

**Aleksanteri Kenan Koulu,
Sodankylä**



ALEKSANTERI KENAN KOULU

Our school is a single structure comprehensive school. There are 210 pupils in grades 0-6 and 182 pupils in grades 7-9. Although we have three special education groups in our school, not all pupils with special needs are in these groups. They can work in mainstream education groups and receive there the special support they need. In addition, the pupils of special education groups participate in mainstream education as much as it is possible.

Special education teacher Päivi Neitola and class teacher Auli Näsi tell about their inclusive class:

"It has started the experiment of inclusion in autumn 2017 at Aleksanteri Kenan koulu. The experiment will take three years' time. There are 18 students in the classroom now. Students are on the second grade, but there are also students from pre-primary school and first grade. Almost half of the students are kids with special needs. Some of them are disabled, and they cannot learn things like others; they need extra help. There are six adults in the classroom: special education teacher, class teacher, two assistants and two personal assistants."

One of our English and Swedish teachers describe her work:

"My name is Sirpa Kallunki and I teach English in Aleksanteri Kenan Koulu. I have (and have earlier had) some classes in which one or more pupils follow their own curriculum and have targeted learning goals, IEP:s. They are studying among pupils that follow the mainstream education curriculum. I also have groups in which children with special needs follow the same curriculum as the rest of the group with intensified support. There is usually a school assistant supporting either the whole class or individual pupil(s) with special needs, working with me during the English lessons. To my mind, the heterogeneous classes I have had have succeeded well in most cases. Even though inclusive classes bring some more work for preparation of the lessons, I find it a rewarding and educating experience for me and for the whole class. However, the resources in an inclusive class have to be adequate and every student case has to be considered individually with multiprofessional cooperation and guaranteed the adequate support as long as needed."

One of our special needs teacher, Hanna Merenkukka, writes like this:

"I work in grades 7-9. Mainly I work with teenagers who have special needs, or for example difficulties in learning, behaving, motivation etc. Partly I work in my own class with a small group of students but I also work as co-teacher in certain classes. Then I'm in charge of those students who have personal learning plan."