

Inclusive education



- As a modern school, ZSEG introduces elements of inclusive education.
- We had a chance to put theory into practice in years 2017-2020.
- Four students with special educational needs attended the vocational school in those years.
- Two students with special educational needs attended the technical school at the same time.

Inclusive education



- We would like to present one of these students, his problems and the activities of the school that were undertaken to train him well for the profession of confectioner.

Łukasz



- In 2017, Łukasz began his education in the first form of the vocational in the confectioner specialization.
- Along with the documentation necessary for recruitment, Łukasz's parents also submitted a decision on the need for special education issued by the Psychological and Pedagogical Clinic in Tarnów.
- It should be mentioned that Łukasz has been the first and so far the only ZSEG student with Down syndrome.

Łukasz



- A special education certificate is drawn up at the request of the parents of a child with specific learning difficulties, sick or socially maladjusted. It is a document issued by Poradnia Psychologiczno - Pedagogiczna, which contains detailed guidelines for working with a student at school. Recommendations are made by a team of psychologists, educators, doctors and other specialists. The document is binding on the school, which must unconditionally take appropriate inclusive measures.

Łukasz



- The decision included a recommendation to work in a mainstream school, which is ZSEG, for a student Łukasz, who has had Down syndrome since his birth.
- The school has taken appropriate steps to include the student in the Individual Educational and Therapeutic Program, which in this case was prepared especially for Łukasz. It contained a number of guidelines to ensure that the student with Down syndrome could study normally in a mainstream class.

Guidelines for working with Łukasz



- Stimulating the learner's overall cognitive development as well as verbal and executive functions.
- Developing and perfecting mental functions, memory, attention and motivation.
- Actions correcting disturbed auditory and verbal functions, pace of action.
- Insight into oneself and one's abilities.

Guidelines for working with Łukasz



- Matching educational tasks to the knowledge currently possessed by the student and grading the difficulty.
- Systematic introduction and implementation of more difficult tasks.
- Developing and perfecting school skills.
- Guiding the student to the correct line of reasoning, using auxiliary questions, providing additional tips.

Guidelines for working with Łukasz



- Extending the time necessary to respond - adequately to individual needs.
- The use of diverse, attractive forms of work and the transferring of the material to be mastered: examples, references to the specific information, indication of the application of the given knowledge in practice, visual demonstration, learning through experience.
- Focusing more on apprenticeship and developing practical skills.

Guidelines for working with Łukasz



- And what was the most important from the parents' point of view, i.e. psychological and pedagogical assistance at school in the form of organized didactic and compensatory classes aimed at developing the student's school skills.
- There was a fear that Łukasz would not be accepted in the class or that he would fall a victim of harassment, or worse, violence.

Guidelines for working with Łukasz



- All these activities were put to work with Łukasz by a team of teachers of general education subjects, vocational subjects and specialists, including a school speech therapist and a school counsellor. The teachers of the form got acquainted with the detailed information on the daily work with the student. Every day, for three years of his education, they overcame a combination of difficulties. They were patient and persistent in passing on the knowledge, teaching practical skills and supporting Łukasz emotionally.

Łukasz



- Łukasz was a very disciplined student, he was eager to learn and gain professional experience during classes in the confectionery workshops of our school.
- He was liked and accepted by his classmates and schoolmates.
- He had never experienced any distress at school because of his illness.
- His diligence in performing tasks and additional duties was given as an example to others.

Łukasz



- Łukasz had a neat handwriting.
- He diligently attended school classes, and his attendance was very high - ranging from 98 to 100%
- Every year he achieved very high academic results and had an exemplary behavioral assessment.
- Despite some physical limitations - Łukasz had very small hands, the boy passed his first qualification of the vocational exam and received a certificate of professional competence.

Łukasz



- In 2020, he successfully graduated from school, receiving a school certificate and a certificate of professional competence in the profession of a confectioner.
- Many factors contributed to Łukasz's success. It involved the work of the entire team of teachers, the speech therapist and the school counsellor, the boy's diligence and perseverance in pursuing the goal, as well as his determination to obtain professional education. Regularity combined with industriousness brought the expected results.

Łukasz



- Łukasz's parents, who worked closely with the school throughout his education, played a significant role. Łukasz's mother, in particular, was in a constant contact with the form tutor, school counsellor and other teachers.

Conclusion



- Inclusive education has brought satisfactory results not only in the case of Łukasz. The remaining students with a certificate of the need for special education also successfully graduated from the school.
- This is the proof that even students with serious health, developmental or other problems have a chance to attend regular schools.

Ending



- ZSEG provided an opportunity to increase the educational opportunities of young people. It provided conditions for the development of individual potential, which in the future will enable full personal development and proper inclusion in social life by taking up work in the learned profession. Students have been equipped with the necessary competences that become their valuable resource.



Thank you for your attention

Compilation
mgr Marta Zawadzka
Translation
mgr Anna Srebro