

## **SECOND CONFERENCE ON SPECIAL EDUCATIONAL NEEDS AND INCLUSIVE EDUCATION**

Saturday, 14 June 2014  
Sava Centre, Belgrade (Hall 1)



09.00 – 10.00	Registration
10.00 – 10.30	Opening Ceremony  Tony O'Brien, Director British Council Western Balkans  Dr Srđan Verbić, Minister of Education, Science and Technological Development (invited)  HE Denis Keefe, Her Majesty's Ambassador (invited)
10.30 – 11.15	Plenary: David Crabtree: Ten top tips for inclusion
11.15 – 12.00	Plenary: Sally Farley: Creating inclusive classrooms – challenges, strategies and practical tips
12.00 – 13.00	Lunch break
13.00 – 14.00	Workshop: Sally Farley: Speech and Language Impairment
14.00 – 15.00	Workshop: David Crabtree: Planning an inclusive lesson – strategies and ideas
15.00 – 15.30	Coffee break
15.30 – 16.30	Workshop: Phil Dexter: 'Autism is just a label! It does not describe who I am but can explain some of the ways in which I am different from others'
16.30 – 17.00	Closing and Certification



# DAVID CRABTREE



*David Crabtree is an education expert on neuro-diversity and learning differences with over 30 years experience in schools and colleges. His impact upon education and special educational needs in the UK has been in teacher training developing approaches to inclusive learning and whole class teaching. His current work, 'Cognition, learning and learning differently; doing it with the whole class', is a best practice project for the Dyslexia-SpLD Trust. As a founder of AchieveAbility, a UK Higher Education Funding Council project, he was responsible for the groundbreaking publication, 'AchieveAbility Interventions: A Framework for Whole Class Learning'. This was launched at the House of Commons, Westminster, in December 2005. Other work includes 'A Framework for Whole Institutional Inclusive Teaching Practice' and 'Inclusive Learning in Practice'. For the UK Department for Education, David has been involved with a range of teacher training projects on classroom learning. The published outcomes include, 'A Framework for Understanding Dyslexia' and 'Supporting Dyslexic Learners'. David's qualifications include MA in Vocational Education and Training, BA in Social Sciences, Cert. Ed, RSA Diploma in teaching learners with Specific Learning Difficulties, and the Diploma of Personnel Management.*

## PLENARY TEN TOP TIPS FOR INCLUSION



10.30 - 11.15

The most important resource to raise standards for children with a wide range of individual learning needs and/or those from diverse communities and backgrounds are the teachers and school staff. This plenary will provide a checklist to enable practitioners to share their knowledge and pool good practice. The aim is to create a common framework to support school-to-school collaboration and develop practitioner expertise and confidence.

## WORKSHOP PLANNING AN INCLUSIVE LESSON – STRATEGIES AND IDEAS



14.00 - 15.00

'How can I meet the needs of diverse learners in my class?' is a common question.

Whilst there are many different opinions and theories about lesson planning, most effective lessons have:

- thought through objectives that clearly state what you want students to learn
- a concise introduction to the lesson
- engagement of students in learning activities that have been designed to help them learn the desired content or skill
- opportunities for students to practice while being provided with feedback on progress
- a summary or closing to the lesson
- assessment of what the students have learned.

An inclusive lesson has the same elements and, in this workshop, we will draw upon a range of sources as well as pooling our expertise to develop strategies and ideas to take away and use.

# SALLY FARLEY



*Sally Farley is a Teacher Trainer, Counsellor and Dyslexia specialist.*

*She has worked with training teachers both at home and abroad for the last 15 years. She currently works as a Specialist Support Tutor for students with Dyslexia and other Specific Learning Difficulties at the University of Kent and the University for the Creative Arts in Canterbury.*

*Sally takes a Humanistic approach to teaching, using many multisensory, learner-centred techniques in order to help her students learn in the style that suits them and reach their full potential. She is interested in working with and embracing difference in the classroom, believing that every individual can become involved and enjoy language learning.*

*She has written two modules for the British Council 's Secondary School Teacher Training course on Inclusive Learning and Working with Dyslexic Students and has recorded several webinars on this subject. She also writes for HLT magazine and has been a speaker in two of the British Council's seminar series. She has co-written several modules for the British Council Special Educational Needs online course for teachers.*

## PLENARY CREATING INCLUSIVE CLASSROOMS – CHALLENGES, STRATEGIES AND PRACTICAL TIPS



11.15 - 12.00

Our classes are often made up of learners from diverse communities and backgrounds with a wide range of individual learning needs. Amongst them we are almost sure to encounter some with specific learning difficulties, such as dyslexia and dyspraxia, as well as others with communication difficulties or physical/sensory impairment. Busy teachers often wonder how best to accommodate these learners in a mainstream class and help them to fulfil their potential.

This plenary will explore:

- the challenges that teachers face when trying to include learners with diverse needs in a mainstream classroom
- ways of creating a classroom culture that recognises and celebrates difference
- strategies to promote inclusive learning which benefit the whole class
- practical multi-sensory and collaborative activities for English classes which encourage inclusion and successful learning.

## WORKSHOP SPEECH AND LANGUAGE IMPAIRMENT



13.00 - 14.00

How can I teach English to a learner who has difficulty speaking and understanding their own language?

As teachers, we know that good communication is vital for successful learning, so it is not surprising that this is a worry for English language teachers across the world. Communication skills help children to understand and explain the world around them, share their ideas and feelings and make friends. Good language skills enable a child to reason and learn. They also help to develop a sense of self and the feeling of belonging to a group or community.

If we discover that there is a learner with speech and language difficulties in our class we might wonder how to help them to get the most from our lessons. This workshop helps teachers to understand the different kinds of speech and language impairment and introduces some useful teaching strategies and activities that can really make a difference to these learners and help them to experience enjoyable and fruitful learning.

# PHIL DEXTER



*Phil Dexter is the English language Teacher Development Adviser for the British Council, UK. Phil has previously worked for the British Council in Bulgaria, Czech Republic, Slovakia, Croatia, Saudi Arabia and Libya on a range of diverse English language teaching projects advising governments and Ministries of Education. Phil's current responsibility involves development of courses and resources for primary, secondary and special educational needs. Phil has a Master's Degree in English language studies from the University of Newcastle Upon Tyne and a Diploma in Special Educational Needs. Phil also advises our British Council offices globally on Special Educational Needs policy and teacher development programmes. He manages the British Council TeachingEnglish Special Educational Needs Course.*

## WORKSHOP

**'AUTISM IS JUST A LABEL!  
IT DOES NOT DESCRIBE WHO I AM BUT CAN  
EXPLAIN SOME OF THE WAYS IN WHICH I AM  
DIFFERENT FROM OTHERS'**



15.30 - 16.30

The above quote is from a teenager who has Autism or Autism Spectrum Disorder (ASD). Working with learners with ASD, aspergers syndrome and interaction needs is difficult for teachers as the classroom is, above all, a place for social interaction and learning together. Or, at least, should be...

In this interactive session, Phil will focus on how we can include learners with ASD, aspergers syndrome or interaction difficulties and meet their learning needs. Ensuring we meet the needs of all our learners has to be our main aim as teachers.

We will focus on the following:

- identify the main features of ASD and how teachers can notice that a learner has interactional difficulties in ways that can be defined as a special educational need (SEN)
- understand the main challenges a learner with ASD is likely to encounter with classroom teaching and why this can lead to challenging behaviour
- discuss and share a number of strategies that can lead to successful inclusion of learners with ASD in the classroom and promote successful learning.

It is important to note that as this event is focussed on mainstream education, Phil will not be (mainly) focusing on 'classical autism' but on the higher functioning end of the autism spectrum. It is at this level where teachers and educationalists can make interventions that can make a real difference from a learning perspective.