



School Equity Best Practice

Title: A. has her own learning plan

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...*

Child with an own learning plan to stimulate personalised learning

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*

Primary school 't Plantzoentje is a multicultural elementary school located in the municipality of Laeken (Brussels), also the home of the King and the Queen.

The school has a very diverse pupil influx, both in terms of mother tongue, religion, social status and country of origin.

(Basisschool 't Plantzoentje, Karel Bogaerdstraat 4 - 1020 Laken - 0032 – 2 - 474.06.20 – <https://www.hetplantzoentje.be> - directie: Geert Willaert)

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

In the beginning A. had no report with a reference to the educational system for pupils with special needs. She followed the educational plans like all the other children and the results came in an ordinary report. It was only during the course of the school year that a report with a reference to the educational system for pupils with special needs could be drawn up after several testings.

In consultation with the parents, who wanted that their daughter would stay in a regular school, it was decided that A. would be offered a customised programme that would use both custom targets and a custom reporting.

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

In the beginning A. followed the educational plans like all the other children and the results came in an ordinary report. Once a report with a reference to the educational system for pupils with special needs could be drawn up after several testings, A. would be offered a customised programme that would use both custom targets and a custom reporting.

Example:

Oral interaction

Level kindergarten

1.1.1.1 Be prepared to use Standard Dutch as much as possible, with support from adults.	
1.1.1.2 Be prepared to express one's own feelings and emotions in a personal manner.	

Level 1st year primary school

1.1.1.4 Enjoy listening and speaking.	
1.1.1.7 Be willing to speak spontaneously.	

Listening

Technical listening

Level kindergarten

1.1.2.1 Notice and name sounds and signals from one's environment	
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On the basis of the results obtained on a number of tests and the observations of both the classroom teacher and the extra teachers, a goal framework has been set up for a certain period of time. Besides the class holder there are also additional supporters who work with A. during the week. The SES- teacher and extra supervisor can give the necessary support class internally for both mathematics and Dutch, and there is also an investment in support on motor skills. As to the other learning areas, A. follows the program of the other children in the classroom. During this school year, however, the school has also been fortunate enough to be able to collaborate with a psychologist in training who has devoted his full internship to the follow-up of A. Although she still has to process a lot of learning goals from the first class, she moved on with her friends to the second class. This is of course also very important in function of the socio-emotional development of A. During monthly consultations, the progress of A. is discussed in function of repeating goals that have not yet been achieved and the choice of new goals that can be worked on.

Although this way of working is quite labour-intensive, this offers both the school and A. the opportunity, according to her own possibilities and at her own time, to process learning goals and yet to grow together with the friends of the same age group through primary school.

However, she will never obtain a basic education certificate at the end of the sixth grade. Her parents are also aware of this.

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

Besides the class teacher there is also a SES- teacher and one or two extra supervisors who can give the necessary in-class support for both mathematics and Dutch, and there is also an investment in support on motor skills.

During the monthly consultation sessions, next to the class teacher, SES teacher and the additional supporters, the members of our Pupils' guidance centre are also concerned.

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

A. is currently making progress although it is certainly not at the same rhythm as the other children in the classroom.

However, it is also very important to take into account the socio-emotional development of the child. The older she becomes, the harder it will be to find enough challenging tasks that fit in with her age/living world.

This way of working does gave good results but is certainly not feasible with several children who need their own goal framework in a class group of 25 to 30 pupils.

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

will be added later

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*