



Together is better, A collaboration toolbox to build a school for all.

Deliverable: SJABI Puurs Belgium secondary education: special needs and mainstream school

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SJABI BuSO, Puurs

A secondary vocational school for special needs education A special school for special young people

Organization Chart

SJABI (Sint-Jan Berchmansinstituut) BuSO (Buitengewoon Secundair Onderwijs) is a member school of VZW SJABI this means a non-commercial association of schools. SJABI BuSO Puurs is a school for special needs and has 136 pupils.

The SJABI-group counts 5 primary (1 special needs) schools and kindergartens and 4 secondary schools (1 special needs = our school) which count more than 2,500 pupils.

VZW SJABI is a group of catholic schools subsidized by the Flemish Department of Education.

Objectives

SJABI BuSO is a secondary school for special education training form 3. Being a vocational school for special needs we prepare young people for the regular labour market, living independently and participating in society.

Our students are type 1: light mental disability or developmental delay or type 3: character disorders such as severe behavioural difficulties and/or emotional disorders / development disorders e.g. Autism/ASD.

Secondary school for special needs training form 3

To obtain a certificate of qualification, i.e. a practical occupation on assistant-level and to reach a level of self-sufficiency for independent living, customized and targeted education is offered to every pupil.

In real life this means very practical and highly functional education. Whereas main stream technical education aims at a final attainment level on the complete curriculum, special needs education works with an appropriate yearly setting of goals adapted in levels and an individual remedial action plan.

Organization

The pupils start at the age of 13 and stay mostly till the age of 21. The complete training program takes at least 5 years in three to four stages. Observation takes normally 1 year, Training lasts minimum 2 years. Qualification is continued for at least 2 years. Typical for this stage is work placement practice. Integration, which is not compulsory, alternates technical training and general courses for maximum 1 year (two days on school, 3 days on site).

Extended learning time is possible when required.



Different training possibilities

Building / Bricklayer: Perform building tasks
Warehouse assistant: Handling of merchandise and execute orders
Assistant Industrial cooking: Perform tasks in industrial cooking
Hospital assistant / Geriatric helper: Perform assisting tasks in hospitals, homes for the elderly and day-care centres
Welding: Welding in different procedures and different types of metal

Curriculum Assistant industrial cooking			
Courses and hours per week			
	Observation year	2 nd / 3 rd year	4 th / 5 th year
General and social education	16	13	13
Religion	2	2	2
Language/Arithmetic/Computer/Social education and interaction Integrated general and social education	10	7	7
Gymnastics and sports	2	2	2
Creativity training	2	2	2
Technical training	16	19	19
Industrial cooking service		12	18
Safety / HACCP Hazard Analysis and Critical Control Points		1	1
Individual or family cooking		4	
Technical skills	2	2	
Initiation in all training options	2 to 3 hours per option		
TOTAL	32	32	32



Personnel

The average rate of teachers pro pupils is quite high in special needs education . SJABI BuSO has a number of 45 for 136 pupils (1 per 3).

Teachers have acquired a degree for special needs education. They either teach general courses or vocational courses. The team of teachers work closely together with a team of specialized coaches.

Speech Therapy

The speech therapists coach pupils individually and in class for different aspects of learning: reading, writing, vocabulary and sentence structure. Guidance in language comprehension and logical reasoning, visual and auditory perception is a specialized working-field.

Practically the speech therapist works on: reading the clock, managing (house-hold) money, integrating migrant youngsters with language stimulation for non-native speakers.

Physiotherapy

The physiotherapist helps with physical problems such as: posture abnormalities, special training to avoid back problems, basic physical movements, spatial orientation and eye-hand coordination. On a practical level pupils are helped out in organizing and planning of acts or movements.

Educationalist

An important task is bringing clarification through dialogue in order to provide appropriate support for the pupils, in collaboration with parents, teachers, therapists, headmaster and the external Centre for Pupils Guidance (CLB).

The actions provided are accompanying young people in difficulty, providing support for large and small problems. These items can be: bullying problems, the follow up of discussions with the parents, contacts and consultations with external services (CLB, counselling services, youth protection, doctor ...) in consent with the parents and the class council.

Structural measures

A large number of structural measures feature special education. An individual remedial action plan for the pupil is a legal assignment. Weekly gathering with all teachers and pupil coaches reassure a strict follow-up. Working together with parents is both crucial and mandatory. Tutoring and coaching is realized both individually and in class. This develops in co-teaching, internship mentoring, job guidance and functional learning.

Structural measures for ASD

SJABI BuSO installs a structure class during the observation period (1 year). Pupils with autism are fully integrated from the 2nd year on. Special aid for pupils is provided by an **internal tutor on autism**. An **internal educational coach on autism** guides personnel. Teachers themselves have associated in an autism-team (10 persons).



All of these people work on supporting clarifying measures such as visualization (e.g. icons) in the classroom but also in the entire school, space (signalisation, maps, ...), time (schedules, coherence, ...), activity (routine, organization schedule, ...). All in all clear communication and explanation is predominant.

Collaboration with regular schools

GOn = Geïntegreerd Onderwijs which means integrated education.

GOn is a collaboration between a regular school and a school for special needs.

The aim is to retain a seat in regular schools (on the level of primary, secondary and further education) for pupils with a disability, behavioural disorders, mental disorders or severe learning difficulties. Pupils, parents and the team of the mainstream school are being supported by specialists of the school for special needs.

GOn-tutoring

SJABI BuSO special needs support type 7 ASD (autism). The GON-pupils are fully registered in the regular school. This means all official obligations and financing conditions apply for the regular school.

The school for special needs offers its support on a weekly basis 2 hours per week of GON-tutoring for two years (can be exceptionally extended) on each educational level (primary, secondary and further education).

The parents and the student decide when they want this support. In most cases GON is provided in the first year of secondary school and in third year when pupils choose their specialization.

The school for special needs gets extra hours and financial means to realize this support.

Counseling the pupil: On level of didactics the GOn-tutor provides supporting means and measures, concentrates on working on speed, working independently, methods of learning, planning, organization ...

On the socio-emotional level, improving social competences, working on general well-being, integrating within class or school is aimed at.

In daily practice this means setting goals, working out actions within an **individual action plan** which is evaluated and reported on a regular basis under the guidance of the GON-adviser.

Consultation of the parents: In this perspective the GOn-tutor provides information about school life and results, and presents evaluation of the progression with an estimation of future possibilities. GOn guides parents to external services if needed.

Coaching of the teachers in the regular school: The GOn-tutor envisages information to the class council about the disability and its consequences. He or she offers tips and advice on didactics, methods, compensating measures... He or she searches for manageable adaptations in how to evaluate school results. The GOn-tutor supports during lessons and looks for suitable work placement practice...



SJABI Campus Begijnhof, Puurs

A mainstream secondary school for general and business education

General structure of SJABI Secondary Mainstream Schools

The first stage is for pupils from the age of 12 till 14. This stage is situated on Campus Kerkplein. The stages 2 and 3 are situated on other campuses. The campuses are divided subject related. Technical and vocational education is situated on campus Schuttershof. General and business education is given on campus Begijnhof.

Campus Begijnhof

General education contains Latin, sciences, languages, mathematics, humanities and economics (409 pupils).

Business education comprises marketing and business, office management, communication, office and retail. The level is technical or vocational (182 pupils).

General education has apart from its traditional subjects, mentioned above, also cross-curricular projects e.g. art, Britain, gender in the blender, film, migration, alcohol ...

Business education presents typical aspects such as: work-experience in a company, creation of young enterprises, an integrated final project, presentations and very practical issues such as applying for a job ...

Organization Chart

1 principal, 2 assistants, 75 teachers: bachelors & masters, 4 pastoral care counsellors or pupil coaches, 5 office staff, 3 accountants, caretakers

Pastoral care (pupil coaches) and special needs

First in line for coaching pupils are the teachers and the form tutor. On a next level the pastoral care counsellor or pupil coach comes in. Besides this direct approach the office staff are involved indirectly. The special needs coordinator specializes in specific demands. Expertise is brought in by the centre for pupils guidance (clb) and the integrated education coaches (GOn). If needed external help is referred to.

Coaching of pupils

Teachers procure subject related guidance i.e. re-teaching, extra exercises, extra help, differentiation, study tips, communication with parents if necessary.

Form tutors offer class support and individual support. They provide the follow up of results and the parents' request for special needs. They are in charge of chairing council of teachers and communication with parents (individual contacts or parents evenings)



Pastoral care counsellors deal with more complicated problems. Their tasks could be defined in following up results and parents requests for special needs, following up absentees, attending councils of teachers, following up integrated education. They take care of communication with students, parents, CLB and external help. They also decide on punishment and rewards.

The special needs coordinator coaches students with learning disabilities or impairments. He or she organizes communication with students and parents, is responsible for following up special needs requests, deciding on special needs measures. Concerning this she also takes care of the communication with teachers and with the Centre for Pupils Guidance (CLB) and external help.

Office procures medical support if necessary (first aid). They attend the reception desk with a pastoral care counsellor. They take care of practical tasks such as books, finances, copy centre but their helping task is being the front line help for all kinds of problems (lost keys, stolen coat, lost book, no lunch, ...)

GOn = integrated education

They coach students with a physical impairment, a social or emotional impairment (autism). They are delegated from a special needs school.

The student involved gets 2 hours of support per week from a special needs coach. The GOn-tutor procures teachers' support and organizes a meeting with parents 3 times a year.

CLB Centre for Pupils Guidance

These coaches are assigned by the ministry of education. The CLB has a contract with the school. They work on demand of students, parents or the school. They perform diagnostic tests. The CLB provides psychological help and study tips. They do medical examinations and they certify GOn for diagnosed special needs. The CLB is available for consultation once a week and they have a meeting with the pastoral care counsellors once a week

External help

The school and its pupils have appealed to doctors i.e. gps, psychologists, psychiatrists and therapists, police and justice department, juvenile judge, centre for assisted living, sports associations and clubs

Mission statement for pastoral care special needs

Pastoral care for pupils is a team effort. It needs to be followed up efficiently and communication should be based on digital records of results and relevant data.

Pastoral care is provided on demand and is made to measure. Pupil participation is indispensable. Pastoral care aims at self-sufficiency.

Good practice of pupils coaching or pastoral care

A leaflet of the pastoral care team is provided for all new students.

If required pupils get a behavioural passport and contract.



The school organises a three day trip for new students to improve their feeling of well-being
Sick students receive temporary education at home (4 hours a week). For long term illness there can be a spread of subject matters over 2 years.

The parents evenings have been quite successful.

Gifted students also profit from differentiation with challenging tasks.

The school introduced digitally supported books in order to create more time to observe and differentiate.

Didactical learning aids are used when required. The school does screenings to detect dyslectic students.

In order to improve language teaching a compendium with grammatical terms in 4 languages has been draughted.

The school has developed special material to assist pupils in their mourning process.

Future goals

What does the pupil need to perform well? This question is a constant topic in the schools pastoral care.

The school intends streamlining special needs and pastoral care in 3 levels: basic care, higher care and extended care.

In order to obtain a better quality in facing special needs in mainstream schools further cooperation with the special needs school is to be developed.