



D. LAVOLLÉE, European-French coordinator
for the KA1 and the KA2 projects

INSTITUTION DU SACRÉ-CŒUR, LA VILLE-DU-BOIS
School website: www.isc-villedubois.com



KA2 D.I.R.E.S. PROJECT:
218 PARTICIPANTS

MOBILITY OF THE PARTNER
SCHOOLS 2015-2017



5 Countries and 6 Schools	Participants involved in Learning mobility activities: 197				Staff involved in Transnational mobilities	TOTAL of participants
	83 Staff	114 Students		Total	21 staff	218
Mainstream		S.E.N.				
France I.S.C., LA VILLE DU BOIS, European coordination	12	12	10	34	3	37
Germany HELEN KELLER Sonderschule, MAULBURG	13	0	18	31	4	35
Ireland OUR LADY OF FATIMA, Special school, WEXFORD	15	0	17	32	2	34
Italy Istituto Comprensivo «J. STELLA», MURO LUCANO	11	24	1	36	4	40
Turkey MURAT GERMEN Secondary School, ~EHZADELER	16	12	4	32	4	36
Turkey Fatih Vefik Kitapçigil Primary School, MAN~SA	16	12	4	32	4	36
TOTAL	83	60	54	197	21	218
KA1 project	Participants involved in staff mobility activities: 8				KA1 + KA2 projects 226 participants	





STAFF MOBILITY 1 IN OUR LADY OF FATIMA

Binational Project Meeting in Ireland 14-21/01/2017

French I.S.C. participants:

P. BOURDIAU, Educator - F. GAUTHIER, Education Coordinator
 I. MOULIN, English Teacher - D. LAVOLLEE, KA1 Project Coordinator

Irish responsible for the programme:

M. SINNOTT, Coordinator

WORKPLAN OF THE BINATIONAL PROJECT MEETING IN IRELAND

*Observation of Inclusive Good Practices
 in European Mobility and Projects (14-21/01/2017)*

SUNDAY		From Paris to Dublin and then by bus to Wexford
MONDAY <i>Observation of inclusion in the Irish host school: Adapted Curriculum / Department of Health Therapists</i>	9.00-9.45	Welcome of the French delegation in the D.I.R.E.S. Irish Partner School Our Lady of Fatima Presentation of the European participants to their counterpart
	9.45-10.50	Observation of Cookery Class Break time in staffroom
	11.20-12.30	Presentation of the European participants to their counterpart Working together: French and Irish teachers in the Junior Classes
	12.30	Information Sharing/ Interview With Speech Therapist, Dept. Of Health Lunch time in StaffRoom
	1.20-2.45	Working together with Senior Classes: Methodologies/ Curriculum/ Preparation for Leaving School
EVENING: CULTURE ACTIVITY	3.00-5.00	Writing of observations, exchanging of ideas. Dinner: Free Choice / Visit to Maggie Mays Pub for a Traditional Irish Music Session
TUESDAY <i>One day with a Counterpart in the host School</i> <i>Observation of inclusion in mobilities and European projects</i>	9.30 - 12.30	Tour of the School. Introduced to Job Shadow Partners - Middle School - Curriculum for S.E.N. and mainstream students - Methodologies - Class Structure - Adapted resources/ material - Participation in eTwinning and Erasmus Projects Evaluation of the observation
	12.30 - 1.15	Lunch at school
	1.15 - 2.00 2.00 - 3.00	Art Session ASD Specific Inclusion Methodologies/ Resources/ Rooms/ Visual/ Curriculum
WEDNESDAY <i>Observation of Inclusion:</i> - Irish School Context: Understanding Provision for inclusion - Education system: Collection of data (EN) - Special School: Structure/ Inclusion/ Educational staff training/ provision for CPD - Inclusion in mobilities and European projects <i>Evening: dinner and exchange of ideas and observations</i>	11.30	Principal and Administration Staff (Jennifer) will Outline Policies/ Structure/ Funding/ Role of the Board of Management/ Responsibilities/ Planning and CPD for Staff Visit and Presentation of Information on Inclusion both For Main Stream Schools and Special School, Delivered by Special Educational Needs Organizer (SENO) For Wexford and Waterford. Data and Literature will be supplied Culture Afternoon: Exchange and sample traditional Food - Exchange of personal experiences of Erasmus mobilities by both Students and staff - French Teachers Will give a powerpoint presentation about their school - Singing (Patrice!!!!) Our Lady of Fatima School Choir Riverbank Dinner: All Staff invited by the French delegation
	8.15-13.15	- eTwinning: putting and checking the KA1 documents: Italy and Ireland - Newsletter about KA1 and French - Irish meeting - Observations: collecting and writing - Cultural Trip To Waterford: Waterford Crystal, Reginalds Tower, Lunch, Shopping Train Plunket Station - Taxi from Heuston station Dublin to Ballsbridge Hotel Dublin
THURSDAY <i>eTwinning,- Newsletter - Observations Travel to Dublin Train</i>		
FRIDAY <i>Building a network of inclusive schools and institutions in France and Ireland</i>	14.15-18.00	- Visit to St. John Of God Organization - St Augustines School And Vocational Training Centre, Carysfort Avenue, Blackrock, Co. Dublin - Plan for dissemination of the KA1 projects in the schools to begin a network Using inclusive productions in D.I.R.E.S. as tools: flyers, videos - Documentation and dissemination on eTwinning: KA1. Evaluation. Dart/ bus to City Centre/Historical landmarks Dinner in Traditional bar
		From Wexford to Dublin by bus and then to Paris by plane
SATURDAY <i>Departure of I.S.C. delegation</i>		





L'institution du Sacré-Cœur à LA VILLE-DU-BOIS

PRESENTATION OF THE FRENCH SCHOOL

PRESENTATION OF THE FRENCH SENDING SCHOOL WITH KA1 AND KA2 PROJECTS

Our French I.S.C. school (1504 students) located in LA VILLE-DU-BOIS near PARIS has been involved in European projects since 1997.

Special Educational and mainstream students were engaged in a KA2 inclusive Erasmus+ project D.I.R.E.S. (2015-2017) with 6 schools across five countries.

At the same time (2016-2017) the I.S.C. staff observed the inclusion in education in a KA1 project with our two Irish and Italian partner schools.

Thanks to an effective bilateral or multilateral cooperation the KA1 KA2 staff and students projects successfully involved 226 participants, including 54 S.E.N. and 60 mainstream students, aged 9-17. They also disseminated our Erasmus+ projects in 6 schools cross Europe and also in the French and German teachers association A.E.D.E. and in UNESCO.

We present now our second project, a KA1 for school staff mobility (2016-2017). Its aims to observe the inclusion of S.E.N. and mainstream students in our two partner schools of KA1 and KA2, first in Italy, then in Ireland.



Le Collège : Students aged 11 to 15 years



Le Lycée : Students aged 16 to 18 years





PRESENTATION OF THE IRISH HOST SCHOOL: OUR LADY OF FATIMA

Each country in Europe has different traditions and practices for the inclusion of S.E.N. students in schools. The observation of other schools is very important in order to deepen the staff's knowledge and help them develop new methods, strategies and tools as well as new technologies. Here are the results of our observation in Our Lady of Fatima Special school in Wexford, Ireland.

Our Lady of Fatima is a special school located in Wexford, in the south East of Ireland. Created 1968, it is a Junior, Middle and Senior school composed of 109 students, whose ages range from 4 to 18 plus 25 staff members. The headmistress Mrs Rita WATERS, during her interview, described the school as «a big family» and underlines the importance of inclusion in the school.

Mrs Sinnott, our KA1 Irish coordinator (and KA2 European Secretary), organised programmes for our two jobshadowing KA1 Missions in her school (14-21/01/2017 and 2-8/07/2017). Both pedagogical and cultural programmes were rich, innovative and complementary.

The first visit with four French staff members focused more on observation of classes in the whole school. The second visit with only one French participant, the coordinator Mrs LAVOLLEE, targeted a special course for students with Autistic Spectrum Disorder (ASD), the «July provision».



Our French and Irish delegations were composed of:

- Mr. BOURDIAU, Educator
- Mrs GAUTHIER, Education Coordinator
- Mrs LAVOLLEE, French Coordinator
- Mrs MOULIN, English Teacher
- Mrs SINNOTT, Irish Coordinator
- Mrs WATERS, Headmistress

The French staff members were in very good hands when visiting the school during the Observation week organised by the Irish coordinator, Mrs Sinnott, ASD Support Teacher.





OUR LADY OF FATIMA CLASS VISITS

The principal Mrs Rita Waters and the coordinator Mrs Melissa Sinnott welcomed and introduced the French delegation in the school. Then we met the whole school in the Assembly hall. We were invited to present our school which Irish students visited before in a KA2 mobility.

We presented our I.S.C. delegation composed of four members, Mr. Bourdieu, Mrs Gauthier, Mrs Moulin and Mrs Lavollée, the French Coordinator. Then we show a powerpoint presentation about the KA2 mobility in France so that some Irish students were able to recognize students they meet in the I.S.C. school. They were also very happy to see us again. We noticed all the students were very good prepared and welcomed us very friendly.

We visited different classes, all which had special educational needs students. We met our Irish counterparts, teachers and ASD assistants who gave us general information about the school types, the topics and the exams.



In Ireland there are two types of special schools: one for students with moderate, severe difficulties and one for students with mild general learning difficulties, which is the type of school in which we are doing our observations.

In Ireland, students have to go to school from the age of four, until they are 18. School is divided into 3 stages: Junior (4 years), Middle (4 years) and Senior (3 years). The Irish state examinations are the Junior certificate and the Leaving certificate. Students have the choice of different subjects: Home economics, Art, Civic and Social Education, History and Geography, Maths, English and Woodwork. As in France (P.P.S.) and in Italy (P.E.I.), the Irish S.E.N. students have their Individual Educational Plans (I.E.P.) adapted to their needs.

Every monday the timetable of the week is posted on the wall of the school. The students complete their Task journal which will be commented and signed by the staff. Every day the class watches the news for young people. Twice a week the students work on the European platform eTwinning and won many labels.

The school is involved in sport competitions with six other schools. The students attend sport lessons like soccer, basket ball, table tennis, swimming.

Home Economics: Cooking

Firstly, the French delegation observed the Home economics cooking class where they were learning how to make a "Roux". There are only seven students, aged 15-16, in this course. Therefore, the teacher can easily manage with them. Whereas, in mainstream schools there are generally 20 students in the mainstream schools.



The aim of the course is to teach the students Life skills and to prepare them for the "Junior certificate", consisting of a practical and a written exam. These students, due to their special needs, only have to take two subjects in 1 year, whilst in the mainstream schools students take 11 subjects.



The French observation team noticed that the students were very independent. They followed the instructions of the teacher and marked on an evaluation sheet when they finished one step, in order to make sure they did everything in the right order. All were very concentrated and active.

The teacher frequently came to check if the instructions were understood by the students or if they needed any help or further explanations.



Interviews of Students:

During the cooking course, the French staff interviewed four students, all aged 16. Out of respect to the students, they remain anonymous.

We will name them in alphabetical order

- Read what the different students A., B., C., D. said:

A: "For me, the most difficult thing is to read the recipes. I prefer to cook and to use what I learn at school for my family at home. Cooking is my favorite subject but I don't want to work in a restaurant."

B: "Reading is the most difficult part of the work. Cooking is my favorite activity at school. I like cooking at home.,

C: " I hate onions because they make me cry. I don't like to cook food in the oven. I like to cook fish and chips and pizza for my family".

D.: found difficult to manage the gas cooker.



Even if they don't want to work in a restaurant, they were happy to learn how to cook properly. To our surprise, they told us they enjoyed the washing up!! We admired the teaching quality and the choice of the strategies used by the teachers to create a link between school and families. The students were so proud to take their "school made dishes" to share at home with their family.



The observation was a new and interesting experience for the French staff.

History Lesson:

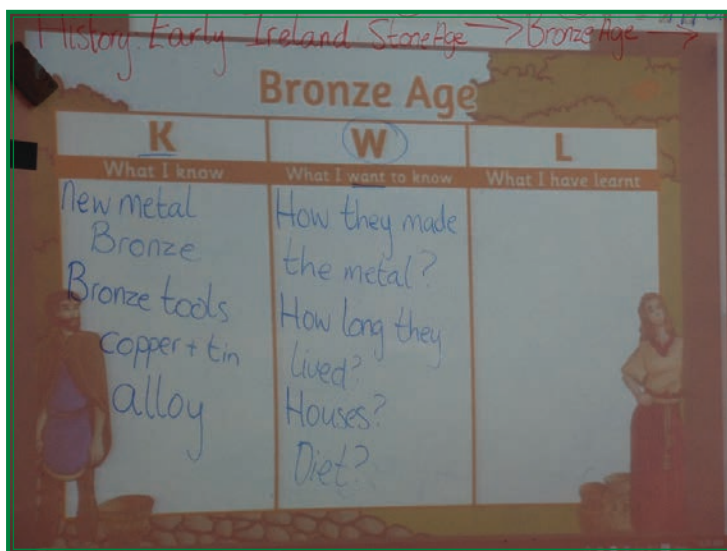
In the classroom there were twelve students, one special teacher and one assistant. The topics of the lesson were Stone and Bronze Ages.



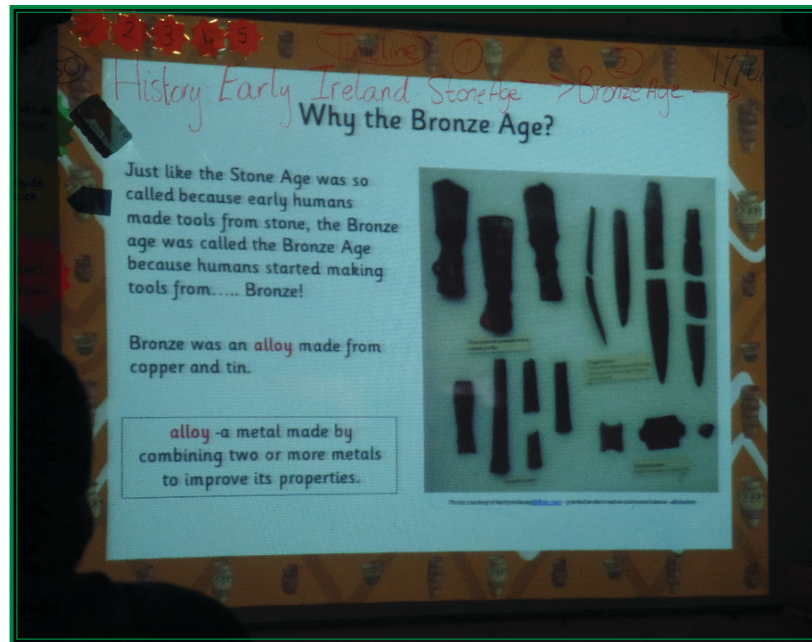
The lesson started with five minutes of gymnastics. The students watched a video and copied the exercises. All of them seemed to enjoy themselves.

Then the lesson started. The teacher gave each student a different label on which they wrote what they knew about the topic of the Stone Age.

Then she started a new lesson about the Bronze Age. They watched a video which allowed them to compare the two Ages. She made everybody read a paragraph, speak and explain the keywords. When the students lost concentration, she stopped the lesson and they did some stretching exercises with a video again.



We noticed that the teacher used different strategies, tools and supports. She was very attentive to the student's pedagogical needs regarding explanations, rhythm, tiredness and concentration. The students raised their hands when they wanted to speak. All were very concentrated.



The teacher noticed that one student was sleepy and invited him to have a break. He rode a bicycle in the hall, accompanied by the assistant teacher. After five minutes they both came back.



We noticed that all the students took part in the lesson, they were very interested, active and quiet. They were learning together in a peaceful atmosphere.

Art Lesson

What would you like to see in a cloud?

Five students attended this two hour lesson once a week. The course is not given by a Art teacher but by an artist.

The topic of this lesson was "Draw what you would like to see in a cloud". The aim was to encourage the students to develop their imagination. S.E.N. students often find it difficult to put words on their feelings, therefore they like to express their imagination through drawing.

Soft music helps them to concentrate in the class.



The teacher encouraged and congratulated her students continuously during the course. It is not the result which is important, but the individual development.

We noticed that each student was responsible for specific tasks. The assistant teacher helped students with special needs. Different creations were made with different material. We were impressed by the quality of this creative and meticulous artistic work.



Interview of Headmistress, Mrs Waters

The head of the school Mrs Rita Waters informed us of the staffing details. There are classrooms teachers, ESD supports, a home economics teacher, an artist as Art teacher, Special Educational Needs Assistants, in total: 25 staff members.

All are paid by the Department of Education, except the Art teacher who is paid by the school.

All teachers have teaching degrees, either in secondary, primary or in Montessori. The headmistress encourages the teachers to attend a training course for professional development.

She considers the Erasmus+ programme with European projects to be very important in education for staff and students, particularly for S.E.N. students.



Welcome ceremony in Our Lady of Fatima

Interview Administration staff

Another team met the secretary Mrs Jennifer Naeland. She also deals with the school money, but not for the Erasmus+ budget. The coordinator of the KA2 project, Mrs Mcknwon, is responsible for the KA2 project and Mrs Sinnott for the KA1 project.

Mrs Naeland deals with the budget for different activities that the school offers, such as horse riding, but also with the social benefits and social problems such as alcoholism, mistreated children, etc. She has to keep records of everything she spends and she must report to a private agency.

Another task is to take care of 20 staff members' salaries including the people who are in charge of the students in the buses. Most of the students come in minibuses each day.



eTwinning: Twice a week



eTwinning is a collaborative platform with a large community of teachers and schools in Europe.

Students of the schools are involved since many years in eTwinning projects, coordinated by Mrs McKeown, eTwinning Ambassador in Ireland.

The students are now working on the second project of the year, "Holidays and Celebrations", with Spain, Ukraine, Poland and Finland. They collect different and typical celebrations in the countries.



Glenda McKeown eTwinning Ambassador

*eTwinning:
A long story in Our Lady of Fatima
with many Labels !*

In this eTwinning project a character called Max travels through Europe to discover the typical celebrations in these countries.

Irish students and teachers have chosen Saint Patrick's Day and work on typical celebrations in these countries.

During this workshop, the students use tablets, computers and books, etc. The teacher uses a digital board and saves the work on the computer.

The French team noticed that thanks to eTwinning, everybody can share and use each other's work from the class and from all the European schools which participate in the project.



Meeting with the KA2 staff and a Special Educational Needs Organizer

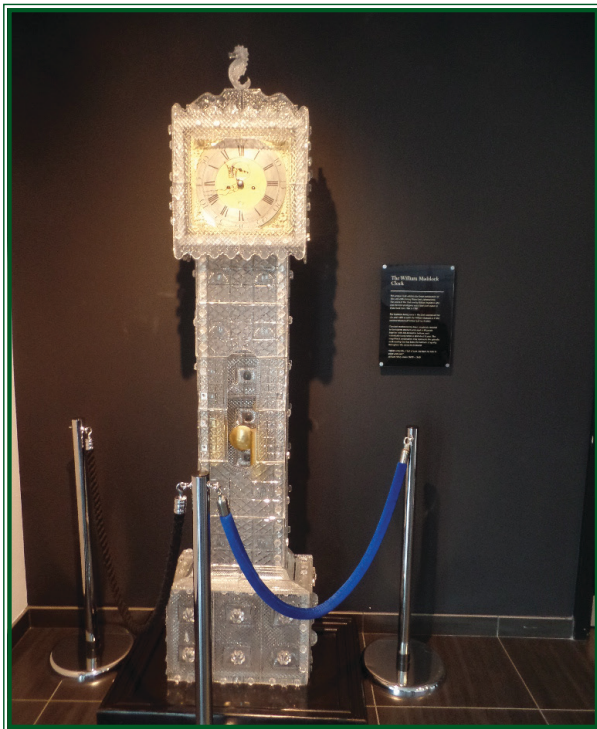
First of all, the Irish and the French teams had a meeting to prepare the next KA2 mobility in Ireland in March 2017. We exchanged ideas about the programme.

Next, an expert explained the conditions offered to S.E.N. and Maintream Students. We became a lot of information and documentation to understand better the situation of S.E.N. students in Irish schools. To become a ressource people in our school, we have to be very good informed.



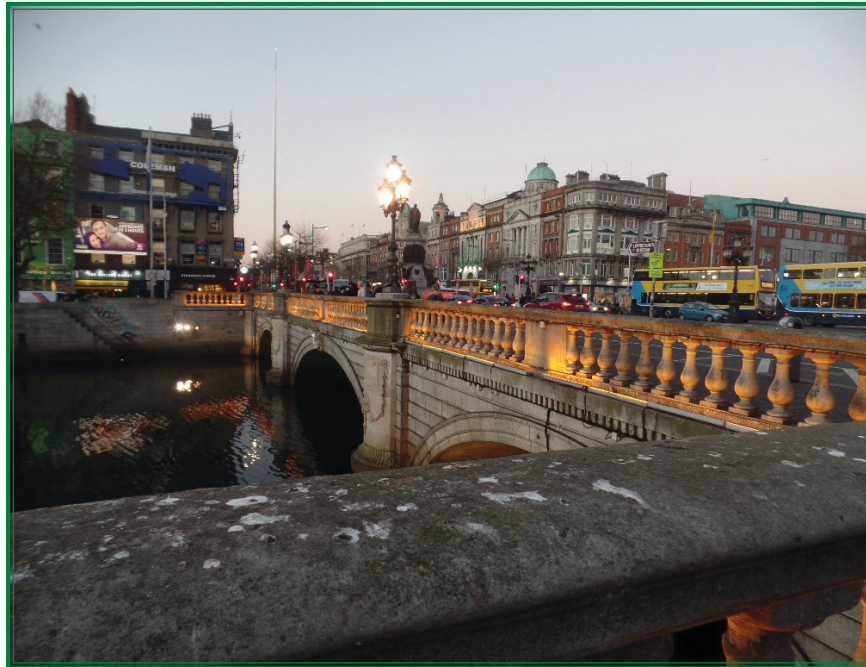
Cultural trip to Waterford

We admired the famous Reginalds Tower made in crystal and walked through different rooms: history, blowing, cutting and engraving rooms.



Visit of Dublin

On the way to St Augustine's school in Dublin- 550 000 inhabitants, we walked around the town and saw the Trinity College. It is the college of the University, a research university located in Dublin, Ireland. Trinity College is widely considered to be the most prestigious university in Ireland, principally due to its extensive history since the sixteenth century, its unique relationship with both the University of Oxford and the University of Cambridge, its highly competitive admissions procedure[12] as well as its reputation for elitism.





ST AUGUSTINE'S SCHOOL DUBLIN

The purpose of going to Dublin was to visit a special school. The French and Irish teams were welcomed by the headmaster of St Augustine's, M. D. O'Brien. Most of the students of this special school, aged 8-18, have mild general learning difficulty and Autistic spectrum disorders. There are 160 students, 26 staff members and 20 SNA assistants learning/teaching in primary, postprimary and vocational classes. In each class the students have the same ages and the students ratio is very low. The students have their programme depending to their needs. For older students the school offers also work experience, residential or vocational programme. The students make a lot of sport during the week. Three special teachers are engaged for music, art and sport.

The teacher are encouraged to make continuous special training for their professional development

First all the group visited the garden and the greenhouse where the students like to come. A class of students aged 16-18 makes plants of flowers and plants with the supervision of an adult and the schools sails them to families. Some of them seemed to be green -fingered.





STAFF MOBILITY 2 IN OUR LADY OF FATIMA

Binational Project Meeting in Ireland 2-8/07/2017

French I.S.C. participants:

D. LAVOLLEE, KA1 Project Coordinator

Irish responsible for the programme:

Mrs. SINNOTT, Coordinator

WORKPLAN OF THE BINATIONAL PROJECT MEETING IN IRELAND

Observation of Inclusive Good Practices
(20-26/11/2016)

SUNDAY		Flying to Dublin, then bus to Wexford
MONDAY Observation of inclusion in the Irish host school: - Adapted Curriculum - July School Summer Provision For Autistic children: Aims: Lifeskills and social skills	9.00-9.45	- Welcome of the French Partner in the DIRES Irish Partner School Our Lady of Fatima - Introduction of "Summer provision July 2017 for ASD students". Meeting new staff and overview of the weeks programme
	9.45-10.50	<i>Break time</i>
	11.20-12.30	Working together: French and Irish teachers in the Autistic Classes: Scrapebook
	12.30-13.00	- Information Sharing/ Interview with Special Needs Assistant <i>Lunch at school</i>
	1.20-2.30	- Working together with Senior Classes: Methodologies and how the school has been adapted for the July School Programme
	3.00-4.00	Writing of observations, collecting photos of the day and exchanging of ideas. Equipment at schools for SEN students. <i>Dinner: Free Choice</i>
TUESDAY French Day in Host School	9.00-12.30	- Presentation of the programme of the "Cultural French day" by the Coordinator - Presentation to the students and staff about KA2 Mobility in France: .ppt D. Lavollée - Presentation of the workshops <i>Break time</i> - Workshops: <ul style="list-style-type: none"> • Cooking of French specialties: Croissants, crêpes, mousse au chocolat • Daily writing in the scrapbook "French day" • Learning songs in French and in Irish • Slideshow: memories of our participation in eTwinning and Erasmus Projects
	12.30-1.15	Lunch at school with French specialties made by the students
	1.15-2.00	Event: presentation of the results of the workshops
	2.00-2.30	- Singing the French songs all together: Alouette and Frères Jacques - Singing the Irish songs - Singing and dancing all together - Relaxing time for students before going home
	3.00-5.00	- Evaluation of the observation - Collecting photos of the day, exchanging experiences about inclusion in Ireland and in France. <i>Dinner: free choice</i>
WEDNESDAY Observation of Inclusion: - Irish School Context: ASD Understanding Provision for inclusion - Inclusion in mobilities and European projects	9.00-11.20	Observation of Students involved in workshops: - Equine Therapy- Horse Riding and grooming: Travel by bus to The Gallops Duncormick
	11.30	Lunch at School - Observation of Drama Therapy sessions with Melanie Ramon Chinese Restaurant: All Staff invited by the French partner exchange of ideas and observations <i>Dinner and exchange of ideas and observations</i>
THURSDAY eTwinning,- Newsletter- Observations Travel to Dublin Train		Cultural Trip To Tintern Abbey with students and staff: Bus Departing at 9.30 from School Guided Tour of Ancient Abbey: Walk around trek / Walled Garden Exploration / Afternoon Free Cultural Evening Activity Kilmore Sea Food Festival Exhibition and exploration of the communities Fishing industry and its history <i>Dinner: Fish buffet</i>
FRIDAY Building a network of inclusive schools and institutions in France and Ireland	8.15-13.15	- Coordinators meeting Break time in staffroom - Plan for dissemination of the KA1 projects in the schools to begin a network. Using inclusive productions in DIRES as tools: flyers, videos - Creation of a Newsletter - Documentation and dissemination on eTwinning: KA1. Evaluation. <i>Dinner: with the coordinator</i>
	14.15-18.00	
SATURDAY		Bus in Wexford-Flying to Dublin airport.



SUMMER PROVISION JULY 2017 FOR ASD STUDENTS

The Department of Education and Skills for students with Special educational Needs provides special support services and funding for an extended school year for children with a severe or profound general learning disability or children with autism. The extended year is more commonly known as July Provision or the July Education Programme.

If the school is eligible, it can participate in the programme and an extra month's education is provided to students who meet the criteria.

In the case of the school not being eligible, a provision of a 40 hour home based course may be granted, particularly to students with autistic spectrum disorders.

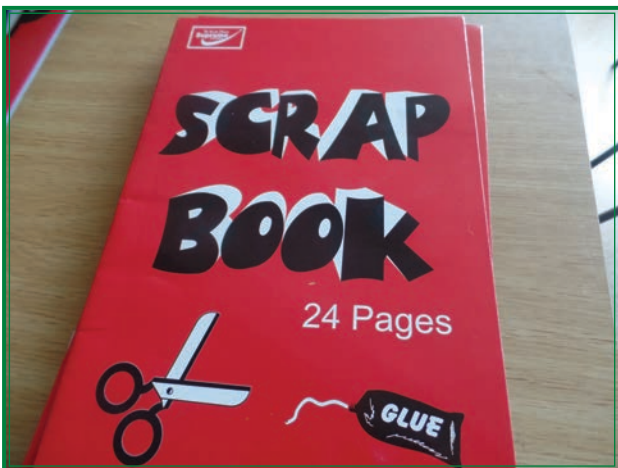


WORKSHOP: SCRAPBOOK

Working in the Classroom

On the programme of the week were different workshops.

In order to keep memories of this week, the students prepared their own scrapbook. They liked to personalize it by drawing, painting or sticking materials in it. One page was dedicated to the French day.





WORKSHOP: SPORT

Sport and Relaxing

Different kinds of activities were on the July Provision programme which allowed the students to move, or to rest as needed. The Irish coordinator adapted the activities according to the weather, because it often rains in Ireland. However we enjoyed great weather throughout the whole week.



Sensory Room

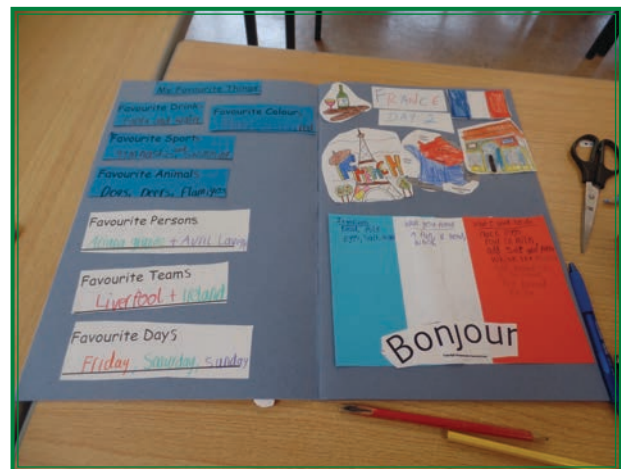
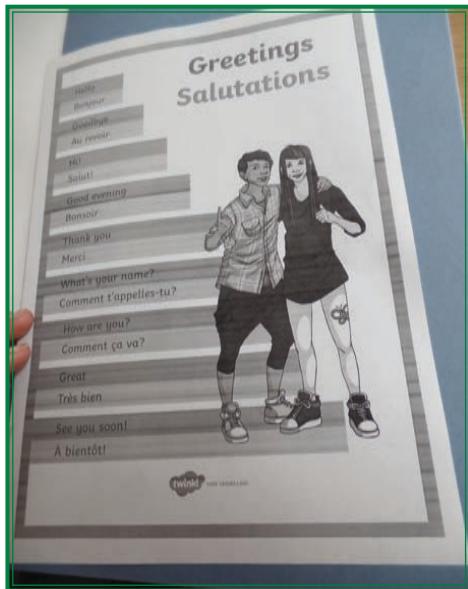
Students with severe disabilities or disorders need a place where they can go to escape reality, to relieve their stress and relax. The room is a peaceful environment with different lights and relaxing music. They can lay down and take in the atmosphere



CULTURAL FRENCH DAY

On the program of the week was a French day to honor our French guest Mrs Lavollée.

Some students had already had the chance to visit France before thanks to the Erasmus+ D.I.R.E.S. KA2 project. French people were no longer strangers. They learned sentences in French and were very proud to greet us and to sing songs in French.



Cooking of French specialties: Croissants, crêpes, mousse au chocolat

Most of the students liked cooking. For this special day they prepared «french crêpes» and worked a long time in the kitchen together. However they preferred to eat the French specialties preferred. Here they are!



Karaoke: Learning songs in French and in Irish

The students like music and are singing in the school choir led by the very talented Irish coordinator, Mrs. Sinnott. French is challenging but the students were very proud to try.



Slideshow: memories of our participation in eTwinning



WORKSHOP: EQUINE THERAPY

In their school the students have equine therapy with a special teacher. They are used to coming. They not only rode the horses but they groomed them and mucked out the stables. Most of the students enjoyed this activity in the country.





WORKSHOP: DRAMA THERAPY

Welcoming of the students and making two groups for the 2 activities of this day: Riding in the morning and Drama activity in the afternoon.

The Drama activity was managed by a special teacher for drama. She comes one morning each week during the school year. Different games were proposed to the students. The teacher makes different groups size adapted to the exercise: alone, in little groups and in the big group with all participants

The games and role games were focusing on different objectives developing different skills

- Confidence
- Socialisation
- Interaction
- Creativity
- Imagination
- Memory
- Fun
- Exploring all the 5 senses
- Performing in front of the others
- Communication
- Mimic

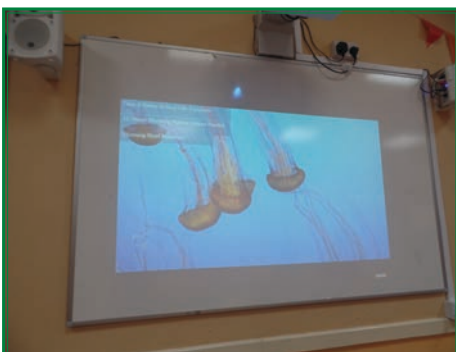


Students need to be concentrated and to follow the instructions of the teachers. Even if they have fun and play well it is for some autistic students very difficult. Some are very tired. It was sometimes difficult for them to play with the group. They need to relax and where going to their relaxing for a short time.

The atmosphere was very friendly and I have noticed:

- Students feel very well, confident and cool
- They were really in action
- The interaction was very intensive because the participants of the group were always changing and also the group size
- The self-esteem of the older students grows
- The quiet students were well participated and involved

Conclusion: The whole energy of the group was very positive.



Cultural Trip To Tintern Abbey

The whole school was going to visit Tintern Abbey. The students appreciated also being amongst the nature together.



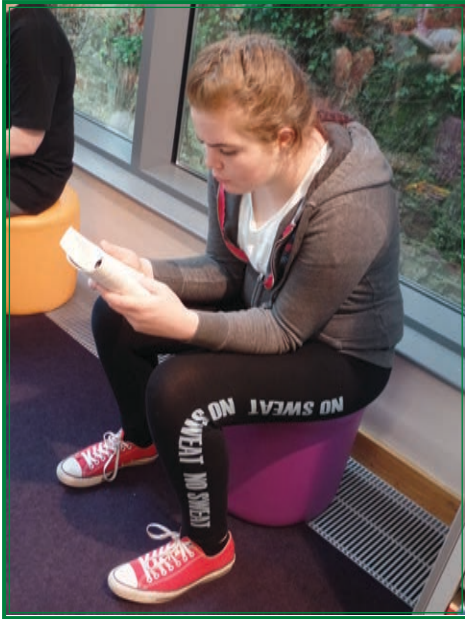


CULTURAL ACTIVITY KILMORE

The French and the Irish coordinators visited the very nice harbour and enjoyed the seafood.



WORKSHOP: READING IN THE LIBRARY



As part of the programme, the students went to the library in the town. They took out different kinds of books such as comics, stories and one boy, as French fan, chose a book about France. He was very proud to show us it.





CONCLUSION

The five-day learning and training mobility with the Irish partner schools gave the French team the opportunity to COOPERATE and to also:

- OBSERVE the inclusion of special needs students in special classes
- EXCHANGE ideas, experiences and competences by learning from each other about inclusive pedagogy.
- COLLECT INFORMATION about inclusion and disability in education in Irish schools.
- SEE INCLUSIVE GOOD PRACTICES of students with middle special needs
- FOLLOW how the teachers adapted their strategies to the students' special needs
- see how teachers managed the DIVERSITY in learning capacities for optimizing the potential of the students
- OBSERVED that by changing the activities to be either relaxing, or energetic was a good strategy to keep the students concentrated
- NOTICE that the school is very active on a European and international level, with Erasmus+ Projects and eTwinning activities planned in the curriculum.
- Find in the good practices implemented by the Italian team some answers to the I.S.C. EUROPEAN DEVELOPMENT PLAN (cf. KA1 Application). For example, Importance of Training for ASD Assistant, of observation in other schools in Europe for accompanying staff, etc.)

In conclusion we can say that the KA1 project focusing on inclusion in the Irish school Our Lady of Fatima allowed us to see how a school can offer learning situations of high quality in a warm welcoming «family atmosphere» and how the Ministry of education offers special conditions as the July provision to give S.E.N. Students more chances to develop their life and social skills.

We thank the whole Irish team, the Headmistress MRS Waters and the Coordinator MRS SINNOTT. They offered the French team professional, practical and very friendly support during the mobility. MRS SINNOTT, always helpful, followed up the programme.

We thank particularly the Irish team to have hosted 4 KA1 and KA2 meetings (2015-2017).

It was a great chance to share with her team the July provision.

We are very grateful!



LISTE DES SIGLES LIST OF ACRONYMS

A.E.D.E. France : *Association Européenne De l'Education - France*

A.S.D. : *Autistique Spectrum Disorder*

B.O./B.O.E.N. : *Bulletin Officiel de l'Education Nationale*

D.I.R.E.S. : *Disability - Inclusive schools - Respect - Europe - Social Dialogue*

I.S.C. : *Institution du Sacré-Coeur*

K.A.1 : *Key Action 1/Action Clé 1 pour la mobilité d'apprentissage du personnel*

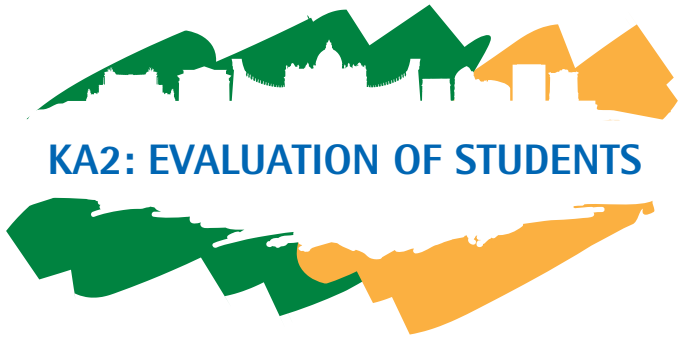
K.A.2 : *Key Action 2/Action Clé 2 pour la coopération entre institutions*

P.P.S. / P.E.I. / I.E.P. : *Projet Personnalisé de Scolarisation (France) / Personal Education Plan (Italy) / Individual Educational Plan (Ireland)*

S.E.N. / B.E.P. : *Special Educational Needs / Besoins Educatifs Particuliers*

T.I.C. : *Technologies de l'Information et de la Communication*

U.N.E.S.C.O. : *United Nations Educational, Scientific and Cultural Organization
Organisation Educative et Culturelle des Nations Unies*



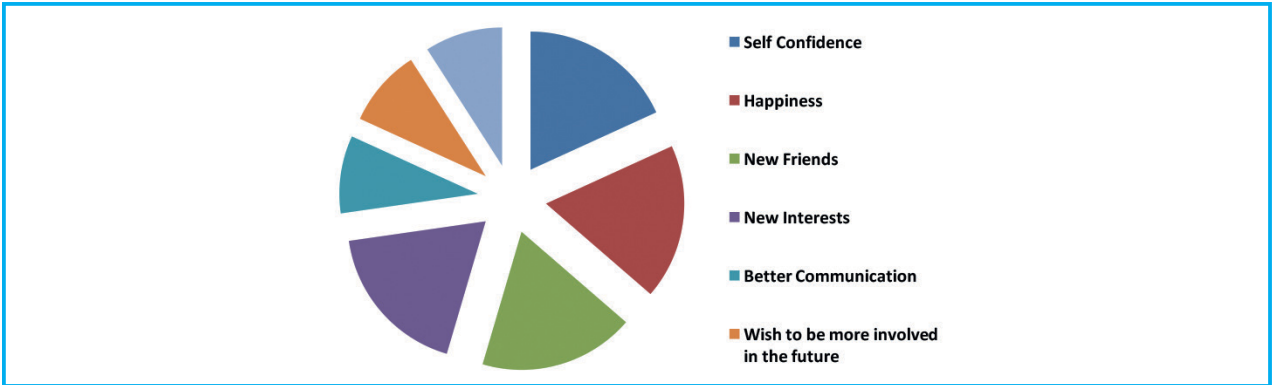
KA2: EVALUATION OF STUDENTS

L.T.T. MOBILITY – IRELAND: 17TH – 23RD JANUARY 2016
 HOSTSCHOOL: OUR LADY OF FATIMA, WEXFORD
 STUDENTS' EVALUATION OF THE SIX PARTNERSCHOOLS

- Keywords used by Students to describe the atmosphere in the school:

Great	Love	Friendly	Good mood
Exciting	Fun	Excellent	Happy
Unforgettable	Cheerful	Fantastic	Tired
New	Interesting	Cool	Share

- Most popular answers to Question: What did you gain from this experience?

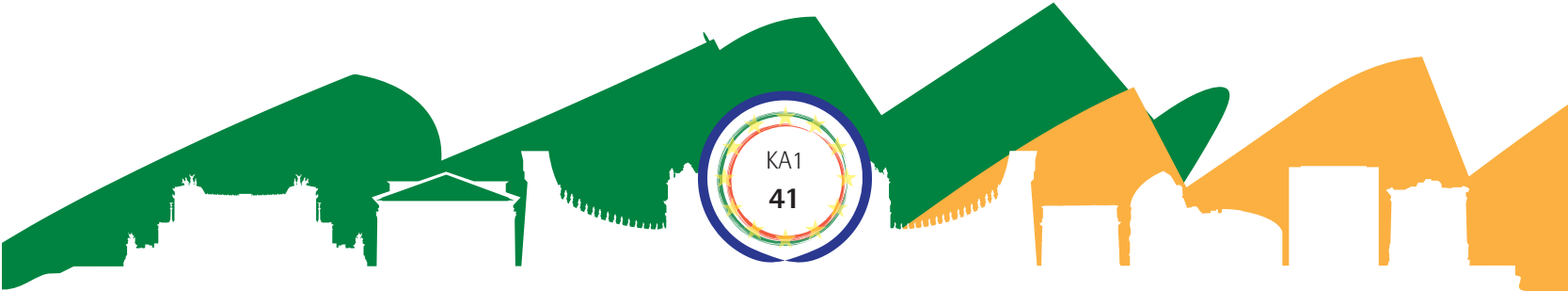


The answers and the chart show that the 41 students coming from the five partner schools and the students of the Irish host school Our Lady of Fatima have enjoyed the activities and the atmosphere they created together:

the school was a cheerful, funny and happy place, even if they were tired.

It was a great, exciting, friendly European experience from which they have gained more confidence, happiness, new friends and interests, and better communication and relation with teachers.

In the future they wish to be more involved in Erasmus+ projects.



FRENCH STUDENTS



KA2 Mobility C2 in Ireland – 17th to 23rd January 2016

Laurie, 1^{ère} ES, 17

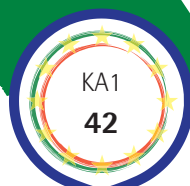
I took part in a transnational mobility in Ireland for a week last January 2016.

We were 50 students and staff from 5 countries: Germany, Ireland, Italy, France and Turkey.

I went to Ireland with Erasmus+ to help students with special needs to be included in society. We visited the school Our Lady of Fatima in Wexford and participated in a press conference in English which presented the project D.I.R.E.S. to all the students.

We did lots of activities together like : visiting some parks, horse-riding, playing music, creating bracelets, playing football.

To my mind this project is great because I met a lot of people from many countries. I feel more confident after this experience in communicating in English and travelling. There are no differences between us if we share the same interest. It was a great opportunity to share this week with special educational needs students because I want to be psychologist.



GERMAN STUDENTS

KA2 Mobility C5 in Ireland – 14th to 20th May 2017

Tom, 9 years old

"The Sea Life Centre was super!!!
The waterfall was beautiful.
I enjoyed the last evening."



Demir, 9 years old

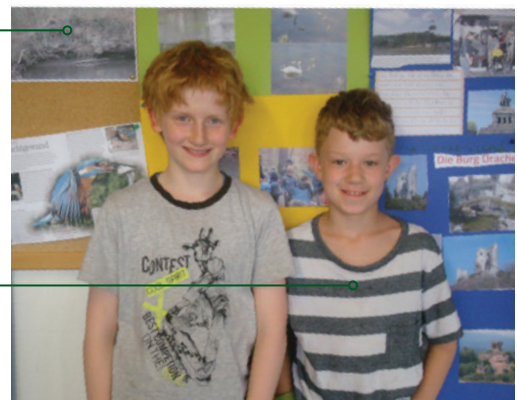
"The hotel was great.
I never slept in a hotel before.
Ebru from Turkey was interesting
and nice.
I liked to eat in a restaurant!"

Patrick, 10 years old

"Nice to meet my relatives.
The trips were fantastic.
It was never boring!!!"

Steven, 9 years old

"I liked sea Live Centre so much.
I was very interested in the sharks.
On the flight we were allowed to drink Cola!"



ITALIAN STUDENT

Mobility C1 in Ireland 17th to 23rd January 2016

Elisa, 13 years old

The project gave me the opportunity
to meet new friends in Europe and know about
other cultures and practise English.





ERASMUS+ - I.S.C., LA VILLE-DU-BOIS - France