COURSE BROCHURE | ERASMUS+ TRAINING

Creative Inclusion – Art Therapy in Special Needs Education

Use accessible art-based approaches to support creative expression, communication, participation and belonging among learners with diverse educational needs.

LOCATION	LANGUAGE	FORMAT	DURATION	COURSE FEE	OID
Madeira	English	On-site	6 days	€580	E10201112

€580 per participant for 6 days in Madeira, Portugal. Check current editions, fee and inclusions before booking.

Course description

Art-based learning can offer learners different ways to communicate, participate, explore identity and contribute to a shared experience. For students with disabilities, neurodivergent learners and others with diverse communication, sensory or motor needs, inclusive creative activities can reduce participation barriers when materials, instructions, pacing and expectations are thoughtfully adapted.

This practical, non-clinical course introduces educators and support professionals to inclusive art-based approaches using drawing, painting, collage, modelling, movement and selected digital media. Participants will explore choice, sensory accessibility, non-verbal expression, collaborative art and adaptable materials.

Through experiential workshops and case-based design, participants will develop an inclusive art activity or workshop suited to their learners. Observation, feedback and reflection will focus on access, participation, communication and engagement.

Who the course is for

For educators

Teachers, special education professionals, VET professionals, educational support staff and other professionals working with learners who have diverse communication, sensory, motor or participation needs. The course is particularly relevant for those seeking adaptable, accessible and non-clinical art-based activities for inclusive education, SEND and neurodiverse learning contexts.

At a glance

Course level: Basic to Intermediate Professional Literacy

Prerequisites: No formal prerequisites. Experience supporting learners with diverse educational needs is recommended.

Working language: English. Please **contact the team** if you are unsure about the course level or working language.

CURRICULUM FOCUS

Inclusive Art-Based Learning / SEND, Neurodiversity & Accessibility / Creative Expression & Participation

View the course, current editions and fees

02 / INTENDED LEARNING OBJECTIVES

Learning outcomes

The following learning outcomes describe the course's intended direction and objectives. The trainer adapts activities, examples and participant work to the group's goals, experience and learning needs.

01 **Inclusive Art-Based Practice & Professional Boundaries** - Explain the educational value and limits of art-based activities, distinguishing classroom practice from clinical art therapy, diagnosis or treatment.

02 **Accessible Materials & Activity Adaptation** - Select and adapt art media, tools, instructions, pacing and participation formats in response to sensory, motor, communication and access needs.

03 **Creative Expression & Communication** - Facilitate open-ended creative experiences that support verbal, non-verbal and symbolic expression without imposing interpretations on learners' work.

04 **Sensory, Emotional & Social Participation** - Design activities that respect sensory preferences, encourage emotional expression and support learner comfort, choice and participation.

05 **Collaborative Art & Inclusive Belonging** - Facilitate individual and shared creative contributions that support peer interaction, autonomy, dignity and belonging without requiring identical outcomes.

06 **Inclusive Art Workshop Design** - Develop a structured art-based workshop with clear educational aims, accessible materials, flexible participation routes and appropriate facilitation boundaries.

07 **Reflective Observation & Improvement** - Observe participation, communication, accessibility and engagement, gather suitable feedback and refine activities without claiming therapeutic assessment.

08 **European Peer Exchange & Institutional Transfer** - Compare inclusive creative practices with European peers, exchange professional approaches and identify strategies that can be adapted to participants' own institutions.

Transfer to practice and intended impact

The programme supports participants in connecting the course learning with their own professional context. Participants consider how relevant approaches, activities or tools could be adapted to their learners, priorities and institutional settings.

1. **Identify a relevant professional need:**
   Consider which learner need, classroom challenge or institutional priority the course learning could help address.
2. **Adapt the approach to your setting:**
   Select the activities, tools or approaches that can realistically be incorporated into your own professional context.
3. **Decide what progress would look like:**
   Consider how changes in practice, learner engagement, learning outcomes or another relevant result could be recognised.

03 / COURSE PROGRAMME | DAYS 1-3

Learning Activities & Training Schedule

SUNDAY / DAY 1

Flexible self-preparation followed by an in person European exchange session, **at 18h30.**

MONDAY - FRIDAY / DAYS 2-6

08:30 - 13h30

5h of training per day · 30h total

This is a typical timetable, subject to the provider's discretion.

DAY 1

Cross-Cultural Exchange, European Educational Context & Course Orientation

- Pre-Session work: Self Preparation to reflect and share your institution's context, cultural background & completion of the Cultural Quiz.
- Welcome, networking and cultural exchange between participants and Erasmus+ team.
- Icebreaking activities and sharing of European core values.
- Open space for participants to share ideas and discuss current challenges in the Education sector; collaborative opportunity to exchange future goals.
- Course briefing and planning.

DAY 2

Inclusive Art-Based Practice & Professional Boundaries

- Explore how art-based activities support creativity, communication, participation and belonging.
- Distinguish inclusive art education from clinical art therapy, diagnosis and treatment.
- Identify learner preferences, sensory needs and participation barriers while respecting choice, consent and dignity.
- Reflect on current educational practices and identify priorities for greater inclusion.

DAY 3

Art Media, Materials & Accessibility Adaptation

- Experiment with drawing, painting, collage, modelling and selected digital media, comparing their accessibility requirements.
- Adapt materials, tools, instructions and pacing to different sensory, motor and communication needs.
- Develop visual, verbal and demonstration-based supports for inclusive participation.
- Create a practical checklist for selecting accessible art materials and activities.

04 / COURSE PROGRAMME | DAYS 4-6

Learning Activities & Training Schedule

DAY 4

Expression, Communication & Emotional Literacy

- Use open-ended prompts that support choice and multiple forms of expression.
- Explore visual, symbolic and non-verbal communication without interpreting artwork diagnostically.
- Develop age- and context-appropriate emotional-literacy activities through colour, shape, image or story.
- Analyse cases involving communication differences, sensory and learner comfort.
- Design an individual or small-group creative activity.

DAY 5

Collaborative Art, Social Interaction & Belonging

- Explore collaborative art activities with flexible roles, individual contributions and shared ownership.
- Facilitate social interaction while respecting learner autonomy, personal boundaries and participation preferences.
- Use observation and feedback to identify accessibility and communication barriers.
- Design an inclusive group-art activity that promotes cooperation, dignity and belonging.

DAY 6

Inclusive Workshop Design, Review & Transfer

- Design an inclusive art workshop with clear objectives, accessible materials, adaptations and facilitation steps.
- Define observation criteria for participation, communication, accessibility and learner engagement.
- Clarify professional boundaries, safeguarding and referral routes where concerns arise.
- Present the workshop and refine it through peer and trainer feedback.
- Complete course evaluation and Certification.

ADAPTABLE TRAINING

This programme is a planned framework. Specific activities, sequence, exercises and timings may be adapted by the trainer or provider to each group/edition.

COURSE RECORDS

Daily summary and attendance sheets record the schedule and a short account of each day's work, validated by the trainer and signed by the participants.

Edition-specific evidence: Learning Together maintains signed daily training and attendance records. This brochure describes the course framework; additional verification can be based on the records of the particular edition.

05 / LEARNING APPROACH & METHODOLOGY

Learning Together Methodology

Learning Together courses combine guided input supported by presentations and multimedia resources with practical experimentation, creative workshops, case-based learning and hands-on tools. Participants connect the learning to their own professional situations and progressively develop an applied outcome, which may take the form of a presentation, project, session plan, action idea, reflection or another relevant output.

Peer / trainer feedback supports refinement throughout the process, while European exchange encourages participants to compare practices, perspectives and approaches across different educational contexts.

Methods applied in this programme

Experiential Art Media & Accessibility Labs

Participants explore drawing, painting, collage, modelling and digital media while testing material, sensory, motor and communication adaptations.

Case-Based Expression & Participation Design

Educational scenarios support analysis of learner needs, open-ended facilitation, communication, choice and emotional-literacy activities without diagnostic interpretation.

Inclusive Workshop Development & Reflective Observation

Participants design art-based workshops, define accessibility and participation indicators, and refine plans through observation, feedback and professional-boundary review.

Collaborative learning, peer exchange and reflection

Participants work with European colleagues, compare professional contexts, exchange approaches and reflect on how the learning can be transferred to their own institutions.

> **Illustrative example: Designing an Inclusive Collaborative Art Workshop**
>
> Imagine an educator planning a collaborative art workshop for learners with different abilities, communication preferences and sensory needs. Participants select accessible materials, offer flexible participation routes and create a shared artwork that values individual contributions without requiring identical products. They observe access, interaction and engagement, gather appropriate feedback and refine the workshop without interpreting artwork as a diagnosis or therapeutic measure.

An adaptable learning experience

Learning Together courses are delivered by trainers with relevant professional & pedagogical experience, **who are fluent English speakers**. The trainer may vary by edition, adapting the activities to the group's professional context and learning goals.

Meet our trainers and explore our approach

06 / PRACTICAL INFORMATION & SUPPORT

Everything you need for your training

Your course materials and participant work

Participants receive access to course materials, including slides, presentations, worksheets and exercises made available for the sessions, through a dedicated online folder.

Depending on the activities, groups may also develop action plans or presentations. The output varies with the programme, trainer and group.

Materials to bring: None

Course package

Includes training sessions, digital materials, practical resources, administration and course-week support, welcome kit, coffee breaks and course documentation. Cultural activities and an orientation session **depend on the edition selected** (flights, accommodation & other personal arrangements are not covered).

Check fees and inclusions for your selected course.

Documents & certification

We issue Certificate of Attendance, invoice and support agreed Erasmus+ mobility documents, including Europass Mobility records. Certificate issuance follows the attendance conditions.

Send any additional school forms to our team in advance. Explore document guidance.

Provider & quality

Learning Together operates through registered organisations in every country where services are provided, each with its own Erasmus+ Organisation ID (OID). Our programmes combine clearly defined learning outcomes, participatory methodologies and practical activities, with participant evaluation & feedback at the end of the training.

Provider OIDs: Portugal E10201112 · **Spain** E10417947 · **Poland** E10419682

FROM INTEREST TO A CONFIRMED BOOKING

01
Pre-enrol

Share your course & preferred dates. Pre-enrolment is non-binding; wait for written confirmation before making non-refundable travel bookings.

02
Confirm your place

Our team will confirm availability by email. Complete final enrolment and billing details to secure your place.

03
Plan your travel

Once your booking is confirmed, you can plan your travel. Before travelling, check materials required, timetable and activities in your selected edition.

YOUR NEXT STEP

Ready to plan your course?

Check the current dates, duration, fee and edition status on the course page, then start your pre-enrolment or contact us!

View course & editions ↗ | Pre-enrol ↗

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