II. SPECIALIOSIOS IR SPECIALIOSIOS PEDAGOGINĖS PAGALBOS TEIKIMAS

II. PROVISION OF SPECIAL AND SPECIAL EDUCATIONAL SUPPORT

MOKINIŲ SPECIALIŲJŲ POREIKIŲ TENKINIMAS INKLIUZINIO UGDYMO KONTEKSTE: JUNGTINĖS KARALYSTĖS PATIRTIS

Algirdas Ališauskas, Stefanija Ališauskienė, Daiva Kairienė
Šiaulių universitetas
P. Višinskio g. 25, LT-76351 Šiauliai
Susan Jones
Mančesterio municipalinis universitetas
799 Wilmslow Rd., Mančesteris M20 2RR, Jungtinė Karalystė

Straipsnyje pristatomi tyrimo[1] dalies rezultatai, kurie padėjo atskleisti Jungtinės Karalystės (JK) patirtį, taikant specialiųjų poreikių turintį mokinių ugdymo formas ir būdus inkliuzinio ugdymo kontekste. Naudojant dokumentų (teisės aktų, tyrimų, antrinių šaltinių) analizę, antrinę statistinių duomenų analizę, pusiau struktūruotą interviu su ekspertais, išanalizuotas specialiųjų ugdymosi poreikių (SUP) turinčių mokinių pasiskirstymas pagal ugdymo formas, išryškintos elgesio ir emocijų sutrikimų, autizmo spektro sutrikimų turinčių mokinių ugdymo patirtys, taip pat SUP turinčių mokinių ikiprofesinio ir profesinio ugdymo specifika. Tyrimas parodė, kad inkliuzinis ugdymas JK laikomas švietimo sistemos prioritetu, kuriam būdinga: individualizuotas požiūris į visų mokinių ugdymą, neišskiriant turinčių į specialiųjų ugdymosi poreikių; mokyklų sistemos lankstumas siekiant atsižvelgti į mokinių poreikių įvairovę; visų ugdymo proceso dalyvių problemų sprendimas bendradarbiaujant; socialinis požiūris į SUP tenkinimą, akcentuojant ne vien tik vaiko problemos sprendimą, bet ir mokymosi trukdžių mokykloje mažinimą; diferencijuotas mokinių pasiekimų vertinimas. JK gali būti išskiriamos tokios mokinių, turinčių SUP, ugdymo(si) formos: mokymasis bendrojo lavinimo mokyklose, šių mokyklų specialiosiose klasėse ar skyriuose (pagalbą teikia mokytojas ar (ir) mokymo padėjąjas, kitų institucijų teikiama (ne)tiesioginė pagalba); specialiosiose (pagalba mokiniams, turintiems konstatuotą SUP) ir specializuotose mokyklose (ekspertizės centrai orientuoti į tam tikros mokinių, turinčių SUP, grupės ugdymą); mokinių nukreipimo skyriuose (mokinių, pašalintų iš mokyklų, ugdymas, mokinių sugrąžinimo į mokyklas programų įgyvendinimas, pagalbos tėvams organizavimas); mokymas(is) namuose (mokiniams, turintiems žymią fizinę negalią ar didelių sveikatos problemų).

Esminiai žodžiai: *specialieji ugdymosi poreikiai, inkliuzinis ugdymas, ugdymo formos, JK patirtis.*

Įvadas

Tarptautinės vokoje *inkliuzija* vartojama politiniuose ir su ugdymo praktika susijusiuose dokumentuose. Inkliuzijos sąvoka kur kas labiau nei integracija ar vaiko įtraukimas į bendrojo ugdymo sistemą (angl. *mainstreaming*) yra įsitvir-

tinusi įvairiuose kontekstuose – politiniame, socialiniame, ugdymo, psichologijos. Inkliuzinis ugdymas vertinamas kaip tęstinis ir siejamas su tokia ugdymo (švietimo) sistema, kai mokykloje, siekiant įgyvendinti teisingumo principą, pripažįstama vaikų įvairovė (Thomas, Vaughan, 2010). Tačiau priklausomai nuo to, kokiuose kontekstuose analizuojamos ugdymo sistemos ir situacijos, dažnai inkliuzijos ir integracijos sąvokos vartojamos kaip sinonimai arba atspindi vieno proceso skirtingus lygmenis.

Ugdant mokinius, turinčius SUP, daugelyje Europos šalių dominuoja inkliuzinio ugdymo

nuostata, ta iau kartu patiriamas išš kis – *kaip ugdyti vaikus klas je, esant didelei j geb jim ir poreiki vairovei bei skirtumams?*

Europos specialiojo ugdymo pl tros agen t ros dokumentuose (Inclusive Education and Classroom Practice Summary Report, 2003 ir kt.) teigiama, kad *integruot ir (ar) inkliuzin ugdym labiausiai lemia tai, kaip mokytojas dirba klas je, taip pat tai, kaip mokykla organizuoja ugdym .* Realizuodamas inkliuzin ugdym , mokytojas klas je gali taikyti vairius ugdymo b dus ir modelius, kurie padeda veikti skirtumus klas je (diferencijuotas mokymas, vairi lygi užduotys ir kt.).

Inkliuzinio ugdymo s km ir kokyb di dele dalimi priklauso nuo *mokytoj nuostat* (Inclusive Education and Classroom Practice Summary Report, 2003 ir kt.) mokinius, turin ius SUP, bei jiems prieinamus resursus; taip pat nuo *mokytojo geb jim paskirstyti tuos resursus* mo kiniams bendrojo lavinimo klas je. Resursais šia me kontekste gali b ti laikoma ne tik *mokomoji medžiaga, mokymo metodai* ir pan., bet ir *s nau dos laiko*, kurio reikia, norint tinkamai parengti užduotis mokiniams, taip pat *mokytojo kompe tencijos*, gyjamos studijuojant, per praktik ir pan. Ugdant vairi geb jim ir poreiki (tarp j ir turin i j SUP) mokinius, mokytojui reikia pa pildomo laiko, mokomosios medžiagos bei speci fini žini . Svarbus ir mokytojo pasirengimas (ži nios, supratimas, geb jimai, jautrumas), siekiant sukurti palankius mokini tarpusavio socialinius santykius.

Inkliuzinio ugdymo praktikai JK, taip pat ir kit Europos šali mokyklose didel s takos tur jo nuo 2000 m. Inkliuzinio ugdymo tyrim centro (Centre for Studies on Inclusive Education) prad tas gyvendinti *Inkliuzijos indeksas* (Booth, Ainscow, 2002). Šis dokumentas padeda mokykloms kurti inkliuzin mokykl ir per inkliuzin praktik pagerinti mokyklos prieinamum visiems mokiniams. Dokumento esm atskleidžia trys tarpusavyje susijusios dimensijos: *inkliuzin s politikos formavimas, inkliuzin s praktikos gyvendinimas, inkliuzin s kult ros k rimas.* Bet kokie mokyklos poky iai turi b ti siejami su šiomis dimensijomis. Itin svarbus vaidmuo skiriamas inkliuzinei mokyklos kult rai – dalijimasis inkliuzin mis vertyb mis ir bendradarbiavimu gr sti santykiai dažniausiai teigiamai veikia inkliuzin s politikos formavim ir inkliuzin praktik . Esminiai *Inkliuzijos indekso* konceptai yra: *inkliuzija; mokymosi ir dalyvavimo trukdžiai*; *resursai, užtikrinantys mokym si ir dalyvavim ; parama vairovei* (t. y. vairi geb jim ir poreiki turintiems mokiniams) (Thomas, Vaughan, 2010).

Lietuvos švietimo politika taip pat orientuota inkliuzin ugdym , tod l šiame kontekste pasidalijimas kit šali (toki , kaip JK) patirtimi yra labai svarbus.

Atliekant tyrim , buvo keliami tokie **probleminiai klausimai:** *kokia yra JK patirtis ugdant SUP turin ius mokinius? Kokios SUP turin i mokini (ypa elgesio ir emocij bei autizmo spektro sutrikim atvejais) ugdymo formos taikomos JK? Kaip JK organizuojamas SUP turin i mokini dalyvavimas profesinio / ikiprofesinio rengimo sistemoje?*

Tyrimo objektas – SUP turin i mokini ugdymo patirtis Jungtin je Karalyst je.

Tyrimo tikslas – išanalizuoti SUP tenki nimo sistem JK ir atskleisti SUP turin i moki ni ugdymo patirtis, kurios gali b ti naudingos inkliuzinei ugdymo praktikai Lietuvoje.

Siekiant atsakyti tyrimo klausimus, analizuoti tokie aspektai: 1) SUP turin i mokini ugdymo teoriniai prioritetai ir problemos, kylan ios praktikoje; 2) SUP identifikavimo ir tenkinimo b dai, ugdymo formos bei mokini pasiskirstymas pagal ugdymo(si) formas; 3) rekomendacijos SUP turin i mokini ugdymo tobulinimui; 4) šalies patirtys ugdant elgesio ir emocij bei autizmo spektro sutrikim turin ius mokinius; 5) SUP turin i mokini ikiprofesinio ir profesinio ugdymo bei orientavimo teorin s nuostatos ir praktinio realizavimo modeliai.

Tyrimo metodai ir imties charak teristika. Tyrimo tikslui realizuoti pasirinktas kompleksinis tyrimo metodas. SUP turin i mokini ugdymo patir i analiz grindžiama ugdymo reglamentavimu *JK (9 dokument , 7 mokslin s literat ros šaltini turinio analiz)*[2], antrini šaltini analize (*9 tyrim ataskait , statistini duomen analiz* [3]) bei ekspert [4] išvadomis *(pusiau strukt ruotas interviu)*. Interviu atliktas su JK ekspertais (N = 3) – Kanteburio Kristaus Bažny ios universiteto mokslininkais.

---

[2] Dokumentai, tyrimai bei interviu duomenys renkami, atsižvelgiant Lietuvos Rerspublikos specialiojo ugdymo statyme suformuluotas nuostatas, kad SUP mokini ugdymo formos yra šios: visiška integracija (inkliuzija); dalin integracija; ugdymas specialiojo ugdymo staigoje; ugdymas namuose. Ugdymo b dais laikoma pedagogin pagalba, ugdymo organizavimas ir kt. priemon s, leidžian ios užtikrinti kokybišk ugdym (si).

[3] Naudojamasi šiose duomen baz se pateikiamomis tyrim ataskaitomis, statistiniais duomenimis: http://www.dcsf.gov.uk/ – Department for children, schools and families; http://www.teachernet.gov.uk – Teachernet; http://eacea.ec.europa.eu/education/eurydice/index_en.php – Executive agency: education, audiovisual, culture.

[4] Ekspert interviu tikslas papildyti bei patikslinti oficialiuose dokumentuose, tyrim ataskaitose ir kituose literat ros šaltiniuose pristatom informacij apie SUP turin i mokini ugdymo reglamentavim .

Ekspertai⁵ pasirinkti, atsižvelgiant j patirt inkliuzinio ugdymo srityje. Tekste ekspert mintys pateiktos koduotai.

Tyrimo rezultatai

Teoriniai SUP turin i mokini ugdymo prioritetai ir reali praktika. Jungtin je Karalyst je SUP turin i mokini ugdymas orientuotas *inkliuzin praktik ,* kuri, kaip idealusis siekiamyb s modelis, apibr žiama šalies dokumentuose (*Educational Needs and Disability Act,* 2001*; Code of Practice,* 2001*; Removing Barriers to Achievement,* 2004*; Inclusive Schooling,* 2001; ir kt.) ir atliktuose moksliniuose tyrimuose (Ellis, Tod, Graham-Matheson, 2008; Ekins, Grimes, 2009; Ainscow, Booth, Dyson, 2006; Booth, Ainscow, 2002; ir kt.).

Mokyklose gyvendinant inkliuzin ugdym , pasak mokslinink , tyrin jan i ši srit (Ellis, Tod, Graham-Matheson, 2008), vis dar susiduriama su tam tikrais sunkumais.

Ekspertai pirmiausia akcentuoja švietimo politikos spragas, pasireiškian ias *atotr kiu tarp bendrojo ir specialiojo ugdymo sistem* :

Demokratijos poži riu bendrojo ugdymo sistema, „aukšto lygmens" sistema yra dešin je, specialiojo ugdymo – kair je pus je. Dažnai ši sistem politika yra prieštaraujanti viena kitai <...> politika tur t b ti pertvarkyta <...>. Specialieji mokini poreikiai ir j ugdymas visada aptariami atskirai nuo bendros švietimo sistemos. Prielaida inkliuzinei praktikai gyvendinti laikoma <...> ugdymo program ir ugdymo proceso lankstumas, siekiant ribos tarp specialiojo ir bendrojo ugdymo išnykimo. [JK1]

Vienas iš inkliuzijos gyvendinimo prakti-koje trukdži JK politikos lygmeniu, pasak ekspert , yra *mokykl vertinimas pagal mokini ugdymosi pasiekimus, bet ne pagal pagalbos kokyb* :

Anglijoje mokykl kokyb s vertinimas yra labai siauras, neatsižvelgiama mokyklos kontekst , tik mokini mokymosi pasiekimus, nurodytus standartuose <...> mokyklos smerkiamos už blo-gus mokini mokymosi pasiekimus. Tai netei-singa. Jeigu mokytojai žinot , kad mokini mo-kymosi pasiekimai ir j darbas bus vertinami lanks iai, galb t jie lanks iau, diferencijuotai organizuot ir ugdymo proces . [JK3]

Siekiant vis mokini ugdymosi kokyb s, b tinas *personalizuotas poži ris mokym si,* kuris akcentuoja ugdymo atitikt kiekvieno

mokinio poreikiams, interesams, skatinamos jo turimos galios. Inkliuzija netur t b ti suprantama kaip vien tik SUP turin i mokini ugdymo forma (Ellis, Tod, Graham-Matheson, 2008), bet tur t apimti ir kit grupi mokini (talenting , angl kalbos mokymosi, kai kalba negimtoji, etnini mažum , sunkios sveikatos b kl s mokini , taip pat patirian i stres šeimose) ugdymosi poreiki tenkinim . Ekspert teigimu:

Inkliuzin mokykla tur t b ti pasirengusi teikti didžiul pagalbos vairov mokini ugdymosi poreikiams tenkinti, ne tik SUP turintiems mokiniams <...>. Nors siekiama vis mokini lygi galimybi ugdymuisi sudarymo, ta iau praktikoje pasitaiko atskirties atvej , kai <...> išlieka ekskliuzijos atvejai, kada mokiniai, turintys elgesio sunkum , ar varging šeim vaikai yra pašalinami iš mokykl . [JK2]

Siekiant visus mokinius ugdyti inkliuziniu b du, susiduriama su problema, kai *ne visos mokyklos yra tam pasirengusios*. Itin svarbu tobulinti mokytoj ir mokymo (angl. *teaching*) pad j j pasirengim teikti speciali j pedagogin pagalb :

Mokytojai dažnai n ra pasireng ugdyti SUP turin ius mokinius, ta iau ir kai kurie pad j jai n ra pakankamai kvalifikuoti. Didel dalis pad j j yra orientuoti pagalb mokantis dalyko, bet retai atsižvelgia mokomojo dalyko planavim , SUP mokini mokymosi strategij taikym . Kritikuotina mokytoj pad j j teikia-ma pagalba, kartais prieštaraujanti inkliuzijos vertyb ms: Vis dažniau mokymo pad j jo pa-galba kritikuojama. SUP turintis mokinys, ug-domas bendrojo tipo klas je, daugiausia kontak-t turi su mokymo pad j ju, tod l mokinys pra-randa kontakt su klas s mokytoju ir bendrumo su klase jausm , o mokytojas praranda reikm mokyti visus klas s mokinius, atsižvelgiant j turimus geb jimus ir poreikius. <...> n ra atsi-žvelgiama socialin inkliuzijos aspekt : kai mokinys n ra lygiavertis ir visiškai dalyvaujantis mokymosi ir bendravimo klas je narys. [JK2]

Inkliuzinis ugdymas, pasak ekspert , tur t b ti grindžiamas *socialiniu interakciniu bei sisteminiu poži riu* mokini ugdymosi problemas ir j sprendimo galimybes:

Tur t b ti laikomasi socialinio poži rio po-reiki tenkinim , kai akcentuojama socialin in-terakcija tarp mokinio ir mokyklos aplinkos. [JK2]
SUP kategorizavimas dažnai neturi jokios reikšm s, dažniau tur t b ti keliami tokie pagrindiniai klausimai: su kokiais trukdžiais susiduriama tenkinant mokinio poreikius? Kokios j veikimo galimyb s, siekiant geresni mokinio mokymosi pasiekim ? [JK2]
Pasitaiko prieštaravim tarp reglamentuojam prioritet ir praktikos: *Mokyklose negal dažniausiai suprantama kaip vaiko problema,*

---

⁵ Prof. dr. Tony Boothas – inkliuzinio ir tarptautinio ugdymo tyr jas, dirbantis šioje srityje per 30 met , daugelio publikacij apie inkliuzin ugdym autorius; vyr. lekt. dr. Peteris Grimesas – inkliuzinio ir tarptautinio ugdymo tyr jas; vyr. lekt. dr. Simonas Ellisas – inkliuzinio ugdymo ir vaik , turin i emocij ir elgesio sunkum , tyr jas.

bet ne aplinkos problema <...> s vok „specialieji ugdymosi poreikiai" reikt keisti s vok „trukdžiai mokymuisi ir dalyvavimui" <...>, t. y., jeigu kas nors susiduria su mokymosi sunkumais mokykloje, visi mano, kad vaikas turi problem , bet tai neb tinai vaiko problema <...> tai – mokyklos, statym sistemos sukurti trukdžiai. Praktikoje vis dar laikomasi medicininio poži rio, kuriuo remiantis stengiamasi SUP mokin ugdyti, siekiant „normos". Dažniausiai orientuojamasi individualias vaiko problemas, ta iau neteikiama reikšm sistemoje egzistuojan ioms problemoms <...> mažai m stoma, kaip reik t pakeisti mokymo b dus, kei iant mokymosi aplink , kuri b t palanki visiems mokiniams. [JK1]

Tyrime dalyvav ekspertai inkliuzin s praktikos gyvendinimo s km sieja su **mokyklos vidaus prioritetais,** kai d mesys sutelkiamas :
a) tolerancij mokini skirtumams:

<...> vienoje mokykloje yra laikomasi mokini skirtum tolerancijos ir stengiamasi neklijuoti etike i mokiniams, kitoje mokykloje tolerancijos n ra ir jau iama didžiul takoskyra tarp specialiojo ugdymo ir bendrojo ugdymo; <...> mokykl vadovai ir bent jau didžioji dalis mokyklos darbuotoj tur t laikytis inkliuzijos vertybi ir jomis tik ti; [JK3]

b) mokyklos geb jim lanks iai keisti vidaus politik ir praktik :

Svarbu ne koreguoti mokin , bet keisti tai, kas mokykloje sukelia jo mokymosi sunkumus <...> labai svarbus kiekvienos mokyklos, kaip visumos, tobulinimas. Mokytojai tur t b ti traukiami veiklos tyrimus, kuriais sprendžiamos praktin s problemos <...> Reikia veikti labai k rybiškai, aklai nesilaikant esam standart , o kuriant s kming staigos praktik ; [JK3]

c) bendradarbiavim sprendžiant problemas, ryši su kitomis mokyklomis ir vietin mis bendruomen mis k rim :

<...> mokyklos kult ra tur t b ti skatinanti dalyvauti visus; pasidalytas vadovavimas svarbus, nes tuomet sprendimai priimami bendrai, k rybiškai; darbas su t vais ir vietin mis bendruomen mis tur t b ti gr stas partneryste; problemos tur t b ti sprendžiamos visiems dirbant kolektyviai, ne individualiai generuojant id jas <...> geriausi sprendim tur t b ti ieškoma traukiant t vus, mokinius, ne tik mokytojus; mokytoj darbas tur t vykti bendradarbiaujant, kei iantis informacija, bendrai planuojant ugdym . [JK3]

Ekspert aptartos ugdymo praktikos problemos rodo, jog JK švietimo sistemai b dingos aiškios inkliuzin s nuostatos, ta iau inkliuzinis SUP turin i mokini ugdymas vis dar išlieka siekiamybe (Ainscow, 2005; Macbeath, Galton, Steward, Macbeath, Page, 2005; Ainscow, Booth, Dyson, 2006; Booth, Dyssegaard, 2008;

Ellis, Tod, Graham-Matheson, 2008; Ekins, Grimes, 2009; ir kt.).

SUP turin i mokini ugdymo formos ir b dai

Special j ugdym reglamentuojan iuose JK dokumentuose (Special Educational Needs and Disability Act, 2001*;* Code of Practice, 2001*)* pateikiamos mokini speciali j ugdymosi poreiki apibr žtys:

Mokymosi / ugdymosi sunkumai JK apibr žiami kaip didesni sunkumai negu tie, kuriuos patiria kiti to paties amžiaus mokiniai.

Specialieji ugdymosi poreikiai gali b ti *identifikuojami* mokyklos lygmeniu arba *konstatuojami* (angl. *with statement*) vietin s švietimo valdžios komandos (angl. *LEA – Local Educational Authorities*), jei mokyklos bei kit (sveikatos, socialini paslaug) institucij specialistai vieni negali identifikuoti SUP ir j veiksmingai tenkinti.

Specialioji pedagogin pagalba – tai papildoma pagalba, kuri teikiama mokiniui (Code of Practice, 2001). Ji gali b ti papildoma sveikatos, socialin s apsaugos sektori ar savanorišk organizacij , taip pat tarpsektorin s, tarpdisciplinin s komandos teikiama pagalba (Every Child Matters, 2003).

Išskiriami tokie SUP turin i mokini pagalbos teikimo *lygmenys: a) pagalba vaikui klas je* (angl. *School action*); *b) pagalba vaikui klas je, pasitelkiant papildomus resursus* (angl. *School action plus*); *c) pagalba vaikui konstatavus SUP* (angl. *with Statement*) (Code of Practice, 2001).

Pagalbos vaikui klas je (School action) lygmuo **–** tai mokytojo teikiama pagalba klas je, laikantis strategij , susijusi su SUP tenkinimu. Remdamiesi klas s mokytojo steb jim , bendr mokinio pasiekim vertinimu bei t v teikiamos informacijos pagrindu, mokyklos vadovas, SUP tenkinimo koordinatorius ir klas s mokytojas, naudodamiesi turima informacija apie ankstesn mokinio ugdymosi patirt , mokinio geb jimus, žinias ir galimybes bei patiriamus sunkumus, sukuria ugdymo program mokiniui. Ugdymo programa orientuojama mokinio g džius, numatant b tiniausi pagalb klas je. bendr mokymosi strategij laikym si traukiama tiek mokykla, tiek t vai namuose. Itin akcentuojamos SUP tenkinimo *strategijos,* kuri tur t b ti laikomasi kasdienin je praktikoje, atsižvelgiant mokini poreikius:

- komunikacijos bei interakcijos poreiki tenkinimo strategijos: lankstaus mokymosi s lyg sudarymas; pagalba vartojant suprantam kalb ir ugdant raštingumo g džius; augmentin s ir alternatyviosios

komunikacijos taikymas; pagalba komuni-
kuojant vairiose situacijose; pagalba ugdant
šnekam j ir rašom j kalb ; pagalba
vengiant komunikacijos sunkum , jei angl
kalba n ra pagrindin kalba;

- strategijos pažinimo bei mokymosi sunku-
mams veikti: lankstaus mokymosi s lyg
sudarymas; pagalba kalbant, argumen-
tuojant, simenant informacij , vartojant ir
suprantant abstrak ias s vokas; pagalba
ugdant raštingumo g džius; šnekamosios
angl kalbos ugdymas, siekiant pagerinti
pažinim ; nuoseklios veiklos ir organi-
zacini g dži formavimas; pagalba
sprendžiant problemas; bendrosios ir
smulkiosios motorikos lavinimo programos;

- emocij ir elgesio, socialin s raidos
sunkum veikimo strategijos: lankstaus
mokymosi s lyg sudarymas; emocin s
brandos bei socialin s kompetencijos ska-
tinimas; mokyklos l kes i , tvarkos ir
rutinos laikymosi skatinimas; pozityvi
interakcij su bendraamžiais ir suaugu-
siaisiais g dži ugdymas; pasikartojan io
netinkamo elgesio mažinimas; klas s /
mokyklos sistemos pertvarkymas; neigia-
mo, netinkamo elgesio kontroliavimas ir
pozityvaus elgesio skatinimas; pagalba
gr stos pozityvios aplinkos k rimas;

- sensorini ar fizini poreiki tenkinimo
strategijos: lankstaus mokymosi s lyg su-
darymas; fizin s mokyklos aplinkos pritai-
kymas; mokyklos politikos ir proces pri-
taikymas; alternatyviosios ir augmentin s
komunikacijos taikymas; taktilini ir kines-
tezini priemoni naudojimas; ugdymo
programos sisavinimas, specialistams pade-
dant pritaikyti fizin aplink ; kita nuolatin
specialist pagalba.

*Pagalbos vaikui klas je, pasitelkiant
papildomus resursus (School action plus),*
lygmuo – tai mokytojo teikiama pagalba klas je
(strategij taikymas, mokymosi turinio
diferencijavimas), pasitelkiant specialist
rekomendacijas, mokymo pad j jo pagalb ir kt.
Šis pagalbos lygmuo si lomas tada, kai mokinys
ilg laik nerodo pozityvi ugdymosi poky i ,
susiduria su sunkumais tam tikrose srityse arba
taikytos strategijos yra neveiksmingos. Tais
atvejais mokykloje planuojama intervencija,
sudaroma individualizuota ugdymo programa,
numatomi veiksmai, mokom j , technologini
priemoni panaudojimo galimyb s, mokomoji
medžiaga. T vai konsultuojami ir informuojami
apie taikomus veiksmus ir laukiam rezultat .
Pagalba nuolat analizuojama, stebimas vaiko

ugdymosi procesas, mokytojas konsultuojasi su
SUP tenkinimo koordinatoriumi bei specialistais.

Tais atvejais, kai mokykla neturi
pakankamai resurs tenkinti mokinio SUP,
pagalba teikiama kit institucij (sveikatos,
socialin s apsaugos sektoriaus, vietin s švietimo
valdžios specialist). Pagalba gali b ti teikiama
kaip tiesiogin intervencija (tiesioginis mokinio
mokymas: grupin ar individuali pagalba) ir
netiesiogin (specialist organizuojami mokymai
mokytojams, susij su mokymosi strategij
taikymu, patarimai; speciali priemoni
naudojimas, mokytoj ir asistent taikomos
strategijos), kuri praktikoje taikoma dažniau.
Numatytas individualus ugdymo planas (IUP)
 gyvendinamas klas s mokytojo, laikantis kit
institucij specialist teikiam rekomendacij .

*Pagalba vaikui konstatavus SUP (with
Statement).* Jeigu SUP tenkinimo koordinatorius
ir išor s specialistai mano, jog surinkta
informacija apie mokymosi sunkumus n ra
pakankama, suteikta pagalba n ra veiksminga
arba mokykla neturi galimybi tenkinti dideli
mokinio SUP, kyla reikm **konstatuojamajam
SUP vertinimui**, už kur atsakinga vietin
švietimo valdžia. Vietin s švietimo valdžios
funkcijos yra susijusios su: 1) konstatuojamosios
išvados apie SUP teikimu; 2) papildomos (t v ,
mokyklos, sveikatos ir socialines paslaugas
teikian i institucij bei savanoriškai veikian i
sektori) specialiosios pagalbos teikimo
koordinavimu; 3) SUP turin i mokini ugdymo
kokyb s (visaver io SUP turin i mokini
dalyvavimo mokyklos gyvenime, ugdymosi
pasiekim) kontrole; 4) pagalbos mokykloms,
tenkinant mokini SUP, teikimu ir dalyvavimu
priimant sprendimus d l ugdymo; 5) mokym
mokytojams, dirbantiems su SUP turin iais
mokiniais, organizavimu.

Dažniausiai SUP konstatuojami tiems
mokiniams, kurie turi žymi ir vairiapusi
mokymosi, elgesio, emocij ir socialini
sunkum , kalbos, kalb jimo ir komunikacijos
sutrikim . Šie mokiniai gali b ti ugdomi bendrojo
lavinimo mokyklose ar j specialiosiose klas se,
taip pat specialiosiose mokyklose, numatant tam
tikras papildomas, specifines ugdymo strategijas,
ugdymo program , teikiant reikiam specialist
pagalb . Pažymima, kad mokiniai, neturintys
konstatuot SUP, privalo mokytis bendrojo
lavinimo mokykloje (Code of Practice, 2001).

Visi pagrindiniai ugdym JK reglamen-
tuojantys dokumentai (Special Educational Needs
and Disability Act, 2001; Code of Practice, 2001;
Inclusive Schooling, 2001; Removing Barriers to
Achievement, 2004; Special Educational Needs
and Disability: Towards Inclusive Schools, 2004;

ir kt.) akcentuoja bendrojo lavinimo mokykl lankstum ir atvirum tenkinant mokini SUP. Praktikoje mokiniams ugdymo staiga bei ugdymo forma parenkama, atsižvelgiant ugdymosi poreiki tenkinimo kokyb s užtikrinim , remiantis mokinio, t v , mokytoj ir vietin s švietimo valdžios nuomon mis.

Išskiriamos šios SUP turin i mokini ugdymo(si) formos: mokymasis bendrojo lavinimo mokyklose (angl. *mainstream schools*), specialiosiose ir specializuotose mokyklose (angl. *special maintained schools, special non-maintained schools, specialised schools*), mokini nukreipimo skyriuose (angl. *pupils' referral units*); retais atvejais skiriamas mokymas namuose (angl. *home education*).

SUP tenkinimas bendrojo lavinimo mokyklose yra visos mokyklos atsakomyb : mokyklos vadovyb s, mokyklos vadovo, SUP tenkinimo koordinatoriaus, SUP tenkinimo komandos bei kit mokyklos pedagog . Visi mokytojai laikomi SUP turin i mokini mokytojais.

Mokyklos vadovyb numato SUP mokini ugdymo politik , užtikrina mokini SUP tenkinim ir ugdymo kokyb , teikia informacij vietinei švietimo valdžiai apie SUP tenkinim , konsultuojasi vairiais klausimais; užtikrina mokini , turin i SUP, gerov mokyklos bendruomen je; teikia informacij t vams apie SUP turin i mokini ugdymo tvark ; skiria atsaking asmen , kuris turi pranešti mokytojams, dirbantiems su mokiniu, apie vietin s švietimo valdžios konstatuot išvad , susijusi su SUP.

SUP tenkinimo koordinatorius ir specialist komanda atsakingi už strategin SUP turin i mokini ugdymo politik mokykloje, koordinuoja ir priži ri kasdienin speciali j pedagogin pagalb , artimai dirbdami su mokytojais, t vais, kitomis agent romis, teikia darbo gaires, konsultuoja mokytojus ir pad j jus siekiant tinkamos SUP turin i mokini ugdymo kokyb s.

Specialiojo ugdymo organizavimo tvarka priklauso nuo mokyklos pasirinkimo ir resurs . Tyrime dalyvavusi ekspert teigimu, JK bendrojo lavinimo mokyklose gali b ti:

1) grup s ir (ar) skyriai mokiniams, patiriantiems tam tikro pob džio sunkum :

Bendrojo lavinimo mokyklose gali b ti skyriai (pvz., mokiniams, turintiems disleksij), kuriuose mokinys praleidžia dal laiko, o kitu laiku mokosi bendrojo lavinimo klas je. Taip pat gali b ti sudaromos grup s mokiniams, patiriantiems tam tikro dalyko (pvz., matematikos) mokymosi sunkum ; [JK2]

2) atskiros (specialiosios) klas s bendrojo lavinimo mokyklose:

Mokyklos nusprendžia, kad tam tikros SUP kategorijos mokiniai mokysis atskiroje klas je, nes taip lengviau dirbti klas s mokytojui, be to, taip lengviau pasteb ti mokinio pasiekimus; [JK2]

3) bendrojo tipo klas s, skiriant mokymo pad j jo pagalb :

Mokyklos, nusprendusios visus SUP mokinius ugdyti bendrojo lavinimo klas je, taiko mokymo pad j jo pagalb mokiniui; [JK2]

4) bendrojo tipo klas je teikiama mokytojo pagalba:

Inkliuzin s praktikos sistemos siekiamyb – specialiosios pedagogin s pagalbos teikimas bendrojo tipo klas je klas s mokytojo. Tod l svarbu, kad mokytojai b t pasireng tinkamai organizuoti SUP turin i mokini mokymosi proces , atsižvelgiant j mokymosi poreikius; [JK2]

5) multiinstitucin tiesiogin ir netiesiogin specialist teikiama pagalba:

Mokyklose dažnai dirba ugdymo psichologas. Logopedo ir kit specialist paslaugos teikiamos sveikatos institucij . vairios institucijos bendradarbiauja. Dalis ši paslaug teikiamos klinikose, dalis – mokyklos aplinkoje. Kai pagalba teikiama mokykloje, specialistai turi daugiau galimybi pasikalb ti su mokytojais, t vais, geriau pažinti mokinio situacij mokykloje ir priimti bendrus sprendimus <...> dalis specialist konsultuoja mokymo pad j jus. Reikalingos išpl tot papildom paslaug mokyklos, kuriose paslaugos b t teikiamos vienoje vietoje. [JK2]

SUP turintys mokiniai JK bendrojo lavinimo mokykl priimami bendrai nustatyta tvarka, ta iau turi b ti garantuojamas SUP tenkinimas (Educational Needs and Disability Act, 2001; Code of Practice, 2001). Remiantis ekspert nuomone, JK mokini , turin i SUP, ugdymas bendrojo tipo klas se yra tobulintinas, nes mokyklos dar n ra visiškai pasirengusios inkliuzinei praktikai. Siekiant mokini ugdymo bendrojo lavinimo mokyklose bei atsisakant j ugdymo specialiosiose mokyklose ar specialiojo tipo klas se, si loma orientuotis *resurs / ekspertiz s centr bendrojo lavinimo mokyklose k rim* . [JK2]

SUP turin i mokini ugdymas specialiojoje mokykloje taip pat yra visos mokyklos atsakomyb : mokyklos vadovyb s, vadovo bei kit mokyklos nari . T vai, kuri vaikai turi konstatuotus SUP, turi teis pasirinkti specialiosios mokyklos pob d . Specialiojoje mokykloje mokinys, neturintis konstatuotos SUP išvados, gali mokytis tik esant šioms aplinkyb ms: jei yra gydomas ligonin je, kuri priskirta specialiajai mokyklai, ar mokiniui nuspr sta atlikti konstatuojam j vertinim (laukimo laikotarpiu), suderinus vis dalyvi – t v , specialiosios mokyklos vadovo, vietin s švietimo valdžios bei specialist nuomones.

Specializuotos mokyklos rekomenduojamos komunikacijos ir interakcijos sunkum , pažinimo ir mokymosi, emocij , elgesio ir socialini sunkum , sensorini ir fizini sutrikim atvejais. Šios mokyklos *laikomos SUP ekspertiz s centrais*, kurie skatinami dalytis patirtimi su specialiosiomis ir bendrojo lavinimo mokyklomis (Directorate-General for Education and Culture, 2008).

Mokini nukreipimo skyriai teikia pagalb tiems mokiniams, kurie tuo metu negauna reikiamo ugdymo (pvz*.,* mokiniai, turintys SUP, susijusi su emocij ir elgesio sunkumais, pašalinti iš speciali j ar bendrojo lavinimo mokykl ir kt.), taip pat j t vams, gyvendina mokini sugr žinimo mokyklas programas (Directorate-General for Education and Culture, 2008).

Specialiosios ir specializuotos mokyklos vaidina t stin vaidmen inkliuzinio ugdymo sistemoje. Jos skatinamos keistis turimomis kompetencijomis su bendrojo lavinimo mokyklomis, siekiant inkliuzijos (Inclusive Schooling, 2001; Removing Barriers to Achievement, 2004). Siekiant užtikrinti inkliuzin ugdym kaip sistem , kyla nauji išš kiai, keliami nauji reikalavimai, susij su: darbuotoj mobilumu, veikiant vairiuose mokyklos skyriuose, dalijantis ekspertin mis sritimis ir darbo su SUP turin iais mokiniais patirtimi bei inicijuojant edukacines veiklas (mokymus); mokini mokymosi vairiuose skyriuose galimybi sudarymu (lankant ir bendrojo lavinimo mokykl , ir speciali j mokykl); mokykl bendradarbiavimu, sutelkiant resursus, derinant j valdym , biudžet ; mokymosi sunkum turin i mokini pasiekim diferencijuotu vertinimu; speciali j ir bendrojo lavinimo mokykl sujungimu ateities programose ir pan.

SUP mokini ugdymas namuose teikiamas nam pedagog (angl. *Home educators*), siekiant t tiksl , kuri ne manoma užtikrinti mokiniui mokykloje. Ši SUP turin io mokinio ugdymo forma dažniausiai taikoma, kai vaikai turi žymi fizin negal ar sveikatos problem , reikalaujan i intensyvios prieži ros.

Ugdymas namuose dažniausiai skiriamas t v pageidavimu, esant neigiamoms mokini ugdymo mokykloje patirtims, susijusioms su: nepakankamu vaiko saugumu ir s lyg vaiko sveikatai užtikrinti mokykloje nebuvimu; mokykloje vaiko patiriamu stresu d l fizinio bendraamži smurto, privatumo stokos, paty i , nenoro bendrauti; nepasitenkinimu ugdymo kokybe bei nelanks ia ugdymo programa (blogi mokymosi pasiekim vertinimai, neužtikrinamas mokinio dalyvavimas jo m gstamoje veikloje); ilgo paslaug laukimo, specialist stokos, pašalinimo iš mokyklos atveju ar d l ribot galimybi tenkinti mokinio SUP; religini , kult rini , ideologini -

politini sitikinim nesutapimu su mokyklos prioritetais (Home Education Review, 2009; Hopwood, O'Neill, Castro, Hodgson, 2007).

Pagalb vaikui namuose organizuoja ir koordinuoja vietin švietimo valdžia. Ugdymas namuose neužkerta mokiniui specialist teikiam paslaug prieinamumo sveikatos paslaug sektoriuje (Home Education Review, 2009). Išskiriami tokie ugdymo namuose organizavimo prioritetai (Home Education Review, 2009):

- t v mokymas užtikrinti savo vaiko saugum , veikti ilgalaikius sveikatos sunkumus, mokyti vaik saugiai elgtis realiose situacijose, ugdyti vaik praktin se situacijose;
- specialiosios (gydytoj , vairi specialist , terapeut) pagalbos teikimas namuose ar lankantis SUP tenkinimo grup se;
- individualus, vaiko poreikius orientuotas ugdymas – ugdymas kitokiu b du nei ne s kmingai taikytu mokykloje; ugdymasis be patiriamo streso, atsižvelgus mokinio suvokimo lygmen ir savarankiškum , priimtin temp , pl tojant stipri sias geb jim sritis;
- savarankiškumo ir savitarpio pagalbos g dži formavimas ir ugdomi geb jimai elgtis realiose gyvenimo situacijose, skatinant savarankiškum ;
- skatinamas darbinis ugdymas (technologij valdymas, menin veikla); užtikrinama galimyb lankyti profesinio orientavimo kursus;
- socialinio dalyvavimo skatinimas – šeim su vaikais dalyvavimas laisvalaikio veiklose, vietini klub bei organizacij inicijuotose veiklose.

Apibendrinant galima teigti, jog mokini , turin i SUP, ugdymas JK organizuojamas bendrojo lavinimo mokyklose, j specialiosiose klas se ir specialiosiose mokyklose. Itin retais atvejais gali b ti skiriamas ugdymas namuose.

SUP turin i mokini pasiskirstymas pagal ugdymo formas

SUP turin i mokini pasiskirstymas pagal vairias ugdymo formas yra nevienodas; specialiosios pagalbos teikimo sistema, priklausomai nuo vietin s švietimo valdžios, gali b ti skirtinga. N ra aiškaus ir vienodo SUP turin i mokini pasiskirstymo pagal SUP sud tingum ir kategorijas skirtingo tipo mokyklose. Ši vairov priklauso nuo vietin s švietimo valdžios sprendim , skirting konstatuojamojo vertinimo kriterij , finansavimo galimybi , mokyklos nuostat ir praktikos (Ellis, Tod, Graham-Matheson, 2008):

Kai kuriose bendrojo tipo klas se yra mokini , turin i kur kas didesni negali , negu t , kurie mokosi specialiosiose mokyklose. Tai n ra sutrikimo lygmens klausimas, tai – vietov s klausimas. Viename JK regione apie 6 % mokini lanko speciali sias mokyklas, kitame – tik 2 %. Tai priklauso nuo valdžios. Ji nusprendžia, kiek mokini turi mokytis bendrojo lavinimo mokyklose <...> tai politinis sprendimas; pvz., Dauno sindromo atveju vieni link skirti ugdym specialiojoje mokykloje ir vaikui nepavyks ugdytis bendrojo lavinimo staigoje, ta iau kiti mano atvirkš iai – kad vaikas turi mokytis bendrojo lavinimo mokykloje; [JK1]

<...> sprendimas, kur ugdyti mokin , dažnai priklauso ir nuo vietin s valdžios finansin s pad ties. Dažniausiai valdžia teikia rekomendacijas d l mokinio ugdymosi formos, ta iau jeigu t vai nesutinka savo vaiko leisti speciali j mokykl , vietin valdžia atsižvelgia t v pageidavimus; [JK2]

Vaiko ugdymo situacija priklauso ir nuo mokyklos: pvz., gali ateiti mokinys, turintis speciali j mokymosi poreiki , ir mokykla gali pasakyti – mums jo nereikia; [JK1]

vairius poži rius lemia veiksni visuma: mokykl , mokytoj ir specialist poži ris, skirtingos ugdymo programos, finansiniai klausimai ir pan. [JK1]

Dokument analiz rodo, kad dažniausiai mokiniai, kuriems yra konstatuoti SUP, ugdomi bendrojo lavinimo mokyklose (51,9 %), ta iau didel j dalis (32,8 %) patenka ir speciali sias mokyklas (House of Commons Education and Skills Committee, 2006). SUP identifikavimas JK atliekamas nustatant sutrikimo kategorijas bei po-

reiki tenkinimo lygmenis, nors ir dokumentuose, ir tyrimuose, ir ugdymo praktikoje siekiama laikytis socialin s nuostatos, kuri akcentuoja mokinio s veikos su mokymosi aplinka mokykloje vertini- m . Šiame straipsnyje informacija apie SUP turin i mokini pasiskirstym pagal ugdymo formas grindžiama analizuot tyrim ataskait duomenimis (House of Commons Education and Skills Committee, 2006; Department for Children, Schools and Families, 2009; ir kt.) ir pateikiama laikantis SUP poreiki identifikavimo pagal sutrikimo kategorijas bei poreiki tenkinimo lygmenis.

Mokini pasiskirstymas pagal teikiamos pagalbos lygmenis. 2009 met tyrimo duomenys (Department for Children, Schools and Families, 2009) rodo, jog mokiniai, turintys SUP, sudaro 20,5 % vis mokini populiacijos, tarp kuri – 17,8 % mokini , kuriems teikiama *School action* ir *School action plus* pagalba. Reti (2,7 %) speciali j poreiki *konstatavimo* atvejai aiškinami tuo, jog dažnai inkliuzin s mokyklos turi didel patirt ir resursus, leidžian ius tenkinti mokini SUP, tod l n ra pagrindo kreiptis vietin švietimo valdži d l SUP konstatavimo (Audit Commission, 2002, cit. Ellis, Tod, Graham-Matheson, 2008).

Tyrimo ataskaitoje (Department for Children, Schools and Families, 2009) pateikiamas mokini , patirian i vairi ugdymosi sunkum , pasiskirstymas pagal gautos pagalbos lygmen 2008 m. visose JK mokyklose (žr. 1 lentel).

1 lentel

SUP turin i mokini pasiskirstymas pagal teikiam pagalbos lygmen , %

Mokymosi sunkum kategorijos	*Pagalba klas je, pasitelkiant papildomus resursus (School action plus)*	*Pagalba vaikui konstatavus SUP (with Statements)*
Pažinimo ir mokymosi poreikiai, susij su tokiais sunkumais, kaip:		
Specifiniai mokymosi sunkumai	15,1	6,4
Vidutiniai mokymosi sunkumai	30,1	20,7
Žym s mokymosi sunkumai	0,8	11,9
Žym s ir vairiapusiai mokymosi sunkumai	0,1	3,9
Elgesio, emocij ir socialin s raidos poreikiai, susij su tokiais sunkumais, kaip:		
Elgesio, emocij ir socialiniai sunkumai	27,6	14,3
Komunikacijos ir interakcijos poreikiai:		
Kalb jimo, kalbos ir komunikacijos sutrikimai	13,4	12,4
Autizmo spektro sutrikimai	2,7	16,2
Sensoriniai ir (ar) fiziniai poreikiai, susij su tokiais sunkumais, kaip:		
Klausos sutrikimai	1,7	3,1
Regos sutrikimai	0,9	1,8
Multisensoriniai sutrikimai	0,2	0,4
Fizin negal	2,1	7,1
Kiti sutrikimai:		
Kiti sutrikimai / sunkumai	5,3	1,8

School action plus lygmens pagalba dažniausiai teikiama pažinimo sunkum turintiems mokiniams: vidutini mokymosi sunkum (30,1 %), specifini mokymosi sunkum (15,1 %); elgesio, emocij ir socialin s raidos sunkum turintiems mokiniams (27,6 %) bei mokiniams, turintiems kalb jimo, kalbos ir komunikacijos sutrikim (13,4 %).

Tuo tarpu *SUP poreiki konstatavimas ir papildoma pagalba (with statements)* teikiama vidutini (20,7 %) ir žymi (11,9 %) pažinimo sunkum patiriantiems mokiniams; taip pat turintiems autizmo spektro sutrikim (16,2 %),

sensorini sutrikim : klausos (3,1 %), regos (1,8 %) ar fizin negal (7,1 %). Remiantis pateiktais duomenimis, galima teigti, jog SUP konstatavimo bei papildomos pagalbos poreikis siejamas su mokini patiriam sunkum lygmeniu bei sutrikimo nustatymu.

Mokini pasiskirstymas pagal ugdymo formas bei mokyklos tip . Pagalba *School action plus* gali b ti teikiama tiek bendrojo lavinimo, tiek specialiosiose mokyklose. SUP turin i mokini pasiskirstymas pagal mokymosi sunkumus ir ugdymo formas JK mokyklose 2008 metais pateikiamas 2 lentel je.

2 lentel

Mokini , kuriems teikiama *School action plus* pagalba, pasiskirstymas pagal mokymosi sunkumus ir ugdymo formas, %

Mokymosi sunkum kategorijos	Bendrojo lavinimo mokyklose	Specialiosiose mokyklose
	School action plus	
Pažinimo ir mokymosi poreikiai, susij su tokiais sunkumais, kaip:		
Specifiniai mokymosi sunkumai	14,8	2,4
Vidutiniai mokymosi sunkumai	28,8	4,9
Žym s mokymosi sunkumai	0,7	24,0
Žym s ir vairiapusiai mokymosi sunkumai	0,1	14,6
Elgesio, emocij ir socialin s raidos poreikiai, susij su tokiais sunkumais, kaip:		
Emocij , elgesio ir socialiniai sunkumai	28,0	14,9
Komunikacijos ir interakcijos poreikiai, susij su tokiais sunkumais, kaip:		
Kalb jimo, kalbos ir komunikacijos sutrikimai	14,3	6,6
Autizmo spektro sutrikimai	2,8	13,3
Sensoriniai ir (ar) fiziniai poreikiai, susij su tokiais sunkumais, kaip:		
Klausos sutrikimai	1,8	1,1
Regos sutrikimai	1,0	0,8
Multisensoriniai sutrikimai	0,1	0,2
Fizin negal	2,2	10,4
Kiti sutrikimai:		
Kiti sutrikimai / sunkumai	5,4	6,8

Bendrojo lavinimo mokyklose School action plus lygmens pagalb dažniau nei specialiosiose mokyklose gauna mokiniai, turintys: vidutini (28,8 %) ir specifini (14,8 %) mokymosi sunkum , elgesio, emocij sunkum (28,0 %), kalb jimo, kalbos ir komunikacijos (14,3 %) bei sensorini sutrikim .

Speciali sias mokyklas dažniausiai (97,3 %) lanko mokiniai, kuriems konstatuotas sutrikimas (pagal Department for Children, Schools and Families, 2009). *School action plus* pagalba *specialiosiose mokyklose* dažniau nei

bendrojo lavinimo mokyklose teikiama žymi (24,0 %) ir vairiapusi (14,6 %) mokymosi sunkum patiriantiems bei autizmo spektro sutrikim (13,3 %) ar fizin negal (10,4 %) turintiems mokiniams.

Atlikus *konstatuojam j* SUP vertinim , *papildoma pagalba* mokiniams gali b ti teikiama ir bendrojo lavinimo, ir specialiosiose mokyklose. Mokini , turin i SUP konstatuot išvad , pasiskirstymas pagal ugdymo form JK 2008 m. pateikiamas 3 lentel je.

3 lentel

**Mokini , kurie turi *konstatuot išvad*, pasiskirstymas pagal mokymosi sunkumus
ir ugdymo formas, %**

Mokymosi sunkum kategorijos	Bendrojo lavinimo mokyklose	Specialiosiose mokyklose
	Konstatuoti SUP / Statements	
Pažinimo ir mokymosi poreikiai, susij su tokiais sunkumais, kaip:		
Specifiniai mokymosi sunkumai	9,8	0,9
Vidutiniai mokymosi sunkumai	18,9	23,3
Žym s mokymosi sunkumai	3,8	23,7
Žym s ir vairiapusiai mokymosi sunkumai	1,0	8,4
Elgesio, emocij ir socialin s raidos poreikiai, susij su tokiais sunkumais, kaip:		
Emocij , elgesio ir socialiniai sunkumai	13,8	14,9
Komunikacijos ir interakcijos poreikiai, susij su tokiais sunkumais, kaip:		
Kalb jimo, kalbos ir komunikacijos sutrikimai	18,4	4,3
Autizmo spektro sutrikimai	16,5	16,1
Sensoriniai ir (ar) fiziniai poreikiai, susij su tokiais sunkumais, kaip:		
Klausos sutrikimai	2,9	1,8
Regos sutrikimai	2,8	1,0
Multisensoriniai sutrikimai	0,3	0,2
Fizin negal	8,6	4,9
Kiti sutrikimai:		
Kiti sutrikimai / sunkumai	3,2	0,5

Konstatavus SUP, ugdymas *bendrojo lavinimo mokykloje* dažniau nei specialiojoje mokykloje skiriamas specifini mokymosi (9,8 %), kalb jimo, kalbos ir komunikacijos (18,4 %), sensorini sutrikim bei fizin negal (8,6 %) turintiems mokiniams.

Ugdymas *specialiojoje staigoje* dažniau nei bendrojo lavinimo mokykloje skiriamas vidutini (23,3 %), žymi (23,7 %) ir vairiapusi (8,4 %) mokymosi sunkum patiriantiems mokiniams. Apie 2 % speciali j mokykl mokini dal laiko praleidžia bendrojo lavinimo mokykloje (žr. Removing Barriers to Achievement, 2004).

SUP turin i mokini *ugdymas namuose*, ekspert teigimu, apskritai retas reiškinys. Tyrimo ataskaitoje (Hopwood, O'Neill, Castro, Hodgson, 2007) teigiama, jog ugdomi namuose mokiniai sudaro 0,1–0,4 % visos mokini populiacijos.

Emocij ir elgesio sunkum turin i mokini ugdymas

JK Audito komisijos *(Audit Commission)* duomenimis, didži j dal iš mokykl pašalint mokini sudaro mokiniai, turintys DSHS, autistiško elgesio ir psichikos sveikatos problem . Tais atvejais ši mokini ugdymas organizuojamas specialiosiose mokyklose (Ellis, Tod, Graham-Matheson, 2008). Ugdant emocij ir elgesio sunkum turin ius mokinius, JK susiduriama su supratimo apie ši mokini poreikius stoka (House of Commons Education and Skills Committee, 2006). Mokini elgesio sunkumai dar dažnai vertinami kaip individualios vaiko problemos, pasigendama orientacijos aplink , kurioje vaikas gyvena, ir s veikas (Evans et al., 2003; Gammon, 2003, cit. Davis, Florian, 2004). JK atliekama daug mokslini tyrim , susijusi su elgesio ir emocij sunkum pažinimu ir veikimu, ta iau juose taip pat pasigendama sisteminio poži rio, stokojama pagalbos efektyvum atskleidžian i tyrim . Tyrimai dažniausiai orientuoti vaiko keitim , tr kum šalinim , retai taikomas kontekst orientuotas poži ris (Davis, Florian, 2004). Ekspertas [JK3] akcentuoja konteksto, t. y. pozityvios aplinkos mokykloje k rimo, svarb , norint s kmingai ugdyti mokinius, patirian ius emocij ir elgesio sunkum :

> *Tyrimai rodo, kad mokini , turin i elgesio sunkum , mokymasis mokykloje priklauso nuo to, kaip mokykla juos priima. Atliktas tyrimas, kuriame dalyvavo mokyklos, priiman ios iš kit mokykl pašalintus mokinius. Mokiniai, prad j lankyti šias mokyklas, v liau nebuvo pašalinami iš j . Kalbantis su šiais mokiniais, paaišk jo, jog pats svarbiausias dalykas, kur jie patyr , buvo tai, kad jie yra laukiami mokykloje, jais nenorima atsikratyti. Mokslininkai tai sieja su mokytoj nuostatomis. Mokyklos turi b ti pozityvios vaiko atžvilgiu ir teigti, jog „mums reikia to vaiko". Taip pat mokyklos turi kurti teigiam priiman i aplink ir atmosfer , užtikrinan i ger mokinio savijaut per vairiausius mažus dalykus: šventes, mokytoj kalb jim si su mokiniais pertrauk metu, ne tik pamokose. Reikia kalb tis su mokiniu, pamatyti, kuo jis gyvena, kaip jis jau iasi mokykloje, su kokiais sunkumais susiduria bendraudamas su bendraamžiais ir kaip j tai veikia. Tai leidžia*

mokiniui pajusti, jog jis mokytojui svarbus ir domus, kad juo r pinamasi. Šios s kmingai veikian ios mokyklos turi ger problem valdymo sistem ; r pinamasi, kaip išspr sti problemas, o ne kaltinti mokin . [JK3]

JK vyrauja nuostata, kad visi mokiniai, turintys SUP be konstatuotos išvados, tur t b ti ugdomi bendrojo lavinimo mokyklose. Jeigu mokinys pasižymi netinkamu elgesiu, bendrojo lavinimo mokykla netur t atsisakyti priimti j mokytis (Inclusive Schooling, 2001). Realiai didžioji dalis ši mokini ugdomi *bendrojo lavinimo mokyklose,* ta iau tre dalis – *specialiosiose mokyklose* (House of Commons Education and Skills Committee, 2006). Vis d lto dalis mokykl mano, jog vienintelis b das užtikrinti pagalb mokiniams, turintiems emocij ir elgesio sunkum , – pašalinti juos iš mokyklos.

Inkliuzin s politikos sistema tur t b ti atvira mokini ir j poreiki vairovei. Ta iau dažni išlieka ekskliuzijos atvejai, kada mokiniai, turintys elgesio sunkum , ar varging šeim vaikai yra pašalinami iš mokykl . [JK3]

Pašalinimas iš mokyklos neišsprendžia vaiko problem , tik sutrikdo jo mokym si ir nulemia ilgalaikius sunkumus ateityje. Tokiu atveju tur t b ti skatinamas mokykl bendradarbiavimas ir pasidalyta atsakomyb už pašalintus iš mokyklos ar rizik tam turin ius mokinius (Department for Education and Skills, 2004). Taip pat tur t b ti tobulinamos alternatyvios pagalbos formos, skatinamas pedagog mokym organiza-vimas, resurs pasitelkimas (House of Commons Education and Skills Committee, 2006).

Apibendrindami atlikt tyrim duomenis, Davis, Florian (2004) si lo taikyti tokias strategijas ugdant šios grup s mokinius:

- Elgesio valdymo programos, kuriomis skatinama bendraamži pagalba (angl. *peer-monitoring, tutoring*) (Hoza, 2000; McEvoy, Walker, 2000);
- Kognityviniai elgesio poži riai, skatinantys mokinius reguliuoti savo elges , mokantys savikontrol s, pyk io valdymo, sav s skatini-mo g dži . Ši strategija efektyvi, nes kei iant elges susilpn ja antisocialinis elgesys ir skatinamas užduot orientuotas elgesys (Ervin, Bankert, DuPaul, 1996; Van de Wiel, 2002; Miranda, Presentacion, 2000; Rey, 1998);
- Bihevioristiniai modeliai (pozityvaus elgesio skatinimas: apdovanojim sistema, neigiamo elgesio atvej mažinimo strategijos, pvz., pa-peikimai; atsakomyb s skatinimas: skatinimas suprasti savo elgesio pasekmes; taip pat efek-tyvus b das yra skatinti užduot orientuot

elges (Weiss, Weisz, 1995; Purdie, 2002; Root, Resnick, 2003; Fabiano, Pelham, 2003);
- vairi modeli ir poži ri deriniai (pvz., kognityvinio elgesio modelio ir šeimos tera-pijos), kurie padeda pasiekti geresni rezultat (Co-operative Group, 1999; National Institute of Mental Health, 2003);
- T v traukimas ugdymo proces ir j aktyvus dalyvavimas. Tyrimai rodo, jog t v mokymo programos, skatinan ios j galini-m , duoda geresni rezultat nei kognityvini elgesio poži ri taikymas, orientuotas tik vaik (Van de Wiel, 2002);
- Ugdymas, orientuotas vaiko aktyv dalyvavi-m , priimant sprendimus apie taikomas mokymo strategijas ir poži rius.

JK vyriausyb s priimtoje SUP tenkinimo strategijoje (Removing Barriers to Achievement, 2004) pateikiamos *rekomendacijos,* kuri tur t b ti laikomasi, skatinant s kming mokini , pati-rian i emocij ir elgesio sunkum , mokym si bendrojo lavinimo mokykloje:

1) Rekomendacijos *atskirties prevencijai*: stiprinti mokini nukreipimo skyri , speciali j mokykl , alternatyvios pagalbos vaidmen , skatinant partneryst ir vengiant ši mokini iškritimo iš mokyklos bei siekiant j sugr žinimo mokyklas; užtikrinti pagalbos kokyb vairiose aplinkose, mažinant ši mokini skai i specialiosiose mokyklose;

2) *Bendradarbiavimo su kitomis institucijomis*, teikian iomis pagalb , rekomendacijos: teikti vai-rias skirting institucij paslaugas; inicijuoti intensyvias, trumpalaikes ar ilgalaikes interven-cijas mokiniams, patyrusiems atskirt , bendradar-biaujant su kitomis institucijomis; keistis šios grup s mokini ugdymo patirtimi su kitomis mokyklomis;

3) *Pagalbos mokiniui organizavimo* rekomen-dacijos: sudaryti galimyb mokiniui lankyti mokyklos pagalbos centr (pvz., jei patiriamas stresas); d l pamokoje kilusi problem sudaryti galimyb mokiniui pab ti ramioje aplinkoje; suderinti individual darb ir mokym si paramos grup je, mokantis taikyti vairius konflikt sprendimo b dus; traukti mokin suplanuot program , skatinan i jo savigarb (jaunesni mokini prieži r , b nant grup s nariu, kurioje teikiama pagalba mokiniams, patiriantiems bendravimo problem);

4) *Turim resurs sutelkimo mokykloje* reko-mendacijos: numatyti pagrindin asmen mokyk-loje, kuris nuolat susitikt su mokiniu, užmegzt su juo ryš , reguliuot jo veiksmus, bendradar-biaut su kitomis staigomis, teikt informacij pedagogams, administracijai, derint j santykius

su mokiniu; siekt glaudesni ryši su šeimomis, žinot apie poky ius šeimoje, kurie gali lemti mokinio elges ; užtikrint vis pedagog pasirengim dirbti su mokiniais bei t vais; užtikrint , kad visi mokyklos darbuotojai dalyt si efektyviomis darbo su mokiniu strategijomis (trumpos instrukcijos, galimyb s rinktis suteikimas, g dijan ios kalbos vengimas ir kt.); skatinti lanks iau taikyti program ; sudaryti elgesio pagalbos planus ir visiems laikytis numatyt strategij ; sud tingais atvejais teikti mokymo pad j jo pagalb pamokose, kai mokytojas negali skirti tiek daug d mesio mokiniui.

Autizmo spektro sutrikim turin i mokini ugdymas

Autizmo tyrim apžvalgoje (Department for Education and Skills, 2006) akcentuojama autizmo grupi išskyrimo bei asmen orientuotos intervencijos svarba (Charman, Clare, 2004), ankstyvo autizmo nustatymo ir ankstyvosios intervencijos bei psichosocialin s pagalbos svarba, skatinant t v -vaik interakcijas ir ugdant vaiko socialin ir kalbos raid (Le Couteur, 2003), biomedicinin s intervencijos poveikis autistiško vaiko raidai (Charman, Clare, 2004). Kasmetin s ataskaitos (Department for Education and Skills, 2006) duomenimis, esant palankiam vietin s švietimo valdžios poži riui, mokiniai, turintys autizmo spektro sutrikim , gali b ti s kmingai integruojami bendrojo lavinimo mokyklas. Pažymima, jog autistišk mokini ugdymas labai priklauso nuo mokinio intelektini gali . Ugdymo formos skyrim šiems mokiniams lemia vietin s švietimo valdžios specialist patirtis ir nuostatos.

Šiuo metu autistiški mokiniai JK gali b ti ugdomi bendrojo lavinimo mokykloje ar šios mokyklos specialiojo ugdymo skyriuose, taip pat specialiose, autistiškiems mokiniams skirtose mokyklose. Nedidel dalis šios grup s mokini ugdomi internatin se mokyklose (angl. *residential schools*) arba namuose. Dažniausiai autistiški mokiniai ugdomi pagal individuali ugdymo program (IUP).

Pateikiamose šios grup s vaik ugdymo gair se (Department for Education and Skills, 2002) greta autizmo spektro sutrikimams b ding požymi aptariamas ir ugdymo pagalbos mokyklose organizavimas. Mokyklose taikoma pagalba vaikui ir t v mokymo programos. Pagalba apima elgesio analiz , bendravim , kasdieninio gyvenimo rutinos elementus, mokym (angl. *Gentle Teaching*). Taip pat taikomos ankstyvojo ugdymo programos (angl. *Early Bird Programme*), specifin adaptacijos programa (angl. *Hanen*), intensyvi interakcija, muzikos terapija, paveiksl li sistemos taikymas, modi-

fikuota Portage programa, kalbos terapija, strukt ruotas mokymas, autistišk vaik ugdymo programa (angl. *TEACCH – Treatment and Education of Autistic and Related Communication Handicapped Children*). pagalbos teikim traukiami ir bendraamžiai. Kai kyla papildomos pagalbos reikm , mokiniai siun iami konstatuojamajam SUP vertinimui tokia pat tvarka, kaip ir kiti SUP turintys mokiniai. Visi mokyklos darbuotojai skatinami pritaikyti mokyklos aplink ir ugdymo program pagal ši mokini poreikius. Autistišk vaik ugdymo gair se (Department for Education and Skills, 2002) nurodomi reikalavimai, kuri svarbu laikytis praktikoje*:* autizmui b ding charakteristik supratimas, žinios apie sutrikim ; ankstyvas sutrikimo identifikavimas ir intervencija; aktyvus bendradarbiavimas su t vais, pagalba šeimai, sudarant paslaug šeimai plan (angl. *Family Services Plan*); vaiko traukimas, atsižvelgimas jo nuomon ; kooperacija su kitomis paslaugas teikian iomis institucijomis, planuojant ir gyvendinant intervencij ; aišk s trumpalaikiai ir ilgalaikiai pagalbos tikslai, orientuoti vaiko dalyvavim visuomen s gyvenime; efektyvios ugdymo programos; orientacija bendravim , nepriklausomai nuo kalbos geb jim ; elgesio valdymas, atlikus funkcin vaiko elgesio vertinim ir pan.

Dokumentuose (pvz., Removing Barriers to Achievement, 2004) pateikiamos *rekomendacijos,* kuri tur t b ti laikomasi, skatinant autizmo spektro sutrikim turin i mokini ugdym bendrojo lavinimo mokykloje: garantuoti mokinio dienos strukt ros sudarym (vizualios dienotvark s, aiškus paaiškinimas, pakei iant rutin , teikti uždaro tipo klausimus, užduotis); užtikrinti mokiniui galimyb mokytis jam priimtinu komunikavimo b du (ženklais, simboliais, žodine kalba); sukurti darbo viet už klas s rib , kur mokinys gal t atlikti užduotis, padedamas mokymo asistento, pagal strukt ruot veiklos program , parengiant j sitraukti klas s veikl ; laikytis vizualaus elgesio valdymo plano klas je (individualioje darbo vietoje); laikytis vizualios apdovanojim sistemos; užtikrinti, kad visi darbuotojai pažint mokin , suprast jo elgesio sunkumus ir tai, kas gali juos lemti, taip pat geb t tinkamai reaguoti vaiko elges .

SUP turin i mokini ikiprofesinis ir profesinis ugdymas

SUP turintiems mokiniams JK yra prieinamas bendrojo lygmens kvalifikacijos gijimas tiek bendrojo lavinimo mokyklose, tiek specialiosiose mokyklose, tiek mokini nukreipimo skyriuose. D stomi ne tik bendrosios ugdymo programos dalykai (kalbos, gamtos moksl ,

religinio ugdymo), bet ir profesij dalykai (kirp jo, administracijos darbuotojo, pardav jo ir kt.), taip pat ugdoma bendroji kvalifikacija (darbiniai g džiai, gyvenimo g džiai) bei baziniai geb jimai, tokie kaip suaugusi j raštingumas ir matematiniai g džiai (Directorate-General for Education and Culture, 2008).

Mokyklose organizuojamas privalomasis vidurinis ugdymas (nuo 11 iki 16 met), daugelyje mokykl mokiniams nuo 16 iki 19 met teikiamas tolesnis išsilavinimas po privalomojo (angl. *post-compulsory*).

Tre iajame ir ketvirtajame mokyklos lygmenyse si lomas bendrasis akademinis ugdymas, taip pat karjeros ugdymas bei planavimas (angl. *careers education*). Baigus tre i j mokyklos lygmen , nustatomas mokini bendrosios programos sisavinimo lygis. Ketvirtajame ir tolesniame (angl. *post-16*) lygmenyse si lomos keli profesini dalyk kvalifikacijos, taip pat su darbine veikla susij s mokymasis (angl. *work-related learning*).

Privalomasis mokymasis užbaigiamas bendrosios kvalifikacijos gijimu. Baigus ketvirt j lygmen , vertinama mokini profesin orientacija. Skirting akademini disciplin egzaminai vertinami 8 bal skale (A–G). Mokiniai, vertinti G balu, neturi galimyb s gauti sertifikato. Mokiniams, vertintiems balais A–C, teikiamas sertifikatas. Gavusieji 5 A–C vertinimus (skaitant gimtosios kalbos ir matematikos) turi galimyb siekti tolesnio išsilavinimo.

Ekspertai pažymi SUP turin i mokini kvalifikacijos gijimo spragas d l nediferencijuoto SUP mokini pasiekim vertinimo:

Didel švietimo sistemos problema ta, kad mokyklos, j darbo kokyb yra vertinama pagal mokini pažangumo lygmen (mokymosi rezultatus). Realyb tokia, kad didel dalis SUP turin i mokini mokykloje nepasiekia aukšt akademini rezultat , susijusi su šalies nustatytu bendrojo ugdymo kvalifikacijos lygmeniu. Tod l svarbu b t numatyti, kad, pvz., autizmo sutrikim turintiems mokiniams ne tiek svarbu siekti aukšt kognityvini rezultat , kiek gyti socialini g dži . tai tur t b ti kreipiamas d mesys vertinant mokinio pasiekimus, baigiant mokykl . Vertinimas tur t b ti diferencijuotas, jei mes kalbame apie mokini geb jim vairov , individualias ugdymosi programas. [JK2]

Dokumente Directorate-General for Education and Culture (2008) pažymima, kad 14–19 met mokini ugdym ketinama keisti, siekiant sukurti lanks i kvalifikacijos gijimo sistem , kuri si lyt mokiniams vairias profesines galimybes, sujungiant bendr j (angl. *general*) bei darbin (angl. *vocational*) mokym si. Eksperto teigimu:

Vaik , turin i dideli SUP, ugdymo programos JK dažnai yra orientuotos darbin / profesin ugdym , ta iau per mažai orientuotos, palyginti su kitomis šalimis. [JK1]

Ikiprofesiniu mokini orientavimu JK mokyklose r pinasi *Ryši skyrius* (angl. *Connexion Service*). Remiantis dokumentu *Code of Practice* (2001), baigus 9 mokslo metus, visiems mokiniams sudaromas *Per jimo planas* (angl. *Transition Plan*), kuriame pateikiamos rekomendacijas tolesniam mokinio kaip suaugusio asmens gyvenimui, tolesnio mokymosi galimyb ms. Plane tolesnio ugdymo institucijai pateikiama informacija apie pagalbos poreik mokiniui. *Per jimo planas* grindžiamas dalyvavimo, holistiškumo, pagalbos, inkliuzijos, bendradarbiavimo, traukimo principais.

Ekspert teigimu, ikiprofesinis ugdymas n ra specialiai arba skirtingai organizuojamas SUP turintiems mokiniams:

Ikiprofesinis ugdymas ir profesinis rengimas n ra tiesiogiai susij s tik SUP turin iais mokiniais, jis taikomas visiems. Mes skatiname sudaryti visiems mokiniams galimyb pasirinkti, numatyti savo tolesnio mokymosi pob d : akademin ar profesin . 14 met mokiniams jau organizuojamas ikiprofesinis rengimas, skatinant juos planuoti savo mokym si, tariantis su t vais. [JK2]

JK dokumente *Learning for Living and Work* (2006) rekomenduojama pl toti inkliuzijos praktik , taip pat akcentuojama mokini , turin i mokymosi sunkum , tolesnio ugdymo sistemos tobulinimo svarba.

Išvados

Remiantis išanalizuotais dokumentais, JK reglamentuojan iais mokini SUP tenkinim ir specialiosios pedagogin s pagalbos teikim , tyrim ir kit šaltini analize bei ekspert vertinimais, galima daryti tokias išvadas:

1. Jungtin je Karalyst je, kaip ir daugelyje kit Europos šali , SUP turin i mokini ugdymo b dai ir formos aptariami inkliuzinio ugdymo kontekste. Akcentuojama ugdymo form ir b d vairov (bendrojo lavinimo mokyklos, specialiosios mokyklos, j deriniai, resurs centrai ir kt.), kuri kartu su kitais svarbiais veiksniais, t. y. mokymu ir mokymusi bendradarbiaujant, heterogeniniu ir diferencijuotu ugdymu, alternatyviomis mokymo(si) strategijomis, pozityvia ugdymo aplinka, sukuria s lygas geriausiai tenkinti vaiko individualius poreikius.

2. Inkliuzinis ugdymas JK laikomas švietimo sistemos vertybiniu prioritetu, kur apima: individualizuotas poži ris vis mokini ugdym , neišskiriant turin i speciali j

ugdymosi poreiki ; mokykl sistemos lankstumas siekiant atsižvelgti poreiki vairov ; vis ugdymo proceso dalyvi problem sprendimas bendradarbiaujant; diferencijuotas mokini pasiekim vertinimas; socialinis poži ris problem , akcentuojant mokymosi trukdži mokykloje mažinim .

3. Mokini speciali j poreiki identifikavimas JK prasideda bendrojo lavinimo mokyklos klas je, jei jie dar nebuvo identifikuoti iki mokyklos. Kai mokykla yra paj gi tenkinti SUP institucijos lygmenyje, mokyklos vadovas, ugdantis pedagogas ir kiti specialistai yra atsakingi už pagalbos teikim mokiniui. Kai mokykla nepaj gi vertinti SUP ir teikti tinkam pagalb , konsultacijos gali b ti kreipiamasi konsultavimo tarnyb . Konsultavimo tarnyba kartu su mokykla, t vais, vaiku, reikalui esant pasitelkdama kitus specialistus ir tarnybas, priima sprendim d l tolesnio vaiko ugdymo.

4. Švietimo pagalba grindžiama sisteminiu poži riu, t. y. vaikas vertinamas kaip šeimos ir mokyklos sistem dalis, yra orientuota vaiko ugdym prastoje aplinkoje, pagalb teikiant ne tik vaikui, bet ir pedagogams, mokyklai, šeimai.

5. JK išskiriamos tokios SUP turin i mokini ugdymosi formos: mokymasis bendrojo lavinimo mokyklose, ši mokykl specialiosiose klas se ar skyriuose (mokytojui ar (ir) mokymo pad j jui teikiant pagalb , kit institucij teikiama tiesiogin ir netiesiogin pagalba); specialiosiose (pagalba mokiniams, turintiems konstatuotus SUP) ir specializuotose mokyklose (ekspertiz s centrai, orientuoti tam tikros SUP turin i mokini grup s ugdym); mokini nukreipimo skyriuose (mokini , iškritusi iš mokykl , ugdymas, mokini sugr žinimo mokyklas program gyvendinimas, pagalbos t vams organizavimas); mokymas namuose (mokiniai, turintys žymi fizin negal ar dideli sveikatos problem).

6. Specialioji pedagogin pagalba teikiama keliais lygmenimis: mokytojo teikiama pagalba klas je, laikantis strategij , susijusi mokinio SUP (*school action*); mokytojo teikiama pagalba klas je: strategij taikymas, mokymosi turinio diferencijavimas, pasitelkiant papildomus resursus: specialist rekomendacijas, mokymo pad j jo pagalb (*school action plus*); pagalba vaikui konstatavus SUP (*with statements*) – visapusiškas, konstatuojamasis mokinio SUP

 vertinimas ir pagalbos teikimas, pasitelkiant kit staig turimus resursus, galimybes bei mokykloje taikant tam tikras strategijas.

7. JK vietin s švietimo valdžios sprendimai, kurie gali b ti skirtingi, priklausomai nuo švietimo finansavimo galimybi , nuostat ir praktikos, lemia skirtum vairov skiriant SUP turin io mokinio ugdymosi form . Bendrojo lavinimo mokyklose dažniausiai ugdomi specifini ir vidutini mokymosi, taip pat elgesio, emocij ir socialin s raidos sunkum patiriantys bei kalb jimo ir komunikacijos sutrikim ar fizin negal turintys mokiniai. Mokiniai, neturintys konstatuot SUP, privalo mokytis bendrojo lavinimo mokykloje, o turintys konstatuot išvad gali b ti ugdomi bendrojo lavinimo mokyklose arba j specialiosiose klas se bei specialiosiose mokyklose. Ugdymas namuose organizuojamas itin retais atvejais.

8. Daugelis bendrojo lavinimo mokykl JK yra atviros inkliuzinei praktikai, ta iau mokini , turin i elgesio ir emocij sunkum , ugdymas vis dar lieka išš kiu. Tre dalis šios grup s mokini ugdomi specialiosiose mokyklose (po j pašalinimo iš bendrojo lavinimo mokyklos); dalis mokini patenka nukreipimo mokyklas skyrius, kur ugdomi j elgesio valdymo ir kiti socialiniai geb jimai bei siekiama juos sugr žinti bendrojo lavinimo mokyklas.

9. JK, panašiai kaip ir kitose Europos šalyse (pvz., Olandijoje, Danijoje), keliami tokie mokini , turin i elgesio ir emocij sutrikim , ugdymo prioritetai: vairi institucij bendradarbiavimas ir pasidalyta atsakomyb už pašalintus iš mokyklos ar rizik tam turin ius mokinius; keitimasis šios grup s mokini ugdymo patirtimi su kitomis mokyklomis; skirting institucij paslaug derinimas; sugr žinimo mokyklas program gyvendinimas; resurs sutelkimas ir mokymai pedagogams; koordinuojan io specialisto, atsakingo už mokinio, turin io elgesio sunkum mokykloje, ugdym , skyrimas; mokykloje esan i mokymosi trukdži išaiškinimas ir j pašalinimas; pozityvios aplinkos mokykloje k rimas bei geros mokini savijautos mokykloje užtikrinimas; t v ir mokinio si traukimo skatinimas; mokinio elgesio valdymo program gyvendinimas; užduot orientuoto elgesio skatinimas; savigarbos palaikymas paramos grupi veikloje (diskusijose, vaidmen žaidimuose ir pan.); bendraamži pagalbos skatinimas: j

 traukimas, padedant kontroliuoti mokini elges .
10. Autizmo spektro sutrikim turintys mokiniai JK gali b ti ugdomi bendrojo lavinimo mokykloje ar šios mokyklose specialiojo ugdymo skyriuose, taip pat specialiose, autistiškiems mokiniams skirtose mokyklose. Tokie mokiniai, turintys konstatuot SUP ir gaunantys papildomai finansuojam pagalb , pasitelkiant reikiamus resursus, gali b ti ugdomi ir bendrojo lavinimo mokyklose.
11. Ugdant mokinius, turin ius autizmo spektro sutrikim , akcentuojamas vairi institucij bendradarbiavimas, tinkamas mokyklos pasirengimas ugdyti šiuos mokinius, t v sitraukimo ugdymo proces skatinimas: aktyvus bendradarbiavimas su t vais, pagalba šeimai, sudarant paslaug jai plan , mokinio skatinamas sitraukti mokyklos bendruomen s veikl , atsižvelgiant vaiko nuomon ir komunikavimo geb jimus, vaik aplinkoje orientuot ugdymo strategij taikymas: aiški pagalbos tiksl , siekiant mokinio sitraukimo visuomen s gyvenim , numatymas; ugdymo programos, orientuotos komunikacijos mokiniui tinkamu b du bei socialini interakcij skatinim , sudarymas ir gyvendinimas; elgesio valdymo mokymo program gyvendinimas; strukt ruotas mokymas, vizualinis informacijos pateikimas, vizualini elgesio valdymo b d taikymas ir kt.
12. Jungtin je Karalyst je SUP turintiems mokiniams yra prieinamas bendrojo lygmens kvalifikacijos gijimas tiek bendrojo lavinimo mokyklose, tiek specialiosiose mokyklose, tiek mokini nukreipimo skyriuose. Ikiprofesiniu mokini orientavimu mokyklose r pinasi Ryši skyrius. Baigiant privalom mokykl visiems mokiniams sudaromas Per jimo planas (*Transition Plan*), kuriuo pateikiamos rekomendacijos d l tolesnio mokymosi galimybi . Tolesnio ugdymo institucijai pateikiama informacija apie pagalbos poreik mokiniui.

Literat ra

1. Ainscow, M. (2005). Understanding the Development of Inclusive Educational System. *Electronic Journal of Research in Educational Psychology, 3 (3), 5–20.*
2. Ainscow, M. (2005). From Special Education to Effective Schools for all. *Keynote presentation at the International Special Education Conference.* Glasgow, Scotland.
3. Ainscow, M., Booth, T., Dyson, A*.,* et al. (2006). Improving Schools, Developing Inclusion. Routledge.
4. Booth, T., Ainscow, M. (2002). *Index for Inclusion: Developing Learning and Participation in Schools.* Bristol: CSIE.
5. Booth, T., Dyssegaard, B. (2008). Quality Is Not Enough: The Contribution of Inclusive Values to the Development of Education for All. A Discussion Paper.
6. Davis, P., Florian, L. (2004). Teaching Strategies and Approaches for Pupils with Special Educational Needs: A Scoping Study. Queen's Printer.
7. Department for Education and Skills (2001). *Special Educational Needs: Code of Practice.* DfES Publications.
8. Department for Education and Skills (2001). *Inclusive Schooling. Children with Special Educational Needs.* DfES Publications.
9. Department for Education and Skills: Autism Working Group (2002). *Guidance on Autistic Spectrum Disorders.* Parts 1, 2. DfES Publications.
10. Department for Education and Skills (2004). *Removing Barriers to Achievement: The Government's Strategy for SEN.* DfES Publications.
11. Department for Education and skills (2006). First Annual Report Autism Research Coordination Group. DfES Publications.
12. Department for Children, Schools and Families (2009). Children with Special Educational Needs: an Analysis. DCSF Publications.
13. Directorate-General for Education and Culture (2008). Eurybase The Information Database on Education Systems in Europe 2007/2008. European Commission.
14. *Educational Needs and Disability Act* (2001). Act of the UK Parliament.
15. Ellis, S., Tod, J., Graham-Matheson, L. (2008). Special Educational Needs and Inclusion: Reflection and Renewal. National Association of Schoolmasters Union of Women Teachers. UK: Clarkeprint Ltd.
16. Ekins, A., Grimes, P. (2009). Inclusion: Developing an Effective Whole School Approach. Open University Press.
17. Home Education Review (2009). Prieiga internete [ži r ta 2009-12-04]: <www.he-special.org.uk>.
18. Hopwood, V., O'Neill, L., Castro, G., Hodgson, B. (2007). The Prevalence of Home Education in England: A Feasibility Study. DfES Publications.
19. House of Commons Education and Skills Committee (2006). Special Educational Needs. Third Report of Session 2005–2006. London: The Stationery Office Limited.
20. Inclusive Education and Classroom Practice Summary Report (2003). C. Meijer (Ed.).

European Agency for Development in Special Needs Education.

21. Learning and Skills Council National Office (2006). *Learning for Living and Work.* LSC.
22. Macbeath, J., Galton, M., Steward, S., Macbeath, A., Page, Ch. (2005). The Costs of Inclusion A Study of Inclusion Policy and Practice in English Primary, Secondary and Special Schools Commissioned and Funded by The National Union Of Teachers. University of Cambridge, Faculty of Education. Victoire Press.
23. Ofsted (2004). *Special Educational Needs and Disability: Towards Inclusive Schools.* Ofsted Publications Centre.
24. Thomas, G., Vaughan, M. (2010). Inclusive Education. Open University Press. McGraw-Hill Education.
25. Treasury Office (2003). *Every Child Matters.* London: TSO.

Gauta 2011 04 26

MEETING OF PUPILS' SPECIAL NEEDS IN THE CONTEXT OF INCLUSIVE EDUCATION: UK EXPERIENCE

Algirdas Ališauskas, Stefanija Ališauskienė , Daiva Kairienė
Šiauliai University
P. Višinskio st. 25, LT-76351 Šiauliai
Susan Jones
Manchester Metropolitan University
799 Wilmslow Rd., Manchester M20 2RR, United Kingdom

The article presents the research results[1] which helped to reveal the experience of the UK in applying educational practice for pupils' with special needs in the context of inclusive education. Using document analysis (legal acts, research papers, secondary sources), secondary statistical data analysis and partially structured interviews with experts, provision for pupils with special educational needs (SEN) has been analysed according to educational practice, the educational experiences of pupils with behavioural and emotional disorders as well as those on the autistic spectrum scale have been emphasised, as well as the specifics of pre-vocational and vocational education of pupils with SEN. The research showed that inclusive education is considered the priority in the UK's educational system, with the following specific features: individualised approaches to the education of all pupils regardless of those with special educational needs; school system flexibility that seeks to consider the variety of pupils' needs; full school approach to problem solving using cooperation; use of a social approach to meeting SEN, emphasising not only a solution for a child's problem, but through reducing educational obstacles at school and using differentiated assessments of pupils' achievements. The differentiated ways of education for UK pupils with SEN could be distinguished as: learning in mainstream schools, special classes or units of these schools (supported by a teacher and/or teacher-assistant, (in)direct support received from other institutions); special schools (support for pupils with ascertained SEN) and specialised schools (expert centres aimed at the education of a certain group of pupils with SEN), Pupil Referral Units (education of excluded pupils, implementation of returning pupils to school programmes, organising help for parents); teaching at home (pupils with severe physical disability or health issues).
Keywords: *special educational needs, inclusive education, forms of education, UK experience.*

Introduction

The international term *inclusion* is used in political and other documents related to educational practice. The term *inclusion* is embedded in political, social, educational and psychological contexts, much more than *integration* or *mainstreaming*. Inclusive education is considered as continuous from the beginning of a child's education and is based on the principles of justice, equity and human rights. The diversity of disability is acknowledged (Thomas, Vaughan, 2010). However, depending on which context, systems and situations of education are analysed the terms of 'inclusion' and 'integration' are often used as synonyms or reflect different levels of the same process.

When educating pupils with SEN, an Report, 2003 etc.) states that *integrated and (or) inclusive education is mainly determined by the way a teacher works in a classroom as well as how the school organises education*. When realising inclusive education, a teacher can apply different educational strategies and models which would help to overcome differences in the classroom (differentiated teaching, tasks of different level etc).

The success and quality of inclusive education also depends on the *teachers'* approach (Inclusive Education and Classroom Practice Summary Report, 2003 etc) to pupils with SEN and the resources accessible to them; as well as on a *teachers' ability to distribute these resources* to the pupils in a mainstream classroom.

Resources in this context are not only educational material, teachings methods etc, but

[1] Ališauskas, A., Ališauskienė , S., Gerulaitis, D., Melienė , R., Miltenienė , L. (2010). *Research on the variety of education forms of people with SEN*. Project *Development of education forms of people with special needs*. Part I. Research report. Šiauliai University, Centre of Special Pedagogy and Psychology.

also time needed to properly prepare tasks for the pupils consumption as well as teacher's competences that have been acquired while studying and during practice etc. When educating pupils with different abilities and needs (including SEN) a teacher needs more time, better teaching material and specialist knowledge. The teacher's preparation is also important (knowledge, understanding, abilities, sensitivity), in trying to create positive social inter-relationships between pupils.

The practice of inclusive education in the UK, as well as in other European countries was significantly influenced by the *Index of Inclusion* which has been implemented since 2000 by the Centre for Studies on Inclusive Education (Booth, Ainscow, 2002). This document helps schools to create inclusive environments in schools and to improve school accessibility to all pupils through inclusive practice. Essential documents have revealed this in three inter-related dimensions: the *formation of inclusive policy, the implementation of inclusive practice and the creation of an inclusive culture*. Any changes in school should be driven by these three precepts. A significant role is given to the creation of an inclusive school culture in the sharing of inclusive values and relationships based on cooperation. This has a positive effect on the formation of inclusive policy and practice. Key concepts of the *Index of Inclusion* are: inclusion; learning and participation obstacles; resources, ensuring learning and participation; support for variety (i. e. pupils with different abilities and needs) (Thomas, Vaughan, 2010).

The educational system in Lithuania is also orientated towards inclusive education, therefore sharing experience with other countries (such as UK) in this context is very important.

When carrying out the research, these **problem issues** were raised: *What is the UK's experience in educating pupils with SEN? What educational forms are used for pupils with SEN (especially those with behavioural, emotional and autistic spectrum disorders) in the UK? How is the participation of pupils in the vocational/ prevocational education system organized in the UK?*

Research object – the educational experience of pupils' with SEN in the UK.

Research aim – to analyse the system of education for pupils who have SEN in the UK and to reveal the UK experience of educating pupils who have SEN education, which could be useful for inclusive educational practice development in Lithuania.

Seeking to answer the research questions the following aspects were analysed: 1) the theoretical priorities and practical problems encountered by pupils' with SEN; 2) the methods by which SEN is identified, the educational types and the distribution of pupils' with SEN according to these forms; 3) recommendations for educational improvements for pupils' with SEN; 4) the country's experience in educating pupils with behavioural and emotional difficulties as well as autistic spectrum disorders; 5) theoretical approaches and practical models of educating pupils' with SEN at pre-vocational and vocational levels.

Research methods and sample characteristics. In order to realise the aim of the research, a qualitative thematic analysis method was chosen. This incorporated an analysis of the educational experiences of pupils' with SEN based on the regulation of education in the UK (*analysis of 9 documents, and the contents of 7 literature sources*)[2], analysis of secondary sources (*9 research reports, analysis of statistic data* [3]) and expert conclusions (*partially structured interview*). Interview was carried out with UK experts (N = 3) – scientists at Canterbury Christ Church University. Experts[4] were chosen considering their experience in the field of inclusive education. Experts' thoughts in the text are given in codes.

Research results

Theoretic priorities and real practice of pupils' with SEN education. In the UK, pupils' with SEN education is geered towards inclusive practice, which, as an ideal aspirational model, is

---

[2] Documents, research and interview data is gathered according to the Republic of Lithuania Law on Special Education Dokumentai, that SEN pupils' educational forms are as follow: complete integration (inclusion); partial intergration; education in a special educational institution; home education. Educational methods are considered to be pedagogical support, organization of education and other means ensuring the quality of education.

[3] Those reports and statistical data, submitted in databases were used: http://www.dcsf.gov.uk/ – Department for children, schools and families; http://www.teachernet.gov.uk – Teachernet; http://eacea.ec.europa.eu/education/eurydice/index_en.php – Executive agency: education, audiovisual, culture.

[4] Prof. dr. Tony Booth – inclusive and internation education researcher, who has worked in this field for more than 30 years, is an author of many publications on inclusive education; senior lector Dr. Peter Grimes — inclusive and internation education researcher; senior lector Dr. Simon Ellis –inclusive education and children's with emotional and behavioural difficulties, researcher.

defined in following documents (*Educational Needs and*

Theoretical priorities and real practice of pupils' with SEN education. In the UK, pupils' with SEN education is oriented towards inclusive practice, which, as an ideal aspirational model is defined in following documents (*Disability Act, 2001; Code of Practice, 2001; Removing Barriers to Achievement, 2004; Inclusive Schooling,* 2001; etc.) and other scientific research (Ellis, Tod, Graham-Matheson, 2008; Ekins, Grimes, 2009; Ainscow, Booth, Dyson, 2006; Booth, Ainscow, 2002 et al).

When implementing inclusive education in schools, one still faces difficulties, according to the scientists working in this field (Ellis, Tod, Graham-Matheson, 2008).

Experts first of all emphasise the gaps in education policy, which manifest as *a gap between mainstream and special education systems.*

> *From the democratic and politial point of view, the mainstream education system is high level system on the right with special education on the left. Often policy informing these systems is contradictory... policy should be reformed... Education of pupils' special needs are usually discussed separately from the mainstream education system. A prerequisite for inclusive practice is considered <...> to be the flexibility of education programmes and the educational process, striving for the disappearance of the border between special and mainstream education.* [UK1]

According to the experts one of the barriers to implementing inclusion in practice in the UK, at policy level, is *the evaluation of schools according to pupils' achievements and not the quality of support they receive*.

> *In England, the evaluation of school quality is very narrow, considering not the context at school but pupils' academic achievements, stipulated in the standards... <...>Schools are condemned for pupils' poor achievements. This is wrong. If teachers knew that pupils' achievements and their work is evaluated flexibly, maybe they would organise educational process in a more flexible and differentiated way.* [UK3]

A *personalised approach to learning* that seeks the quality of all pupils' education is necessary and which emphasises education's compliance with every pupil's needs, interests, and encourages his/her empowerment. Inclusion should not be limited only to pupils with SEN (Ellis, Tod, Graham-Matheson, 2008), but should also include the educational needs of pupils from other groups (gifted children, those for whom

English is a second or third, ethnic minority pupils with serious health conditions and those who experience stress in the family). Experts say:

> *Inclusive schools should be prepared to provide a wide variety of support to meet pupils' needs, and not only pupils with SEN <...>. Although the aspiration is to provide equal opportunities for every pupils' education, cases of exclusion occur in practice when <...> pupils with behavioural problems or children from poor families are expelled from schools* [UK2].

Seeking to educate all pupils in an inclusive way a problem occurs when ***not all schools are prepared for that.*** It is very important to improve teachers' and teaching assistants' preparation to provide special pedagogical support (SPS).

> *Teachers are often not prepared to educate pupils with SEN, and some teaching assistants are also inadequately qualified. The majority of assistants are able to support pupils when learning a subject, but seldom consider the planning of the subject education or the application of educational strategies to SEN pupils A pupil with SEN who is taught in a mainstream classroom has most of his contacts with a teaching assistant however increasingly the abilities of teaching assistants to work with SEN pupils are being criticised. Therefore the pupil loses contact with class teacher and with the sense of community, and the teacher loses the possibility to teach all pupils, according to their abilities and needs. <...>. The social aspect of inclusion is not taken into account: when a pupils is not an equal and fully participating member in education and communication in the classroom.* [UK2]

Inclusive education, according to the experts should be based on a *social interactive and systemic approach* to pupils' educational problems and solution possibilities:

> *One should adhere to the social approach to meeting the needs, when social interaction between a pupil and school environment is emphasised. SEN categorisation often is meaningless, and more often questions like these should be raised: what obstacles one faces when meeting pupil's needs? What are the possibilities of overcoming them, aiming for better learning achievements?* [UK2]
>
> There are some contradictions between the priorities and the practice: *in schools, disability is often understood as a child's, rather than an environmental, problem <...> the term 'special educational needs' should be changed into the term 'barriers for learning and participation' <...> i. e. if anyone faces learning difficulties at school, everyone thinks that a child has a problem but it's not necessarily a child's problem <...> this could be barriers created by the school or legislative system. In practice a*

medical approach still prevails, based on which one tries to educate a pupil with SEN trying to achieve the 'norm'; Most often an individual child's problems are emphasised, but problems existing in the system are not considered as important <...> little thought is given as to how to change ways of teaching, changing the learning environment so it's beneficial to all pupils. [UK1]

Experts who took part in the research relate the success of inclusive practice with a ***school's internal priorities***, when attention is focused on:

a) Tolerance to pupil's differences:

<...>one school is tolerant to pupils' differences and tries not to label pupils, whereas other schools are not tolerant and there is a huge gap between special education and mainstream education; <...> heads of school and at least the majority of school workers should adhere to, and believe, in values of inclusion. [UK3]

b) School's ability to flexibly change internal policy and practice:

it is important not to correct a pupil, but change what causes his learning difficulties at school.. very important is the improvement of every school as the entity; teacher should be included in action research with which practical problems are solved... . It is necessary to act in a very creative way, not blindly follow existing standards but create successful institutional practice. [UK3]

c) Collaboration when solving problems, creating links with other schools and local communities:

<...> school culture should encourage everyone's participation; shared leadership is important as then decisions are made jointly, creatively; work with parents and local communities should be based on partnership; problems should be solved by everyone working collectively, and not individually generating ideas <...> best solutions should be sought involving parents, pupils, and not only teachers; teachers' work should be carried out collaboratively, exchanging information and jointly planning education. [UK3]

Problems of educational practice, discussed by the experts, show that the UK educational system is characterized by a clearly inclusive approach, but the inclusive education of pupils with SEN still remains aspirational (Ainscow, 2005; Macbeath, Galton, Steward, Macbeath, Page, 2005; Ainscow, Booth, Dyson, 2006; Booth, Dyssegaard, 2008; Ellis, Tod, Graham-Matheson, 2008; Ekins, Grimes, 2009; et al).

Education definitions of pupils' with SEN.

UK documents on special education (*Special Educational Needs and Disability Act,* 2001; *Code of Practice,* 2001) give the following definition of pupils' special educational needs ;

Learning difficulties in the UK are defined as greater difficulties than those experienced by other pupils of the same age.

Special educational needs could be *identified* at school level or by Local Education Authorities (SEN statements) if school and other (health, social services) professionals cannot identify SEN and efficiently meet them on their own.

Special educational support – means additional support given to a pupil (*Code of Practice*, 2001). It can be supplemented by health and social services sectors or voluntary organisations, as well as support by an multi-agency or inter-disciplinary team (*Every Child Matters,* 2003).

The following *levels* of support to pupils with SEN are distinguished: a) School Action; b) School Action Plus. Support for pupils with statements is usually provided at the School Action Plus level *(Code of Practice, 2001).*

The School action level is support provided by a teacher in a classroom, using strategies related to meeting SEN. A group meeting based on the class teacher's observations, an assessment of the pupil's achievements and information provided by parents, school principal, SEN meeting coordinator and classroom teacher an educational programme for the pupil is created, using information they have about the pupil's previous educational experience, their abilities, knowledge and potential as well as difficulties.

The educational programmes are orientated towards the pupils' skills, providing for the most necessary support in the classroom. Also parents are involved at home with the programme of education using general learning strategies. Certain*strategies* in meeting SEN should be included in everyday practice and consider an emphasis on the pupils' needs:

- *strategies for meeting communication and interactional needs*: creating flexible learning conditions; using language that is comprehensible to the child; using alternative communication in different kinds of situations, support in teaching spoken and written language; support avoiding communication difficulties if English if it is not the native language;

- *strategies for groups of pupils overcoming cognitive and learning difficulties*: providing conditions for flexible learning; support in speaking, argumentation, memorizing information and understanding abstract terms; supporting educational literacy skills; education of spoken English, aiming to improve comprehension;

formation of consistent activity and organizational skills; help in problem solving; programmes for educating gross and fine motor skills;

- *strategies for overcoming emotional and behavioural and social development difficulties:* creating conditions for flexible learning; encouraging emotional maturity and social competence; encouraging behaviour, which fits school expectations, order and routine; promoting skills of positive interactions with peers and adults; reduction of repetitive and inappropriate behaviour; controlling negative and inappropriate behaviour and encouraging positive behaviour; reforming the class/school system; creating positive environments based on support;

- *strategies of meeting sensory or physical needs*: creating conditions for flexible learning; adapting the physical school environment, school policy and processes; application of alternative and augmentative communication; using tactile and kinaesthetic equipment; providing additional professional support from professionals.

School action plus level is support provided by a teacher in a classroom (applying strategies and individualising learning content) using professionals' recommendations, teaching assistant's help etc. This support level is suggested when a pupil consistently fails to respond to education, despite the application of appropriate strategies. In these cases, intervention is planned at school. An individual forward looking educational plan is created including suggested strategies and potential to use teaching equipment and materials. Parents are consulted and informed about the actions used and the expected learning outcomes. Support is continuously analysed and the child's educational process is monitored whilst teacher consults with the SEN meeting coordinator and other professionals.

In those cases, when school does not have sufficient resources to meet the pupil's SEN, support is provided by other institutions (health, social services sector, professionals of Local Education Authorities). Support can be provided as direct intervention (through group or individual support) and indirect intervention (training for teachers organised by professionals related to the implementation of educational strategies by teachers and assistants). The latter is more used in practice. An individual education plan (IEP) is implemented by the classroom teacher, according

to recommendations by specialists from other institutions.

Need for a SEN Statement. If the SEN meeting coordinator and external professionals think that they need additional information, or that the support provided is ineffective or the school is unable to meet pupil's high SEN, then the need for a SEN statement arises This is the responsibility of the Local Education Authority. Functions of Local Education Authorities are related to: 1) providing a statement of SEN; 2) coordination of additional support (parents, school, health, social services and voluntary sector provision); 3) quality control of education for pupils' with SEN (to ensure that pupils' with SEN enjoy full participation in school life, learning achievements); 4) providing support for schools in meeting pupils' SEN; 5) organisation of training for teachers who work with pupils with SEN.

Most often SEN are statemented for those pupils who have moderate and severe learning, behavioural, emotional and social difficulties, language and communication disorders. These pupils can be educated in mainstream schools or special classes, as well as special schools, providing additional specific educational strategies, educational programmes and the necessary professional help (*Code of Practice,* 2001).

All main documents on education in the UK (*Special Educational Needs and Disability Act*, 2001; *Code of Practice*, 2001; *Inclusive Schooling,* 2001; *Removing Barriers to Achievement,* 2004; *Special Educational Needs and Disability: Towards Inclusive Schools*, 2004; et al.) emphasise the need for flexibility in the mainstream school and its openness to meet pupils' SEN. In practice such an educational experience is based on the views of the pupil's, parents', teachers' and professionals of Local Educational Authorities' opinions and including the quality assurance process.

The decision is made whether the pupil will learn in a mainstream school, a special maintained school, a special non-maintained school, a specialised school, a pupil referral unit, and rarely pupils receive education at home.

Meeting SEN In a mainstream schoos is the responsibility of the entire school: the school authority, the school head, the SEN meeting coordinator, the SEN team meeting and other school educators. All teachers are considered as teachers of pupils with SEN.

The school authority sets policy related to the education of pupils' with SEN, ensures these are met with quality teaching, provides information to Local Education Authorities about

the SEN meeting, consults regarding various questions; assures the welfare of pupils' with SEN in the school community; provides information to parents about the education of pupils' with SEN; and assigns a responsible person who informs teachers working with the pupil about the SEN statement made by LEA.

The SEN meeting coordinator and team of professionals are responsible for: strategic policy concerning the education of pupils' with SEN in school; coordination and supervision of everyday special educational support provided working closely with teachers, parents and other agencies, giving work guidelines, consulting teachers and teaching assistants and striving for the educational quality appropriate to pupils' with SEN. The organisation of special education depends on the school choice and resources. According to the experts who took part in the research, *mainstream schools* in the UK could have:

1) Groups or units for pupils with difficulties:

> *There could be units in mainstream schools (for example, for pupils with dyslexia) where a pupil spends part of the time, and the other time studies in a mainstream class. There could also be groups for pupils with difficulties in a specific subject (Maths for example).* [UK2]

2) Special classes:

> *Schools decide that pupils within a certain SEN category will study in separate classes because it is easier for the teacher to manage the learning experience and to notice pupil's achievements.* [UK2]

3) Mainstream classes with support from a teaching assistant:

> *Schools which decided to educate all SEN pupils in mainstream classes, use the support of teaching assistants.* [UK2]

4) Support provided by a mainstream class teacher:

> *The aim of inclusive practice is special pedagogical support provided by a teacher in a mainstream class. Therefore it is important that teachers should be prepared properly to organize the educational process of pupils with SEN, taking into account their learning needs. [UK2]*

5) Multi-institutional directly and indirectly provided support by professionals':

> *There is often an educational psychologist working in the school. Also services of speech therapy and other specialists, provided by health institutions. Different institutions collaborate. Part of these services are provided in clinics, part within the school environment. When support is provided at school, specialists have more opportunities to speak to teachers and parents and to learn more about the pupil's situation at school and to make mutual (joint) decisions... some professionals consult teaching*

assistants. There is a need for schools with developed additional services where the services would be provided at the same place. [UK2]

Pupils with SEN in the UK are admitted to mainstream schools according to the general admission system, but meeting SEN has to be guaranteed (*Educational Needs and Disability Act,* 2001; *Code of Practice,* 2001). Based on expert opinion, the education of UK pupils' with SEN in mainstream schools has to be improved because schools are still not entirely ready for inclusive practice. In striving for quality education in mainstream schools and declining education in special schools or special classrooms, it is suggested to aim at *creating resources/expertise centres in mainstream schools.* [UK2]

The education of pupils with SEN in a special school is also the responsibility of the entire school: school authority, principal and other school members. Parents, whose children have statements of SEN, choose the type of special school. Pupils who do not have statements of SEN can be educated in a special school under the following circumstances: if he/she is treated in hospital which is allocated to a special school, during the period whilst waiting for a SEN statement, after an arrangement with all stakeholders – parents, special school principal, Local Education Authority's and other professionals.

Specialised schools are recommended in cases of severe communication and interaction difficulties, cognitive, learning, emotional, behavioural and social difficulties, sensory and physical disorders. These schools are considered as SEN centres of expertise that are encouraged to share the experience with mainstream schools (Directorate-General for Education and Culture, 2008).

Pupil Referral Units provide support to those pupils who have been excluded from school (e. g. pupils with SEN related to emotional and behaviour difficulties); they also provide help to their parents and implement back-to-school or school transition programmes (Directorate-General for Education and Culture, 2008).

Special and specialised schools play a continuous role in the system of inclusive education. They share their competences with mainstream schools in order to promote reintegration. (*Inclusive Schooling*, 2001; *Removing Barriers to Achievement*, 2004). These competencies include seeking to ensure inclusive education as a system, new challenges and new requirements arising: i. e. teachers' mobility, working in different schools / units, sharing expertise and work experience of working with SEN pupils; initiating training activities; providing opportunities for pupils'

education in different units (attending both mainstream and special school); school cooperation, pooling the resources, coordinating their management budget; providing differentiated assessments of pupils with learning difficulties; joining special and mainstream schools in planning future programmes etc.

Home education of pupils with SEN is provided by home educators trying to reach goals otherwise impossible in school. This education form is most often used when child has a a significant physical disability or health problems which requite intensive care.

Home education is most often chosen at the parents' request, when there have been negative experiences of education at school related to a child's insecurity and the absence of conditions conducive to assuring a child's health at school; stress that a child experiences due to abuse from his/her peers, lack of privacy, bullying, reluctance to communicate; dissatisfaction with the quality of the education or an inflexible educational programme (poor evaluation of learning achievements, pupil's participation in a activity she/he likes is not assured); delay in waiting for services, lack of specialists, exclusion from school, or limited opportunities to meet pupils' SEN; incompliance of religious, cultural, ideological-political beliefs with school priorities (Home Education Review, 2009; Hopwood, O'Neill, Castro, Hodgson, 2007).

Home support for a child is organised and coordinated by the Local Education Authority. Home education does not block access to specialist services in the health service sector (Home Education Review, 2009). The following are priorities in organising home education (Home Education Review, 2009):

- teaching parents to ensure their child's security, overcome long term health problems, teaching a child to behave safely in real life situations, to educate a child in practical situations;
- provision of special support (doctors', various specialists, therapists) at home or attending SEN meeting groups;
- individualised education that is orientated to a child's needs in a different way than the unsuccessful one used at school; education without stress, taking into account the pupil's level or understanding and self-dependence at a suitable pace.
- forming skills of self-dependence and mutual help, skills in how to behave in real life situations, encouraging independence;

- encouraging education in managing technologies and in artistic activity; ensuring opportunites to attend professional orientation courses;
- encouraging social participation in leisure activities, activities organized by local clubs and organizations.

In summary, it could be said that the education of pupils with SEN in the UK is organized in mainstream schools, special classrooms and special schools. In very rare cases education can be organized at home.

Distribution of pupils with SEN according to the type of school/facility. There is no common pattern of distribution as this depends on the systems operated in each LEA. This diversity depends on decisions of the LEAs, different criteria for SEN statements, financing, school approach and practice (Ellis, Tod, Graham-Matheson, 2008):

In some mainstream classrooms there are pupils with greater disabilities than those who study in special schools. It is not a question of a disability level, it is a question of location. In one UK region around 6 % pupils attend special schools, and only 2 % – in another. It depends on authorities. They decide how many pupils should attend mainstream school... this is a political decision; for example, in cases of Downs syndrom some tend to assign education in special school and a child will not be able to study in a mainstream institution, however others think that, on the contrary, a child should attend mainstream school; [UK1]

<...> decision as to where to educate a pupil often also depends on the financial situation of the local authority; most often the authority recommends the form of a pupil's education, but if parents do not agree to send their child to a special school the local authority takes that into consideration; [UK2]

The child's educational situation also depends on the school: for example, a pupil with special learning needs might come and the school can say – 'we don't need him/her'; [UK1]

different attitudes are determined by a fusion of factors: attitude of schools, teachers and specialists, different education programmes and financial issues etc. [UK1]

Document analysis shows that most often statemented pupils are educated in mainstream schools (51.9 %), but the majority of them (32.8 %) eventually attend special schools (House of Commons Education and Skills Committee, 2006). An SEN identification in the UK is carried out through ascertaining certain disorders and the levels of need required to be met. Although according to the documents, research and educational practice, should be related with the

social approach which emphasises an evaluation of a pupil's social interaction with the educational environment. In the above article, information about the distribution of pupils with SEN within the educational system is based on data analysed from research reports. House of Commons Education and Skills Committee, 2006; Department for Children, Schools and Families, 2009 *et al* and provided by an SEN identification according to the categories of disorders and levels of support needed.

Pupils' distribution, according to the levels of support needed. Data from research dated 2009 (Department for Children, Schools and Families, 2009) shows that pupils with SEN

constitute 20.5 % of the pupil population, where 17.8 % of pupils are those who receive School Action and School Action Plus support. In rare (2.7%) cases statemented pupils can be educated in inclusive schools as they have considerable experience and resources in meeting pupils' SEN. Therefore there is no need to refer to the Local Education Authority for a Statement (Audit Commission, 2002, quoted from Ellis, Tod, Graham-Matheson, 2008).

The research report (Department for Children, Schools and Families, 2009) illustrates the distribution of pupils with learning difficulties according to the support they receive in UK schools (see Table 1)

Table 1

Distribution of pupils with SEN according to the support level %

Categories of learning difficulties	School action plus	Support for pupils with SEN statements
Cognitive and learning needs related to difficulties such as:		
Specific learning difficulties	15.1	6.4
Moderate learning difficulties	30.1	20.7
Severe learning difficulties	0.8	11.9
Severe and multiple learning difficulties	0.1	3.9
Behavioural, emotional and social developmental needs related to difficulties such as:		
Behavioural, emotional and social difficulties	27.6	14.3
Communication and interaction needs:		
Speech, language and communication disorders	13.4	12.4
Autism spectrum disorders	2.7	16.2
Sensory and (or) physical needs related to difficulties such as:		
Hearing disorders	1.7	3.1
Visual disorders	0.9	1.8
Multisensory disorders	0.2	0.4
Physical disability	2.1	7.1
Other disorders		
Other disorders/difficulties	5.3	1.8

The School Action Plus level of support is usually provided to pupils with cognitive difficulties: pupils with moderate learning difficulties (30.1 %), specific learning difficulties (15.1 %); pupils with behavioural, emotional and social development difficulties (27.6 %) as well as pupils with speech, language and communication disorders (13.4 %).

Additional support in cases of SEN statements is provided to pupils with moderate (20.7 %) and severe (11.9 %) cognitive difficulties; and those with autistic spectrum disorders (16.2 %), sensory disorders: hearing (3.1 %), visual (1.8 %) disorders or physical disability

(7.1 %). Based on the data, it could be said that the need for SEN statements and additional support that is provided by different service sectors, is related to the level of a pupils' difficulties and the need for the SEN identification.

Distribution of pupils according to educational requirements and school type. School Action Plus support can be provided in mainstream as well as in special schools. The distribution of pupils with SEN according to learning difficulties and educational requirements in 2008 is illustrated in Table 2.

Table 2

Distribution of pupils receiving *School Action Plus* support according to learning difficulty and education requirements %

Categories of learning difficulties	Mainstream schools	Special schools
	School action plus	
Cognitive and learning needs related to difficulties such as:		
Specific learning difficulties	14.8	2.4
Moderate learning difficulties	28.8	4.9
Severe learning difficulties	0.7	24.0
Severe and multiple learning difficulties	0.1	14.6
Behavioural, emotional and social developmental needs related to difficulties such as:		
Behavioural, emotional and social difficulties	28.0	14.9
Communication and interaction needs:		
Speech, language and communication disorders	14.3	6.6
Autism spectrum disorders	2.8	13.3
Sensory and (or) physical needs related to difficulties such as:		
Hearing disorders	1.8	1.1
Visual disorders	1.0	0.8
Multisensory disorders	0.1	0.2
Physical disability	2.2	10.4
Other disorders		
Other disorders/difficulties	5.4	6.8

School Action Plus levels of support provided in *mainstream schools* is more frequent than that provided in special schools for pupils with moderate (28.8 %) and specific (14.8 %) learning difficulties, behavioural, emotional difficulties (28.0 %), speech, language and communication (14.3 %), and sensory disorders.

Special schools are usually (97.3 %) attended by pupils who have SEN statements (Department for Children, Schools and Families, 2009). School Action Plus support is provided more often in *special schools* than in mainstream schools for pupils with severe (24.0 %) and multiple (14.6) learning difficulties and those with autistic spectrum disorders (13.3 %) or physical disability (10.4 %).

After the statutory assessment of SEN, additional support for pupils can be provided in *mainstream as well as in special schools*. The division of statemented pupils according to their education requirements in the UK in 2008 is illustrated in Table 3.

Table 3

Distribution of pupils with SEN statements according to the learning difficulties and education requirements %

Categories of learning difficulties	Mainstream schools	Special schools
	Support for pupils with SEN statements	
Cognitive and learning needs related to difficulties such as:		
Specific learning difficulties	9.8	0.9
Moderate learning difficulties	18.9	23.3
Severe learning difficulties	3.8	23.7
Severe and multiple learning difficulties	1.0	8.4
Behavioural, emotional and social developmental needs related to difficulties such as:		
Behavioural, emotional and social difficulties	13.8	14.9
Communication and interaction needs:		
Speech, language and communication disorders	18.4	4.3
Autism spectrum disorders	16.5	16.1
Sensory and (or) physical needs related to difficulties such as:		
Hearing disorders	2.9	1.8
Visual disorders	2.8	1.0
Multisensory disorders	0.3	0.2
Physical disability	8.6	4.9
Other disorders		
Other disorders/difficulties	3.2	0.5

After a SEN statement, *education in a mainstream school* is assigned more often than in a special school for pupils with specific learning difficulties (9.8 %), speech, language and communication difficulties (18.4 %), sensory disorders and physical disability (8.6 %).

Education within a special school is assigned more often than in mainstream school for pupils with moderate (23.3 %), severe (23.7 %) and multiple (8.4) learning difficulties. Around 2 % of special school pupils spend some time in mainstream school (according Removing Barriers to Achievement, 2004).

According to the experts the home education of pupils with SEN is very rare. The research report (Hopwood, O'Neill, Castro, Hodgson, 2007) found that just 01. % – 0.4 % of pupils within the whole pupil population are educated at home.

Education of pupils with emotional and behavioural difficulties. According to the UK Audit Commission, the majority of pupils who were excluded from school are pupils with ADHD, autism and mental health problems. In such cases their is organized in special schools (Ellis, Tod, Graham-Matheson, 2008). When educating pupils with emotional and behavioural difficulties there is a lack of understanding about the needs of these pupils (House of Commons Education and Skills Committee, 2006). Pupils' behavioural difficulties are still perceived as the individual child's problem and there is a lack of consderation of environment influences where the child lives and of appropriate interactions with her/him (Evans *et al.*, 2003; Gammon, 2003, quoted from Davis, Florian, 2004). Many research related to recognising and overcoming behavioural and emotional difficulties have been carried out in the UK but there is a lack of a whole system approach. There is a shortage of research revealing the effectiveness of support provision for this group of pupils. Research is usually orientated to changing the child's behaviour and the elimination of disadvantage. An approach orientated towards the environmental context is rarely applied (Davis, Florian, 2004). In this research an expert [UK3] emphasised the importance of the context, i.e. creating a positive environment at school to be able to successfully educate pupils with emotional and behavioural difficulties.

Research shows that the education of pupils' with behavioural problems at school depends on how they are accepted by the school. Research was carried out in schools that accept pupils excluded from other schools. Pupils who started in these schools were not excluded later. When speaking to these pupils it became apparent, that the most important thing for them was that they were wanted at the school Scientists relate this to the teachers' attitudes. Schools have to be positive with regards to a child and claim that 'we need this child'. Schools also have to create a positive and welcoming atmosphere and environments, ensuring the pupil's well being through small activities: celebrations, teachers' conversations with pupils during breaks, not only during lessons. It is necessary to speak to a pupil, to see, what she/he likes, how they feel at school, what difficulties they face when communicating with their peers and how they are affected by that. This allows a pupil to feel that she/he is important and interesting to a teacher, that he's taken care of. These successfully operating schools have good problem management systems; they care how to solve problems, and not to blame pupils. [UK3]

The prevailing approach in the UK is that all pupils with SEN without statements should be educated in mainstream schools. If a child's behaviour is inappropriate then the mainstream school should not refuse to accept him/her (*Inclusive Schooling,* 2001). In reality the majority of those pupils are educated in *mainstream schools*, and *one third- in special schools* (House of Commons Education and Skills Committee, 2006). However some schools consider that the only way to ensure support to pupils with emotional and behavioural problems is to exclude them.

Inclusive policy systems should be open to the diversity of pupils and their needs. However cases of exclusion are common, when pupils with behavioural problems, or children from poor background are expelled. [UK3]

Exclusion does not solve a child's problems but only disturbs his/her education and causes long term difficulties in the future. In this case, schools need to cooperate inter-professional and to share responsibility for the excluded pupils or those at risk of being excluded (Department for Education and Skills, 2004). Moreover, alternative forms of help, the organisation of teachers' training and the use of appropriate resources should be improved and encouraged (House of Commons Education and Skills Committee, 2006). Summarizing, the data of the research (Davis, Florian, 2004) suggests the use of the following strategies when educating pupils in this group:

- Behaviour management programmes which encourage peer- monitoring and tutoring (Hoza, 2000; McEvoy, Walker, 2000);

- Cognitive behavioural approaches, encouraging pupils to manage their behaviour by self-control, anger management and self-encouragement skills. This strategy is effective, because the outcome of behaviour change is related with reduced anti-social behaviour and encouraged task-orientated behaviour (Ervin, Bankert, DuPaul, 1996; Van de Wiel, 2002; Miranda, Presentation, 2000; Rey, 1998);
- Instituting a behavioural approach (encouraging positive behaviour: reward system, strategies of reducing cases of negative behaviour, encouraging responsibility by understanding the consequences of one's behaviour) is another efficient way to encourage task-orientated behaviour (Weiss, Weisz, 1995; Purdie, 2002; Root, Resnick, 2003; Fabiano, Pelham, 2003);
- Combinations of various models and approaches (i. e. cognitive behavioural model and family therapy) which promote the achievement of change (Co-operative Group, 1999; National Institute of Mental Health, 2003);
- Parents' active participation in educational processes. Research shows that parent' participation and empowerment programmes give better outcomes than the application of a cognitive behavioural approach that is orientated directly towards the child (Van de Wiel, 2002);
- Education that is orientated towards a child's active participation in making decisions about his/her teaching strategies and approaches.

The UK Government Strategy (Removing Barriers to Achievement, 2004) provides recommendations that should be applied in seeking the successful education of pupils with emotional and behavioural difficulties in mainstream schools:

1) *Recommendations for the prevention of exclusion*: to strengthen the role of Pupil Referral Units and special schools, by providing alternative support, encouraging partnership and avoiding pupils being excluded from school whilst aiming to return those who have been excluded back into school; to ensure the quality of support in different environments and to reduce the number of pupils in special schools;

2) *Recommendations to enhance the cooperation with other institutions providing support:* to provide a variety of services from different institutions; to initiate intensive, short or long term interventions for pupils who experience exclusion, cooperating with other institutions; to share the

experience of educating this group of pupils with other schools;

3) *Recommendations concerning the organisation of support:* to give a pupil the opportunity to attend a school help centre (i. e. if he/she is under stress); to provide the opportunity for a pupil to study in a quiet environment in case of problems during lessons; to combine individual work and learning in a supportive group, learning to apply different ways of conflict management; to include pupils in a planned programme encouraging their self-esteem (supervision of younger pupils, being a member of a group where support is provided to pupils with communication problems);

4) *Recommendations to combining resources*: to assign a person in school who regularly connects with the pupil, regulates his/her actions, cooperates with other institutions, provides information to teachers, administration, coordinates relationships with a pupil; to create closer links with families, understand changes in a family which could determine a pupil's behaviour; to ensure all teachers are aware of how to work with pupils and parents; to ensure that all school workers share effective strategies of working with a pupil (brief instructions, giving the opportunity to choose, avoiding embarrassing language etc); to encourage the flexible implementation of programmes; to make plans for behavioural support in complex cases; to provide teaching assistant's help during lessons when a teacher cannot pay so much attention to a pupil.

Education of pupils with autistic spectrum disorders. The Review of research about autism (Department for Education and Skills, 2006) emphasizes the importance of the division of autistic groups and an orientation towards individual intervention (Charman, Clare, 2004); the importance of the early detection of autism and early intervention, either the need for psycho-social support encouraging parent-children interactions and promoting child's social and language development (Le Couteur, 2003); the effect of biomedical intervention for a child with autism (Charman, Clare, 2004). According to the data of annual reports (Department for Education and Skills, 2006), pupils with autistic spectrum disorders could be successfully included in mainstream schools. It should be noted that the education of autistic children very much depends on the pupil's intellectual ability. The form of education for these pupils is determined by the experience and approach of professionals, working in Local Education Authorities.

Currently, pupils with autistic spectrum disorders, in the UK can be educated in mainstream schools or special education units, also in special schools dedicated to autistic children. A small proportion of these children are educated in residential schools or at home. Usually, these pupils are educated through individual educational programmes.

Guidelines for the education of this group of children (Department for Education and Skills, 2002) discuss features common to autistic spectrum disorders as well as the organisation of support possible at school. In school support is provided directly to the child and through the provision of training programmes to parents. Support encompasses an analysis of behaviour, communication, elements of day to day routine and careful teaching. The following programmes are also applied: Early Bird programme, specific adaptation programmes, intensive interaction, music therapy, language therapy, picture systems therapy, modified Portage systems therapy, structured teaching and TEACCH – Treatment and Education of Autistic and Related Communication Handicapped Children. Peers are also included in providing support. When the need for extra support arises, pupils are sent for a statutory assessment of SEN in the same order as other pupils with SEN. All school staff are encouraged to adapt the school environment and education programme according to the needs of these children. Guidelines for the education of autistic children (Department for Education and Skills, 2002) *distinguish the requirements that should be used in practice:* understanding of characteristics common to autism (knowledge about the disorder); early identification and intervention; active cooperation with parents, support to the family, creating a Family Services Plan; inclusion of the child, consideration of his/her opinions; cooperation with other services when planning and implementing intervention; clear short and long-term supportive goals, orientated to the child's participation in social life; effective education programmes; orientation to communication, regardless of abilities; behaviour management after having a functional evaluation of the child's behaviour etc.

The document (*Removing Barriers to Achievement,* 2004) gives *recommendations* which should be considered when *pupil's with autistic spectrum disorders are educated in mainstream schools*: to ensure a coherent structure to the pupil's day (visual agenda, clear explanation when changing routine, close type questions, tasks); to ensure an opportunity for a pupil to learn in such a communicative way that is acceptable to him/her (signs, symbols, words); to create work places beyond classroom borders where a pupil could carry out tasks through being helped by a teaching assistant according to a structured activity plan, preparing him/her to get involved in a classroom activity; to adhere to the visual behaviour management plan in a classroom (individual work place); to apply a visual reward system; to ensure that all staff know the pupil, understand his/her behavioural difficulties and what determines them, also to be able to adequately react to a child's behaviour.

Pre-vocation and vocation education of pupils with SEN. Pupils with SEN in the UK can acquire general qualification in mainstream schools as well as in special schools and Pupil Referral Units. They are taught not only general subjects (language, science, religious education) but also vocational subjects (hairdressing, administration assistant, shop assistant etc), as well as general qualifications (working skills, life skills) and basic skills, such as adult literacy and maths/numeracy (Directorate-General for Education and Culture, 2008).

Schools provide compulsory secondary education (11 to 16 years of age), and many schools provide further education (*post-compulsory*) to pupils aged 16 to 19 after secondary education.

The third and fourth levels at school offer general academic education as well as careers education with an assessment after the third level, to discern how well the general programme was absorbed. The fourth and further (post-16) levels offers qualifications for a few vocational subjects as well as work- related learning.

Compulsory education is completed by acquiring general qualifications. After the fourth level, the pupils' vocational orientation is assessed. Exams of different subjects are scored in an 8 score system (A-G). Pupils who achieve only G are unable to get a certificate. Pupils who achieve A-C receive certificates. Those who get 5 A-Cs (including a native language and maths) have an opportunity to proceed with higher education.

Experts note the following gaps in pupils with SEN acquiring these qualification, due to the non-differentiated assessment of SEN pupils' achievements:

> *One problem of the education system is that the school and their quality is judged by their pupils' performance level (learning achievements) in exams. The reality is that the majority of pupils with SEN do not achieve high academic results according to the national level of general educational qualification. Therefore*

it seems it is not so important for pupils with autistic disorders to achieve high cognitive results as to acquire social skills. This should be the focus when evaluating pupil's achievements on graduating. An evaluation should be differentiated, to reflect diversity of pupils' abilities and their individual achievements. [UK2]

The Directorate-General for Education and Culture (2008) states that there is a plan to change the education of pupils aged 14–19, aiming for a more flexible system of acquiring qualifications that would offer pupils different vocational opportunities and merge general and vocational training. According to the expert:

Educational programmes for children with complex SEN in the UK are often orientated to vocational training but this emphasis is not enough, in comparison to other countries. [UK1]

Pre-vocational orientation in the UK fall within the remit of the Connexions Service. According to the *Code of Practice* (2001) after 9 years at school, all pupils receive a Transition Plan which gives recommendations for a pupil's, further education. This plan provides information to an institution of further education about the pupils need for support. The transition plan is based on the principles of *participation, holism, support, inclusion, cooperation and involvement.*

According to the experts, pre-vocational education is not organised specially or differently for pupils with SEN:

Pre-vocational and vocational training is not directly related to pupils with SEN only, it is applied to everyone. We give all pupils opportunities to choose and plan their further education: academic or vocational. Pre-vocational education is already organised for pupils aged 14, encouraging them to plan their education and discussing this with their parents. [JK2]

The UK document *Learning for Living and Work* (2006) recommends the development of the practice of inclusion. It also emphasizes the importance of improving the system for pupils' with learning difficulties in further education.

Conclusions

Based on the UK documents analysed on meeting the SEN of pupils and special educational support provision, as well as an analysis of research and other resources, we draw the following conclusions:

1. In the UK, as in many other European countries, the educational needs of pupils' with SEN are discussed in the context of inclusive education. Diversity of educational provision is emphasised as optimum in creating conditions to meet a child's individual needs in the best possible way. This includes education in mainstreams schools, special schools, their combinations, resource centres, etc. together with other important factors, i. e. teaching and learning by cooperating, heterogenic and differentiated education, alternative educational strategies within a positive educational environment,

2. Inclusive education in the UK is considered as the priority value of the education system, which encompasses: individual approaches to the education of all pupils, not distinguishing those with special education needs; flexibility of school systems taking into account the diversity of needs; solving all stakeholder problems through cooperation; differentiated assessments of pupils' achievements; using a social approach to problems, emphasising the reduction of learning barriers at school.

3. The identification of pupils' special needs in the UK begins in the mainstream school classroom if they have'nt been identified peviously in pre-school. When school is able to meet the SEN at the institution level, a school principal, a teacher and other professionals are responsible for providing support to the pupil. When a school is unable to assess the SEN and provide appropriate support, consultation services are used. Consultation service professionals, together with the school, parents, pupil and other specialists and services, if necessary, makes the decision regarding child's education.

4. The education system is based on a systems approach, i. e. a child is perceived as part of a family and the school system is orientated towards the child's education in a usual environment. Support is provided to the child as well as teachers, the school and family.

5. The following educational requirements of pupils with SEN in the UK are: learning in mainstream school, special classroom or units of these schools (with a teacher and (or) a teaching assistant providing help, other direct or indirect support from other services); special (support to pupils with a Statement) and specialised schools (centres of expertise, orientated to the education of a certain group of pupils with SEN); pupil referral units (education of pupils who have been expelled, implementing back to school programmes, organising help for parents);

home education (pupils with severe physical disability or health issues).

6. Special educational support is provided at several levels: teacher's support in the classroom according to strategies related to child's SEN (*school action*); support provided by a teacher in the classroom: applying strategies, differentiating the content of learning, using extra resources: professionals recommendations, teaching assistant's support (*school action plus*); support to a child with a statement – through the statutory assessment of pupil's SEN and support, using resources from other institutions, opportunities and applying certain strategies in school.

7. Decisions of Local Education Authorities in the UK, can be different, according to education financing possibilities, approach and practice and this results in a variety of different placements for a pupil with SEN. Mainstream schools are usually used to educate pupils with specific and moderate learning needs, as well as behavioural, emotional and social development difficulties, and for those with speech and communication disorders or pupils with physical disability. Pupils without statements should attend mainstream school, and those with statements can be educated in mainstream schools or their special classroom, and specialised schools. Home education is organised in very rare cases.

8. The majority of mainstream schools in the UK are open to inclusive practice, but the education of pupils with behavioural and emotional difficulties still remains a challenge. One third of these pupils are educated in special schools (after they've been expelled from a mainstream school); some pupils are educated in Referral units, who educate pupils' skills of behaviour management and other social skills and aim to refer them back to mainstream schools.

9. In the UK, similarly to other European countries (i. e., Holland, Denmark) the following priorities for pupils' with behavioural and emotional disorders are raised: cooperation of different institutions; implementing back-to-school programmes; joining resources and training of teachers; assigning a specialist responsible for a pupils with behavioural difficulties at school; finding out and eliminating barriers to inclusion that exist at school; creating positive environments at school and ensuring pupils' well being at school; encouraging parents' and pupil's inclusion; implementing programmes of pupil's behaviour management; encouraging task-orientated behaviour; supporting self-esteem through group support (discussions, role plays etc); encouraging peer support: involving peers, helping to control pupils' behaviour.

10. Pupils with autistic spectrum disorders in the UK can be educated in mainstream schools or special units, as well as special schools, depending on their needs. Pupils with a statement and receiving support that is additionally funded, can also be educated in mainstream schools.

11. In educating pupils with autistic spectrum disorders cooperation with different institutions is emphasized, as well as a focus on the school's preparation to educate these pupils. Additionally included is the encouragement of parental involvement into the education process: active cooperation with parents, support for the family, creating a plan for family services, encouraging a pupil to get involved with the school community activities, consideration of the child's opinion and communication skills, application of educational strategies orientated to a child in an environment: clear support goals, aimed at the child's involvement in social life; creating and implementing education programmes, orientated to encouraging communication in a way acceptable to a pupil and social interactions; implementing programmes of behaviour management and structured teaching using visual presentations of information and applications of visual ways of behaviour management .

12. In the UK pupils with SEN have access to general qualification in mainstream schools as well as special schools and Pupil Referral Units. Pre-vocational support is under the care of the Connextions Service. When graduating from compulsory school all pupils receive a Transition Plan which provides recommendations for their future learning opportunities. Information on a pupil's need for support is provided to the institution of further education.

References attached to the original paper (pp. 89–90)

Received 2011 04 26