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we build
a future**



where every child thrives!

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What is ACCESS?

ACCESS project addresses the critical gap in supporting children with Learning Difficulties (LDs) in mainstream schools. It focuses on empowering teachers to effectively detect and manage LDs, equipping parents with the necessary resources to support their children at home and promoting inclusive education for children aged 6 to 10.

Learning Difficulties are challenges that affect a child's ability to acquire and process information, making it harder for them to succeed in traditional classroom settings. Common examples include dyslexia, dysgraphia, and dyscalculia. With increased awareness and changes in educational and social environments, the detection of LDs is rising, highlighting the need for effective support systems.

Early identification is crucial, particularly during primary school years (ages 6-10), when timely intervention can significantly improve learning outcomes and reduce the need for specialized support later. By detecting LDs early, educators can implement tailored teaching strategies and create inclusive classrooms to ensure children receive the support they need to thrive academically and socially.

Objectives

- Equip teachers with knowledge and tools to detect and address emerging learning difficulties.
- Provide support and resources to teachers to help them effectively detect emerging learning difficulties and manage them efficiently in regular classrooms.
- Offer parents with informative material and practical advice to actively support their children's learning at home.

Results

- "ACCESS in learning difficulties". E-learning course for primary school teachers
- "ACCESS in support". Digital Library for teachers
- "ACCESS in knowledge". Toolkit for parents



Who Benefits?

ACCESS supports:

- **Primary school teachers**, providing practical tools and knowledge to manage LDs in mainstream classrooms.
- **Students aged 6-10**, offering support to help them succeed in inclusive classrooms.
- **Parents**, empowering them with strategies to assist their children at home.

Secondary beneficiaries include special education professionals, school principals, and public authorities, fostering a collaborative approach to inclusive education.

Why It Matters:

Early detection and support are essential for addressing LDs effectively and ensuring that all children reach their full potential.

Creating inclusive classrooms for all students!