



The Changing Face of SEN in the International Sector

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Welcome!

My experience of SEN perceptions internationally

- My child does not have SEN they just need to work harder/you need to teach them better.
- SEN is a stigma and means I have failed as a parent.
- My child has a diagnosed SEN which means their issues are not because of my parenting.
- I know my child has a SEN but I do not want it know as it will label and hinder them.

Support in School - my experience

- TA
- Withdrawal lessons
- Private tutor

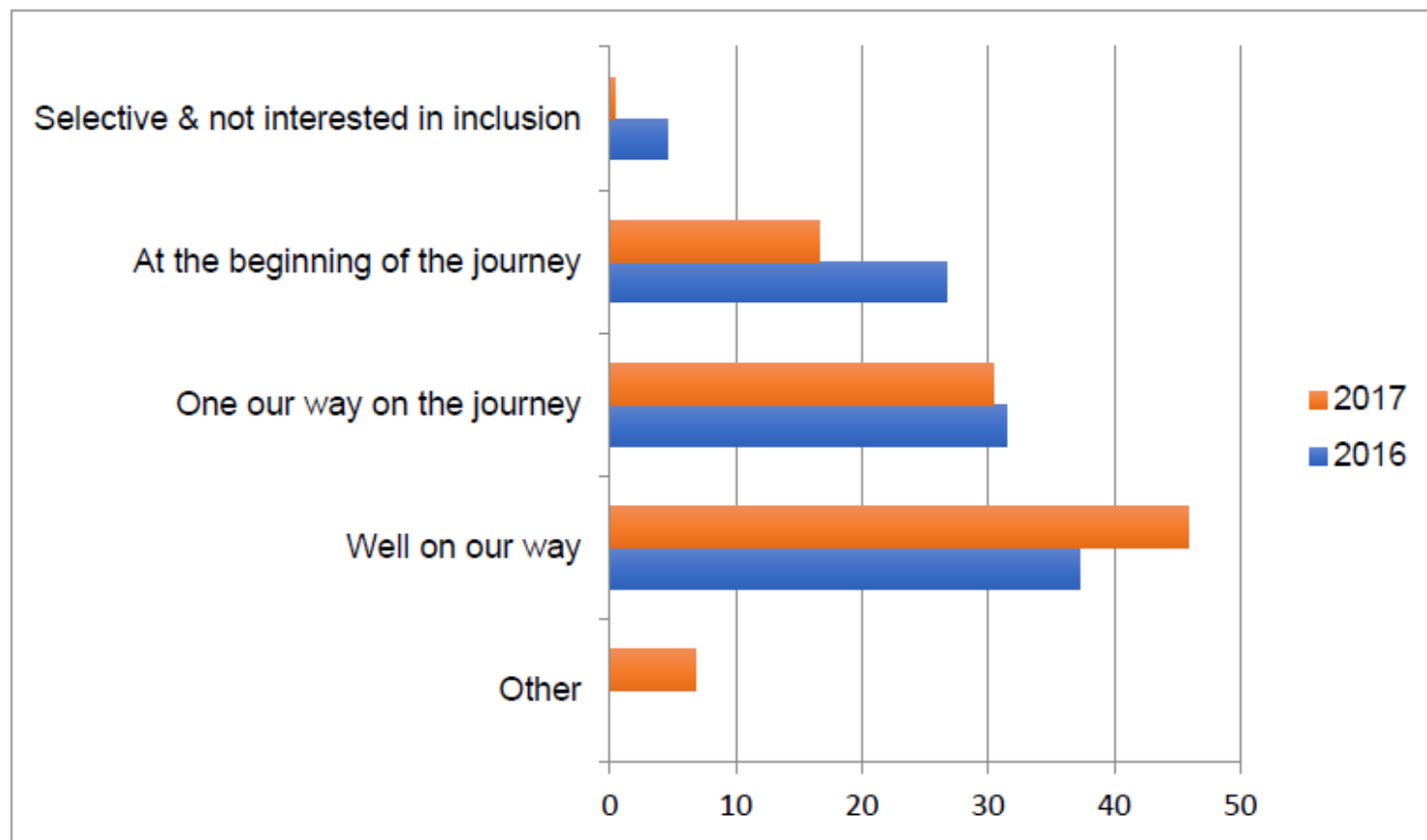


An ISC State of the Market Report in
collaboration with NFI Inclusion

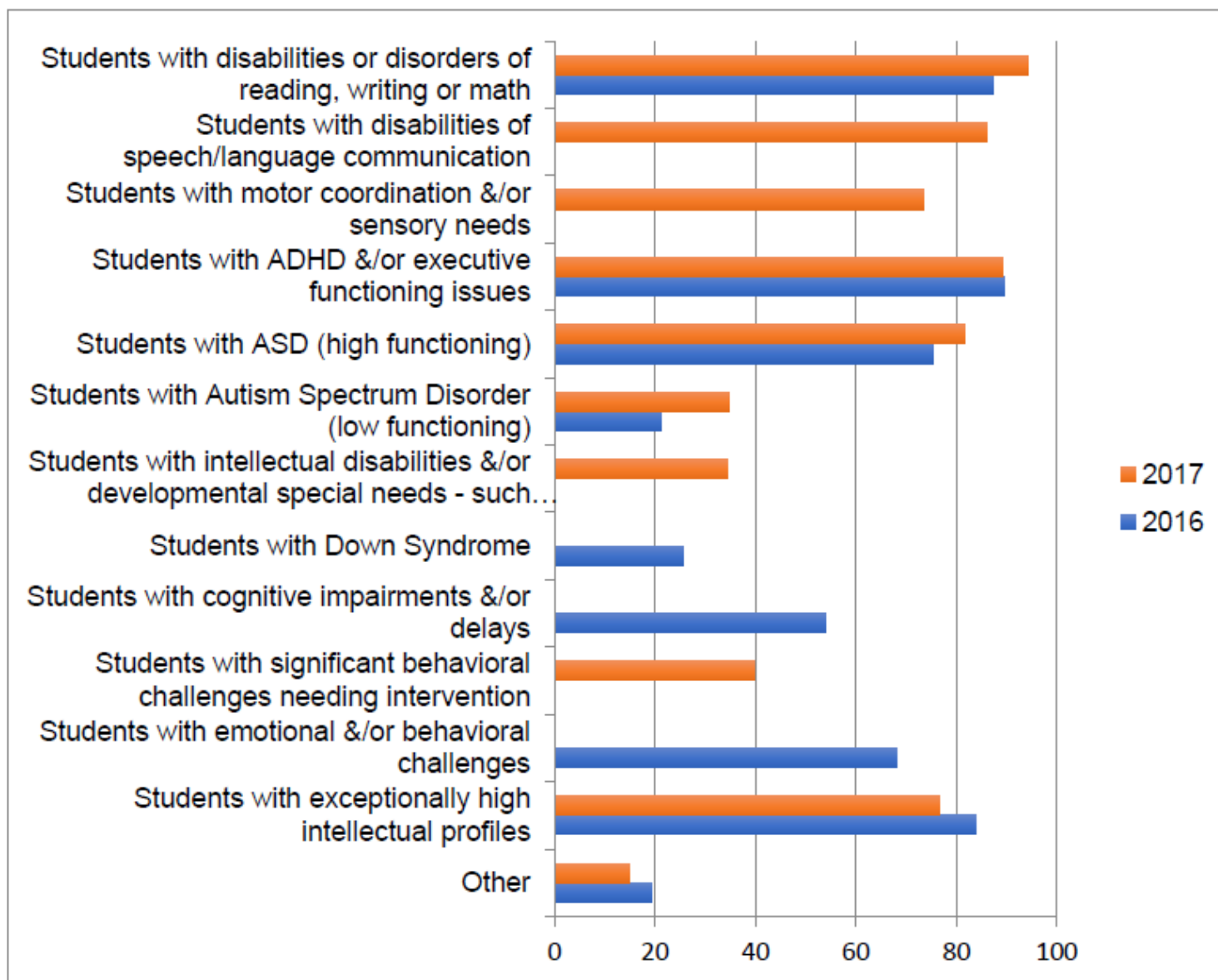
Inclusion in International Schools

Global Survey 2017

THE JOURNEY TOWARDS INCLUSION



HIGH INCIDENCE POPULATIONS



“A few schools commented that young students whose learning difficulties emerge after admission are catered for. However, when older students with similar profiles of learning needs apply, admission is denied.”

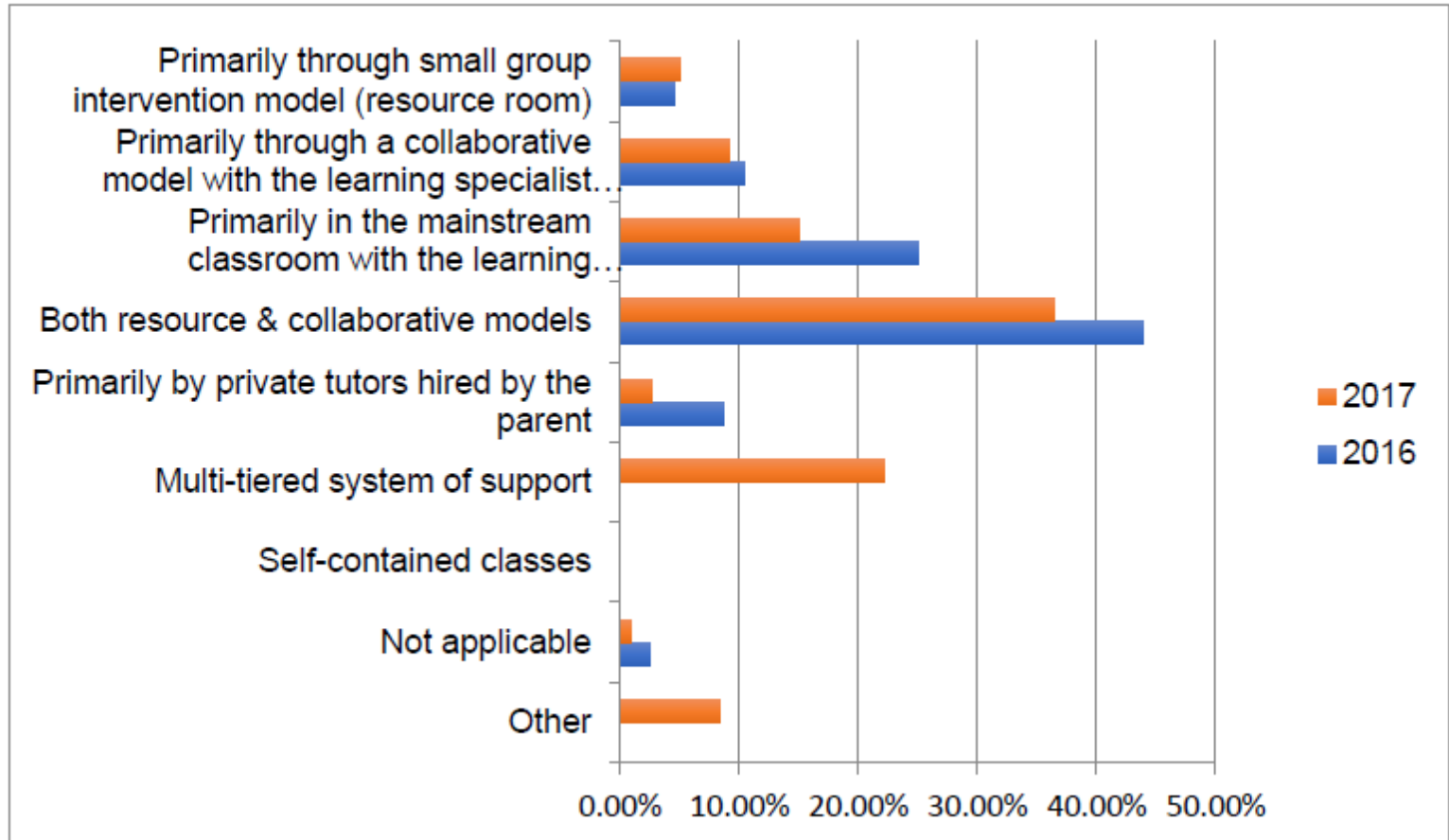
“Of particular note is that nearly 40% (39.86%) of responding schools admit students with behavioural challenges needing intervention. Anecdotal information suggests this to be a category of students that will increasingly require the attention of school personnel.”

ANSWER CHOICES	2016	2017
There is a board policy that defines inclusion	38.5%	47.83%
The Head of School is a vocal advocate for inclusion	62.7%	66.67%
Most teachers are skillful at differentiation, but some are still struggling	45.8%	40.58%
Some teachers are skillful at differentiation, but many are still struggling	39.2%	52.66%
We recognize that demographics are changing & that we have to cater for students with learning differences. We are doing the best we can with our limited resources	51.6%	59.42%
Inclusion is part of our school ethos	54.7%	61.11%
We have an effective means of meeting the needs of highly capable students	35.3%	32.37%
We use external consultants to support student learning	-	54.11%
We want more specialist support & services (training, consultancy, resources)	-	62.80%

Interlude

What does it feel like to have Dyslexia?

SERVICE DELIVERY




So it would seem....

There are increasing numbers of students with SEN in the international sector.

More prevalent or better diagnosis/awareness?

The increase is likely to continue.

- 
- Is that your experience?
 - What challenges are you facing?



Interlude

What does it feel like to be on the Autistic Spectrum?

So how can my school become inclusive (without high costs)?

1. SEN isn't an add-on.
2. Diagnosis isn't important.
3. Avoid labelling.
4. Use TAs/LSAs correctly.
5. Class teacher is the first line of support.
6. Consider mental health.
7. Acknowledge/encourage all achievements.
8. Encourage Independent working
9. Work with parents.
10. Consider mental health.

SEN isn't an add on

- Embed into school culture.
- Don't send to the SENCo to fix.
- They have a different way of learning.
- Class teacher is first line of support.
- An inclusive school will benefit all students, not just those with SEN/EAL.

Academic achievement of students without special educational needs in inclusive classrooms: A meta-analysis

Szumski, Smogorzewska, Karwowski

47 studies

4,800,000 children



Inclusive classrooms positively benefit ALL students (academic performance).

Diagnosis isn't important

- Diagnosis can be difficult to obtain.
- Quality of diagnoses vary.
- Treat the presenting behaviours.

Avoid labelling

- We live up/down to our labels.
- Expectations of staff change with labelling.
- Expectations within ourselves change when we are labelled.

Use TA/LSA correctly

- Several reports have shown that TAs can hinder academic and social progress.
- Train TAs on how to work effectively.
- Train staff on correct use of TAs.

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/teaching-assistants/>

Class Teacher is the first line of support

- Audit and use current staff knowledge.
- Prioritise differentiation.
- Cascade training.
- Develop a resource/strategy bank.

Consider Mental Health

- Students with SEN are 6 times more likely to have a mental health problem.
- Provide a safe place during unstructured times.
- Provide a safe space for ASD & ADHD students.

Acknowledge/encourage all achievements

- Ensure all talents are recognised and nurtured.
- Offer a range of opportunities to demonstrate individual talent.

Encourage Independent Working

- Assistive technology.
- Problem solving.

Work with parents

- Understand their concerns/viewpoint.
- Work together to achieve best outcomes for the student.
- Use positive language.



Interlude

What is it like to have ADHD?

Questions

- Who decided to go shopping?
- What colour are Mary's eyes?
- What number bus did John and Mary take to the supermarket?
- How far did they walk to the supermarket?
- How many pints of milk did they buy?
- Who received the change from the cashier?
- What street do John and Mary live on?



Questions?



Thank you for listening.

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