

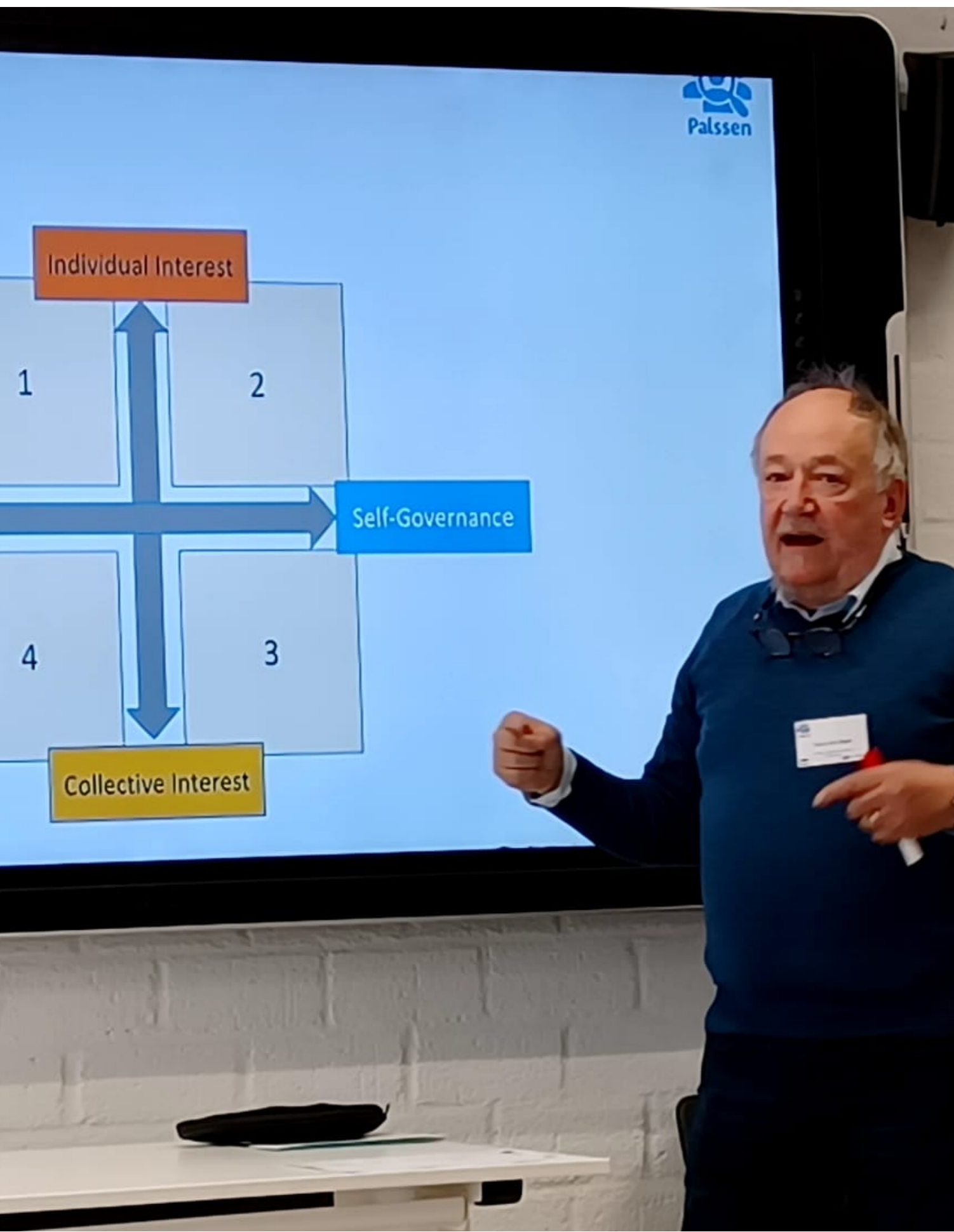


## Personalised Approach to Learning for Students with Special Educational Needs

We believe that the key to Inclusive Vocational Education and Training is the acceptance and the support to ensure that education and training facilities are accessible for all students. The European Agency of Special Needs and Inclusive Education states that ‘the ultimate vision for inclusive education systems is to ensure that all learners of any age are provided with meaningful, high-quality educational opportunities in their local community, alongside their friends and peers’. Such vision requires a change in teaching and in supporting the learning process of students with SEN. It also requires moving away from the approach a ‘one -size-fits-all’ education and training, towards a more person-centred and tailored-made approach. To implement a more Personalised Approach of Learning for students with Special Educational Needs, teachers should gain competences to enable them in identifying and in meeting the needs of these students.

## Support for teachers

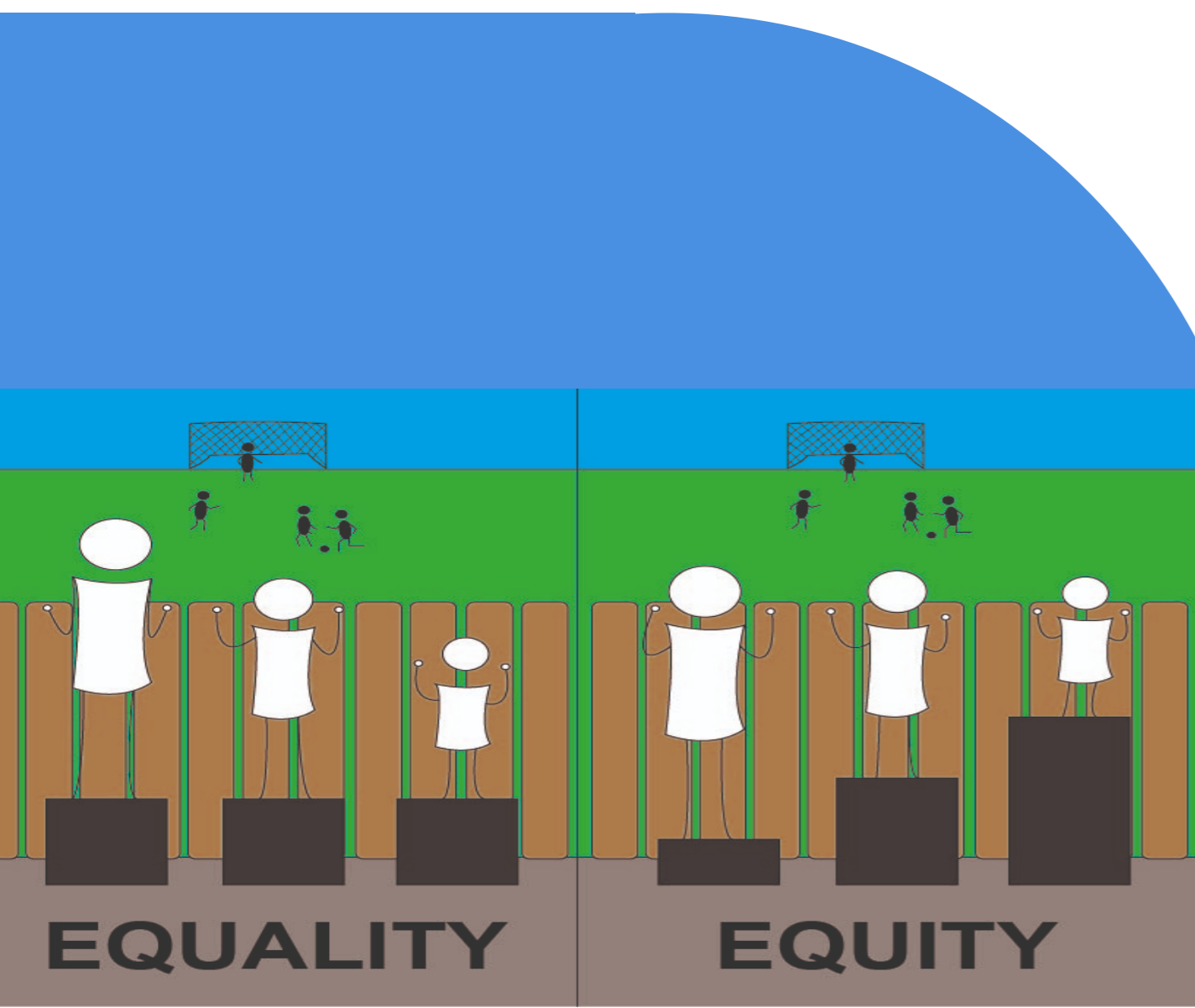
This project aims to increase the effectiveness of Vocational Education and Training for students with Special Educational Needs. The project will contribute to increase specific competences of teachers and supporting staff in providing a more Personalised Approach of Learning for each student in their own organisation so these professionals can increase the achievements of their educational, training and supporting efforts.



# Equity, not Equality

The ultimate goal of the PALSSSEN-project is that students with SEN can receive meaningful, high-quality Vocational Education and Training together with their peers in mainstream VET-providers. Therefore, students with SEN will work with an individual learning plan which reflects their individual needs, talents and opportunities. This new way of working aims to achieve formal professional qualification in the mainstream Vocational Education and Training system.

The key to equal opportunities is equity, not equal treatment. Only by delivering tailor-made programs based on needs assessment this can be accomplished.



## Project Results

At the end of the project the following results will be available:

- A description of the concept, methods, and techniques.
- A description of facilitators and risks / barriers and recommendations to implement a more Personalised Approach of Learning for students with SEN in mainstream VET.
- A Self-Assessment Instrument for Learner Centred Approach. An instrument to investigate the readiness of a VET-providers (including specific recommendations) to implement a more Personalised Approach of Learning for students with SEN in mainstream VET.
- A Manual for teachers and trainers on the Learner Centred Planning. Guidelines and supporting instrument for implementing and practicing a more Personalised Approach of Learning for students with SEN in mainstream VET.

## Participating organisations

### The Netherlands:

REA College Pluryn

ROC RijnIJssel

All about Quality Consultancy

### Slovenia:

Biotehniški izobraževalni center Ljubljana

### Portugal:

CFAE CENTRO-OESTE

### Italy:

Forbusiness Lifeskills S.r.l. **Results**



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[www.palssen.eu](http://www.palssen.eu)