

## **Description of an example of successful national/local VET programmes for learners with SEN in Belgium**

### **1) Short abstract**

The Koninklijk Technisch Atheneum 2 Hasselt (KTA2) is a mainstream technical and vocational secondary school with a total of 1150 students, 250 of whom have SEN. More than 50% of all students have been identified as needing special support according to the GOK-indicators (socially disadvantaged background). The main objective is to prepare the students for employment by developing various educational projects.

### **2) Highlights / Uniqueness**

Teaching and learning is child-centred with special attention being paid to the students' well being and individual needs. They are treated as individuals, not numbers. The school conducts a broad screening of all students in order to identify their needs and it determines the appropriate guidance and support on this basis. Work is carried out with students within their wider environment, taking into account their family, neighbourhood and various issues or burdens experienced by the individual student. Notwithstanding the various backgrounds and 'baggage' of the different students, the teachers rise to the challenge of finding them a place within the school, so that they may be part of society. The general atmosphere of commitment and the positive attitudes of the teachers contribute to creating equal opportunities and better relationships throughout the students' secondary education. The school has a good reputation for dealing with diversity and providing differentiated teaching and learning. The school aims to reduce the drop out rate as much as possible. The school student body is made up of students both with and without SEN.

In order to promote equal opportunities for all students in practice, the school cooperates with and involves various services. The OKAN classes are for children who have just arrived in Belgium and do not speak Flemish. In addition to learning the language, they receive support in settling into life in Belgium and coping with

their past (in the case of refugees, for example). The school is using the GON guidance for students with SEN and their teachers. The GON guidance was designed in 1983 for pupils with a special education admission certificate who attend mainstream education with support from a teacher connected to a special education school. In line with the GON guidance, an integration plan is created for each pupil with details about the type of support required from the teacher, support in terms of materials and adaptations (e.g. braille translations, changes to the curriculum such as replacing subjects/parts of subjects).

Arktos is a centre for the professional guidance of socially vulnerable young people between 6 and 25 years old. The aim is to support these young people in finding a self-determined place in society. Its 3 key tasks are: the education/guidance of young people, providing support to everyone who works with them (teachers and educators) and raising awareness in society (articles, making a film with youngsters about their opinions on and feelings towards juvenile justice). The project “tutoring@home” supports students from disadvantaged backgrounds in the students’ homes.

### **3) Availability of evaluation data**

The KTA2 – Hasselt has 1150 students, 250 of whom have SEN. The school has 180 employees, including 150 teachers. More than 50% of all students have been identified as needing special support according to the GOK-indicators (socially disadvantaged background) in order to provide them with opportunities equal to those available to other students.