

A pedagogical speciality of our school is to integrate a great number (25-30%) of pupils with special needs— pupils with special educational needs, speech disorders, learning disorders or disabilities and behavioural disorders (e.g. autism spectrum disorders). We have been applying a special methodology for nearly 20 years – also used by others – which is successful and effective in improving the skills of pupils, especially with speech and language disorders. Our Pedagogical Programme is basically built on creating inclusive teaching circumstances therefore we put a significant emphasis on social skills and their development. Our complex personality development is complemented with a training in art skills achieving both compensation for disabilities and talent management at a time. Our school is a professional and fundamental institution for efficiently applying the Meixner-method to prevent and reeducate dyslexia and dysgraphia. Furthermore we also provide training courses for this method focusing on both theory and practice. Also, we are in connection with several teacher training colleges and supervise teacher trainees who can apply our methods in practice in our school. In order to spread our method, we also provide opportunities for other schools and institutions from all around the country to visit us.

Both internal and external professional expectations require to continually expand and renew our methods with up-to-date, modern methodologies in accordance with 21st century requirements. It is highly significant for us to enable our pupils to continue their education in secondary schools and consecutively succeed in work notwithstanding their difficulties. This goal is assisted by both the development of the social skills and the improvement of foreign language competences as well. Three areas are highlighted: 1. social and personal skills development, 2. renewing and developing the methods of teaching Mathematics in the first four grades, 3. communicative English teaching. The mobility project concerns about the third of our staff, eight employees have applied for attending a course during their summer leave. The topics of the courses are: understandable and likeable Maths teaching in the first four grades of primary schools; developing social skills; pupils with emotional and behavioural disabilities at school; teaching English for children aged 5-11; art therapy; English for non-English teachers. All the participating employees are innovative and open-minded teachers having age-appropriate experiences in teaching and educating pupils requiring special needs in an integrated and inclusive way. All of them are well-trained in the Meixner-method which is the central feature of our school. As a preparation for the project, the participants define their strong points in the given field and the anticipated achievements of the course. During the course they are to keep a journal to be shared with their co-workers. After the mobility project they are to present their newly acquired knowledge in groups and frontal meetings. They are to run workshops and give open lessons to demonstrate their expertise. As a result of the project, a methodological reformation is about to be realized in teaching lower grade pupils, resulting in the effective development of mathematical skills in the long run. Completing the language courses enables us to adopt a real communicative based language teaching, also to be used outside the language classroom. Courses on developing social skills, art therapy and the developing of pupils with emotional and behavioural disabilities at school are all enhance our pupils to effectively solve their conflicts on their own, and improve their self-image and self-estimation. All these add up to assist our pupils with special needs to acquire the appropriate tools, competence, skills and required knowledge to fit successfully in the adult society. The successful outcome of the project enhances the improvement of so far overshadowed fields. We are to integrate the new methods into our already efficient methods. Thus using our extended and renewed pedagogical tools we can provide good practices for teacher trainees and for colleagues from other schools as well. In accordance with our agenda, we organize a ‘good practices day’ at least once a year where teachers from all around the country are welcome. On these occasions, we will also be able to incorporate the new knowledge and the pedagogical competences acquired during the courses.