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HOW TO CREATE THE PLAN FOR ATTENTION TO DIVERSITY

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CONTENTS



Introduction **4**



Criteria and procedures for the detection and
assessment of special educational needs (SEN) **6**



Curricular and organizational measures envisaged
for each type of case. **8**

INTRODUCTION

Attention to diversity is a fundamental principle of inclusive education. Its objective is to provide all students with an education appropriate to their needs and characteristics, in order to guarantee their success. The key to this process is personalized attention, through the appropriate adaptations to the rhythms, interests and motivations of the student. Thus, attention to diversity can be understood as the set of training actions aimed at satisfying the different abilities, rhythms, motivations, interests and social, economic, linguistic, cultural and health situations of each person.



The concept of inclusive education has been implemented in European education systems in recent years. The beginning of this change can be found in the work of the British committee created in 1974 to deal with special education in the United Kingdom and which, after four years of work, published the Warnock report at the end of the decade (named after Helen Mary, president of the committee).

The report concluded with the need for a change in the special and segregated educational treatment given to children and young people with functional diversity until then. Thus, we began to talk about students with special educational needs, contributing to a change in the paradigm of special education, laying the foundations for educational integration[1].

The concept of diversity should be understood in its broadest possible way, assuming that it encompasses all people, since each person has its own characteristics that make it a unique specimen of the species. It is also a value with a clearly positive character, since it brings a plural richness to society that distances it from an unreal uniformized panorama. The right to difference is therefore also a value in itself.



The Diversity Attention Plan includes the set of actions that the school and its teaching team can undertake to meet the educational needs of students, consisting mainly of curricular and access adaptations, organisational measures and support and reinforcements. In doing so, it responds to the principles of equality, equity and educational inclusion that inspire it as fundamental values.

As mentioned above, the aim of this center is to actively contribute to the construction of a more sustainable and inclusive, fair, plural and diverse European society. To achieve this, it works for the social and professional inclusion of unemployed young adults who are outside the education system, promoting equal opportunities. The center offers young people who make a voluntary commitment to participate a personalized educational framework through adapted, attractive, innovative and participatory itineraries that alternate training and internships; providing a digital educational environment that is modular, flexible, alternative and adapted to specific personal needs.

[1] Ruíz Quiroga, PM.; "The evolution of attention to the diversity of primary school students throughout history"; Topics for Education: Digital magazine for teaching professionals. N° 8 May 2010.

CRITERIA & PROCEDURES

FOR THE DETECTION AND ASSESSMENT OF SPECIAL EDUCATIONAL NEEDS (SEN)

Identifying the SEN of the school's students is the first step in the inclusive strategy of attention to diversity. This is a general and broad process whose objective is to satisfy the SEN of students and not to detect "different" students. Therefore, the first step is the detection of learning difficulties.

It is the tutor's responsibility to continuously monitor the students and detect any difficulties. In this case, they will carry out an analysis of their reasons (insufficient previous knowledge, slow pace of work, lack of stimulus, insufficient attention, low interest...) and of the circumstances in order to know the causes (physiological, psychological, personal, social problems...) and propose ways of solving them (non-significant curricular adaptations and access). If, with the implementation of these measures, the student's difficulties diminish or disappear, the desired objective will have been achieved.



If, on the other hand, these persist, it will be up to the management of the center to arbitrate the necessary actions to, with all the resources at its disposal, carry out a specialized evaluation that will look for causes and ways of solving the learning difficulties detected in the student. This evaluation will be reflected in writing in a personal report of the student that will be carried out with his/her collaboration, and to whose development and results he/she will always have access and that will end up proposing the significant or not significant adaptations that he/she considers necessary to facilitate educational success.



When assessing the SEN of students, the following will be considered:

- Learning and/or behavioral difficulties:
 - specific to learning to read or dyslexia;
 - specific learning of writing or dysgraphia;
 - learning arithmetic or dyscalculia;
 - specific oral language learning.
- High intellectual abilities.
- Attention deficit hyperactivity disorder.
- Neurological and developmental disorders or other physical limitations.
- Language and cultural barriers.
- Special personal conditions and school history.

In addition, the sexual orientation and gender identity of the students will be issues subject to special protection in the processing of information and monitoring by the tutors, in order to detect as soon as possible and immediately stop any sign of LGBTQphobic behavior among the rest of the educational community of the center. The same practice will be developed with any other personal circumstance in a student who may be the object of inappropriate, discriminatory behavior or hate speech by any other member of the school.

In this regard, the educational community will address any student by the name they have chosen and will use the appropriate pronouns. The administrative documentation will be adapted in the same way. The safety and privacy of people will be guaranteed.

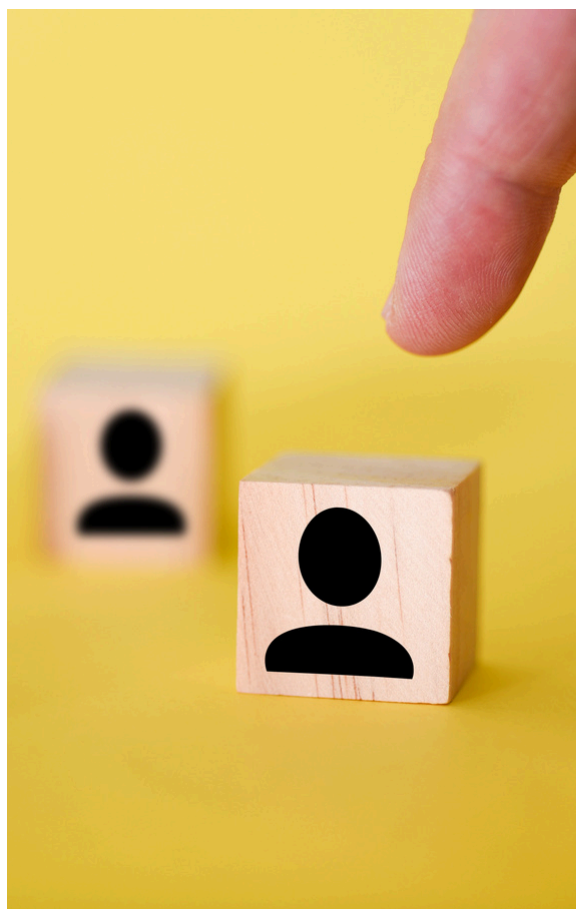


CURRICULAR & ORGANIZATIONAL MEASURES ENVISAGED FOR EACH TYPE OF CASE

A number of generally applicable measures and resources are available that are based on adaptations of access to the curriculum. These will not entail the disappearance of objectives related to professional competences, and must therefore maintain or compensate for the minimum contents and essential objectives of the courses developed by the center.

In addition, there will be the option of proposing specific learning programmes adapted to the SEN of the students or of making learning deadlines and periods more flexible .

On the other hand, in situations of difficulties in interpersonal relationships, learning imbalance or absenteeism, programs may be developed to improve coexistence that may have mechanisms such as the signing of specific agreements between the center and the student to join said program.



In these agreements, commitments may be established for regular monitoring of the teaching activities of the center, for the use of these, for the provision of extraordinary resources, etc. and explicitly contain what the consequences will be in the event of non-compliance with the agreement.



Curricular diversification programmes may also be developed in the event of significant learning difficulties, due to insufficient previous training to access the curriculum of the courses taught by the center. These will take the form of personalized reinforcement programmes that will include specific support measures to be developed from the center's tutorials.

Measures for students with learning difficulties:

Proximity and follow-up. Continuous supervision. Work on motivation and contextualization. Proximate recognition of the task performed as a form of positive reinforcement. Verify correct understanding. Verbal repetition of content and instructions. Properly space out the assumption of content. Enhance other alternative capacities. Avoid exposure to other colleagues. Strengthen self-esteem. Provide instructions in the format that is most understandable to them, incorporating supplementary outlines and explanations, for example, about new vocabulary.



Provide extra time for the completion of activities; reduce or fragment them. Authorize the recording of synchronous teaching activities. Provide task guides with the broken down sequence of simple activities to be performed. Facilitate oral assessment tests.

Measures for students with high intellectual abilities:

Adapt teaching to a multidisciplinary approach. Provide additional resources and encouragement. Give them opportunities to use their skills. Plan the educational process in an optimised way, varying activities, diversifying dynamics, favouring participation. Promote collective acceptance and social trust. Encourage the expression of new ideas and possibilities. Valuing originality more than repetition of content.

Measures for students with language and cultural barriers:

Language support for non-Spanish-speaking students. Specific bilingual initial tour. Reception protocol at the center. Coordinate actions with third sector entities in the student's country of origin. Disseminate knowledge of uses and customs.



Measures for students with attention deficit hyperactivity disorder:

Eliminate distractions as much as possible. Reduce and fragment activities. Continuous supervision. Combining unattractive tasks with more motivating ones. Contextualize activities and learning. Enhance skills in which the student excels in order to improve their self-esteem and motivation. Use reinforcements and visual aids. Provide immediate recognition after the completion of activities. Verify correct comprehension of oral presentations by asking questions or repetitions. Use scheduled follow-up of activities and learning. Space out activities. Highlight progress to bolster motivation. Facilitate the completion of the assessment tests by being able to take them in different sessions. Carry out the evaluation of these students according to a variety of criteria.

Human and material resources available

All the human and material resources of the center will be able to be mobilized to contribute to achieving the integration objectives that it defends and develops. Specifically, there must be technical staff who are experts in personalized psychological care and pedagogical care. On a material level, the center has sufficient technical resources to implement the necessary virtual adaptations to facilitate personalized care for SENs.



Evaluation and monitoring of the PAD

The Diversity Attention Plan will be monitored on an ongoing basis both to apply its provisions and to complement them and, where appropriate, modify them by agreement of the educational community. Annually at the end of each course, a process of evaluation of its forecasts and effectiveness will be carried out, carried out through personal assessment forms for teachers and students. These forms will include assessments, opinions and contributions regarding the treatment that the center has given to diversity in accordance with this plan.

Specific training of teachers in attention to diversity

Attention to diversity will be the subject of specific teacher training to ensure the success of all students. The training will focus on how to design and implement an educational offer that is sensitive to the inherent diversity of students. Thus, the educational offer will have to overcome a homogeneity that would be difficult to adapt to the diverse reality. The implementation of strategies that break the rigidities that may exist to enable the success of the learning of all students will be developed.



The training will make special reference to the fact that diversity should not be seen as a “problem that affects students”, which would lead to differentiating between those who have this problem and those who do not, which in turn would justify therapeutic and palliative actions that would lead to segregation, behavior contrary to the inclusive education that we intend to develop. The principles for developing this concept are based on the fact that any student can have difficulties, and that these are not a problem, but a challenge for both the student and the teacher.

Diversity teacher training will encourage the curriculum to be sensitive to differences, and should not become a source of failure for students. In this sense, the capacity for initiative and responsibility in the face of students' learning difficulties will be valued. In the face of contemplative attitudes of complaint and lamentation, teachers must learn to take on the challenge of helping students face difficulties and achieve educational success. In short, the training should seek the involvement of teachers with the values of inclusive education, and may be simultaneous with other training processes related to parallel issues such as coexistence and inclusion plans. Training on diversity will be continuous and permanent.



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