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| **ETHOS**  **SPECIAL NEEDS SURVEY** |

# INTRODUCTION

## The focus of the survey

The survey focuses only on the special needs issues included in our ETHOS bid, namely

* Reading and writing difficulties – Dyslexia (a difficulty with phonological awareness, phonological decoding, orthographic coding, auditory short-term memory, or rapid naming)
* Difficulties with number – Dyscalculia (Mathematics problem, difficulty on understanding numbers, learning how to manipulate numbers, learning maths facts and a number of other related symptoms)
* Behavioural difficulties (with a special focus on Attention Deficit Hyperactivity Disorder {ADHD} and Autistic Spectrum Disorder {ASD})

A student is regarded as having a special need in any of these areas when it makes it difficult for him or her to function at school and may limit future employability.

In addition, we are focusing on an area that some regard as a ‘special need’ and some do not.

* Exceptionally gifted students whose high ability levels may need special support

## The aims of the survey

The aim is to share information in such a way that we can

* identify and share good practice (main topic during the miniconference on special needs in Nov 2012)
* identify partner schools where we can find support in areas of special needs we think help would be useful
* promote reflection on own special needs practice in all network schools in relation to the partner schools
* prepare a general report for our National Agencies and others

## How to complete the survey

To meet these aims we need

1. Some basic factual information:

* most of this is collected by simply checking boxes (check as many of the alternatives as you need to in these questions).
* Sometimes you will be asked to specify what you mean by ‘other’ when the answer you want is not included in the alternatives given

1. Your opinions on some important areas
   1. Please write these in the ‘Comment boxes’. Try to keep these to no more than 50 words: this will make it easier for you to complete and easier for the Steering Group to analyse and prepare a useful report for us all to use and share
   2. It is particularly important that you write your opinions in the boxes for questions **30, 31, 38, 39, 46, 47,54, 55, 62, 63, 77 and 82.**
2. Deadline: send filled in questionnaire by june 10th to Steve and Hans:

[stevemfowler@hotmail.com](mailto:stevemfowler@hotmail.com) ; [hansvanhulle@me.com](mailto:hansvanhulle@me.com)

**SECTION 1: GENERAL INFORMATION**

1. The name of your school

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2. The country your school is in

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3. The number of students in your school (circle the bullet point)

1. Less than 500
2. 501-1000
3. 1001-1500
4. more than 1500
5. The type of education in your school
   1. general
   2. technical and vocational
   3. mixed
   4. comprehensive

5. The age of the youngest students in your school

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6. The age of the oldest students in your school

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7. The person completing this questionnaire is

1. Headteacher
2. Deputy Headteacher
3. Special Needs specialist
4. Teacher
5. Other

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| Please specify if ‘other’ |

# SECTION 2: IDENTIFYING SPECIAL NEEDS

# General

8. Who in your school has a part to play in *identifying* that a student has special needs?

1. All teachers
2. Most teachers
3. Only some specially trained teachers
4. Parents
5. An educational psychologist
6. Former schools
7. Other

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| Please specify if ‘other’ |

9. Who is authorised in your school/country to *diagnose* special needs?

1. a qualified teacher
2. a special needs co-ordinator/counsellor
3. a therapist
4. a psychologist
5. a physician/ general practitioner
6. a physician/specialist
7. other

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| Please specify if ‘other’ |

10. There are students in our school who have been identified/diagnosed as having the following special needs. (Indicate as many as necessary)

1. dyslexia
2. dyscalculia
3. ADHD
4. ASD
5. exceptional talents recognised as requiring special support
6. intellectual giftedness
7. Other

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| Please specify ‘other’ (eg mobility difficulties, hearing impairment etc) |

11. What percentage of students at your school have been identified/diagnosed as having some kind of special need that requires additional help and support (see “Focus of the survey” p.1)?

1. None, it is not our policy to identify such students
2. 0%-4%
3. 5%-8%
4. 9%-12%
5. 13%-16%
6. 17%-20%
7. 21%-25%
8. > 25%

## Dyslexia

12. What percentage of students in your school have been *diagnosed* as having symptoms of dyslexia?

1. None, it is not our policy to identify such students
2. 0.1%-2%
3. 3%-5%
4. 6%-8%
5. 9%-11%
6. 12%-14%
7. 15%-17%
8. 18%-20%
9. More than 20%
10. I do not know

13. How are students with dyslexia identified in your school? (Indicate as many as necessary)

1. School tests for all students
2. Observation in the classroom (including reports from subject teachers)
3. Information from parents
4. Tests by a school psychologist
5. Former schools with the permission of the parents
6. Former schools without the permission of the parents
7. Other

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| Please specify if ‘other’ |

14. Do you have a standard test for **all** new students to identify dyslexia (at the start of the school career)?

1. Yes
2. No
3. Students are only tested when we suspect a special need

15. Who is authorised in your school/country to *diagnose* dyslexia?

1. a qualified teacher
2. a special needs co-ordinator/counsellor
3. a speech therapist (logopaedics)
4. a physician/ general practitioner
5. a physician/specialist
6. other

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| Please specify if ‘other’ |

## Dyscalculia

16. What percentage of students in your school have been identified/diagnosed as having symptoms of dyscalculia?

1. None, it is not our policy to identify such students
2. 0.1%-2%
3. 3%-5%
4. 6%-8%
5. 9%-11%
6. 12%-14%
7. 15%-17%
8. 18%-20%
9. More than 20%

17. How are students with dyscalculia identified in your school? (Indicate as many as necessary)

1. School tests for all students
2. Observation in the classroom
3. Parents inform
4. Tests by a school psychologist
5. Former schools with the permission of the parents
6. Former schools without the permission of the parents
7. Other

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| --- |
| Please specify if ‘other’ |

18. Who is authorised in your school/country to *diagnose* dyscalculia?

1. a qualified teacher
2. a special needs co-ordinator/counsellor
3. a speech therapist (logopaedics)
4. a physician/ general practitioner
5. a physician/specialist
6. other

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| Please specify if ‘other’ |

## Identifying Behavioural problems related to

## ADHD (Attention Deficit Hyperactivity Disorder) ADD (Attention Deficit Disorder)

19. What percentage of students in your school have been identified/diagnosed as having symptoms of ADHD or ADD?

1. None, it is not our policy to identify such students
2. 0.1%-2%
3. 3%-5%
4. 6%-8%
5. 9%-11%
6. 12%-14%
7. 15%-17%
8. 18%-20%
9. More than 20%

20. How are students with AD(H)D identified in your school? (Indicate as many as necessary)

1. School tests for all students
2. Observation in the classroom
3. Parents inform
4. Tests by a school psychologist
5. Former schools with the permission of the parents
6. Former schools without the permission of the parents
7. Other

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| Please specify if ‘other’ |

21. Who is authorised in your school/country to *diagnose* AD(H)D?

1. a qualified teacher
2. a special needs co-ordinator/counsellor
3. a psychologist
4. a physician/ general practitioner
5. a physician/specialist
6. other

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| Please specify if ‘other’ |

**ASD (Autistic Spectrum Disorder, including “Asperger”)**

22. What percentage of students in your school have been identified/diagnosed as having symptoms of ASD?

1. None, it is not our policy to identify such students
2. 0.1%-2%
3. 3%-5%
4. 6%-8%
5. 9%-11%
6. 12%-14%
7. 15%-17%
8. 18%-20%
9. More than 20%
10. I do not know

23. How are students with ASD identified in your school? (Indicate as many as necessary)

1. School tests for all students
2. Observation in the classroom
3. Information from parents
4. Tests by a school psychologist
5. Former schools with the permission of the parents
6. Former schools without the permission of the parents
7. Other

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| --- |
| Please specify if ‘other’ |

24. Who is authorised in your school/country to *diagnose* ASD?

1. a psychologist
2. a physician/specialist
3. other

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| Please specify if ‘other’ |

## Exceptionally Gifted students (including intellectual giftedness)

25. In your school, being exceptionally gifted is…

1. Recognised as being a special need
2. Not recognised as being a special need

26. What percentage of students in your school are identified as being exceptionally gifted in any area to the extent that special help or support is felt to be appropriate?

1. None, it is not our policy to identify such students
2. 0.1%-2%
3. 3%-5%
4. 6%-8%
5. 9%-11%
6. 12%-14%
7. 15%-17%
8. 18%-20%
9. More than 20%

27. How are exceptionally gifted students identified at your school? (Indicate as many as necessary)

1. No special efforts are made to identify such students
2. School tests for all students
3. Observation in the classroom
4. Parents inform
5. Tests by a school psychologist
6. Former schools with the permission of the parents
7. Former schools without the permission of the parents
8. a specialised institution or organisation
9. Other

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| Please specify if ‘other’ |

28. Are attempts made in your school to identify students who are exceptionally gifted in the following subjects or areas? (Indicate as many as necessary)

1. Intellectual giftedness (in general subjects, i.e. maths, sciences, languages, ..)
2. Music
3. Sport
4. Leadership qualities
5. Entrepreneurship
6. None of these areas
7. Other

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| Please specify if ‘other’ |

## SECTION 3: Meeting the Special Needs of Students

# General

29. What percentage of teachers in your school have a special post-graduate qualification in identifying and supporting students with at least one type of special need?

1. None
2. 0.1%-5%
3. 6%-10%
4. 11%-15%
5. 16%-20%
6. more than 20%

30. What percentage of teachers in your school have had some training in identifying and supporting students with at least one type of special need?

1. None
2. 0.1%-10%
3. 11%-20%
4. 21%-30%
5. 31%-40%
6. 41%-50%
7. more than 50% but not everyone
8. All

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| Comment (eg the nature of any such training) |

# Dyslexia

31. Does training to be a teacher in your country automatically include how to identify and support students with dyslexia?

1. Yes
2. No
3. I don’t know

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| --- |
| Comment |

32. What percentage of teachers in your school have special post-graduate qualifications to help identify and support students with dyslexia?

1. None
2. 0.1%-5%
3. 6%-10%
4. 11%-15%
5. 16%-20%
6. more than 20%

33. What percentage of teachers in your school have had some training in identifying and supporting students with dyslexia?

1. All of them
2. None
3. 0.1%-20%
4. 21%-40%
5. 41%-60%
6. more than 60% but not all

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| --- |
| Comment (if you think it would be helpful to clarify the nature of the training) |

34. What percentage of teachers in your school do you believe are able to offer effective help and support to students with dyslexia?

1. None
2. 25% or less
3. 26%-50%
4. 51%-75%
5. 75% or more, but not all
6. every teacher should be able to support a student with dyslexia in the classroom
7. only language teachers

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| --- |
| Comment |

35. Are there other people in school who help students with dyslexia?

1. Yes
2. No

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| If yes, please say who (Teachers’ Assistants, fellow students etc.) |

36. How does your school support students with dyslexia? (Indicate as many as necessary)

1. My school does not have special measures to support students with this special need
2. Alternative work in lessons
3. A reduced curriculum (missing some work in some subjects or missing some subjects altogether)
4. Help in some or all lessons from an extra teacher or other ‘coach’
5. Help or coaching outside lesson time by a teacher or other person
6. Extra educational aids (eg use of a laptop)
7. Other

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| Please specify ‘other’ |

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| Comment: Please write not more than 50 words to clarify the nature of support given |

37. Please say more (in not more than 50 words) about the method of support in your school which you think is most helpful to students with this special need.

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38. How does your school deal with assessing students with this special need. Please indicate all the measures that apply. (Indicate as many as necessary)

1. My school doesn’t have different ways of assessing children with this special need
2. Simplified assignments and/or tests
3. Shorter assignments and/or tests
4. Extended time for assignments and/or tests
5. Different content for tests and exams
6. Different method of asking questions on tests and exams (but with the same questions as for the students without any special needs) such as oral tests instead of written ones
7. Different interpretation of the marks and results: (eg students with this special need do the same tests and exams but their results are interpreted in a different way)
8. Other

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| Please specify ‘other’ |

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| Comment: please write (in no more than 50 words) any clarification that you think would be helpful |

**Dyscalculia**

39. Does training to be a teacher in your country automatically include how to identify and support students with dyscalculia?

1. Yes
2. No
3. I don’t know

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| Comment |

40. What percentage of teachers in your school have special post-graduate qualifications to help identify and support students with dyscalculia?

1. None
2. 0.1%-5%
3. 6%-10%
4. 11%-15%
5. 16%-20%
6. more than 20%

41. What percentage of teachers in your school have had some training in identifying and supporting students with dyscalculia?

1. All of them
2. None
3. 0.1%-20%
4. 21%-40%
5. 41%-60%
6. more than 60% but not all

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| Comment (if you think it would be helpful to clarify the nature of the training) |

42. What percentage of teachers in your school do you believe are able to offer effective help and support to students with dyscalculia?

1. None
2. 25% or less
3. 26%-50%
4. 51%-75%
5. 75% or more
6. every teacher should be able to support a student with dyscalculia in the classroom
7. only teachers of mathematics and science

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| --- |
| Comment |

43. Are there other people in school who help students with dyscalculia?

1. Yes
2. No

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| --- |
| If yes, please say who (Teachers’ Assistants, fellow students etc.) |

44. How does your school support students with dyscalculia? (Please indicate as many as necessary)

1. My school does not have special measures to support students with this special need
2. Alternative work in lessons
3. A reduced curriculum (missing some work in some subjects or missing some subjects altogether)
4. Help in some or all lessons from an extra teacher or other ‘coach’
5. Help or coaching outside lesson time by a teacher or other person
6. Extra educational aids (eg use of a laptop)
7. Other

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| --- |
| Please specify ‘other’ |

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| Comment: Please write not more than 50 words to clarify the nature of support given |

45. Please say more (in not more than 50 words) about the method of support in your school which you think is most helpful to students with this special need.

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46. How does your school deal with assessing students with this special need? (Please indicate as many as necessary).

1. My school doesn’t have different ways of assessing children with this special need
2. Simplified assignments and/or tests
3. Shorter assignments and/or tests
4. Extended time for assignments and/or tests
5. Different content for tests and exams
6. Different method of asking questions on tests and exams (but with the same questions as for the students without any special needs) such as oral tests instead of written ones
7. Different interpretation of the marks and results: (eg students with this special need do the same tests and exams but their results are interpreted in a different way)
8. Other

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| --- |
| Please specify ‘other’ |

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| Comment: please write in no more than 50 words any clarification that you think would be helpful |

**AD(H)D**

47. Does training to be a teacher in your country automatically include how to identify and support students with AD(H)D?

1. Yes
2. No
3. I don’t know

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| --- |
| Comment |

48. What percentage of teachers in your school have special post-graduate qualifications to help identify and support students with AD(H)D?

1. None
2. 0.1%-5%
3. 6%-10%
4. 11%-15%
5. 16%-20%
6. more than 20%

49. What percentage of teachers in your school have had some training in identifying and supporting students with AD(H)D?

1. All of them
2. None
3. 0.1%-20%
4. 21%-40%
5. 41%-60%
6. more than 60% but not all

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| --- |
| Comment (if you think it would be helpful to clarify the nature of the training) |

50. What percentage of teachers in your school do you believe are able to offer effective help and support to students with AD(H)D?

1. None
2. 25% or less
3. 26%-50%
4. 51%-75%
5. 75% or more
6. every teacher should be able to support a student with AD(H)D in the classroom

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| --- |
| Comment |

51. Are there other people in school who help students with AD(H)D?

1. Yes
2. No

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| If yes, please say who (Teachers’ Assistants, fellow students etc.) |

52. How does your school support students with ADHD? (Indicate as many as necessary)

1. My school does not have special measures to support students with this special need
2. Alternative work in lessons
3. A reduced curriculum (missing some work in some subjects or missing some subjects altogether)
4. Help in some or all lessons from an extra teacher or other ‘coach’
5. Help or coaching outside lesson time by a teacher or other person
6. Extra educational aids (eg use of a laptop)
7. Other

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| Please specify ‘other’ |

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| Comment: Please write not more than 50 words to clarify the nature of support given |

53. Please say more (in not more than 50 words) about the method of support in your school which you think is most helpful to students with this special need.

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54. How does your school deal with assessing students with this special need. (Indicate as many as necessary)

1. My school doesn’t have different ways of assessing children with this special need
2. Simplified assignments and/or tests
3. Shorter assignments and/or tests
4. Extended time for assignments and/or tests
5. Different content for tests and exams
6. Different method of asking questions on tests and exams (but with the same questions as for the students without any special needs) such as oral tests instead of written ones
7. Different interpretation of the marks and results: (eg students with this special need do the same tests and exams but their results are interpreted in a different way)
8. Other

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| Please specify ‘other’ |

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| Comment: please write in no more than 50 words any clarification that you think would be helpful |

**ASD**

55. Does training to be a teacher in your country automatically include how to identify and support students with ASD?

1. Yes
2. No
3. I don’t know

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| Comment |

56. What percentage of teachers in your school have special post-graduate qualifications to help identify and support students with ASD?

1. None
2. 0.1%-5%
3. 6%-10%
4. 11%-15%
5. 16%-20%
6. more than 20%

57. What percentage of teachers in your school have had some training in identifying and supporting students with ASD?

1. All of them
2. None
3. 0.1%-20%
4. 21%-40%
5. 41%-60%
6. more than 60% but not all

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| --- |
| Comment (if you think it would be helpful to clarify the nature of the training) |

58. What percentage of teachers in your school do you believe are able to offer effective help and support to students with ASD?

1. None
2. 25% or less
3. 26%-50%
4. 51%-75%
5. 75% or more (but not all)
6. every teacher should be able to support a student with dyslexia in the classroom

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| Comment |

59. Are there other people in school who help students with ASD?

1. Yes
2. No

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| --- |
| If yes, please say who (Teachers’ Assistants, fellow students etc.) |

60. How does your school support students with dyslexia? (indicate as many as necessary)

1. My school does not have special measures to support students with this special need
2. Alternative work in lessons
3. A reduced curriculum (missing some work in some subjects or missing some subjects altogether)
4. Help in some or all lessons from an extra teacher or other ‘coach’
5. Help or coaching outside lesson time by a teacher or other person
6. Extra educational aids (eg use of a laptop)
7. Other

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| Please specify ‘other’ |

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| Comment: Please write not more than 50 words to clarify the nature of support given |

61. Please say more (in not more than 50 words) about the method of support in your school which you think is most helpful to students with this special need.

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62. How does your school deal with assessing students with this special need. (Indicate as many as necessary)

1. My school doesn’t have different ways of assessing children with this special need
2. Simplified assignments and/or tests
3. Shorter assignments and/or tests
4. Extended time for assignments and/or tests
5. Different content for tests and exams
6. Different method of asking questions on tests and exams (but with the same questions as for the students without any special needs) such as oral tests instead of written ones
7. Different interpretation of the marks and results: (eg students with this special need do the same tests and exams but their results are interpreted in a different way)
8. Other

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| Please specify ‘other’ |

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| Comment: please write in no more than 50 words any clarification that you think would be helpful |

## Exceptional Giftedness

63. Does training to be a teacher in your country automatically include how to identify and support exceptionally gifted students?

1. Yes
2. No
3. I don’t know

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| --- |
| Comment |

64. What percentage of teachers in your school have special post-graduate qualifications to help identify and support exceptionally gifted students?

1. None
2. 0.1%-5%
3. 6%-10%
4. 11%-15%
5. 16%-20%
6. more than 20%

65. What percentage of teachers in your school have had some training in identifying and supporting exceptionally gifted students?

1. All of them
2. None
3. 0.1%-20%
4. 21%-40%
5. 41%-60%
6. more than 60% but not all

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| --- |
| Comment (if you think it would be helpful to clarify the nature of the training) |

66. What percentage of teachers in your school do you believe are able to offer effective help and support to exceptionally gifted students?

1. None
2. 25% or less
3. 26%-50%
4. 51%-75%
5. 75% or more
6. every teacher should be able to support a student with dyslexia in the classroom
7. only language teachers

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| Comment |

67. Are there other people in school who help exceptionally gifted students?

1. Yes
2. No

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| --- |
| If yes, please say who (Teachers’ Assistants, fellow students etc.) |

68. How does your school support exceptionally gifted students? (Indicate as many as necessary)

1. My school does not have special measures to support students with this special need
2. Alternative work in lessons
3. A expanded curriculum (additional more challenging work in some subjects or extra subjects)
4. Additional coaching outside lesson time by a teacher or other person
5. Other

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| --- |
| Please specify ‘other’ |

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| Comment: Please write not more than 50 words to clarify the nature of support given |

69. Please say more (in not more than 50 words) about the method of support in your school which you think is most helpful to students with this special need.

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**SECTION 4: Managing Special Needs Provision**

70. Does your school have a teacher whose main responsibility is to lead and co-ordinate work with students who have special needs (A Special Needs Co-ordinator)?

1. Yes
2. No

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| --- |
| Comment (in not more than 50 words) if you can say more about the nature of this role |

71. Who, in your school has the main responsibility for making sure that the special needs of students are identified and taken care of?

1. Headteacher
2. Deputy Headteacher
3. Special Needs Co-ordinator
4. Other

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| Please specify if ‘other’ |

72. Does your school have a written policy / plan for identifying and meeting the special needs of students?

1. Yes
2. No

73. If yes, which of the following are involved in producing it? (Indicate as many as necessary)

1. Headteacher
2. Deputy Headteacher
3. Teacher who is ‘Head’ of Special Needs
4. Other Teachers
5. Students who have special needs
6. Other Students
7. Parents
8. Other

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| --- |
| Please specify if ‘other’ |

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| If students and/or are involved in preparing the plan, please say how |

74. Who is involved in making the plan to help individual students identified as having a special need? (Indicate as many as necessary)

1. Headteacher
2. Deputy Headteacher
3. Special Needs Co-ordinator
4. The student
5. The student’s parent(s)
6. Other

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| --- |
| Please specify if ‘other’ |

75. What forms of communication are used with parents about special needs issues? (Indicate as many as necessary)

1. We do not involve parents in this
2. Letters
3. Emails
4. Texts
5. Telephone calls
6. Face to face meetings
7. Other

|  |
| --- |
| Please specify if ‘other’ |

76. Which of the following special needs professionals do you have based in school? (Indicate as many as necessary)

1. A doctor
2. A nurse
3. A speech therapist
4. A psychologist
5. At least one specially qualified special needs teacher
6. Other specialists

|  |
| --- |
| Please specify if ‘other’ |

**SECTION 5: External Requirements and Support**

**School District / Local Council**

77. Does your school district / local council have rules about how schools must act in identifying and supporting students with special needs?

1. Yes
2. No

78. If yes, are these

1. Helpful
2. Not helpful

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| --- |
| Comment |

79. Which of the following special needs professionals are you able to access within your school district / local council? (Indicate as many as necessary)

1. A doctor
2. A psychologist
3. A speech therapist
4. Special needs advisers / experts
5. Other

|  |
| --- |
| Please specify if ‘other’ |

80. Does your school district arrange training for teachers in identifying and supporting students with the following special needs? (Indicate as many as necessary)

1. Dyslexia
2. Dyscalculia
3. ADHD
4. ASD
5. Exceptional giftedness

81. If yes, how would you generally rate this training?

1. Very good
2. Quite good
3. Not very good
4. Poor

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| Comment |

82. If you could make just one improvement in the ‘special needs’ support from your school district / local council what would it be?

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**National**

83. Does your national government have rules about how schools must act in identifying and supporting students with special needs?

1. Yes
2. No

84. If yes, are these

1. Helpful
2. Not helpful

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| Comment |

85. Does your national government arrange training for teachers in identifying and supporting students with the following special needs? (Indicate as many as necessary)

1. Dyslexia
2. Dyscalculia
3. ADHD
4. ASD
5. Exceptional giftedness

86. If yes, how would you generally rate this training?

1. Very good
2. Quite good
3. Not very good
4. Poor

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| Comment |

87. If you could make just one improvement in the ‘special needs’ support from your national government, what would it be?

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**SECTION 6: Requests for the network (steering committee)**

**General**

88. In which of the following areas do you feel your school needs to develop greater expertise? (Indicate as many as necessary)

1. Dealing with dyslexia
2. Dealing with dyscalculia
3. Dealing with ADHD
4. Dealing with ASD
5. Dealing with exceptionally gifted students

**Europroject**

89. Which special need would you like to be discussed most at a special needs conference? Order them from most to least urgent

1. Dyslexia
2. Dyscalculia
3. ADHD
4. ASD
5. Exceptionally gifted students

90. Other more pressing issues: Which aspect of helping children with special needs would you like most to be discussed at a special needs conference. Order them from the most to the least urgent.

1. How to identify students with special needs
2. How to write a school policy / plan for special needs
3. How to help students with special needs in your school
4. How to organise a team for special needs in a school
5. How to communicate with parents
6. Other

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| --- |
| Please specify if ‘other’ |