



SPECIAL NEEDS EDUCATION in BARCELONA, Spain

UPCOMING DATES

June: 1-5

July: 13-17

LOCATION:

Barcelona, Spain

TARGET PUBLIC

This course is designed for education professionals who work with learners with special educational needs or who wish to strengthen their inclusive teaching competences.

The targeted public includes:

- Teachers and support staff in primary and secondary education
- Special education teachers
- VET and adult education trainers
- Teaching assistants, SEN coordinators, and inclusion specialists
- School leaders and pedagogical coordinators interested in inclusive education

The course is suitable for participants with basic teaching experience. No prior specialised SEN training is required.

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 inclusive education and effective strategies for supporting learners with special educational needs (SEN) in mainstream and specialised educational settings. The course provides participants with practical tools, pedagogical approaches, and a deeper understanding of diversity, inclusion, and learner-centred education.

Participants will explore different types of special educational needs, including learning difficulties, neurodiversity (such as ADHD and autism spectrum conditions), social, emotional, and behavioural needs, and other barriers to learning. The course emphasises inclusive classroom practices that promote equity, participation, and well-being for all learners.

Through a combination of theory and hands-on activities, participants will learn how to adapt teaching methods, materials, and assessment to meet diverse learning needs. The course also addresses collaboration with colleagues, families, and support services, as well as the importance of creating inclusive and supportive learning environments.

By attending this course in Barcelona, participants will benefit not only from high-quality professional development but also from an international and intercultural learning experience aligned with Erasmus+ priorities on inclusion and diversity.

LEARNING OUTCOMES

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

1. Identify and understand different types of special educational needs and learning differences.
2. Apply inclusive teaching strategies to support learners with SEN in diverse educational contexts.
3. Design differentiated learning activities and adapt teaching materials to individual learner needs.
4. Use inclusive assessment methods that recognise diverse learning styles and abilities.
5. Promote positive behaviour, emotional well-being, and social inclusion in the classroom.
6. Collaborate effectively with colleagues, families, and support professionals.
7. Reflect critically on their own teaching practices and attitudes towards inclusion.
8. Develop an individual action plan to transfer inclusive strategies to their own institution.



SEN COURSE (20–25 hours | 5 days)

Day 1 – Introduction to Inclusive Education and SEN

- Welcome, course objectives, and Erasmus+ priorities.
- Inclusion, diversity, and equity in education.
- Overview of special educational needs and learning differences.
- European perspectives on inclusive education.
- Reflection and group discussion

Day 2 – Understanding Learners with SEN

- Learning difficulties and neurodiversity.
- Social, emotional, and behavioural needs.
- Identifying barriers to learning.
- Case studies and real classroom scenarios.
- Practical activities and peer exchange.

Day 3 – Inclusive Teaching and Differentiation

- Differentiated instruction and universal design for learning (UDL).
- Adapting materials, tasks, and classroom organisation.
- Supporting learner engagement and motivation.
- Hands-on workshops: designing inclusive activities.

Day 4 – Inclusive Assessment and Classroom Management

- Formative and inclusive assessment strategies.
- Supporting positive behaviour and emotional well-being.
- Creating safe and supportive learning environments.
- Collaboration with families and support services.
- Practical workshops and group work

Day 5 – From Theory to Practice

- Designing inclusive lesson plans and learning scenarios.
- Developing individual action plans for implementation.
- Presentation of participants' projects.
- Course evaluation, reflection, and certification



METHODOLOGY

The course is based on a participatory and learner-centred methodology that combines theoretical input with practical application. Interactive presentations introduce key concepts related to SEN and inclusive education, supported by guided discussions and reflective activities.

Practical workshops, case studies, and group work allow participants to apply inclusive strategies to real educational situations. Collaborative learning and peer exchange are encouraged throughout the course, fostering intercultural dialogue and professional networking.

Reflection sessions are integrated to support self-assessment and the transfer of learning outcomes to participants' professional contexts. The methodology promotes inclusive values, critical reflection, and sustainable professional development.

ASSESSMENT and EVALUATION METHODOLOGY

Assessment is formative and continuous, focusing on participants' engagement, reflection, and practical application of inclusive strategies. There are no formal exams.

Participants are assessed through:

- Active participation in workshops and group activities
- Completion of practical tasks and case study analyses
- Design and presentation of an inclusive learning activity or action plan

Self-assessment and peer feedback are incorporated to encourage reflection and professional growth. Trainers provide continuous feedback throughout the course.

Course evaluation is carried out through reflective discussions and final evaluation questionnaires. Feedback is used to ensure quality assurance and continuous improvement in line with Erasmus+ standards.

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