



Managing Transition Resource Pack (MTRP)

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1.0 Context

The FIESTA network commenced in November 2011, the network is funded by the Educational, Audiovisual, Cultural, Executive Agency (EACEA) under the Comenius, Life Long Learning Programme. The network has 11 expert organizations from Ireland, Cyprus, Greece, the UK, Romania, Spain, Finland, Bulgaria and the Netherlands. These expert organizations range from voluntary organizations, universities, schools, teacher training organizations and advocates for inclusive education. (see Appendix 1 for list of partners)

Transition and collaborative working are core areas which have been neglected in facilitating inclusive education for children with additional support needs (ASN). FIESTA focuses on achieving effective transition through collaborative working for children with additional educational needs. The FIESTA network aims to develop a multi-disciplinary learning approach for professionals in education, health and social services in order to facilitate the additional learning and support needs of children with additional support requirements during periods of transition.

The network will facilitate children with additional educational needs and their families during the following periods of transition:

1. Transition of children with additional educational needs from pre-school to primary school and primary school to secondary school.
2. Transition of children with additional educational needs to mainstream environments.



1.1 FIESTA Members

The [FIESTA website](#) is the primary space for communication for our key target groups. The website has been thoroughly reviewed and updated to meet the needs of our stakeholders.

The FIESTA website contains a range of new and improved features for social use of the site (the online community for FIESTA members in particular) and improved accessibility for all users. Separate sections are provided for children with additional support requirements, families, professionals and policy makers to ensure user led areas include updated and appropriate information and tools for each target group. A member's only section is available which contains exclusive resources and access to all tools developed by the consortium.

To become a FIESTA member log onto the [FIESTA website](#) and sign up for free in order to access all necessary resources.

1.2 How to use the Managing Transition Resource Pack (MTRP)

The MTRP provides sample strategies for enabling successful transition for children with additional educational needs. It also provides detailed descriptions of the FIESTA resources available to our stakeholders mainly- pupils with additional educational needs, teachers, principals, support staff, parents of children with additional educational needs, health professionals and voluntary agencies. This pack will enable you to pin point which resources are suitable for your individual needs.



Section 2- Transition Planning & Strategies

2.0 Planning Transition

The goal of planning for transition is to enable students to prepare for and successfully make changes between different stages of their education and life, such as starting school, moving class year on year, changing schools, completing school or living independently, and/or entering the workforce. This planning is ongoing and begins at the start of each new school year and evolves throughout the entire year.

Research shows effective planning for transition is collaborative and comprehensive in scope and planning for transitions should start well in advance of the actual transition (FIESTA Literature Review) Regardless of the specific transition being made, curricula decisions need to be based on an understanding of individual students, including their strengths and areas of need, and the goals of the pupils and families themselves.

Similar to the development process for individual educational plans, planning for transition should be dynamic and ongoing since transition goals may change. FIESTA recommends a written record of planning for transition, including transition goals and strategies which should be included as part of the pupil's overall educational plan. The FIESTA self assessment tools (SAT) will allow you to plan, assess and monitor the transition process. The SAT is available [here](#) for download.



2.1 Forward Planning

Successful transitions require planning well in advance of the actual transition. This ensures that planning is always future-oriented, that there is a clear continuity throughout a pupil's school years, and that necessary plans and supports are in place. This gives pupils and their families time to become familiar with the available settings and services, and time to put the necessary plans into action so pupils will reach their goals.

Forward planning also involves helping pupils to understand at a young age that changes and challenges are part of life. Learning to manage transitions at an early age is essential in order to achieve successful and meaningful transition.

Pupils also require encouragement and ongoing support to achieve measurable goals and to build on their strengths. This in turn will allow pupils to take ownership of the transition process and will enable pupils and families to set realistic goals and develop the skills necessary to achieve those goals.

Section 3- School & Community Teams

Professional Considerations

As pupils move from one learning environment to another, the team may have many questions. Here are some sample questions to consider at your team meetings around the transition from Pre-school to Primary School (including special schools).

3.1 Transition from Pre-school to Primary- Questions for Preschool Professionals to Consider

- Who is the main point of contact for children, parents and for preschool staff throughout the transition process?
- How do we build partnerships with local primary schools?
- How do we ensure that the pupil is ready for the transition?
- How do we prepare parents for the transition process?
- What resources do we provide to help with the decision to choose a particular school?
- What supports do we provide for those moving to specialist environments e.g. special school?
- What information do we provide to the primary school prior to the formal transition?
- Have we prepared a pupil profile/evaluation for the primary school?



3.2 Transition from Pre-school to Primary- Questions for Primary School Professionals to Consider

- Who is the main point of contact in the pre-school?
- Who is the in-house main point of contact for children, parents throughout the transition process?
- How do we ensure that the additional support needs are met within the school and the classroom?
- What physical adaptations are needed to the school/classroom?
- What other professionals are involved in the child's development e.g. psychologist etc.?
- How do we evaluate the transition process?
- How do we make other teachers in-house aware of the child's individual needs?

3.3 Transition from Primary to Post Primary -Questions for Primary School Professionals to Consider

- Who is the main point of contact in the post primary school?
- Who is the in-house main point of contact for children, parents and for the post primary school throughout the transition process?
- Is there a formal transition framework in place to follow in the post primary school?
- Is there an inclusion, transition and or enrolment policy in place in the post primary school?
- How do we involve students and families in the transition process?
- How do we build partnerships with post primary schools?

- How do we build partnerships with other agencies or professionals e.g. disability organisations, allied health professionals?
- How do we ensure there is a comprehensive information exchange between pupils, parents and the post primary school?
- How will regular communication, evaluation and review during the transition process be managed?
- Is there a mentoring supports system in place?

3.4 Transition from Primary to Post Primary- Questions for Post Primary Professionals to Consider

- Who is responsible for putting supports/resources in place for the individual needs of the pupil?
- How will the pupil's progress be measured?
- Will the pupil follow the regular curriculum?
- Does the pupil have a one on one support staff in place? If so, how will this be facilitated?
- How long will the pupil stay in this learning environment?
- What plans do we need to make for future children with additional support needs?
- Will there be other pupils in the class with learning needs similar to this pupil's?
- How can we ensure that teachers are aware of this pupil's individual learning goals for the future?
- How do we ensure that the transition process is pupil led?
- How do we actively involve parents and families in the transition process?

- How do we communicate/collaborate with other professionals involved in the pupil's development e.g. Psychologist, Occupational Therapist, Physiotherapist etc.
- Has there been a multi-professional assessment to accommodate any physical adaptations, accessibility issues and assistive technologies?
- How do we ensure that we receive the relevant information about the pupil?
- Do we have the flexibility to adapt processes of transition to different children's needs?
- Are children and parents provided with a key contact person to support information sharing, communication and decision making during the transition process?
- What training and development is needed for school personnel?
- What policies are in place to support us?
- What national agencies can be used to support the transition and inclusion agenda?

3.5 Questions for Allied Health Professionals to Consider- Throughout Transition

- What assessments have taken place and by whom?
- Have you carried out a school visit?
- Have you assessed the school in order to meet the needs of the individual pupil?
- Who is the main point of contact within the school?
- What other professionals are involved in the pupil's development?
- Have you consulted with other allied health professionals around needs to support the transition process?



- How do you intend to communicate/collaborate with schools?
- How do you support the pupil during transition?
- How do you intend to support the parent and family during transition?
- How do you intend to support the schools and educational professionals during transition?
- How do you intend to provide comprehensive information to the parents around transition?
- How do you ensure that the transition process is pupil led?
- How do you ensure that parents are involved in the transition process and are involved in key decisions?

Section 4- Strategies to Support Transition

4.0 Sample Strategies for Pre-school Professionals to Support the Transition from Pre-school to Primary School

- Identify the skills pupils will need in the next environment. Share this list of skills with parents and other members of the learning team, and plan ways to help the pupils learn these skills
- Strengthen and forge links with primary schools in order to build relationships and ensure successful communication
- Schedule a visit with the preschool children to the new school
- Schedule a meeting with the new classroom teacher and parents of the pupil with additional support needs
- Complete evaluation in line with national standards
- Focus on the behaviours and pupil's school readiness in order to prepare pupils with additional support needs e.g. independence, social and communication skills

4.1 Sample Strategies for Primary School Professionals to Support the Transition from Pre-school to Primary School

- Contact the pre-school to gain information and evaluation (if completed)
- Organise children and parents to visit prior to the start of the school year
- Provide a school information leaflet/booklet to parents
- Work in partnership with parents
- Forge strong links with preschools within the community

- Provide an open and welcoming environment
- Put in place daily routines as soon as possible
- Engage with pupils through play and fun
- Set up buddy system/ mentor support when necessary
- Ensure class room assistants are in place if required

4.2 Sample Strategies for Primary School Professionals to Support the Transition from Primary School to Post Primary

- Ensure that pupils are actively involved in the transition process
- Encourage pupils to identify their learning strengths and interests.
- Provide pupils opportunities to monitor their own progress and share their perceptions with teachers.
- Teach pupils strategies for time management, note taking, test preparation and test taking.
- Familiarise pupils with timetables, subject choice, abbreviations, school layout, school day etc.
- Ensure that specific supports that need to be in place at the beginning of the year are included in the pupils educational plan
- Explore appropriate assistive technologies and create opportunities for pupils to develop these necessary skills.
- Discuss adaptations and accommodations that have been successfully used in the past, keeping in mind the demands of the learning environment.

- Ensure pupils and their families are aware and attend the new schools open day, this will provide them with an opportunity to meet teachers and ask questions and receive information about the school.
- If possible, facilitate a team meeting with the new school, in order to share the necessary information about the pupil with additional support needs. Communicate with the receiving teachers about the student's strengths and areas of need. If the student already has an educational plan, discuss its contents and the accommodations required in the upcoming year.

4.3 Sample Strategies for Post Primary Professionals to Support the Transition from Primary School to Post Primary

- Provide an induction period where pupils are familiarised with the school timetable, the school day/routine, the school environment and layout and to meet all staff.
- Build links/partnerships with local primary schools in order to support the transition process.
- Provide a school open day for pupils and families
- Where possible meet with primary school professionals to discuss the pupil's individual needs. If this is not possible, ensure that detailed information is exchanged between both professionals.
- Ensure that pupils and families are actively involved in the transition process by providing them with the opportunity to ask questions and evaluate the process.
- Ensure that pupils receive the necessary information to prepare them for transition.
- Provide/develop a buddy/mentoring system to ensure that pupils adjust to the transition

- Ensure that all necessary adjustments and assistive technologies are in place for the pupil.
- Collaborate with other agencies/professionals involved in the pupil's development e.g. Occupational Therapist.

Strategies for parents around successful transition will be available through the Parents Transition Pack available in May 2014.





Section 5- FIESTA Resources for Successful Transition

5.0 FIESTA Literature Review

The FIESTA literature review has:

- Developed the conceptual and cross-cultural thematic arena of the FIESTA network.
- Explored terminology and definitions of transition, inclusion and integrated working utilised in the partner countries.
- Identified key (Government) policies at local, regional, national and international that inform the process of transition of children with additional support needs.
- Established key hypotheses concerning best practice that will be tested in the project survey and
- Developed key qualitative questions to be examined in the consultation phase with key target groups.

The literature review is available for download on the FIESTA website, access <http://www.fiesta-project.eu/literature-review>

5.1 FIESTA Best Practice Report

This best practice report combines themes from the literature review with findings from the quantitative questionnaire and qualitative interviews/focus groups to highlight participants' perceptions of best practice. The report itself is divided into 3 sections that highlight best practice in regard to the concepts, structures and relationships of transition.

The final section of the report delivers a set of recommendations for School Leaders and Policy Makers, for School teachers, other out of school agencies, for professionals and families and children. The best practice report suggests the following should be adopted to ensure best practices are a feature of transition.

1. **Formal Transition Framework-** Develop a formal transition framework which is flexible to the individual needs of children with additional support needs and adaptable based on national policies. A framework that details pre- transition preparations and post transition evaluation to ensure successful transition and meaningful inclusion.
2. **Holistic approach-** Recognise the educational, psychological, social and cultural contexts of a child with additional support needs and their families which will provide a holistic approach to learning and remove barriers for learning.
3. **Participation-** Ensure children with additional support needs and their parents are involved and are at the centre of all decisions that affect them.
4. **Tailor made-** Facilitate children with additional support needs through bespoke approaches and pedagogy tailored to their individual needs.
5. **Information** – Provide relevant, up to date, timely information to children with additional and their parents in an accessible manner.
6. **Key worker-** Formalise a key working system (point of contact) for children with additional support needs and their parents to support them throughout the transition process. The key worker is an essential role for all professionals to liaise with and communicate with ensuring a clear pathway of communication for all.
7. **Continuation of Supports-** Identify a clear pathway for the continuation of supports for children with additional support needs during and subsequent to transition.

8. **Collaborative Working**- Ensure professionals in education and health collaborate using a pro-active approach to meet the needs of children with additional support needs during transition.

9. **Training**- Provide training and continuous professional development for professionals that centre on managing transition, adapting the curriculum, models of inclusion, disability and childhood.

Access the FIESTA Best Practice report - <http://www.fiesta-project.eu/best-practice-report>



5.2 Self Assessment Tool

The self-assessment process involves children with additional support needs, parents of children with additional supports needs, principals, class teachers and specialist staff to collaborate and take joint actions based on the outcomes of the self assessment process. The process enables forward planning and builds collaborative behaviours. It clarifies any difficulties encountered during transition periods and indicates fields for self-education and training while improving the quality of educational approaches

Benefits of the self assessment process

- Systematic initial study, investigation and evaluation of the educational work of the school unit during transition using a whole school approach.
- Formulation of shared aims and priorities for action for pupils with additional support needs
- Design and implementation of jointly agreed actions.
- Monitoring and evaluation of current educational work with individual pupils.
- Feedback from the results and setting of new goals.

The self assessment tool and the self assessment guideline document is available for download at <http://www.fiesta-project.eu/self-assessment-tools>



5.3 FIESTA e-learning Training Modules

The FIESTA network has developed 3 core online training modules that examine:

1. Disability Awareness and Inclusion for all stakeholders

Learning outcomes include:

- A better understanding of the 'social' and 'medical' models of disability.
- How language can act as a barrier in the process of inclusion.
- The nature and range of different barriers that prevent people with disabilities from being able to participate in everyday activities.
- Disability awareness specific for teachers
- Disability awareness specific for parents
- Development further skills that facilitate inclusive educations and society.

2. Mentoring Staff on Transition and Inclusion- mentoring and pupil support to facilitate children with additional support needs

Learning outcomes include:

- A better understanding of mentoring
- How we could mentor students, parents and teachers
- How mentoring could be used for successful transition

3. Collaborative Working -environments for professionals in education, health & social services to facilitate the additional learning & support needs of children with disabilities during periods of transition

Learning outcomes include:

- A better understanding of collaboration and collaborative activities that can promote inclusion in schools
- How collaboration could be used for facilitating transition
- Further skills and knowledge for collaborating with families, professionals and paraprofessionals

The modules can be downloaded on the FIESTA website once you have signed up to become a FIESTA member see: <http://www.fiesta-project.eu>





Appendix 1 - Bibliography

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Appendix 2- National Resources

Ireland

<u>Link</u>	<u>Summary</u>
<u>Department of Education and Skills</u>	A department of the Irish state with responsibility for education and training. The mission of the Department is to enable learners to achieve their full potential and contribute to Ireland's economic, social and cultural development
<u>National Council for Special Education (NCSE)</u>	The NCSE was set up to improve the delivery of education services to persons with additional support requirements arising from disabilities with particular emphasis on children. Services are delivered through a national network of Additional support requirements Organisers (SENOs) who interact with parents and schools and liaise with the HSE in providing resources to support children with additional support requirements
<u>National Disability Authority (NDA)</u>	The National Disability Authority is the independent state body providing expert advice on disability policy and practice to the Minister, and promoting Universal Design in Ireland
<u>Special Education Support Services (SESS)</u>	The role of the SESS is to enhance the quality of learning and teaching in relation to special educational provision. The service co-ordinates, develops and delivers a range of professional development initiatives and support structures for school personnel working with students with additional support requirements in mainstream primary and post-primary schools, special schools and special classes. The SESS operates under the remit of the Teacher Education Section (TES) of the Department of Education and Skills
<u>Irish Association of Teachers in Special Education (IATSE)</u>	A professional organisation for teachers who work with children and young people who have additional support requirements
<u>National Educational Psychological Service (NEPS)</u>	Supports the personal, social and educational development of all children through the application of psychological theory and practice in education. The service is organised on a regional basis with psychologists being assigned to a group of schools. Where a school doesn't have an assigned psychologist, it can avail of a service from an independently employed panel of psychologists
<u>Disability Federation Ireland (DFI)</u>	DFI is the national support organisation and advocate for voluntary disability organisations in Ireland who provide services to people with disabilities

Bulgaria

<u>Link</u>	<u>Summary</u>
Ministry of Education and Science	The Ministry of Education and Science is the state body responsible for developing and implementing policies in the fields of formal education, vocational training and science.
National Law on Education	The National Law on Education is the main educational document for school education.
Ordinance № 1/ 23.01.2009 of the Ministry of Education for education of children and students with SEN and/or chronic deceases	As stated within it: Art. 1: Through this Ordinance the state educational requirements for children with SEN are defined. Art.6 (2): The inclusive education of children with SEN is implemented within the peer group in the kindergarten or school environment with the support on part of the support teachers and the specialists from the local resource center for supporting the inclusive education of children and students with SEN.
Regulations on the activities of the resource centers for supporting the inclusion of children with SEN	Define the main responsibilities of the resource centres for supporting the inclusion of children with SEN. Art. 3 (1) The resource centers support the successful integration of children and students with SEN in mainstream educational environment Art. 5 (1) The resource centers carry out activities for implementing the state policy for education of children with SEN
Regulations for Applying the Bulgarian National Law on Education	The document defines the structure and the functions of the teams for complex pedagogical assessment as part of the Regional Inspectorates on Education. Their role is to accomplish initial assessment of the development of the child or the student and to base on it recommendations for the type and the form of education, the particular kindergarten or school and the type of resource support.
National Association of the Resource Teachers	The National Association of the Resource Teachers is Bulgarian NGO of the professionals working for the effective integration, inclusion and education of children with various abilities and requirements in a mainstream setting.

Romania

<u>Link</u>	<u>Summary</u>
<u>Comisia nationala pentru invatamant special</u>	It was founded to improve the delivery of special education services to children with special needs. It functions within the Ministry of Education.
<u>Autoritatea Natională pentru Persoanele cu Handicap</u> <u>National Disability Authority</u>	The National Disability Authority is the independent state body providing expert advice on disability policy and practice.
<u>Directia Generală de Asistență Socială și Protecția Copilului</u> <u>Social assistance and Child' Protection</u>	(organized on a regional basis) Supports the personal, social and educational development of all children. It is the main provider of resources to support children with additional support requirements. It monitors and ensures compliance with the national strategy and policy on social services and child's protection.
<u>Serviciu de evaluare și orientare școlară și profesională</u> <u>Evaluation and career orientation services</u>	SEOSP is a special department offering evaluation and career orientation services to children with special needs.
<u>Centrul de resurse și de asistență educațională</u> <u>Resource Centre and Special Education Support Services</u>	This centre (organized in each region) is a resource centre offering support services enhancing the quality of education customised to meet each child's needs and improve their development, progress and social inclusion.
<u>Reteaua Națională de Informare și Cooperare pentru integrarea în comunitate a copiilor și tinerilor cu cerințe educative speciale</u> <u>National network of Resources and Cooperation aiming at integrating special children and young people in the community</u>	It is a national network of resources and support. Organisers collaborate with parents and schools to support children with additional support requirements.
<u>Fundația Serviciilor Sociale Bethany</u> <u>Bethany Social Services Foundation</u>	It is a non-governmental foundation offering social services with a view to improving the quality of disadvantaged people especially children and families, offering social services and promoting best practice in social assistance (it works nationally).
<u>"Ancora Salvării" Foundation</u>	"Ancora Salvării" Foundation is a non-profit organization, aimed at helping people in need, particularly children with autism, people with disabilities, chronic illness, regardless of race, religion, nationality, etc. Their vision is to develop projects to support some of the needs in the community.

Cyprus

<u>Link</u>	<u>Summary</u>
<u>Department of Primary Education</u>	Primary Education is the initial stage of education and has as its basic aim to create, establish and offer opportunities to all children, regardless of age, gender or country of origin, to achieve a balanced cognitive, emotional and psychomotor development. The National Curriculum and the teaching methodologies adopted in Cyprus Primary Education emphasize the learning process and focus on strategies which assist pupils in learning how to learn and in developing their critical and creative thinking.
<u>Special Needs Education in Cyprus</u>	The policy of the government in Cyprus is to support and encourage the integration of children with special needs into the normal educational system giving them the chance to develop and learn with children without special needs. For those children whose special needs are more acute, additional educational help is provided through support teachers to help with their integration into the normal educational system.
<u>Center of Development and Support for Children & Teenagers</u>	The Center of Development & Support for Children & Teenagers - AASP provides high-quality, individualized services to a child or a teenager with mental health and learning difficulties, emotional or behavioral problems, children with autism, speech problems, and sensory problems and to provide education and services for their families and the professionals who work with them.
<u>Department for Social Inclusion of Persons with Disabilities</u>	The purpose is the provision of empowerment and support to persons with disabilities by promoting innovative actions and implementing programmes, in order to protect and ensure their equal enjoyment of human rights and achieve their full and effective participation in society.
<u>Service for the Care and Rehabilitation of Disabled People</u>	Service for the Care and Rehabilitation of Disabled People (YMA) is a government service that works under the authority of the Ministry of Labour. It co-ordinates disability issues and offers specialized services to disabled people in the fields of vocational rehabilitation and social integration
<u>Pancyprian Voluntary Organisations/ NGOs</u>	The pancyprian voluntary organisations/NGOs represent the interests of civil society and almost all social groups and issues. The Council's structures allow the full participation of the member organizations in decision making processes and respect the members' diversity and independence.

Netherlands

Link	Summary
Ministerie van Onderwijs www.minocw.nl	The department of the state of Netherlands with responsibility for education.
Nederlands jeugdinstituut www.nji.nl	The NJI is the national institute for youth and education issues. It supports professionals, organizations and communities to improve quality in the youth sector
Passend Onderwijs www.steunpuntpassendonderwijs.nl www.passendonderwijs.nl www.oudersenpassendonderwijs.nl www.passendonderwijsgroningen.nl	Various links to appropriate (tailored) education and interest groups (parents of) children with additional support needs.
Nationale onderwijsgids www.nationaleonderwijsgids.nl	Provides links to support various platforms
speciaal onderwijs startpagina www.speciaalonderwijs.startpagina.nl	Displays all relevant sites and organizations that are applicable within the special education
Visio www.visio.org www.nvs.nl	Visio provides education for children with visual impairment (cluster 1). The Dutch Society for the hearing dedicated to people who have various forms of hearing impairment.
Kentalis www.kentalis.nl	Kentalis provides education for pupils with disorder in speaking, hard of hearing and deaf students (cluster 2)
Landelijk steunpunt Zorg en Advies Teams www.zaf.nl	Support Platform Dutch youth institute for schools care and guidance of pupils in education.
Balans www.balansdigitaal.nl	Focal point for schools and parents where information can be found on pupils with disabilities in relation to education
Nederlandse vereniging voor slechthorenden (NVVS). www.nvs.nl	The Dutch Society for people with disorder in hearing dedicated to people who have various types of hearing problems
Nederlandse vereniging voor autisme (NVA) www.autisme.nl	Focal point for parents and children autism

UK

<u>Link</u>	<u>Summary</u>
<u>Children in Scotland</u>	This is the Children in Scotland's link page to the latest policy and research publications in one place, in date order.
<u>Education Scotland (Inclusion and Diversity Section)</u>	Education Scotland was established on 1 July 2011 by the Scottish Government Cabinet Secretary for Education and Lifelong Learning as a new public body, charged with supporting quality and improvement in Scottish education and thereby securing the delivery of better learning experiences and outcomes for Scottish learners of all ages. This link focuses on inclusion and diversity.
<u>The Scottish Social Services Council</u>	<p>The Scottish Social Services Council (SSSC) is responsible for registering people who work in social services and regulating their education and training.</p> <p>Their role is to raise standards of practice, strengthen and support the workforce and increase the protection of people who use services. Their vision is a competent, confident workforce, capable of delivering high quality services that has the confidence of the public, those who use services and their carers.</p>
<u>Inclusion Scotland</u>	A national link of a consortium of organizations of disabled people and disabled individuals.
<u>CALL SCOTLAND</u>	CALL is both a Service and a Research Unit. It open to anyone in Scotland concerned with communication difficulties, particularly in a learning context
<u>The Scottish Government</u>	This links focuses on the Equality Act 2010 (Specific Duties)(Scotland) Regulations 2012.
<u>Additional Support for Learning</u>	This is a link that focuses on the Additional Support for Learning and the Additional Support for Learning Act.
<u>The Scottish Government's Learning Directorate</u>	The Learning Directorate has responsibility for Scottish Government policy on school based learning and national qualifications, through partnership working and shared priorities as encapsulated by Curriculum for Excellence
<u>The General Teaching Council for Scotland</u>	The General Teaching Council for Scotland, is the independent professional body which promotes and regulates the teaching profession in Scotland



<u>Disability Rights UK</u>	<p>A UK based organisation aimed to mobilise disabled people's leadership and control. Achieve independent living in practice. Break the link between disability and poverty. Put disability equality and human rights into practice across society</p> <p>Their mission is to strengthen the voice of disabled people to make our rights real, as an effective national organisation led by people with a wide range of impairments or health conditions.</p>
<u>Contact a Family</u>	<p>Contact a Family is the only national charity that exists to support the families of disabled children whatever their condition or disability.</p>
<u>UK Government website for Disabled People</u>	<p>This resource gives information from the UK government on rights, benefits, carers, and the Equality Act.</p>

Finland

<u>Link</u>	<u>Summary</u>
www.kynnys.fi	KYNNYS: The Threshold Association is a disability organization that was founded in 1973 by disabled people and its main mission is based on three elements, human rights, independent living and culture, all to empower disabled people in Finland.
http://www.d4.fi/	D4 network promotes and develops accessible services and products that respect the diversity of users and their specific needs.
http://www.kvtl.fi/fi/etusivu/in-english/	The mission of Inclusion Finland KVTL is to provide support for its members, protect and develop the social equality and rights of the intellectually disabled and their families, and act to promote its members' quality of life.
http://www.ruskis.fi/en	RUSKIS - Centre for Learning and Training is a state-owned special school in Helsinki providing comprehensive education. Eighty-three physically disabled children and youths currently study at Ruskis. We offer preschool and primary education as well as rehabilitation to support learning. Pupils from other schools in need of special education—from preschool to supplementary education—may apply to study at Ruskis.
http://www.aeo.fi/	Association for teachers in special education is a collective body for all teachers in Finland that are involved in special education to share experience, information and resources in teaching for pupils and students with special needs.

Spain

<u>Link</u>	<u>Summary</u>
Department of Education. <i>Generalitat de Catalunya</i>	<p>The Department of Education of the Government in Catalonia is the <u>public body</u> with responsibility for education in the field of non-university education. The current Minister of Education is Irene Rigau i Oliver (CDC) since 29 December 2010. The Department has a capacity of decision regarding compulsory education and recently vocational and adult education were also incorporated. Although university education is beyond their powers, in some of the legislatures, the two departments were together</p>
<p>Ministry of Education and Science (MEC)</p> <p>Ministeri d'Educació i Ciència (MEC)</p>	<p>The Ministry of Education, Culture and Sport is the department of the spanish state, Central Government responsible for:</p> <ul style="list-style-type: none"> -The proposal and implementation of the government s policy in education, vocational training and universities. -The promotion, protection and dissemination of the spanish heritage, national museums and arts. As well as books, readings and literary creation, cinematographic and audiovisual activities and state libraries, in conclusion the promotion and dissemination of culture in spanish. -The proposal and implementation of government policy s in sport. <p>Also, it is up to the department to promote cooperation activities in coordination with the Ministry of Foreign Affairs and Cooperation Ministerio de Asuntos Exteriores y de Cooperación of international relations in education, culture and sport.</p>
<p>Equip d'assessorament psicopedagògic (EAP)</p> <p>Pedagogical counseling</p>	<p>EAP are counseling and advisory teams of professionals that support teachers and schools in order to responding diversity of students and pupils with special educational needs and their families. The EAP are part of the educational zone services (SEZ) in conjunction with the pedagogical resource centers (CRP) and advisory teams in language, intercultural and social cohesion (ELIC)</p>
<p>Centre de desenvolupament infantil i atenció primèria (CDIAP)</p>	<p>Centers aimed at families and children from 0 to 6 years who find themselves in one of these situations:</p> <p>Children who do not need any special attention, but their family and or social environment in which they live</p>

<p><u>Development and childcare center.</u></p>	<p>may make it necessary.</p> <p>Children who, in normal conditions, do not get an appropriate development to their age and, therefore, require support or special attention .</p> <p>Children who have obvious deformities, birth defects, brain damage of any origin and other anomalies.</p>
<p><u>Centre de salut mental infantil i juvenil (CSMIJ)</u></p> <p><u>Children and youth health mental center. (CSMIJ)</u></p>	<p>The CSMIJ services are specialized services in psychiatric care, mental health and primary health care support. They are aimed at children and young people from 0 to 18 who have a mental disorder and his severity and / or complexity, can not be addressed only within the scope of the services of primary health care.</p>
<p><u>Centre de recursos educatius deficients auditiu (CREDA)</u></p> <p><u>Deaf educational resource center.(CREDA)</u></p>	<p>Specific educational services to support the pedagogical activity of centers in their action with students with severe disorders of hearing, language and / or communication that interfere with their social person and curriculum</p>
<p><u>Centre de recursos educatius deficients visuals (CREDV)</u></p> <p><u>Visually impaired educational resource center.(CREDV)</u></p>	<p>Specific educational services to support the pedagogical activity of centers in their action with students with blindness or serious vision disorders, in collaboration with the ONCE.</p>
<p><u>Organizació Nacional de Cecs Espanyols (ONCE)</u></p> <p><u>National Organization of Blind Spanish (ONCE)</u></p>	<p>The institution, over the years, has created a system of specialized social services for blind people which is now a base for blind associations from around the world and a reference for professionals in the social sphere. Services in this mentioned system work on rehabilitation to help blind people to overcome their difficulties and to develop themselves personally and professionally.</p>
<p><u>Unitat de tècniques augmentatives de la comunicació (UTAC)</u></p> <p><u>Augmentative communication techniques unit (UTAC)</u></p>	<p>The UTAC is an external service of the Faculty of Psychology of the University of Barcelona. UTAC includes UTAC Sirius, in partnership with the Department of Social Welfare and Family, and Education UTAC, in agreement with the Department of Education of the catalan Government.</p> <p>UTAC service is aimed at people with motor disabilities who require augmentative and alternative forms of communication and computer access, games adapted and assisted mobility.</p>
<p><u>Departament de Benestar Social i Família</u></p> <p><u>Department of Social Welfare and Family</u></p>	<p>The role of the department is to look after population in a social risk position. It is also in charge of the Community Action, coordinates and manages the social and civic network equipment and gives support</p>

	to the organizations and volunteers.
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Greece

<u>Σύνδεσμος</u>	<u>Σύντομη</u>
<p>www.minedu.gov.gr</p> <p>Ministry of National Education and Religious Affairs</p>	<p>The Department of Special Education is part of the Ministry of Education, responsible for special education issues. He supervises all public and private structures of special education in Greece</p>
<p>www.disabled.gr</p> <p>Disability Now</p>	<p>Portal which is the basic way of communication between structures dealing with special education and disabilities</p>
<p>www.autismhellas.gr</p> <p>Autism – Asperger</p>	<p>It runs in Saint Sophia Children's Hospital under the responsibility of the Ministry of Welfare and Social Security. Its aim and purpose is the distribution of knowledge and information. It addresses to the people with autism as well as to their families, the professionals and all citizens who are interested in the topic Autism.</p>
<p>www.aphasia.gr</p> <p>Portal for Aphasia</p>	<p>The Greek Association for Aphasia is a non-profit organization founded in 1998 with the help and assistance of the International Association for Aphasia (Association International Aphasie) and Aran program of the European Commission to promote and create clubs for people with aphasia</p>
<p>www.noesi.gr</p> <p>Portal NOESI</p>	<p>Portal for Special Needs issues</p>
<p>www.mitnet.gr</p> <p>National Foundation for the Protection of the Deaf</p>	<p>The National Foundation for the Protection of the Deaf is an agency most dealing with people suffering from problems with their hearing and speech which gathers all the local institutions under its umbrella. The portal provides information about Employment, Information on deafness and support to these social groups, Educational and Distance Learning, issues of Local and Regional Development, and the subsection dealing with European Programmes and Initiatives.</p>

<p><u>www.aspergerhellas.org</u></p> <p>Greek Autistic Adults– Asperger</p>	<p>The purpose of the Association is the promotion and protection of abilities, interests and needs of Greek adults who have Autism, Asperger (Asperger Syndrome) and HFA (high functioning autism) and improving their quality of life.</p>
<p><u>www.eepe.gr</u></p> <p>Greek Special Education Association</p>	<p>The aims of the Association is charitable and non-profit. The establishment and activities aim at the successful recovery of emotional, mental and physical balance of people, particularly children with special educational needs, and at better and more effective treatment in order to achieve a complete and smooth acceptance and inclusion in family, educational and social environment.</p>
<p><u>www.keat.gr</u></p> <p>Center for Education and Rehabilitation of the Blind</p>	<p>The fundamental objectives of the K.E.A.T is the training and education of blind children in all areas of development, the integration of the pre-school age in society with the implementation of specific programs aiming at social education and the acquisition of independence.</p>
<p><u>www.specialeducation.gr</u></p> <p>Association of Special Education</p>	<p>Association that deals with information and activities for special education</p>

Appendix 2- List of FIESTA Partners

Enable Ireland Disability Services Ltd (coordinator), Ireland-



Universal Learning Systems (ULS), Ireland-



The University of Edinburgh, United Kingdom



Afdeling OPDC Augustinuscolle, Netherlands



EuroEd Foundation, Romania



Pi Del Bugar, Spain



CMO, Netherlands-



Context Learning Finland-



Centre for Inclusive Education, Bulgaria



University of Nicosia, Cyprus



Platon School, Greece



