



School Equity Best Practice

Title: A child with Down syndrome in the nursery class

Equity dimension: *tick the dimension related to the practice*

- Fairness Inclusion Access Opportunities
- Personalised learning Personal and social development

Subject: *write a key word related with the dimension, for example, dropout, bullying, SEN, Roma, newcomers, expectations, well-being, socioeconomic status...*

A child with Down syndrome in the nursery class

Target groups: *choose the educational level focus of the practice*

- Early Years Primary education Lower secondary education
- Upper secondary education Vocational Training Other

Source: *give information about the school and its context. Include contact details*

Elementary school Carolus Magnus in Schaerbeek is a primary school located in the shadow of the European institutions in Brussels. This elementary school offers education to a group of children with a huge range of diversity but rather from the higher social class.

(Basisschool Carolus Magnus, de Jamblinne de Meuxplein 8-9, 1030 Schaarbeek – 0032 – 2 – 733.10.97 – <https://bscarolusmagnus.wordpress.com/> - - directie: Didier Van de Gucht)

Description: *write a 5 line summary including the goals and objectives of the practice*

At the request of the parents, J., a boy with Down syndrome and born in the year 2013, goes through his infancy by learning to explore and discover the world around him in regular kindergarten class together with other children of his age.

In this school, J. is given the opportunity to develop both personally and socially.

Methodology: *explain the steps followed to implement the practice, responsibilities (who makes what), the duration, time and place. Maximum 1 page.*

J.'s parents consciously choose to enroll their son with Down syndrome in the school where their other son goes to school as well. In addition to Down syndrome, J. also suffers with physical limitations: in the beginning, walking alone was very difficult and also his self-sufficiency (self-supporting coat, going independently to the toilet, eating independently) requires the necessary attention.

After making clear agreements with both the parents and the teachers involved on the search for possible support, the school agreed to include Julien in the school.

J. is currently also supported for several hours per week by an extra supervisor in the classroom (GON-supervisor), a speech therapist and a physiotherapist. In the classroom we strive for maximum participation in the classroom activity. However, the goals for Julien are adjusted. To give him all the opportunities to optimize his speech, SMOG is used, a supporting sign language that J., the other pupils in his class and all the teachers in the school have mastered. For the teachers, an additional training was organized.

Resources: *explain the resources used in the practice: human, financial, technical, materials...*

J. is currently supported for several hours per week by an extra supervisor in the classroom (GON-supervisor), a speech therapist and a physiotherapist. To give him all the opportunities to optimize his speech, SMOG is used, a supporting sign language.

Outcomes: *explain the results, the evaluation and the impact of the practice*

In the short time J. has been learning with the other children by experimenting and exploring, he has already made progress.

Although there are currently steps in his personal and social development, it is impossible for the school team to make pronouncements in the longer term. Everything will be taken into account, with all actors concerned, step by step, and on this basis agreements are made for the (rather near) future.

Supporting documents: *give the link to supporting documents, such as forms, multimedia files...*

will be added and/or modified later

<https://www.youtube.com/watch?v=dgcZTDO04bc>

Interview: *the practice should include a recorded video interview to one of the users about the benefits of the good practice. The video should be in English or subtitled. Maximum 3 minutes. Write the video URL here*