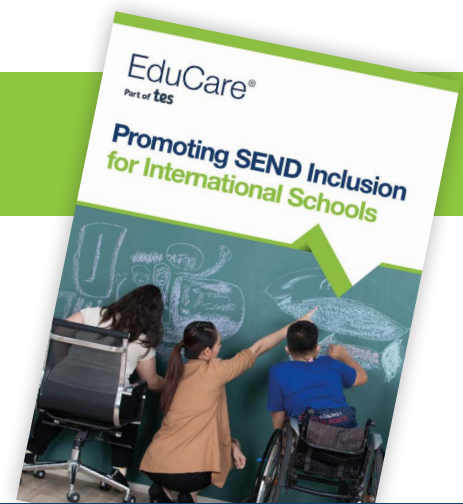


Promoting SEND Inclusion for International Schools

This course begins by defining SEND inclusion and looks at the contribution that you and others can make towards it. You will consider how local law affects the issue and find out about different models for describing inclusion. The course includes practical suggestions and advice for promoting SEND inclusion in your own school and finishes with four case studies.



Course details

- Two modules with two multiple-choice questionnaires
- Two CPD credits*
- Optional narration of the course module and questionnaire for accessibility
- Personalised downloadable certificate
- 70% pass mark
- Printable modules for future reference

*1 CPD credit equals up to 1 hour of learning

Course content

Module one

- Roles and responsibilities
- Legislation
- Approaches towards inclusion
 - Examples from USA, UK, UAE, Australia, India and Nigeria
- Models of disability
 - Including the Charity Model, Medical Model and Social/Rights Model
- Who benefits from inclusion?
- Good practice
 - Policies and procedures
 - Case study

Module two

- This module looks at four case studies offering a systematic approach and practical advice.



This course is suitable for

Everyone working with children and young people in an international school setting.

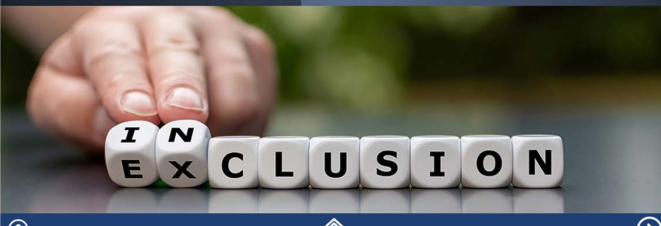
Contents Glossary

Who benefits from inclusion? M1

Being born with a special need in education, physical disability, medical need or a social/emotional barrier affects all sectors of the community - nature does not discriminate.

Financial status, health, employment, nationality, gender, or importance in society is not a barrier to having children with needs. Anyone can experience disability or develop a need at any time.

Everyone benefits from inclusion.



Navigation icons: Home, Back, Forward




Key features

- Visually engaging and interactive.
- Answer explanations for those who achieve the pass mark.
- Additional resources to expand learning including links to relevant legislation and guidance.

Contents Glossary

The cycle of support M2

Follow each case study through the four stages.



ASSESS
Gather useful and relevant information to analyse the needs of the child.

PLAN
Agree a plan of action which should include interventions, support and expected outcomes.

DO
Implement the plan with the support of those working with and caring for the young person.

REVIEW
Review the impact of the plan with the young person and their family, teachers and support staff.

You have finished this section. To return to the main menu, click the home button.

Navigation icons: Home, Back, Forward




Contents Glossary

Approaching the case studies M2

The most important thing to remember when working with children is that every child is unique, regardless of any identified additional need.

They may come from diverse cultures and backgrounds and speak a variety of languages, as well as having their own individual personalities.

There are many presentations or behaviours which can be attributed to an identified need but essentially everyone's experiences will be different.



Navigation icons: Home, Back, Forward

Why choose us?



“ The EduCare platform is simple and intuitive, training covers the key topics, and the different levels available means we can find suitable training content for different roles. ”

Michael Kewley

Director of Marketing & Stakeholder Relations
International School of Geneva

www.educare.co.uk
+44 (0)1926 436 211
online@educare.co.uk

