



COURSE DESCRIPTION

Every Child is Special

There is no separate pedagogy for special educational needs — there are five teaching strategies the evidence backs, and this week works through all five.

DURATION 5 days · 25 hours	LANGUAGE English (B1+)	GROUP SIZE Max 20 participants
DAILY SCHEDULE 09:30–15:00 Monday to Friday, with a break for lunch	AUDIENCE All school levels No specific prerequisites — open to all teachers and school staff.	CERTIFICATE Attendance + Europass Mobility
COURSE CENTRES Antalya · İstanbul · İzmir · Mersin · Budapest · Bremen · Rome Dates and cities of the scheduled sessions are listed on the course page.		

01 Overview

Knowing that every pupil should be included is easier than knowing what to do at ten o'clock on a Tuesday. This week gives you five specific teaching strategies, one for each day, each one taken apart, practised on real curriculum material, and rebuilt as something you can run on Monday. They are the five that a review of the international evidence found to matter most for pupils with special educational needs — and they turn out to be the five that make a lesson work for everyone else in the room too.

- **Monday** you answer the week's real question — whether pupils with SEND (special educational needs and disabilities) need different teaching or better teaching — and then break one concept down until it can be taught in small, checkable steps.
- **Tuesday** you make thinking visible: graphic organisers for the concepts students keep mangling, and the prompts that get a class planning and checking its own work.
- **Wednesday** you build a scaffold — and, more importantly, write the plan for taking it away again.
- **Thursday** you replace fixed ability groups with temporary ones that form for a stated purpose and disband when it is met.
- **Friday** you add the technology strand, then assemble the whole week into a single repertoire card and score yourself against where you started on Monday.

You go home with a worked example for each strategy, a fade plan for a scaffold you actually use, a two-week grouping plan for one unit, and an honest split of what you can change alone, what needs one colleague, and what you will have to ask your school for. Nothing in it requires a budget, a new platform, or permission to start.

02 Course description

Ask a teacher what a pupil with special educational needs requires and the answer usually points somewhere else in the building — a specialist, an assistant, an assessment, a programme the school would have to buy. It is a reasonable answer. It is also the reason a lot of good teaching never reaches the students who need it most, because everyone is waiting for the expert.

The evidence points somewhere much less exotic. The Education Endowment Foundation's guidance report *Special Educational Needs in Mainstream Schools* was built on a review of the best available international evidence, carried out by a team at the Centre for Educational Development, Appraisal and Research at the University of Warwick. Its finding about classroom teaching is blunt: high quality teaching for pupils with SEND is based on strategies that are already in the repertoire of most mainstream teachers, or can be added to it without much difficulty. Or, as one of the practitioners quoted in the report puts it: good teaching for children with SEND is good teaching for all.

The report names five such strategies — explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and using technology — and the EEF publishes them, free, as a practitioner tool teachers can hold in one hand. Each day of this course takes one of them, works it until it is a specific thing you do rather than a word you agree with, and ends with something written down.

The week is not a tour of good ideas, because the strategies have failure modes and most training skips them. A scaffold that never comes off produces a student who cannot work without an adult beside them; the report is explicit that a scaffold is temporary support removed when it is no longer required, which means the removal has to be planned, not hoped for. A scaffold handed only to certain children marks them out, so the EEF's own reflection questions ask whether you provide scaffolds at whole-class level and let students opt in. And grouping, the strategy schools think they already do, is where the gap between the label and the evidence is widest: fixed ability groups tend to hold low-attaining pupils back, while flexible groups are formed for one specific purpose and disbanded when it is met. Thursday is spent making that logistically real — what evidence puts a student in today's group, how you say so without stigma, and what ends it.

The evidence report that this week is built on makes its own distinction, and the course keeps to it. High quality teaching for every pupil is one recommendation. Carefully selected targeted intervention is a different one. This week is the first of those. That is also why nothing here asks a teacher to identify what a pupil "has" — there are no condition checklists and no labels.

Other courses cover the neighbouring topics. Structured teaching for autistic pupils and pupils with ADHD is the subject of *Inclusive Classrooms: Educating Students with ASD and ADHD*. The digital side is covered in depth in *Digital Tools for Students with Special Needs*. Friday's technology session stays where the evidence report puts it: as one strand inside ordinary teaching, not a tour of tools. Inclusive Education and Special Needs measures your own competence against a European profile. Inclusive Education for Diversity and Equality builds a whole-school equality project. Newly arrived refugee and migrant learners are the subject of *Refugees & Migration and Education*. This week builds classroom repertoire.

What makes the week transferable is that the material is supplied. You are not asked to bring case files, student records, or anything about a real child. The course brings its own curriculum extracts — short passages, worked examples and the misconceptions that come with them, across subjects and age ranges — and every practical session runs on those. If you would rather work on a lesson you are about to teach, you can. Nothing in the week depends on it.

By Friday the five strategies are not five things you have heard of. They are five things you have done once, on paper you are taking home, with your own note under each about where it will be hard in your classroom.

03 Learning outcomes

- 01 Explain why the evidence points to better teaching rather than different teaching for pupils with special educational needs, and name the five strategies that carry that finding.

- 02 Break a concept from your own subject into small, sequenced steps and teach it explicitly, using non-examples to mark where the concept stops.
- 03 Build a graphic organiser for a concept students routinely confuse, and write the prompts that get a class planning, monitoring and evaluating its own work.
- 04 Design a scaffold that can be offered to a whole class without singling anyone out, together with a written plan for removing it in stages.
- 05 Plan flexible groups for one unit — formed on evidence of current mastery, for a stated purpose, with the point at which each group ends written down in advance.
- 06 Assemble the five strategies into a single repertoire you can work from, and separate what you can change alone from what needs a colleague and what you will have to ask your school leadership for.

04 Methodology

One Strategy a Day, Applied the Same Day	Each of the five evidence-based strategies has its own day — introduced, taken apart, practised on supplied curriculum material, and written up before the day ends. Nothing is introduced and left for later.
The Failure Mode Is Taught With the Strategy	Every strategy is taught alongside the way it commonly goes wrong — the scaffold that never comes off, the group that never disbands, the explanation that was clear only to the person giving it.
The Course Brings the Material	Curriculum extracts, worked examples and misconception sets are supplied, so practice starts immediately and nobody is asked to bring information about their own students.
Measured Against Where You Started	Participants score their own practice on the EEF's reflection questions on Monday morning and again on Friday, so the week's output is a change in a named baseline rather than a general impression.

05 Daily programme

Day 1

Better teaching or different teaching? — and explicit instruction

- **Icebreaker:** "Describe it without the label" — in pairs, describe a lesson that did not land for someone in your class, using no diagnostic or framework vocabulary at all; the terms come later, if at all
- Introduction to the course and participants; presentation of the schools of the participants
- **The question the week answers:** is there a special pedagogy for special educational needs, or is there high quality teaching used flexibly? What the international evidence review behind the EEF's guidance report concluded
- **The uncomfortable finding:** pupils identified with the highest level of need can spend over a quarter of their time away from the mainstream class (in the English study the report cites, pupils aged 9–10), mostly with other pupils identified as low-attaining or as having SEND — being on the roll is not the same as being in the teaching
- **Baseline:** each participant works through the EEF's reflection questions on their own practice across all five strategies and records where they currently stand
- **Strategy one, explicit instruction:** teaching in small steps, examples and non-examples, clear and unambiguous language, planning for the misconceptions you can predict, and stripping out what distracts from the essential content

- **Why it is not "lecturing":** teacher demonstration, then guided practice, then independent practice — and where teachers usually skip the middle step
- **Practicum:** take one concept from the supplied material, break it into steps, build the non-example set that marks its boundary, and rehearse the think-aloud with a partner
- **Output:** one concept planned for explicit teaching — step sequence, non-example set, and the checks for understanding placed where they belong

Day 2

Making thinking visible: cognitive and metacognitive strategies

- **Warm-up:** "How do you actually check your own work?" — a quick round in which participants narrate their own thinking out loud, which is the skill the whole day rests on
- **The distinction that matters:** cognitive strategies are the ways we learn something; metacognitive strategies are the ways we monitor and direct that learning
- Graphic organisers, the cognitive strategy with the strongest research base for this group: Frayer models, Venn diagrams, T-charts, event chains — and choosing the right one for the shape of the concept
- **Practicum:** build a graphic organiser for a concept from the supplied set that students routinely mangle, then test it on a partner who teaches a different subject
- **Modelling your own thinking:** how a teacher makes an invisible process audible, and why "I'll show you how I'd start" changes what a struggling student does next
- **Metacognitive talk in the classroom:** prompts for planning, monitoring and evaluating, and how to set a level of challenge that makes self-regulation necessary rather than optional
- **The honest split:** of the evidence report's metacognition recommendations, which ones a single teacher can act on alone and which are genuinely school-level asks
- **Output:** one graphic organiser ready to use, plus a set of three metacognitive prompts written into a specific lesson

Day 3

Scaffolding — and the plan for taking it away

- **Scaffolding as the report defines it:** temporary support that lets a student do now, with help, what they cannot yet do alone — and that is removed as they become able
- **The assessment problem underneath it:** a scaffold is only the right size if you know what the student can currently do without one
- **The three forms — visual, verbal, written:** writing frames, partially completed examples, task checklists, and sentence-level support
- **Failure mode one, the permanent scaffold:** how support quietly becomes dependence, and what a fade looks like in stages — whole-class frame, then headings on the board, then questioning alone
- **Failure mode two, the scaffold that marks a child out:** offering support at whole-class level and letting students opt in, so using it is a choice rather than a signal
- **Practicum:** take the concept from Day 1, build its scaffold, then write the fade plan — what is removed, at which point, and what tells you the student is ready
- **Levelled materials, honestly:** when different versions of a text help and when they simply lower what is expected
- **Output:** one scaffolded task with a written three-stage fade plan and the evidence that triggers each stage

Day 4

Flexible grouping — and why fixed ability groups backfire

- What the wider EEF evidence says about streaming and setting for low-attaining pupils, and why the classroom version — the permanent table of the same children — carries the same risk
- **Flexible grouping defined precisely:** groups allocated temporarily on current mastery of specific content, formed for an explicit purpose and disbanded once that purpose is met
- **The logistics nobody teaches:** what evidence puts a student in today's group, how you announce it without stigma, how long it lasts, and what tells you it is over
- Stations, rotations and small-group teaching rebuilt on this logic — familiar classroom arrangements, now with entry and exit criteria attached
- **Peer tutoring and collaborative work:** what makes a group learn from each other rather than divide the worksheet between them
- **Practicum:** using the supplied class profile and unit outline, plan two weeks of grouping — which groups form, on what evidence, for what purpose, and when each ends
- **Output:** a two-week grouping plan for one unit, with the disbanding point written in advance for every group

Day 5

Technology as a strand, assembling the repertoire, evaluation

- The fifth strategy, kept where the evidence report puts it: technology as a tool inside ordinary teaching, not a separate subject — apps that instruct, apps that support learning such as note-taking tools, speech-generating tools for students with communication difficulties, and speech-to-text for students whose thinking outruns their writing
- **The teacher side:** using a visualiser or projector to model a worked example live, to share a student's work, or to rework an incorrect model together in front of the class
- **Choosing honestly:** when a piece of technology removes a barrier and when it adds a second thing to learn
- **Practicum:** go back to one worked example you made earlier in the week and decide whether one of these tools would remove a barrier in it or add a second thing to learn — then write the version with the tool, or the reason for leaving it out
- **Output:** a fifth worked example — one piece of your own teaching with the technology decision written under it
- **Assembly:** each participant builds their repertoire card — the five strategies with their own worked example under each, and a note of where each one will be hard in their own classroom
- **Re-scoring:** the same EEF reflection questions used on Monday, answered again, so the week ends with a visible difference rather than a feeling
- **The three-way split:** what you can change alone, what needs one colleague, and what you will ask your school leadership for — written as a request with a named person to ask
- **Course evaluation:** reflecting on acquired competencies, feedback and discussion
- Issuance of the Certificate of Attendance

PLEASE NOTE

Sessions run from 09:30 to 15:00, Monday to Friday, with a break for lunch. Timings can shift a little to suit the venue and the group.

Course activities and content may vary depending on participants' needs and the trainer leading the session; any changes are at the trainer's discretion. If there is a specific topic you would like included, please let us know — content-related requests must reach us at least 3 weeks before the course start date so we can confirm them in time.

06 Materials

- The EEF's "Special Educational Needs in Mainstream Schools" guidance report, worked with during the week — the source of the five strategies (published free of charge by the Education Endowment Foundation)
- The EEF's "Five-a-day" practitioner tool, the one-page version of the five strategies used as a working reference all week (published free of charge)
- The EEF's reflection questions on the five strategies, completed on Monday as a baseline and again on Friday
- A set of curriculum extracts, worked examples and common misconceptions across subjects and age ranges, supplied by the course and used in every practical session
- A class profile and unit outline used for Thursday's grouping work
- Your own repertoire card, built during the week and taken home

07 How to prepare

- There is nothing to prepare and nothing to bring — all the teaching material used during the week is supplied.
- No session asks you for information about a real student, and you will not be asked to name anyone.
- If you would like to arrive with something in mind, one thing is enough: a topic you teach that a part of your class reliably struggles with. You share only as much as you are comfortable sharing.

08 After the course

- Participants will receive their Certificate of Attendance and the co-signed Europass Mobility document.
- Participants will complete a general course evaluation and event survey.
- Participants will receive course materials, videos, photos, and PDF documents in both digital and print formats.
- Follow-up support: self-evaluation materials are provided. Depending on the group, an email group may be set up so that participants can keep exchanging ideas.

09 Why this is Erasmus+ eligible

Inclusion and diversity is the first priority listed in the Erasmus+ Programme Guide, which states that "the Programme seeks to promote equal opportunities and access, inclusion, diversity and fairness across all its actions" (Erasmus+ Programme Guide 2026, Part A — Priorities of the Erasmus+ Programme, p. 7). This course works on that priority in the place where it is either delivered or lost: the ordinary lesson. What a participant takes back is a teaching repertoire for the class they already have — it does not depend on extra staff, new equipment or a separate budget.

10 What the course fee covers

INCLUDED IN THE COURSE FEE

- 25 hours of training and course materials
- Certificate of Attendance + Europass support
- On-site local support throughout the week

ARRANGED SEPARATELY BY THE PARTICIPANT

- Travel to the host city — invitation letter on request
- Accommodation — we share recommended options
- Travel & health insurance

ISSUED BY

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COURSE PAGE

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ABOUT ERASMUS MOBILITY ACADEMY

Erasmus Mobility Academy (OID: E10304561) is an Erasmus+ training provider offering professional development courses for educators, school staff and youth workers across Europe. Our courses are designed for international mobility — open to participants travelling from a country other than the host country — and support schools in building lasting institutional capacity. We provide structured learning, logistical guidance and certification with Europass.