



DIGITAL TOOLS FOR SPECIAL EDUCATIONAL NEEDS (SEN) STUDENTS in Barcelona, Spain

LOCATION:

Barcelona, Spain

TARGET PUBLIC

- Teachers in primary and secondary education.
- Special education teachers and support staff.
- VET and adult education trainers working with learners with additional needs.
- Educational psychologists, learning support teachers, and inclusion coordinators.
- School leaders and professionals involved in inclusive education strategies.

The course is suitable for participants with basic digital skills. No advanced technical knowledge is required.

through the effective, responsible, and pedagogically sound use of ICT and AI tools.

REGARDING THE GROUP:

Group size: between 4 to 10 participants. Maximum 14

Group composition: Participants attend the course with an Erasmus+ grant and come from a variety of European countries, including Poland, Italy, Portugal, France, Slovakia, Hungary, the Czech Republic, Germany, Lithuania, Latvia, and Estonia, among others. This multicultural composition fosters intercultural exchange and peer learning.

Language of instruction: The course is delivered in English.

Schedule: The course is organised either from 10:00 to 14:00, from 10:00 to 15:00, or from 10:00 to 14:00 with two additional afternoon sessions.

FEES

20 hours: 400€

25 hours: 450€



DESCRIPTION

This Erasmus+ training course focuses on the use of digital tools to promote inclusive education and effectively support learners with Special Educational Needs (SEN). Participants gain practical experience in selecting and applying ICT tools and assistive technologies to enhance accessibility, participation, and learning outcomes. The course is grounded in Universal Design for Learning (UDL) principles and addresses diverse learning needs, while also considering ethical issues, data protection, and responsible digital practices.

Be aware:

Participants are required to bring their own laptop for use throughout the course, as all sessions include hands-on activities involving digital and AI-based tools.

LEARNING OUTCOMES

By the end of the course, participants will be able to:

1. Identify and select appropriate digital tools to support learners with different types of Special Educational Needs.
2. Apply inclusive pedagogical strategies supported by ICT and Universal Design for Learning (UDL) principles.
3. Use assistive and accessibility tools to enhance communication, comprehension, and learner autonomy.
4. Design inclusive learning activities that address diverse learning styles and individual needs.
5. Adapt digital materials and assessments to support differentiation and inclusion.
6. Evaluate the pedagogical effectiveness of digital tools in SEN contexts.
7. Reflect on ethical, accessibility, and data protection considerations when using digital technologies with SEN learners.
8. Transfer acquired competences to their own educational context to promote inclusive and equitable education.



DESCRIPTION

COURSE PROGRAMME - (20–25 hours | 5 days)

Day 1 – Inclusive Education and SEN in the Digital Age

- Introduction to the course and learning objectives.
- Overview of SEN and inclusive education frameworks.
- Digital inclusion and accessibility in education.
- Universal Design for Learning (UDL) principles.
- Practical exploration of basic inclusive digital tools

Day 2 – Digital Tools for Learning Difficulties

- Tools for supporting dyslexia, ADHD, and learning difficulties.
- Reading, writing, and organisation support technologies.
- Practical workshops: adapting materials for diverse learners.
- Case studies and classroom examples.

Day 3 – Assistive Technologies and Accessibility

- Assistive tools for sensory and physical disabilities.
- Accessibility features in mainstream digital platforms.
- Communication and alternative communication tools.
- Hands-on practice with assistive and accessibility tools.

Day 4 – Digital Tools for Autism and Social-Emotional Support

- Supporting learners with autism spectrum conditions through ICT.
- Visual supports, structure, and routine using digital tools.
- Social-emotional learning and digital resources.
- Ethical considerations and responsible use of technology

Day 5 – Designing Inclusive Digital Learning

- Creating inclusive digital lesson plans and activities.
- Adapting assessment and feedback for SEN learners.
- Development of individual implementation plans.
- Presentation of participant projects.
- Course reflection, evaluation, and certification



METHODOLOGY

The course follows a learner-centred and participatory methodology that combines theoretical input with extensive practical application. Interactive presentations provide a pedagogical framework, while hands-on workshops allow participants to explore and experiment with digital tools in realistic SEN contexts.

Collaborative learning is promoted through group work, peer exchange, and shared reflection on professional experiences. Case studies and real-life scenarios are used to support the transfer of learning to participants' own educational environments.

The methodology emphasises inclusivity, accessibility, and reflective practice, ensuring that participants not only acquire technical skills but also develop a critical understanding of inclusive digital pedagogy.

ASSESSMENT and EVALUATION METHODOLOGY

Assessment is continuous and formative, focusing on professional development and practical competence rather than formal examinations. Participants are assessed through active participation in workshops, practical tasks, and collaborative activities.

As a final task, participants design an inclusive digital learning activity or implementation plan tailored to their own SEN teaching context. This project demonstrates their ability to apply acquired knowledge, tools, and pedagogical strategies.

Self-assessment and peer feedback are integrated throughout the course through guided reflection sessions. Course evaluation is conducted through participant feedback forms and group discussions to ensure quality assurance and continuous improvement.

Participants who actively engage in all sessions receive a certificate of attendance indicating the total number of training hours and learning outcomes achieved.