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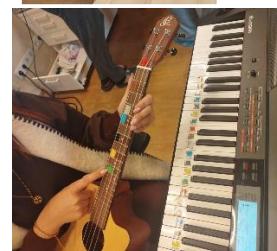
Participating in this Erasmus+ job-shadowing activity as part of our Erasmus+ Accreditation project provided valuable insights into inclusive education and the different ways schools support learners with diverse needs. One of the key lessons learned was that inclusion requires flexibility rather than a one-size-fits-all approach.



In the schools visited, students with additional learning needs were supported through a range of measures designed to promote their participation and success. While many students remained in mainstream classrooms, others received targeted support in small groups or specialised classes with a maximum of six students. These classes were led by professional teachers and allowed students to move between mainstream and specialised settings according to their individual needs.

Teachers faced the challenge of supporting mixed-ability classes while ensuring that every learner could progress. Adapted assessments, simplified curriculum, structured learning materials, and continuous monitoring helped students achieve their potential. The use of sensory spaces, communication boards, visual supports, and calming areas further demonstrated a commitment to meeting students' academic, social, and emotional needs.

A particularly important message from this experience was that inclusion is about providing the most appropriate support for each child. Decisions regarding placement were made with the child's development and well-being at the centre. This experience reinforced the belief that every learner deserves opportunities to participate, belong, and succeed in education.





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