



Context

In the educational field, to permit **accessibility** students with SEN are accompanied by pedagogical adaptations meant to accommodate diversity and intended to compensate the limitations dictated by the specific impairment and to level the obstacles the students have to face daily, with the final intention of removing possible obstacles and leaving them cognitive space to focus on the requested task. The three main categories these adaptation measures are intended for are: students with **disability**, **LSD** and **disadvantage** (socioeconomic, linguistic or cultural disadvantages).

The adaptations can comprehend the use of compensation tools (instruments to ease requested tasks) and measures of dispensation (pedagogical choices to avoid specific tasks); these are listed on the students' individualized education plan (IEP).



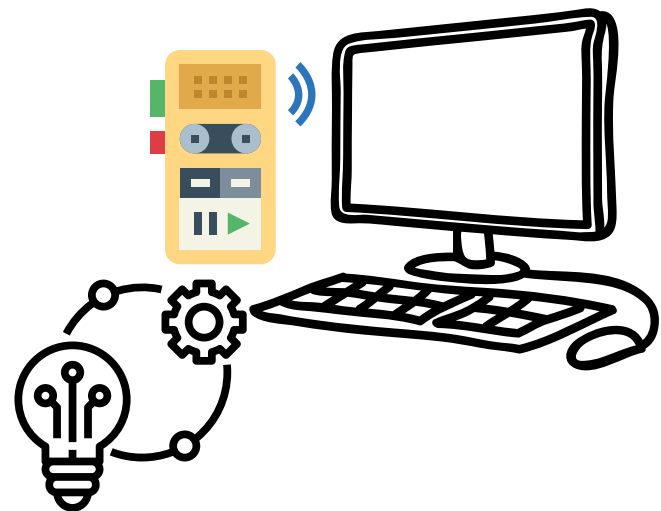
Pedagogical adaptations

Adaptations are therefore changes in the form in which instruction and assessment of the lessons are carried out. It is important for students with SEN to be considered in their needs and difficulties to be included and not left behind respect to their pairs.

Both compensation and dispensation measures are normally intended to support the students in facing their daily challenges and focusing on the didactic content, but with two different intents:

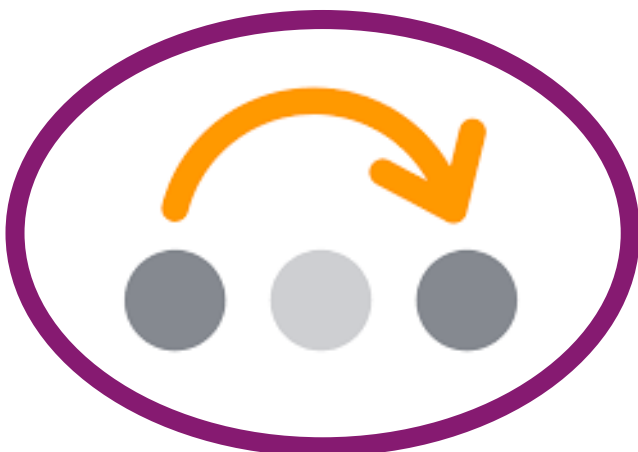
Compensation tools

comprehend the use of different instruments or human resources to permit success in school related tasks unless impossible or very difficult due to the nature of the student's disability, like technology tools or professional figures dedicated to their support during schooltime.



Dispensation measures

can include pedagogical adaptations which exempts the students from tasks that would be impossible to do due to a disability or tasks that would mean a cognitive effort considered too high for the student's capacity and thus avoidable in order to permit the success in a specific pedagogical task considered important.

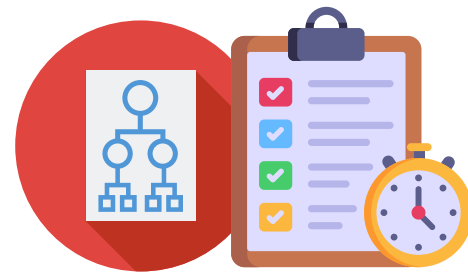


Examples

Compensation tools

Technological devices like: computers and devices to ease writing process, vocal synthesis software, audio recorders to substitute note-taking and different hardware to relieve the learning process.

Human resources like: educators, specialized teachers or language interpreters.



Dispensation measures

Exemptions from tasks like: reading out loud, writing under dictation, time extensions during testing phase, possibility to give only exams in oral form instead of written, to have fewer exercises as homework and using different and adapted didactic material, like conceptual maps and re-adapted texts

Challenges and aid measures

Students with disability may find challenging:

- the use of oral language
- the use of written language
- the use of senses
- reading
- writing
- calculus
- motor motion

Students in disadvantage may find challenging:

- the use of language
- reading
- social relations
- self-motivation



Students with LSD may find challenging:

- reading aloud
- handwriting
- using "*italic*" or small letter
- writing under dictation
- taking notes
- writing in foreign languages
- copying from the blackboard
- calculus
- drawing
- time restrictions for writing related tasks

Teachers role is to follow school's directives, recognize and accommodate students' diversity, collaborate with colleagues to ensure coherent answer to the problematics, explain to the class necessities of the student (if possible) and create a communication channel with the parents about their son/daughter progresses and difficulties.

Resources

If you are interested in this topic you can consult **The inclusion facilitator's guide** by C. Jorgensen and colleagues. The book is a guide on inclusion necessities wrote to support teachers, educators and family members in planning accessibility and grow "inclusion skills".