

PSRC „DR ZLATAN SREMEC“ – SKOPJE

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



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Skopje

About the school:

The primary school with resource center "Dr Zlatan Sremec" – Skopje educates students with intellectual disabilities, autism spectrum disorders and combined disabilities for 50 years. This school year, 2022/23, 109 students with special educational needs are enrolled, who need an adapted environment and support in learning. The teaching is on Macedonian and Albanian language. The central school that is located in municipality of Kisela Voda has its own dispersed classes in the mainstream schools in the municipalities Karposh, Gjorche Petrov, Saraj, Drachevo and Studenichani.



The school meets the needs of pupils who:

- have attainments well below the expected age range and additional difficulties that may include intellectual difficulties, physical difficulties, speech and language delay, sensory impairment and underdeveloped social and emotional skills;
- have diagnosis of an Autism Spectrum Disorder;
- have combined disabilities.

Criteria for receiving services in the resource center:

- The services from the resource center are available with recommendation from the Expert Body for Functional Assessment (ICF - International Classification of Functioning, Disability and Health).

School characteristics:

Facilities in our school include classrooms adapted to the classes' needs, sensory room, speech therapy room, and room for the psychologist, Montessori room, art therapy room, room for physical education, music room, library, and kitchen. In addition, the school has large school halls, which are multi-purpose areas, and extensive schoolyard used for educational purposes and adapted playground. The school has a wheelchair accessible minibus for transportation of students and accessible ramp.

The class organization meets the individual needs and characteristics of each student. For each student an individual curriculum is created based on the needs and the abilities, and for most of the students an IEP (Individual Educational Plan) or Modified program (if recommended by ICF).

During the realization of the contents of the teachers' annual planning, independence and the ability to acquire the knowledge and skills they need for independent functioning in everyday life is encouraged. The same goal, for younger students, is planned and implemented through carefully planned fun game activities.

Pupils with profound and multiple learning difficulties follow structured timetables 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.

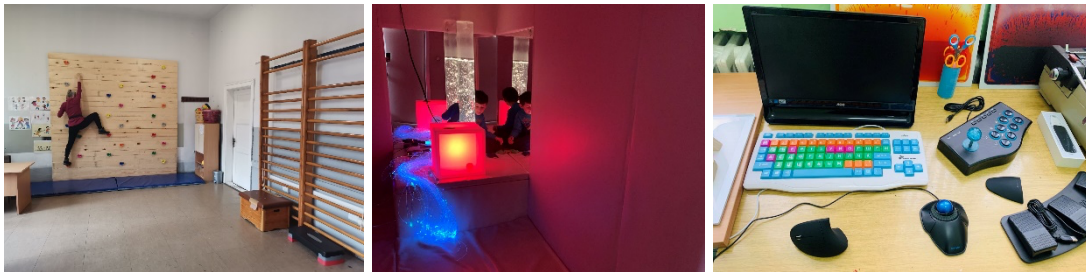
Through formal and informal meetings, the parents of the pupils are regularly informed about their child's developmental progress; in addition, they are involved in curricular and extra-curricular activities in the school. This kind of collaboration is crucial for each pupil with special educational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



School staff:

The school staff contains 30 teachers – special educators and rehabilitators; complete professional team containing 9 professional associates including: psychologist, speech therapist, social worker, special educator and rehabilitator, and 5 professional associates in the department for education and coordination; 200 professional associates – educational assistants, and auxiliary-technical staff.

The highly qualified and experienced staff meets the different needs of the students, which may be of different nature, and provides support by applying modern and proven methods, techniques, and tools in order to provide conditions for the optimal development of all students.



Resource center services: Art therapy, Montessori method, visual support, sensory integration, life skills, self-service skills, yoga for children with special needs, mindfulness for students with special needs, psycho-motor reeducation, socio-emotional skills, assistive technology, and organization of workshops for raising public awareness in the community.



Staff who support students with autism spectrum disorder have undertaken extensive further training in the TEACCH method, the use of PECS, managing sensory challenges, positive management of challenging behavior and other.

The school continuously provides opportunities for professional development and improvement and develops specific competencies, encourages intercultural learning of the staff through the coordination and implementation of projects from the Erasmus+ program and enables the acquisition of international experience in the field of special education.

The activities of the PS with Resource Center "Dr. Zlatan Sremec" - Skopje:

- **Education of students with complex needs** for whom it is in their best interest to follow a part of the modified program in a primary school with a resource center, in accordance with the recommendation of the Expert Body for Functional Assessment. Those students will follow part of the modified program through which they will develop living skills, self-care, personal hygiene, speech development, communication skills and emotional development.
- **Development of resource services in the school with a resource center:** Sensory integration, Montessori method, Art therapy, use of assistive technology, speech therapy treatments, and services from a psychologist, social worker, psychomotor re-education, support of students and parents, creation of adapted teaching materials.
- **Resource services in schools:** training and employment of personal and educational assistants, experts in inclusive teams, direct support of educational staff, support of students and parents/guardians in inclusive education by experts.
- **Resource services in the community:** consultative services for all stakeholders in inclusive education (units of local self-government, the civil sector, the business community, inter-municipal centers for social work, health facilities, etc.).

The primary school with resource center "Dr. Zlatan Sremec" will continue to implement part of the educational activity for students with complex needs, for whom inclusion in that environment is in their best interest, according to the recommendations of the expert bodies for functional assessment.

Using our professional knowledge and experience, technical equipment, and resources, we are ready to provide quality support to the overall functioning of schools (management and educational staff), with the aim of realizing a reasonable adjustment and providing infrastructural and material-technical conditions for effective inclusion of all students regardless of their disability.

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