

Discrimination Beliefs Community  
*Demographic isolation* **Education** Equality  
Support Involvement  
Social Security empower occupation

**Diversity**

**Inclusion**



Cofinanciado por el programa Erasmus+ de la Unión Europea



**Erasmus+**

**CURSO 2019-2020**



# El proyecto

POR UNA EDUCACIÓN DE  
CALIDAD:

MEJORA DEL LIDERAZGO,  
LA INCLUSIÓN Y LA ATENCIÓN A  
LA DIVERSIDAD

A TRAVÉS DE LA FORMACIÓN  
PERMANENTE DEL PROFESORADO

Y

EL JOB SHADOWING EN  
EUROPA.



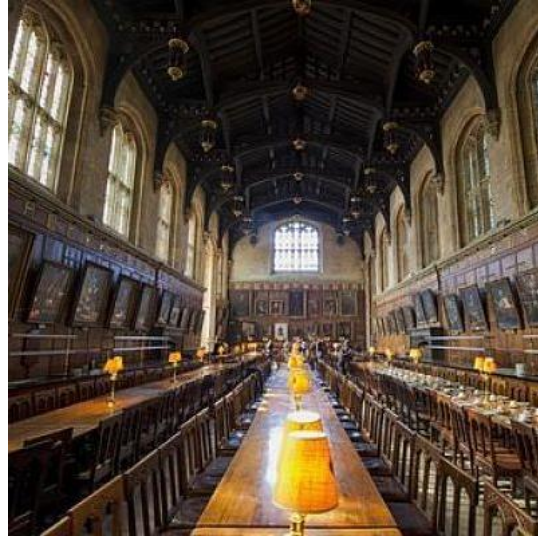
## **El curso**

**English Language and Working With  
Special Educational Needs (SEN)**

## **La escuela**

**Oxford International Study Centre**

<https://www.schooleducationgateway.eu/es/pub/index.htm>



# OXFORD

- 152.000 habitantes
- 80 kilometros al noroeste de Londres
- La Universidad de Oxford:
  - *actividad desde 1096*
  - *38 colleges*
  - 47 premios Nobel
  - 26 primeros ministros británicos
  - 50 medallistas olímpicos
  - 12 santos

# EL PROGRAMA DEL CURSO

Programmes for teachers of students with Special Educational Needs

We are able to offer programmes for teachers of children with special educational needs in the following areas:

- Pupils with Severe learning difficulties (SLD)
- Pupils with profound and multiple learning difficulties (PMLD)
- Pupils with complex needs
- Pupils with cerebral palsy, behavioural issues, downs syndrome, autism or asperger's syndrome
- Pupils with hearing and vision impairment.

We often incorporate PECS (Picture Exchange Communication System) as a teaching method to help children affected by Autism. .It is an alternative communication system developed in 1985 by Andy Bondy and Lori Frost, to help children affected by autism convey their thoughts and needs.

The lead tutor's main area of expertise is autism with several accreditations (PECs, SCERTS) who also teaches at a special school for children in Oxfordshire.

The programmes are tailor made to meet the requirement of each teacher or group of teachers . They run throughout the year and dates are flexible

# HORARIO



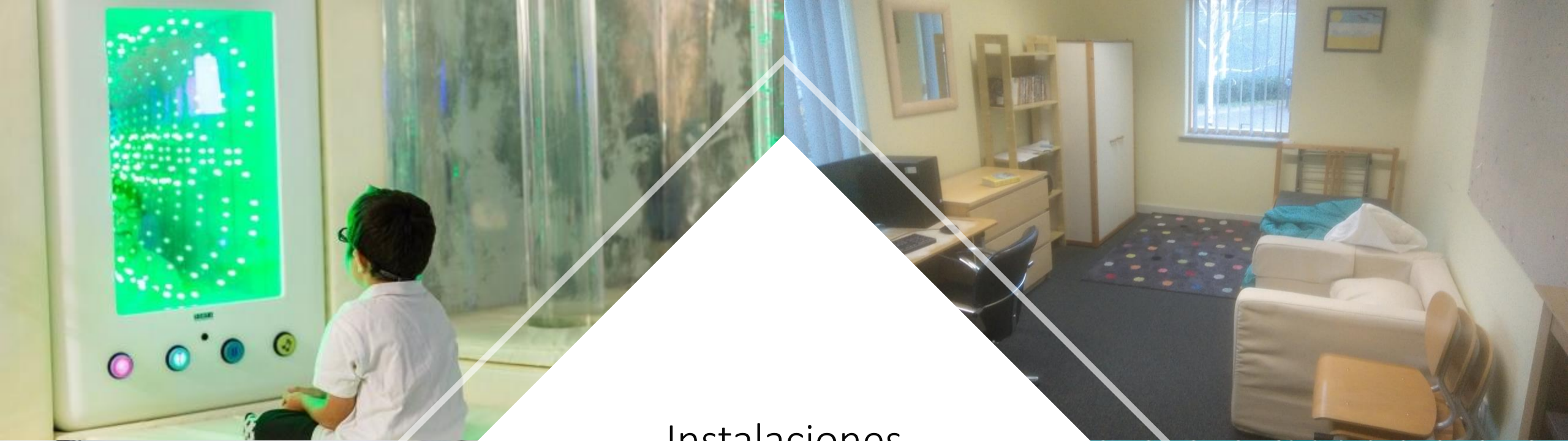
**Oxford International Study Centre**  
individually designed study programmes in the heart of Oxford

w/c 11 November

Francisco José Fernandez Menendez		DOUBLE LESSONS ARE 1½ HOURS		
Monday	Tuesday	Wednesday	Thursday	Friday
9.15 – 10.45 double lesson	9.15 – 10.45 double lesson	9.15 – 10.45 double lesson	9.15 – 10.45 double lesson	9.15 – 10.45 double lesson
Advanced English for Teachers Robin Holden	Teaching Methodology: English Speech George Lowe	Advanced English for Teachers George Lowe	Advanced English for Teachers Rob Sharpless	Teaching Methodology: English Listening George Lowe
<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>
11.00 – 12.30 double lesson	11.00 – 12.30 double lesson	11.00 – 12.30 double lesson		11.00 – 12.30 double lesson
Advanced English for Teachers Robin Holden	Teaching Methodology: English Teaching Rob Sharpless	Advanced English for Teachers George Lowe		Teaching Methodology: English Writing Rob Sharpless
<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>
1.30 – 3.00 double lesson	1.30 – 3.00 double lesson	1.30 – 3.00 double lesson	1.30 – 3.00 double lesson	1.30 – 3.00 double lesson
SEN Dr. Glenys Hart (Society of Educational Consultants)	SEN Dr. Glenys Hart (Society of Educational Consultants)	SEN Dr. Glenys Hart (Society of Educational Consultants)	SEN Gail Yeats	SEN Gail Yeats
<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>

Visita a *Mabel Prichard School*





# Instalaciones



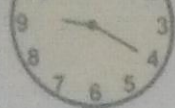




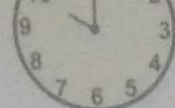
# PICTOGRAMAS



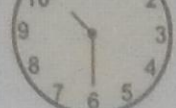
Copper



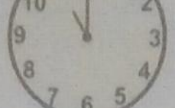
9:20



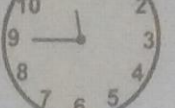
9:55



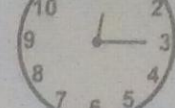
10:30



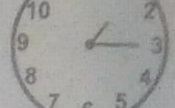
11:00



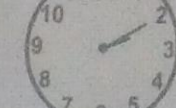
11:45




12:15




1:15



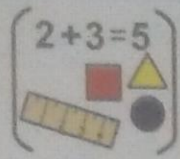
2:10



Monday



English



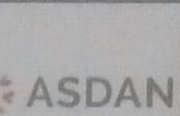
maths



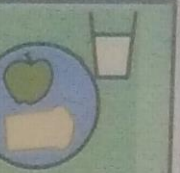
break




Art




ASDAN



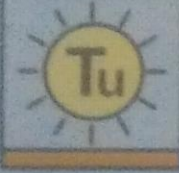
lunch



SRE



Jobs



Tuesday



Communication



Swimming



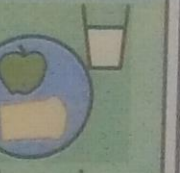
break



Swimming




PSHE



lunch




individual targets



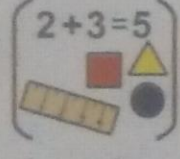
Jobs



Wednesday




English



maths




break



Cooking




ASDAN



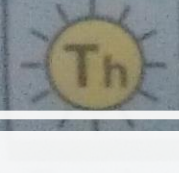
lunch



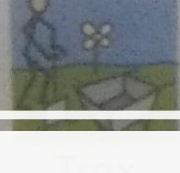
boccia/cricket



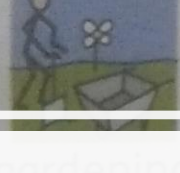
Jobs



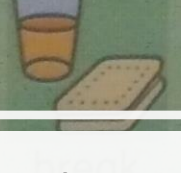
Thursday



Trax



gardening



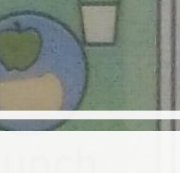
break




gardening




gardening



lunch

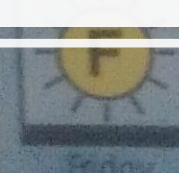


Library

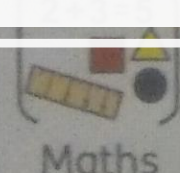


jobs

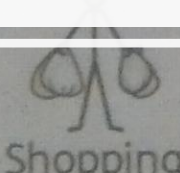
# Horario con pictogramas



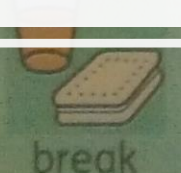
Friday



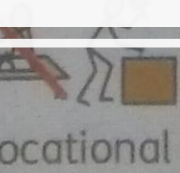
Maths



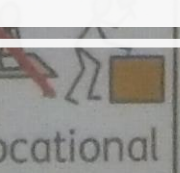
Shopping



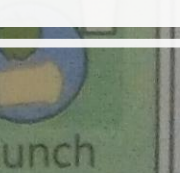
break



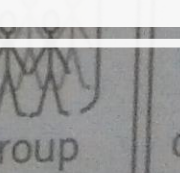
vocational



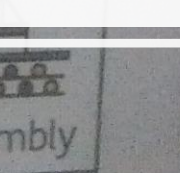
vocational



lunch



group



assembly

Name	Learning Intention	Evidence 1	Evidence 2	Evidence 3
Hayley	English			
	Maths			
	Creative			
	PE	✓	✓	
	K+U	✓		
	PSHE	✗	✗	

Name	Learning Intention	Evidence 1	Evidence 2	Evidence 3
Joseph	PE	✓	✓	
	PSHE	✗		
	English	✗		
	Maths	✓		
	K+U	✓	✓	
	Creative			

Name	Learning Intention	Evidence 1	Evidence 2	Evidence 3
Matias	English	✓		
	K+U	✓		
	Physio			
	Creative			
	Maths	✓	✓	

Objetivos por áreas de cada alumno/a

Dalton	
Learning Intention 1	English: For Dalton to request his lunch in the dining hall using his PECS without prompting. Achieved when Dalton is able to do this five days consecutively.
Learning Intention 2	Maths: For Dalton to identify his school diary (from choice of two) and tidy it in to his bag at the end of the school day. Achieved when completed five days consecutively
Learning Intention 3	PSHE: For Dalton to identify his own shoes and take them out the box at the end of yoga. Achieved when completed five days consecutively
Learning Intention 4	PE/Physio: For Dalton to ride his trike, pushing himself independently. Achieved when Dalton can do this for five consecutive days
Learning Intention 5	K+U For Dalton to activate a switch independently, without prompting. Achieved when Dalton can do this for five consecutive days.
Learning Intention 6	Creative: For Dalton to use a paint dabber independently. Dalton to work with a stencil so he understands the area he is working in.

Rubricas de cada alumno/a y cada asignatura

# ASPECTOS POSITIVOS

- **INMERSIÓN LINGÜÍSTICA TOTAL**
- **CONTACTO CON OTROS DOCENTES DE EUROPA**
- **NUEVOS RETOS FUERA DE LA ZONA DE CONFORT**
- **VISITA A UN COLEGIO DE EDUCACIÓN ESPECIAL (OXFORD, REINO UNIDO)**
- **CONOCER LA REALIDAD EDUCATIVA DE OTROS PAISES EUROPEOS**






# ASPECTOS NEGATIVOS

- **NULA PLANIFICACIÓN EXTRAESCOLAR POR PARTE DE LA ACADEMIA**
- **CURSO ENFOCADO AL INGLÉS Y NO AL ALUMNADO CON NECESIDADES EDUCATIVAS**
- **POCOS COMPAÑEROS DE CURSO.**





# ¿Qué se puede implementar aquí?

- PROFESORES DE APOYO INDIVIDUAL PARA EL ALUMNADO CON NECESIDADES EDUCATIVAS.
  - APOYO DENTRO DEL AULA. EVITAR AISLAMIENTO
  - PRINCIPALMENTE APOYOS VISUALES (lugares, materiales, acciones, personal, horarios, etc. )
  - BUSCAR ALTERNATIVAS METODOLÓGICAS VARIADAS PARA TRABAJAR CON ESTE TIPO DE ALUMNADO
- \*CONCLUSIÓN.
- *EXISTEN DIFERENTES FORMAS DE TRABAJO CON EL ALUMNADO CON NECESIDADES EDUCATIVAS.*
  - *EN ESPAÑA ESTAMOS MEJOR PREPARADOS QUE LA MEDIA DE LOS PAISES EUROPEOS.*

*demographic  
isolation* **Education** Equality  
**Support** Involvement  
Social Security empower  
ocupation



**Inclusion**

GRACIAS POR SU  
ATENCIÓN

