



IES JOSEP MIQUEL GUÀRDIA

A MODEL OF INCLUSION

March 2011

MUNICIPALITY OF ALAIOR

- 9467 Inhabitants who live in Alaior or nearby urbanisations such as Cala'n Porter or Son Bou.
- Multicultural society: locals, other Spanish communities, British, Moroccons, South Americans and other Europeans.
- Manufacturing industry and tourism.

SCHOOLS IN ALAIOR

- 2 estate primary schools: **Doctor Comas** and **Mestre Duran**.
- **La Salle** privately managed primary and secondary school.
- **IES Josep Miquel Guàrdia** estate secondary school.

OUR SCHOOL

- Opened in 1989.
- 435 students from 17 nationalities.
- 59 teachers and 10 non-teaching staff.
- 4 years of secondary education, baccalaurate, Initial Professional Course and Vocational Training on Trade and Marketing.

TEACHERS

- 14 departments with a head each. They meet weekly.
- 25 form teachers, one per group.
- Teach between 18-21 periods a week plus 8 periods for meetings and supply teaching.

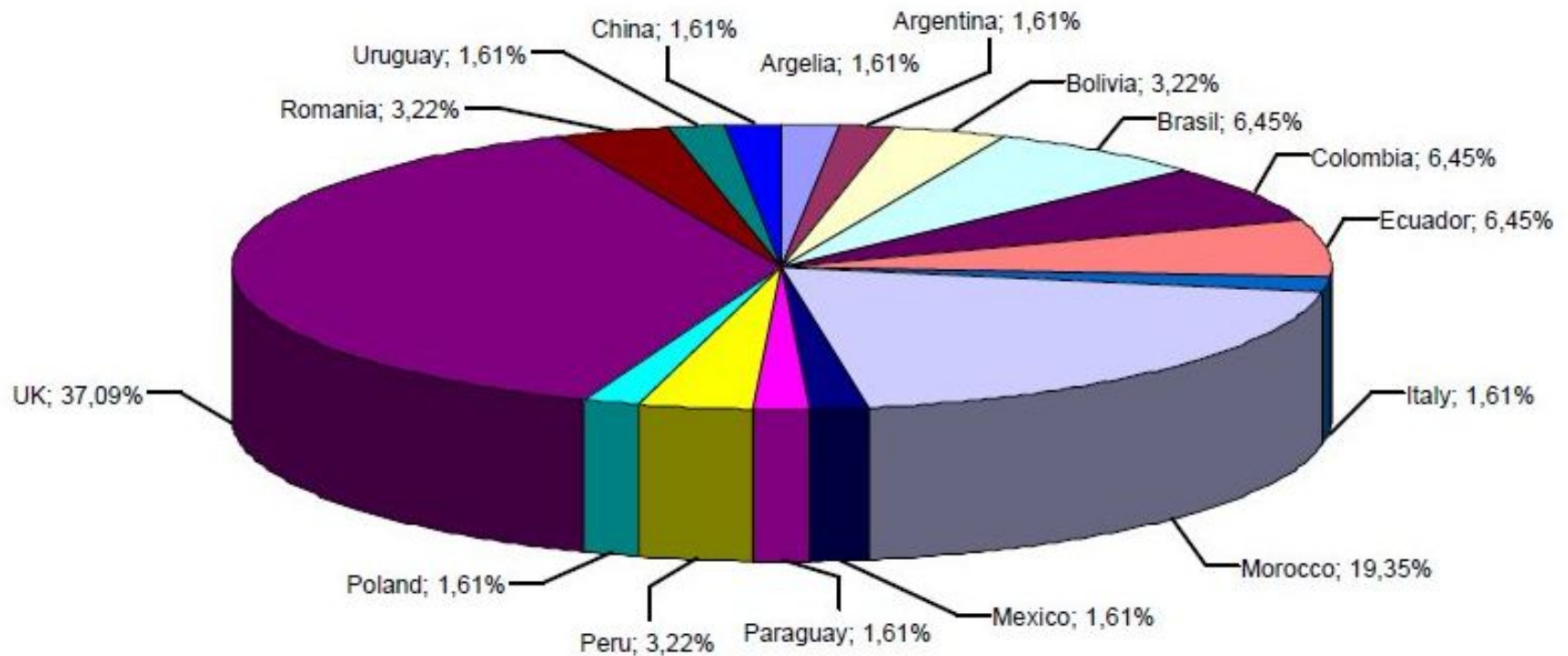
COUNSEL DEPARTMENT

- 1 School Counsellor (Psycho Pedagogue)
 - 2 Therapeutical Teachers
 - 1 Teacher's Aide
 - 1 Sign Language Interpreter
- 1 Specialist in hearing and language
 - 6 Teachers for students diversity attention

STUDENTS

- From 12 to 18 years old.
- 17 nationalities. 13 % of students are not local.
- Students with average, low and high standards of living.
- Since 1995-6 all students with specific educational needs of the municipality.

NATIONALITIES



STUDENTS

	Sts	groups	Ratio	SSNES
1st year	95	5	19 (24)	11
2nd year	84	5	17 (21)	13
3rd year	63	3	17	14
4th year	67	3	20 (30)	12

STUDENTS

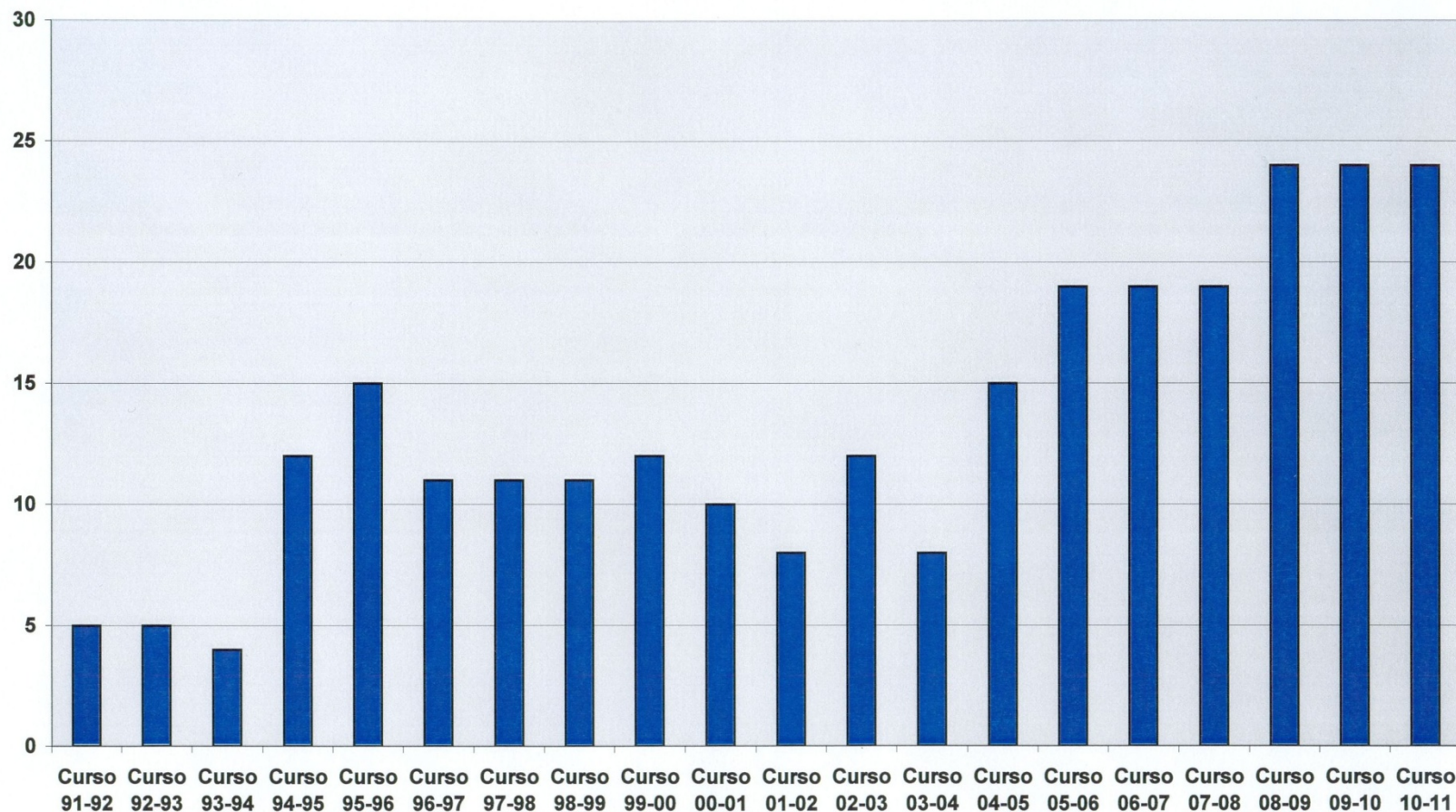
	sts	groups	SEN
1st year baccalaureate	52	2	1
2nd year baccalaureate	42	2	0
Initial Professional course	14	1	2
Vocational Training	11	1	1

SPECIAL NEEDS IN VET

2010-11

- Initial Professional Course on trade and marketing: 2 students with mental disability ; one of them with Down Syndrome
- Vocational Educational Training on trade and marketing: 1 sensory disability (visual and hearing)

STUDENTS WITH SPECIFIC NEEDS OF EDUCATIONAL SUPPORT



STUDENTS WITH SPECIFIC NEEDS OF EDUCATIONAL SUPPORT

- Special educational needs: mental, sensory, and physical disabilities
- Inserted late into the Spanish educational system
 - Highly- gifted students
- Learning difficulties (hiperactivity, dyslexia..)
 - Lagging on the curriculum

STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

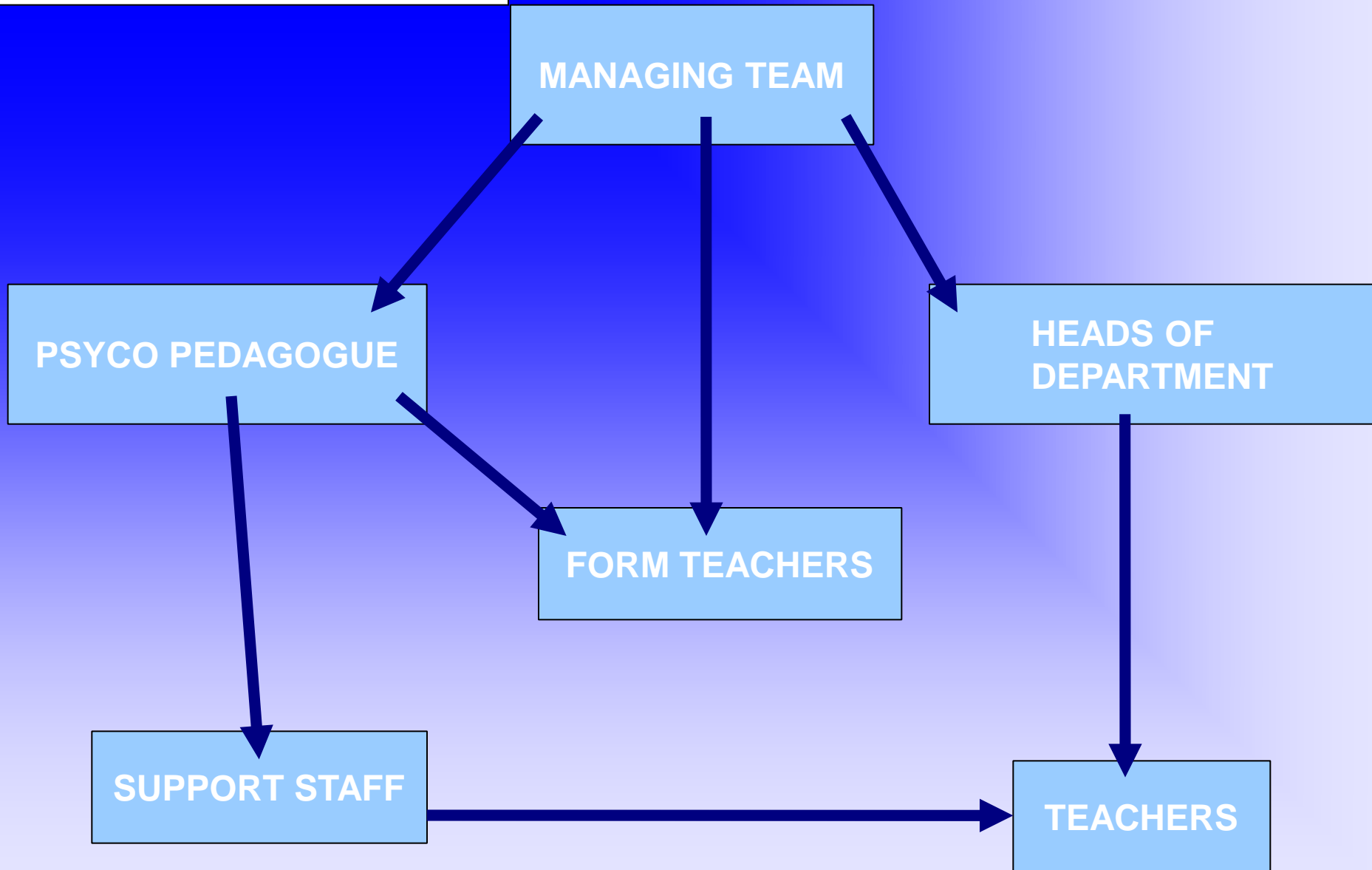
since 1991

Mental disability	16
Hearing disability	5
Visual disability	3
Physical disability	4
Down Syndrome	3
Autism	3
Multiple disabilities	6

INCLUSIVE SCHOOLING

- Educational Intervention Project to have lower ratios in secondary education
- Heterogeneous groups . Each student must have a peer in the classroom and nobody is isolated.
- Co-operative learning to try to integrate this diversity.

MEETINGS



SUPPORT STAFF

- Main objective is to make our school inclusive
- Help detect cases of students with special needs
 - Analyse the students' needs.
- Participate in the evaluation of students and decisions to be made.
- Deal with families, teachers, and other professionals and organisations

THERAPEUTICAL TEACHERS

- Coordinating and advising subject teachers with curricular adaptation.
- Helping special needs pupils in or out of the classroom , depending on each pupil.
- Instrumental subjects are given priority.
- Weekly meetings with subject teachers.

FAMILIES

- Involved in their children's education. High percentage of attendance to school meetings.
 - Members of parents' association.
 - Lectures and workshops organised.
 - Are represented in the School Board.

THE FORM TEACHER

- Have 3 periods a week to fulfill their task and a weekly meeting with other form teachers.
- In contact with the families; at least once or twice a term
- Primary teachers are form teachers in 1st year
- Wide range of activities and workshops to deal with diversity and conflicts.

LABOUR MARKET

- Between 1 and 3 month- workplace training, depending on the course.
- Those students that have significant adaptations can do the working training by taking into account the modules they pass.
- Special educational need students are inserted in the labour market thanks to organisations such as Fundació

LABOUR MARKET

- The school also participates in a work training programme for 14- 16 year old students called ALTER, which is coordinated by Social Affaires.
- The school has a recording of what the students do after they leave school
- Most students with special education needs usually find a job in the Civil Service.

CONCLUSION

- Our goal is always to optimize all the human resources for the benefit of all the students.
- It has not been easy to find a model that works efficiently but we all believe that “ diversity enriches us”.
- Although students with SEN are integrated in the classroom, those with a higher level of disability find it more difficult to be so once they leave school.

CONCLUSION

"Inclusion means giving the same opportunities to make progress and to be educated but without giving up our culture and way of life."

"The high school has to provide a favourable environment for the dialogue, coexistence and education and at the same time it has to value the differences, and highlight what brings us together and foster cooperation."