

## Accessible School for All ASA project

### PURPOSE:

To improve the competence of specialist teachers in providing support to children and pupils, taking into account the diversity of their personal and educational needs.

### The initiative responds to current issues in education:

Identifying differentiated needs for the provision of additional support in the learning process of children and pupils.

An increase in the number of refugee children (in Polish schools and kindergartens) whose needs require support in the areas of language communication, adaptation and mental health.

The occurrence of psychological problems in children and pupils as a result of crises.

### Beneficiaries:

**1 120**  
specialist teachers<sup>1</sup>

**11 200**  
teachers

**500**  
institutions<sup>2</sup>

**~1 000**  
parents

**30 000**  
children<sup>3</sup>

<sup>1</sup> (psychologists, speech therapists, special educators, educational therapists)

<sup>2</sup> kindergartens, schools, DAPs

<sup>3</sup> including those with SEN and experience of migration

### Activities implemented:

Professional development of 1,120 specialist teachers by the 'learning by doing' model.

**e-learning**  
5 training programmes

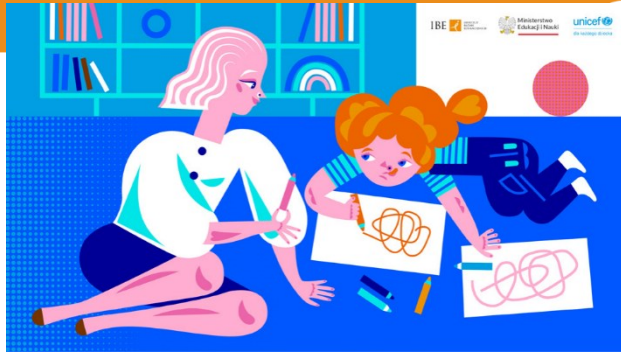
**workshops**  
24 workshops with experts

**supervisions**  
specialist support

**interventions**  
23 practical interventions



# Strengthening knowledge, skills and competencies in 5 thematic areas

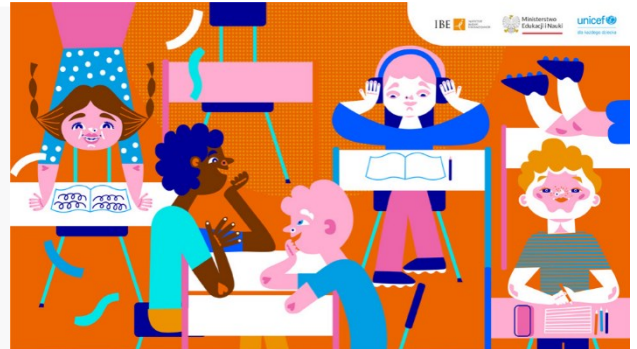


## PROGRAMME 1.

Implement diagnostic methods in school practice to support psychological and pedagogical assistance.

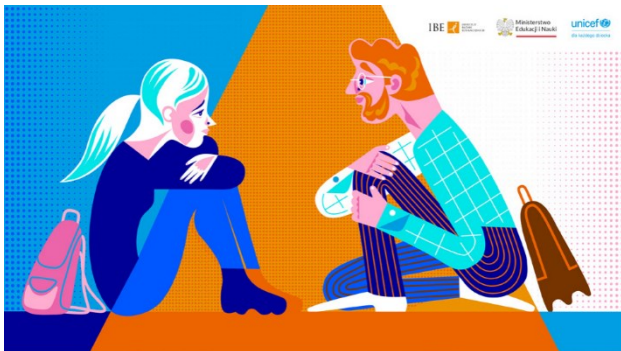
## PROGRAMME 2.

Establish a system of educational and specialised support that takes into account the differentiated needs of pupils in the classroom.



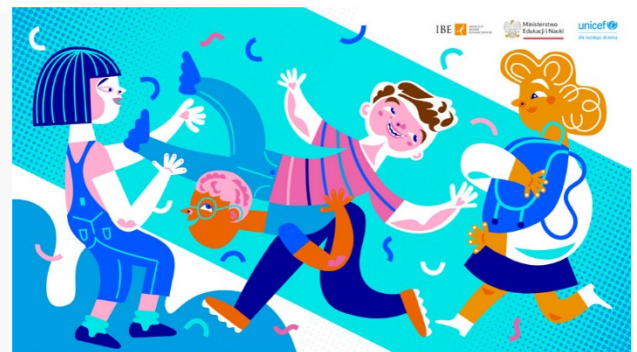
## PROGRAMME 3.

Promote mental health protection and prevention of mental disorders in children and adolescents through educational and specialised interventions.



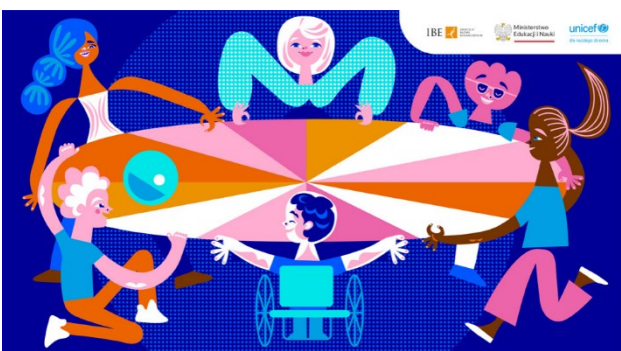
## PROGRAMME 4.

Organise integration activities for pupils and their families with migration experience, including refugees from Ukraine.



## PROGRAMME 5.

Foster a positive school/pre-school climate.



# LAA or 'learning accessibility advisors'

Specialist teachers in the project take on the role of 'learning accessibility advisors (LAAs)'.

The LAA performs at least two roles when conducting interventions:

# 1

includes competence support for other teachers, including specialist teachers (peer mentoring model), e.g.

Intervention 5.1 Developing Non-Violent Communication (PBP) skills in kindergarten using the board game 'Giraffe'

Intervention 3.1 Procedure for specialist teachers to deal with pupils who display behavioural and adaptive disorders

# 2

directly provides educational and specialised support to children and pupils, e.g.

Intervention 1.2 Emotional and social health screening

Intervention 2.3 Using a variety of ways to present content – using ETR in working with students with language comprehension difficulties

Strona 1 z 2

## Studium interwencji

**Tytuł interwencji:** Wykorzystywanie różnorodnych sposobów prezentacji treści .....

**Poziom interwencji:**  
oddziaływanie na nauczycieli specjalistów, oddziaływanie na nauczycieli;

**Etap edukacyjny:**  
Szkoła podstawowa klasy 1–3, szkoła podstawowa klasy 4–8


**Kategoria interwencji:**  
interwencja szkoleniowa (skierowana do nauczycieli danej szkoły)

**Problem:**  
Głównym problemem, który sprawia, że edukacja .....


**Cele:**

1. Cel nr 1
2. Cel nr 2
3. Cel nr 3

**Ogólny opis interwencji:**  
Zaproponowana interwencja polega na przygotowaniu nauczycieli specjalistów do wdrożenia innych nauczycieli do prowadzenia zajęć uwzględniających zróżnicowane potrzeby .....

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Strona 2 z 2

**Podstawy naukowe interwencji:**  
Określenie „formy łatwe do czytania i rozumienia” pojawia się w artykule 9 Konwencji o prawach osób niepełnosprawnych. Międzynarodowe wytyczne dotyczące praktyk w zakresie języka łatwego do czytania i rozumienia zostały .....

**Strategia działania:**

**Krok 1:** Prowadzący nauczyciel specjalista przeprowadza szkolenie dla nauczycieli:

- Na szkolenie zgłaszają się nauczyciele, którzy mają w swojej klasie uczniów .....

**Krok 2:** Nauczyciele przygotowują teksty do lekcji w formie ETR:

- Przed rozpoczęciem tworzenia materiału nauczyciele zapoznają się z podstawą programową .....

**Czas trwania:**  
Minimalny czas trwania interwencji .....

**Monitorowanie i ewaluacja skuteczności:**  
W opisanej interwencji monitorowanie przebiega dwustopniowo: |


**Ryzyko/zagrożenie w realizacji:**

- Brak zrozumienia istoty projektowania uniwersalnego w edukacji.
- Negatywne nastawienie do uczniów o specjalnych potrzebach edukacyjnych.


**Załączniki:**

1. Narzędziownik
2. Przewodnik

**Bibliografia:**

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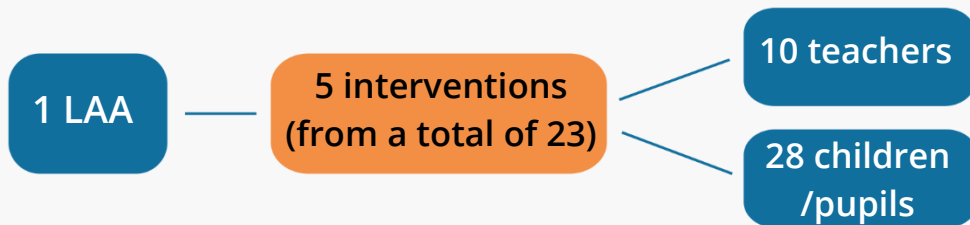
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# Stages of training

1. E-learning at ZPE (25 educational videos, guides, handbooks, intervention studies, exercises, tests)
2. Workshops with experts (45 workshop groups, 50 trainers)

3. Interventions in practice with the support of supervisors



## Research and evaluation component:

| Module | Properties tested  | Groups surveyed                               |
|--------|--|---|
| 1      | Knowledge, creativity, identification with professional roles, attitudes, evaluation of the applicability of the principles of inclusive education, sense of self-efficacy | LLA, control group of specialist teachers     |
| 2      | Creativity, attitudes, evaluation of the applicability of the principles of inclusive education, sense of self-efficacy  | Teachers trained by the LAA                   |
| 3      | Well-being, peer group status, self-perception of social integration   | Children and pupils included in interventions |
| 4      | The efficiency/effectiveness of individual interventions   | Children, pupils, teachers, principals, LAA   |

### Effect:

catalogue of evidence-based practice (EBP)  
inclusive practices

### Planned activities:

- Course 'Teaching Polish as a foreign language'
- Mental Health and Psychosocial Support (MHPSS) module
- Materials for directors
- Additional support for kindergartens
- Conferences and regional meetings

### Consultation with specialists, psychiatrists, psychotherapists, psychologists and special educators

Free, anonymous consultation for adult students, parents and teachers of participating establishments. 1,000h of support has already been carried out.

Budget:  
2023: PLN 2 370 372,68  
2024: PLN 7 000 000,00

Planned project duration:  
May 2023 - September 2025

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