

SES „DR. ZLATAN SREMEC“ – SKOPJE

st. Emil Zola no. 5, municipality Kisela Voda
1000 Skopje, Republic of North Macedonia



ПОУ “Д-р Златан Сремец”
Скопје

Type of school:

“Dr. Zlatan Sremec” – Skopje is a special elementary school for pupils aged 6 to 18 from all of the municipalities on the territory of Skopje. Besides the central school located in the municipality of Kisela Voda, the special elementary school has its own dispersed classes in the mainstream schools in the municipalities Karposh, Gjorche Petrov, Saraj, Aerodrom, Drachevo and Studenichani, designed to offer 100 places in the central building and 60 places in the dispersed classes during one school year. The school works to accommodate all pupils in these areas who require adapted setting and support in the learning process.

The school meets the needs of pupils who:

- Have attainments well below the expected age range and additional difficulties that may include physical difficulties, speech and language delay, low self-esteem, sensory impairment and under developed social skills
- Have significant or severe learning difficulties
- Have diagnosis of an Autism Spectrum Disorder.



Admission criteria:

- Complete documentation of the pupil from the “Youth - institute for mental health of children and young people” which is issued with consent from the parent/guardian.
- The pupils’ admission is every school year in May, or in emergency cases it is done at the beginning of the school year in September.

School characteristics:



The school is organized into age and ability appropriate class bases. The school aims to meet the needs of each pupil as far as possible, within their local community.

Facilities in our school include classrooms adapted to the classes' needs, sensory room, speech therapy room, and room for the psychologist, room for physical education, music room, library and kitchen. In addition the school has large school halls, which are multi-purpose areas. The school has extensive school-yard used for educational purposes and adapted playground.



For each student an individual curriculum is created based on the needs and the abilities. The curriculum delivery varies according to a pupil's needs.

Throughout the school year responsibility of learning is encouraged through making choices and demonstrating an ability to understand routines and reach expectations. The ability to work independently is directly taught where appropriate. There is a strong emphasis on learning through practical approaches and real experiences. For the youngest students the curriculum is delivered through the medium of play with activities carefully planned and structured with specific objectives in mind in order to develop the child's learning.

Pupils with profound and multiple learning difficulties follow structured timetable designed to help them understand or recognize familiar elements in the day. The curriculum is delivered through a multi-sensory approach with support from the whole range of professionals who work together to support the pupil's learning.

The school staff works with the professional team in developing pupil's programmes and to ensure that they are well integrated into their day.

Through formal and informal meetings the parents of the pupils are regularly informed about their child's developmental progress; in addition they are involved in curricular and extra-curricular activities in the school. This kind of collaboration is crucial for each pupil with special educational needs and it is a strong side of our school.

Assessment and monitoring:

- Pupils are admitted in our school with finding and recommendation from IMH "Youth" – Skopje or with recommendation from the board for implementation of ICF (International classification of functioning, disability and health).
- The pupil undergoes the process of assessment from the school's professional team, composed of: speech therapist, special educator and rehabilitator, psychologist and social worker.
- The school curriculum allows periodical reviews and monitoring of the progress in each subject.
- Involving parents in the school program consists of consultations and giving guidance on all aspects of the pupil's life while at school and at home.

School staff:

The school staff contains 37 special educators and rehabilitators, 3 subject teachers, complete professional team containing psychologist, speech therapist, social worker and special educator and rehabilitator, and auxiliary-technical staff.

The well-qualified and experienced staff is able to meet the wide range of pupils' personal, educational and social needs. Staffs who support students with Autism Spectrum Disorder have undertaken extensive further training in the TEACCH method, the use of PECS and behavioral interventions. Part of the special educators and rehabilitators are certified for Montessori pedagogy.

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