



Self-awareness: Embrace Yourself, Embrace the World
2019-1-HU01-KA229-061

How ITT Malafarina achieves social inclusion of migrants, children of non-Eu citizenship and Sen students

Italian Regulations

In Italy laws regulate the presence of Sen students according to the principle of inclusion. They attend classes and are assisted by supporters on the basis of the degree of deficit. They can be granted regular diploma if they follow the curricula or a simple certificate of attendance related to their state of disability. The full inclusion of students with Special Educational Needs is a goal that the school has pursued for a long time through a structured plan, involving the resources of the territory and internal professional staff according to Legge Quadro n. 104/92, law n. 170/2010, D.M. dated 27/12/2012, and C.M. n. 8 dated 06/03/2013.

Definition of SEN

A student or young person has special educational needs (SEN) if he or she has learning difficulties or disabilities that make it harder for him or her to learn than most other students and young people of about the same age. Early-year settings, schools, colleges and other organizations can help most students and young people overcome the barriers their difficulties present quickly and easily. So special educational needs could mean that a student or young person has:

- a) learning difficulties
- b) social, emotional or mental health difficulties
- c) specific learning difficulty with reading, writing, number work etc
- d) sensory or physical needs communication problems
- e) bad medical or health conditions.
- f) uneasy feelings caused by bullying, problems at home, loss of a loved one, sudden poverty.

These problems may affect the way a student learns directly by forcing him/her to miss or drop out of school, or indirectly by changing his/her behaviour. Students and young people make progress at different rates and have different ways in which they learn best. Teachers take account of this in the way they organize their lessons and teach. Students and young people making slower progress or having particular difficulties in one area may be given extra help or different lessons to help them succeed.

Current Situation

We have *Bes* students (uncertified Sen)+ *Dsa* students (certified specific learning needs) for a total of 24 comprehensive individualized sen plans. Then we have 10 disabled students whose learning plans are built according to a Commission's (sanitary, psychologist, social assistant, disabled support teacher, headmaster) report. Furthermore we have 25 foreign students from Europe, Asia, South America and Africa plus other 10 students who have double nationality since one of their parents is foreign.



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Erasmus+ participation

As far we have dealt with disadvantaged students' inclusion in all our Erasmus+ projects, in particular specific sections have been dedicated in "Bullying Free Minds", "The Gentle Experience", "The Future begins Today", and obviously in "Self-awareness: Embrace Yourself, Embrace the World". We have included as far as possible disadvantaged students both in activities during the mobilities that took places in our country and abroad. Our aim is to enlarge the number of them for mobilities.

Strategies

Schools place great importance on identifying special educational needs (SEN) early so that they can help students and young people as quickly as possible. Once it has been decided that a student has SEN, staff working with him/her should take account of the guidance in the Special Educational Needs and Disabilities Code of Practice (2015). The approach may include:

- a) an individually-designed learning programme
- b) extra help from a teacher/tutor or learning support assistant
- c) being taught individually or in a small group for regular short periods
- d) drawing up a personal plan, including setting targets for improvement, regular review of it.

Our school aims to design a school system that includes interventions for various types of needs, so that the inclusion process takes place naturally within and outside the school (thus improving the quality of extra-school life too). In the school there is an organizational structure that includes an expert for Sen students and a referent for students coming from foreign countries. Moreover, in collaboration with local authorities, our school uses external figures such as educators, assistants to the person and to communication. In particular in Itt Institute a department of Inclusion assures the application of a *peer to peer* strategy which has positive effects on all the students. One of the most important purpose is guaranteeing the best environment for all students and mostly for those who, due to diverse backgrounds, start from a disadvantaged situation. This is a multi-dimensional approach aimed at promoting an improvement in the quality of life of all students in difficulty, from the standpoint of reaching autonomy and well-being, in the perspective of the global person's growing, whose basis are not only a project of integration but a much broader, more targeted and articulated plan of inclusion. All the other students are involved in peer to peer methodology. Developing an innovative methodology through an Individual Education Plan is a systematic way to monitor and assess the progress of a student with special needs. An IEP includes a description of the difficulties faced by the student, a plan of action to overcome these difficulties, clear goals for the student to achieve and a time frame, specific activities and actions to help the student achieve the goals. We evaluate the student's progress offering flexible educational pathways in order to help the students to understand their own strengths, talents and self-esteem. A LESSON PLANNING and a continuous MONITORING and a final assessment and evaluation is provided. We adopt a therapeutic approach according to the following aims:

- ✓ Facilitating the entry of pupils into the school and the social system through a continuous connection with the family and the territory;



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- ✓ Encouraging inclusion through a daily process that is conveyed through valorization of alternative knowledge and skills;
- ✓ Promoting the development of citizenship skills;
- ✓ Collaborating in the realization of the overall life project of the students, planning common paths of individualization or personalization that make socialization and learning coexist;
- ✓ Promoting communication and collaboration initiatives among schools, families, municipalities, local authorities;
- ✓ Adopting forms of collegial evaluation and assessment adequate to the students' training needs;
- ✓ Monitoring actions at territorial level;
- ✓ Proposing adaptations and sharing improvements;
- ✓ Promoting projects aimed at encouraging inclusion (artistic and musical recreational workshops, gardening, guided tours, educational trips, horseback riding, swimming, etc.)

Covid-19 effects

Disadvantaged students struggled more than the others to adapt themselves to current reality, often with less access to learning online platforms. In Italy, on 27th April 2020, the Ministry of Education has sent to all the headmasters a letter in which indications are given on how to manage distance learning for the purpose of integrating students with disabilities, asking the specialized teacher to support the activities of the whole class, in the presence of the pupil with disabilities “not only to facilitate and provide feedback on the contents, to mediate with individualized tools and methodologies the transmission of knowledge, but also to bring the attention of the whole class group to the possibility of creating opportunities for renewed socialization in a shared, albeit virtual, environment”. Curricular teachers are called “to intervene directly even in inclusive dedicated educational activities, since they play the role of reference adults of the whole class and contact with them gives the disabled student a first measure of inclusion in its context of belonging”. Furthermore, the support teacher is invited “to bend and recalibrate the IEP, involving the school head and the class council in the choices and informing the families. There is also the possibility to involve assistant educators in the daily work of guaranteeing distance learning, in particular with regard to pupils and students with sensory disabilities, collaboration can take place through sharing systems of digital platforms in use among teachers, so that the assistants themselves can operate on them with the students and the teachers themselves, using the most appropriate communication channel for the various circumstances”.

In short ITT Malafarina institute is being acting according a model of inclusion, strictly following what has been emersed by Eurydice - European Commission survey: “How is covid affecting schools in Europe?”

https://eacea.ec.europa.eu/national-policies/eurydice/content/how-covid-19-affecting-schools-europe_en?fbclid=IwAR2eIp5RZoxph_0WQII5lxNOORHT37wDEYnW9rMDQAEQKQqPegnUKDytM8o

“While this is an unprecedented crisis that has induced high levels of anxiety, it is also a time where we are all doing things differently and learning from the experience. People’s ability to adapt rapidly to working and educating children at home has been extraordinary, and we should be grateful that we have the technology to assist us. When we have got through this crisis, we will not return to the world as it was. Rather, we are now preparing with our children to face the world as it will be in the future”.