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COMPARATIVE GRID ON THE DIFFERENT SCHOOL SYSTEMS RELATED TO INCLUSION

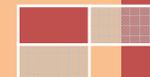
PROGRAMMA ERASMUS+ FIRST LEARNING, TEACHING, TRAINING ACTIVITY C1 ACTION KA2
SCHOOL TO SCHOOL PARTNERSHIP

“EUROPE FOR INCLUSION”

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By

The Transnational Scientific Committees





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INTRODUCTION

The following report has been carried out by the Transnational Scientific Committee after the Partner Countries having filled in *the grid worked out during the transnational meeting in Romania in March 2015*. The grid asked for the following information:

COUNTRIES	LAWS	PERSONALISED PLAN	QUALIFIED TEACHERS	NON-TEACHING STAFF	SPECIALISTS	INDIVIDUAL TEACHING	SPECIAL SCHOOLS / CLASSES	NUMBER OF CHILDREN PER CLASS	SOMETHING SPECIAL FOR EACH COUNTRY
ITALY									
FRANCE									
LATVIA									
LITHUANIA									
POLAND									
PORTUGAL									
ROMANIA									
TURKEY									

The analyses carried out is useful to make a comparison among the schools involved in the project as regards special needs in all countries involved in the project. This document will be part of the first section of our final intellectual output, in which we will describe the framework of the project, that is all the analysis thought and realized in order to get a better knowledge of our own and other partners' starting point.

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<p>ITALY</p> 	<p>LAWS</p>	<p>In Italy, disabled pupils have been integrated in ordinary schools for more than 30 years. In fact it is in 1992 that the frame law no. 104 provided organic regulation to the assistance, social integration and right of disable people, granting the right to education in the ordinary classes of every level, including University.</p> <p>The same law established modalities and criteria to individuate handicapped pupils, subsequently integrated through D.P.C.M. 185/2006 (10.6.), in order to start up integration and support measures; implementation modalities for integration as well as for learning assessment procedures and for carrying out examination tests; institution of specific working group at the Provincial School Office; stipulation of programme agreements among schools, local bodies and local health authorities.</p> <p>It is important to make a distinction: on one side, the difficulties deriving from social and cultural problems related to the environment children live in, which can be tackled through the solutions applicable within the mainstream educational paths; on the other side, real disabilities requiring specific educational programmes.</p> <p><u>Children with Special Educative Needs:</u></p> <p>More recently, the Direttiva 27/12/2012 and the CM 8/2013, have introduced the idea that <i>“In every class there are children with some special needs for lots of reasons: social, cultural disadvantages, Specific Learning Disturbs, difficulties because immigrants ...</i> In these cases the Teachers’ Team have the duty to say if it is necessary to adopt a personalization of the didactic or the use of compensative or dispensative measures.</p>
	<p>PERSONALIZED PLAN</p>	<p>As for the individuation of handicapped pupils, D.P.C.M. of 23 February 2006, no. 185 establishes that the local health authorities, upon request of the parents, provide specific assessments as established by Law 104/1992. The outcome of each assessment is documented through minutes specifying who is the handicapped pupil and the type of her/his pathology, according to the international classification of the World Health</p>



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		<p>Organization; furthermore, it specifies if the pathology can be defined as particularly serious, such to justify the assignment of a higher number of support teaching hours in comparison with the standard ratio foreseen by law. The minutes are delivered to the parents who, on their turn, deliver them to the school. The assessment paper, that declares that the pupil is handicapped and has the right to specific measures, is essential to start up the administrative procedures for school integration. After the individuation of the handicapped pupils, it is required:</p> <p><u>the functional diagnosis</u>; it is drawn up by the Local health authority and written by a physician specialized in the announced pathology, a children's neuropsychiatric, a rehabilitation therapist and social operators. The functional diagnosis should provide an analytical description of the psycho-physical conditions of the pupil/student and her/his potentialities;</p> <p><u>the dynamic-functional profile</u>; it is drawn up by the Local health Authority, by class teachers and support teachers after the first period of integration; it includes diagnostic elements related to the difficulties encountered by the pupils in the various fields of activities, but above all her/his potentialities and development possibilities in the short and medium term it aims at the preparation of the Personalized Educational Plan (PEI);</p> <p><u>PEI</u> includes the descriptions of the interventions foreseen for the pupil/student in a given period of time. It is drawn up jointly by the operators of the Local Health Authority, teachers and support teachers, educationists or education assistants of the local authority if required, in collaboration with parents.</p> <p>The PEI must be prepared even for <u>Children with Special Educative Needs</u></p>
	<p>QUALIFIED TEACHERS</p>	<p>Support teachers are part of the team of regular teachers of the classes and participate in all the activities concerning planning and assessment. In fact, they are not only skilled to teach to handicapped pupils, but also resources allocated to the classes to facilitate the integration.</p>



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		<p>The decision of the number of support teaching posts is regulated by article 40 of financial law of 1998 (no. 440/1997). It establishes that the number of such posts is calculated at the provincial level dividing the total number of the enrolled pupils by 138 (when this rule has been approved, the number of handicapped pupils and the total number of pupils was on average 2:100). The law foresees also the possibility to fail to observe this ratio in the presence of particularly serious handicaps; according to D.P.C.M. 185/2006, the general manager of the Regional School Office is responsible to authorize the derogation to create support teaching posts. The posts established at provincial level are subdivided by the managers of the Provincial School Offices among the various school levels, subsequently among each school, on the basis of the proposals of the provincial working groups. Finally, the school managers provide for the use of teachers on the basis of the Plan for the educational offer (POF) of the schools.</p> <p>For <u>Children with Special Educative Needs</u> there is no chance to have qualified teachers</p>
	<p>NON - TEACHING STAFF</p>	<p>School assistance is a subject regulated by the Regions, therefore the aids provided in this field follow the regional regulations. Generally, there are two types of aids: <u>direct interventions</u> (scholarships, cheques, contributions aimed at granting or enable school attendance); <u>indirect interventions</u> that foresee some free-of-charge services (transport, meals, textbooks and teaching materials, etc.).</p> <p>In addition to the financial support generally provided for all pupils, the law foresees, as for handicapped pupils, that the Communes offer organization support services and assistance to personal autonomy.</p> <p>Inside the school the caretakers are trained in achieving skills in communication, basic puericulture, hygiene and notion of first aids.</p>
	<p>SPECIALISTS</p>	<p>Inside the schools specialists are not present. Sometimes speech therapists, psychologist and educators enter the school during the curricular lessons if the children need this kind of support.</p>



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	<p>INDIVIDUAL TEACHING</p>	<p>Disabled pupils require a more complex educational aid and teaching support from schools. A strengthening and differentiation of the teaching practice is generally sufficient; however, for a little number of pupils with extremely serious handicaps, qualified intervention of differentiated teaching are provided with the support of rehabilitation therapists. Schools avail themselves of the collaboration of specialists as well as services or structures available on the territory.</p>
	<p>SPECIAL SCHOOLS / CLASSES</p>	<p>School attendance of disabled pupils takes place generally in the schools, in the ordinary sections and classes of every level and type. There are a few special institutes for the blind and deaf, which existed prior to the rules on pupil integration. Schools, in order to efficaciously carry out integration, have to be adapted in their structure, with the removal of all architectural barriers, and the possibility to use of all facilities in the most functional manner suited to the needs of disabled pupils.</p> <p>The technical and didactic equipment has to be adapted to the needs of the pupils, in relation to the functional or sensorial limitations with which they are afflicted, and the schools can make use also of "specialized centres having a function of pedagogical consultation, production or adaptation of specific didactic material".</p> <p>The law provides also for the creation of ordinary classes as detached sections in rehabilitation centres and hospitals where children with special needs and who are temporarily unable to attend school can pursue their education and instruction process with no interruptions. These sections and classes are set up by the school administration together with the local health authority and the public and private centres under contract to the Health Ministry and Labour Department. Minors hospitalized for not less than 30 days are admitted to these classes.</p>
	<p>NUMBER OF CHILDREN/STUDENTS PER CLASS</p>	<p>The formation of classes with handicapped pupils is regulated by DM no. 141 of 1999. These classes generally include maximum 20 pupils. However, such limit can be extended to 25 pupils according to the seriousness of the handicap and the evaluation of the</p>



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	<p>resources available in the school.</p>	<p>resources available in the school.</p>
	<p>SOMETHING SPECIAL FOR EACH COUNTRY</p>	<p>The school Istituto Comprensivo San Donato is well-known in the municipality as the school with the highest percentage of foreign students and sons of immigrants. It is made up of nine (10) schools which collect children from different parts of Sassari: historical centre and new suburbs. The part of the town where our school is located records a high unemployment rate, mainly among women and young people. The whole school is attended by 735 pupils (200 in the nursery school and 405 in the primary school and 130 in secondary low school), with a age range from 3 to 16. In the school there are a 10% of children with learning difficulties and 25 disabled children: a 15% percentage of the children attending our school are at risk of social exclusion. A great number of children from Romania and from outside Europe (China, and Africa) attend the school. The National tests put in evidence some aspects below average, particularly in the mothertongue (reading and writing) and in maths. Inside the structure even the education of Italian and foreign adults is contemplated. Furthermore the school enrolls a certain percentage of pupils with special educational needs such as children belonging to mono-parental /very poor and deprived families, children with disabilities, children with affective problems: all categories of students who have got difficulties in learning and in developing social skills and suffering from lack of self-confidence and sometimes from serious mood and behavior deficits.</p>



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FRANCE



Laws

According to the French Constitution, the State is responsible for organizing free and secular public education at all levels.

The State mission is:

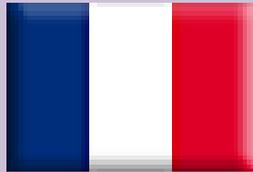
- To define the training routes, national programmes, organization and content of curricula. The Framework and Programme Law for the Future of the School, of 23 April 2005, creates a common base of knowledge and competence, which defines the cultural and civil benchmarks for the content of compulsory education. Schooling is essentially provided through public educational institutions, in which eighty percent of all students are registered. However, the principle of freedom of education is one of the fundamental principles of the laws of the Republic, allowing for the existence of a certain number of private institutions. Having signed contracts with the Ministry of Education, the vast majority of these institutions also support the public education programme.
- To allocate resources to education in order to ensure, in particular, equality of access to public service. Concerning the schooling of learners with disabilities, the Law of 11 February 2005, on the Equality of Rights and Opportunities, Participation and Citizenship of People with Disabilities, states the right of learners with disabilities to education and the responsibility of the educational system in guaranteeing the continuity of their individual school careers.
- To control and evaluate educational policies in order to ensure overall consistency of the educational system. Since the 1980s, the State has implemented measures to decentralize responsibility and reinforce the power of local authorities.

Participation of learners with disabilities in mainstream settings

Law no. 2005-102 of 11 February 2005 on the Equality of Rights and Opportunities, Participation and Citizenship of People with Disabilities, establishes the right to



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education and schooling in mainstream settings. Article 19 of the law (Title IV – Accessibility, Chapter One) states that: *Any child or adolescent with a disability or a disabling health disorder shall be enrolled in the school, college (lower-secondary school) or lycée (upper-secondary school) closest to home, which shall be considered the reference institution.*

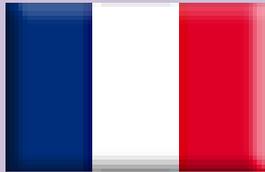
Thus, no child or adolescent with disabilities may be a priori excluded from the mainstream school reference track for their school career. In the event that it subsequently appears necessary to enroll a learner with disabilities in a special school, they shall retain the right to be enrolled in a mainstream school close to the special institution and to spend some or all of their school career in the mainstream school.

The [Decree no. 2005-1752 of 30 December 2005](#) determines the training plan for pupils with disabilities. It presents the various modes of schooling for learners with disabilities, emphasizing that the mainstream curriculum must always be the reference for constructing their school career. This decree takes precedence over the Circular of 17 August 2006 presented below. It stipulates that any student whose school life takes place ‘entirely outside the reference school establishment in a medico-social or health care facility (i.e. a special school)’ is a student ‘that cannot attend a school or educational establishment full-time’ (Article 14 of the Decree). The case of schooling taking place entirely outside the reference school in a medico-social or health care establishment is therefore a borderline case, in which part-time schooling in a mainstream school setting is reduced to zero, but without eliminating the principle of this part-time presence. (In regulatory terms, a student whose school life takes place ‘entirely outside the reference school in a medico-social or health care facility’ is a student whose part-time schooling in a mainstream school setting is equal to zero).

The [Circular no. 2006-126 of 17 August 2006](#), on the implementation and monitoring of the personalized schooling project (PPS), provides for different schooling situations, while



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giving **explicit priority to enrolment in the student's reference school:**

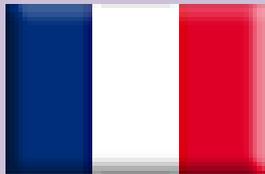
- The learner with disabilities is enrolled solely in a mainstream school (the 'reference' school or another). The student's schedule is therefore organized to comply with the number of hours decided by the Commission for the Rights and Autonomy of People with Disabilities (CDAPH) if it is not full-time, as well as the constraints related to student transport and any obligations arising from care provided outside the school.
- The student alternates between schooling in a mainstream school (the 'reference' school or another) and a **teaching unit** (defined below) in a medico-social or health care establishment. The same factors are taken into consideration in organizing the student's schedule, but an effort is made to divide up the time so as to give **priority** to schooling in the reference school, even if this can only be achieved gradually. Attendance that is only occasional or reduced to a few hours a week would be contrary to the very idea of the personalized schooling project.
- The student's schooling takes place entirely outside the reference school (the borderline case explained above) in a medico-social or health care establishment. In this case, it is essential that the team monitoring the schooling be able to guarantee the same conditions as above. The principal or head of the 'reference' school must nevertheless receive the summary of the conclusions of each meeting and, at least once a year, of the student's school booklet as stipulated by [Article D. 321-10](#) of the Code of Education.

Collaboration between schools (e.g. mainstream/special) and between education and other services e.g. health, social services

[Decree no. 2009-378 of 2 April 2009](#), relating to the schooling of children, adolescents and young adults with disabilities and co-operation between mainstream schools and medico-social establishments and services (special schools): this decree is essentially



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intended to enable and facilitate the entry of non-teaching health care professionals in mainstream schools, collèges and lycées. It takes up and summarizes legislative measures often mentioned in the preceding documents.

[Order of 2 April 2009](#) specifies the procedures for setting up and teaching units in medico-social or health care establishments. These teaching units are new in specialized education and have a strongly inclusive significance. Indeed, when the teaching units were created as a system, they eliminated de facto the special classes and schools that had been in place since 1975 within specialized establishments (Article 1). This system aims to develop and implement a pedagogical project, based on the personalized schooling project (PPS) of learners with disabilities, founded on ‘teaching they receive in a “reference” school or other mainstream school’. This pedagogical project should make it possible ‘to achieve the learning objectives set forth in the student’s PPS as a complement to existing school programmes or in preparation for teaching received in schools’ (Article 2).

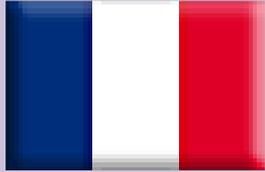
Such shared schooling ‘forces the various project partners to strengthen their consultations with a view to making necessary adjustments’ and the circular adds that ‘school attendance that is only occasional or reduced to a few hours a week would be contrary to the very idea of the PPS’ ([Circular 2006-126 of 17 August 2006, Article 1.3 B](#)).

Provision of additional resources to learners with disabilities

[Decree no. 2012-903 of 23 July 2012](#), relating to individual aid and mutual assistance to learners with disabilities, restructures and rationalizes the organization of individual compensation contributed by school auxiliaries to learners with disabilities in mainstream school settings. School auxiliaries are not teachers; they have the status of educational assistants and their contracts are limited to six years. The issue of the professionalization of these workers is unresolved. At present, school auxiliary is not a recognized profession



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under French law.

[Circular no. 2009-088 of 17 July 2009](#): Functions of specialized personnel in special assistance networks for students in difficulty (RASED) in dealing with problems in primary school.

The RASED, created in 1990, were initially systems to help students with difficulties in school and not learners with disabilities. This doctrine changed, however, with Circular 2002-113 of 30 April 2002, which authorized RASED teaching personnel to provide special assistance to learners with disabilities. The change was confirmed in 2009: it gave rise to the idea of a continuum of educational needs outside of disabled vs. able-bodied categories

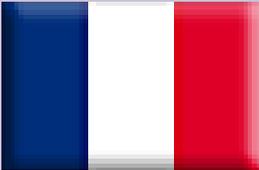
Personalized Plan



What plan for whom?



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		<p>PPS: guidance or support, educational arrangements and adaptations, human support, allocation of tailored educational materials</p> <p>PAI: schooling arrangements, medical treatment, emergency protocol</p> <p>PAP: educational arrangements and adaptations</p> <p>PPRE: diversified and differentiated educational practices</p> <p>WHAT PLAN? / FOR WHOM? / WHO TO CONTACT?</p> <p>PERSONALISED SCHOOLING PROJECT (PPS)</p> <p>disability</p> <p>The family contacts the departmental home for disabled persons (MDPH) with the possible help of the referring teacher</p> <p>PERSONALISED SUPPORT PLAN (PAP)</p> <p>learning disorders</p> <p>On the proposal of the Council of Teachers or the school council or at the request of the family</p> <p>PERSONALISED PROGRAMME FOR ACADEMIC SUCCESS (PPRE)</p> <p>insufficient command of certain knowledge or skills</p> <p>The site manager or school director</p> <p>INDIVIDUALISED RECEPTION PROJECT (PAI)</p> <p>chronic diseases, food intolerances, allergies</p> <p>The school doctor or site manager or school director</p> <p>(French Ministry of National Education, Higher Education and Research / December 2014)</p>
	<p>Qualified teachers</p>	<p>Specialized education is managed by specialized teachers, who have attended theoretical and practical training, validated by a dissertation, an educational inspection and a clarifying interview. Certifications have been open to primary and secondary teachers since 2004:</p>

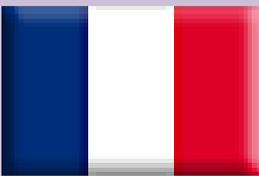


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		<p>CAPA-SH, a vocational certificate for specialized support, adapted education and the schooling of disabled students, is intended for pre-school and primary-school teachers. 2CA-SH, an additional certificate for adapted education and the schooling of disabled students, is intended for secondary-school teachers (lower- and upper-secondary school). There are various options for these certifications, corresponding to specific training focused on disabilities or serious academic difficulty (deafness, blindness, cognitive disorders, motor disability, etc.) or adapted education. However, in the context of inclusion and personalized projects for the training of students, non-specialized teachers also teach these students (for ULIS primary-school students, for the inclusion of ULIS students in lower- or upper-secondary school, for SEGPA students).</p>
	<p>Specialists</p>	<p>The organization of the school system in France does not allow them to be involved in the management of students with special educational needs.</p>
	<p>Individual Teaching</p>	<p>Depending on the identified needs of disabled students, specialists sometimes work in the school (occupational therapist, speech therapist, educator, etc.): in this case, a room is made available to work with the students. But in general, medical, social and therapeutic follow-up is performed by private-practice specialists or specialists belonging to structures or public services outside of the school. Students' schedules are adapted so they can attend these sessions. A partnership between the school and healthcare services is organized by monitoring and academic teams.</p>
	<p>Special Schools / Classes</p>	<p>Since 2005, with the French Law on Disability, ULISs have been created (ULIS: Local unit for academic inclusion). This system allows disabled students to participate in a programme in a lower-secondary school. As part of the ULIS, students work individually or in small groups and are also included in general or SEGPA classes where they are monitored by the ULIS coordinator. In addition to the ULIS coordinator who is a specialized teacher, an AESH-co (who supports disabled students) is there to help the ULIS students. The AESH-co helps ULIS and inclusion students. There are also AESH-i specialists who</p>

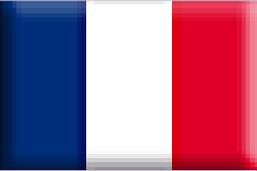


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		<p>support a particular student. The AESHs also help students in the everyday life of the school (communication with other students and teachers; eating in the cafeteria, etc.). The AESHs work with teachers to develop tools to help students (e.g. adapted evaluations, simplified exercises). The AESHs are also in contact with the therapeutic and educational partners of students who are welcomed at the school.</p>
	<p>Number of children/students per class</p>	<p style="text-align: center;">1st DEGREE</p> <p><u>ADAPTATED TEACHINGS :</u> RASED Networks of specialized helps for pupils who have difficulties of learning Educational psychologists Re-educators (option G) specialized teachers (option E) One RASED by educational district.</p> <p><u>SCHOOL ATTENDANCE OF THE PUPILS IN SITUATION OF HANDICAP</u> CLIS inclusive education classroom 12 pupils per classroom Specialized primary school teachers(option C, D)</p> <p style="text-align: center;">2nd DEGREE</p> <p><u>ADAPTATED TEACHINGS :</u> SEGPA section of adapted general and professional education 16 pupils per classroom 8 pupils per professional workshop Specialized primary school teachers (option F) Vocational high school professors</p> <p>LEA Vocational high school with adapted teachings</p>



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	<p>Something special for each Country</p>	<p><u>SCHOOL ATTENDANCE OF THE PUPILS IN SITUATION OF HANDICAP</u></p> <p>ULIS Local unit of inclusive education 10 pupils per classroom Specialized primary school teachers (option C or D)</p> <p>There are also various medical-social structures that welcome students with serious disabilities unable to attend a 'mainstream' school and provide them with therapeutic, educational and medical follow-up and schooling: Medical-educational institutes (IMEs): for children with moderate to severe mental deficiencies Educational, therapeutic and pedagogical institutes (ITEPs): for children with behavioural and/or personality disorders Motor education institutes (IEMs): for children with severe motor disabilities, significantly limiting their autonomy Structures for the hearing impaired Structures for the visually impaired Structures for children with multiple disabilities, etc. Note that these children benefit, whenever possible, from academic inclusion in an ordinary school, sometimes part time (shared schooling) and sometimes full time.</p> <p>25 in school with social difficulties, 30 elsewhere, 35 in preschool</p>



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LATVIA 	Laws	<p>The movement towards integration and inclusion of students with special needs started in the mid-1990s. The Law on Education stated that every child has the right to be educated in a school of their parents' choice. According to the Law on General Education, special education is part of general education. Students who require special organization of their learning environment, the application of special teaching methods and additional pedagogical support are entitled to special education. Special education is provided for students with different kinds and degrees of disabilities. Special education can be organized in different ways. The Ministry of Education and Science has always supported the idea that both trends in special education – special schools (groups, classes) and integration (inclusion) in mainstream schools – should exist in Latvia. The Law on Education identifies special education as general and professional education adapted for persons with special needs and health problems. The Law on General Education defines the types of education implemented in Latvia. It states that special education is a specific type of general education. Chapter 8 of this Law defines the implementation of special education programmes. The provision of educational services for children with special needs and the procedures of identification of special needs are defined in the Regulations of the Cabinet of Ministers</p>
	Personalized Plan	<p>According to the Law on General Education, if a child attends a special class or is included in mainstream settings, an individual education plan should be developed. The planning of the individual education plan should involve the child's parents. The provision of appropriate support measures in learning is the responsibility of the school.</p>
	Qualified teachers	<p>To ensure that schools and pre-school institutions have teachers who understand how to work with children with disabilities, universities and colleges offer in-service training for teachers to acquire the qualifications of special teachers.</p>



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		Universities also provide an opportunity to get a qualification of special needs teacher.
	Non Teaching staff	According to the Regulations of the Cabinet of Ministers, a second teacher should be provided when pupils with intellectual disabilities and severe and multiple disabilities are included in mainstream settings. Pupils with severe and multiple disabilities from 5–18 years of age have the opportunity to receive state-funded personal assistant services for mobility and self-care. The assistant provides assistance up to 40 hours per week. The assistance is available throughout the school year. Based on the severity and type of disability, the school signs a contract with the assistant, which will specify the duration of the assistance services, compensation for the assistance services and payment terms.
	Specialists	Children usually start their schooling in a mainstream environment, with the exception of those who are diagnosed with a disability in early childhood and where the parents choose to place them in a special education institution. During the first year of schooling students follow the mainstream curriculum. If they show considerable difficulties in mastering this curriculum and their academic achievements do not correspond to the requirements of the National Standard of Basic Education, then – with the parents’ consent – the child is assessed by specialists (speech therapist, special education teacher, psychologist). The school’s support team can suggest support measures and the development of the individual education plan. If the above-mentioned measures do not work and the child’s achievements have not improved, it can be suggested that the child attend pedagogical medical commission. Before attending the commission, the child should be assessed by a psychologist, a speech therapist and a teacher and, if necessary, should have a general health check-up. The commission prepares a recommendation as to what kind of curriculum the child should follow, although the parents make the final decision about their child’s education.
	Individual Teaching	In order to provide more objective assessment of children’s diverse needs during the



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		<p>process of inclusion, new assessment tools were developed, standardized and validated for children with special needs. Universities and higher education institutions developed new methodological materials to help teachers who work with pupils with intellectual disabilities, learning disabilities, behavioral disorders, hearing impairments (cochlear implants), visual impairments and autism.</p>
	<p>Special Schools / Classes</p>	<p>According to the Law on General Education, special education is part of general education. Students who require special organization of their learning environment, the application of special teaching methods and additional pedagogical support are entitled to special education. Special education is provided for students with different kinds and degrees of disabilities. Special education can be organized in different ways. However, there are special schools and schools that integrate special education programs.</p> <p>According to the Law on General Education, all children should start school in the year when they turn seven years old. Compulsory education lasts for nine years, from the first to the ninth grade. Students with visual and hearing impairments acquire basic education over ten years. Deaf students have 11 years to finish basic education. Students with severe language impairments and learning disabilities can have ten years to acquire basic education.</p> <p>According to the above-mentioned special education needs, there are nine special education programs. Seven of them – for learners with visual impairments, hearing impairments, physical disabilities, language impairments, mental health disorders, learning disabilities and long-term illnesses – acquire mainstream education programme in content. The methods of instruction, provided support and additional services differ from mainstream programs.</p> <p>According to the Law on Education, parents can choose what kind of educational institution their child should attend – a special school, a special class or a special group in a mainstream school – or that they are integrated/included in a mainstream class.</p>
	<p>Number of</p>	<p>The number of students in class varies per region. There are schools outside the capital</p>



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	children/students per class	<p>where there are only 10 students per class. In Riga - the capital of Latvia, the number of students may reach up to 30 students per class. The number of children with different learning difficulties included in mainstream schools varies from 3 to 6 children per class. However, the research shows that the number of students in schools in Latvia still is the lowest according to other EU countries. Special schools have maximum 20 students per class.</p>
	Something special for each Country	<p>20 years ago “Folk 99 White horses” school was established and now it has 4 branches. Roughly 80 students attend our school, were 18% of them have special needs regarding learning difficulties. Most common difficulties are in reading, mathematics and obedience. At the moment our school provides classes from 1st to 9th grade, including pre-school and kindergarten. By keeping low number of children in each class, we provide individual approach in the learning process of each child. This school is based on student parents, who took an initiative to develop a school that they see is best for their children. We are supported by Latvian government and local municipalities. 99 White Horses has a strong focus on traditional native culture and overall spiritual growth that is missed in traditional schooling systems. Additionally our students practice sharing and caring basics, arts and crafts techniques, to sustain self-application and create personal independence.</p>



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<p>LITHUANIA</p> 	<p>Laws</p>	<p>The education Reform Act of June 25, 1991, consolidate democratic principles of education in country-children's with severe and profound disfunctions become "educatable".</p> <p>The first basis in legislation for integrated education of children with special educational needs (SEN) is the Act of Special educational provision for Children with SEN in Mainstream Educational Institution 1993.</p> <p>The Act of Special Educational Provision for Children with SEN in Mainstream Educational Institutions (1993):</p> <p><u>Pupils with SEN can attend:</u></p> <ul style="list-style-type: none"> • mainstream class, following the mainstream curriculum, but with special methods applied, or following a modified mainstream curriculum, or an alternative curriculum, or individualized education program; • partly in a mainstream, partly in a special class; • at a special class. <p>The Law on Special Education 1998. Persons with SEN are children and adults, who because of congenital or acquired impairments have limited opportunities of participating in the educational process and social life</p> <p>Law on Education 1998. Recognition of SEN by the school SEN commission or by the PPS Ministry Orders 2000, 2002. Classification – 10 categories of disorders</p> <p>State Education Strategy 2003–2012 and the Law on Education 2003:</p> <p>To ensure accessibility of <u>all school types</u> to learners with SEN at environment that meets their needs</p> <p>Law on Education 2011. SEN – a need for assistance and services in education process that occurs due to being exceptionally <u>gifted</u>, having congenital or acquired <u>disorders</u> or <u>disadvantages</u> in person's surrounding.</p> <p>The Law on Special Education (now it is integrating into The Law on Education (2008-</p>
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		<p>2011)</p> <p>The main goal - to provide primary pedagogical - psychological assessment and special pedagogical psychological support in a nearest child's environment; Child Welfare Commission operate in every educational establishment (in pre-school establishment, as well as in general education schools).</p> <p>The purpose of the Commission - to organize and coordinate the work of preventive, educational assistance, child-friendly and safe learning environment and education programs for adaptation for students with special educational needs.</p> <p>Child welfare commission on each school consists of the headmaster School, with up to 60 pupils, the board shall consist of not less than 3 members of other schools - is no less than 5.</p> <p>Board members may be head of the school building or deputy head of the organizing education, education support professionals, school leaders (mentors), teachers, educators, parents (guardians), the local community, neighborhood representatives.</p>
	<p>Personalized Plan</p>	<p>Different instructional techniques are used for some students with special educational needs. Instructional strategies are classified as being either <i>accommodations</i> or <i>individualizations</i>.</p> <p>An <i>accommodation</i> is a reasonable adjustment to teaching practices so that the student learns the same material, but in a format that is more accessible to the student. Accommodations may be classified by whether they change the presentation, response, setting, or scheduling of lessons. For example, the school may accommodate a student with visual impairments by providing a large-print textbook. This is a presentation accommodation.</p>



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		<p>A <i>individualization</i> changes or individualizes the material to make it simpler. <i>Individualization</i> may change what is learned, how difficult the material is, what level of mastery the student is expected to achieve, whether and how the student is assessed, or any another aspect of the curriculum. For example, the school may modify a reading assignment for a student with reading difficulties by substituting a shorter, easier book.</p> <p>Examples of individualizations</p> <ul style="list-style-type: none">• Skipping subjects: Students may be taught less information than typical students, skipping over material that the school seems inappropriate for the student's abilities or less important than other subjects. For example, students with poor fine motor skills may be taught to print block letters, but not cursive handwriting.• Simplified assignments: Students may read the same literature as their peers but have a simpler version, such as Shakespeare with both the original text and a modern paraphrase available.• Shorter assignments: Students may do shorter homework assignments or take shorter, more concentrated tests.• Extra aids: If students have deficiencies in working memory, a list of vocabulary words, called a <i>word bank</i>, can be provided during tests, to reduce lack of recall and increase chances of comprehension. Students might use a calculator when other students do not.• Extended time: Students with a slower processing speed may benefit from extended time for assignments and/or tests in order to have more time to comprehend questions, recall information, and synthesize knowledge. <p>Examples of accommodations</p> <ul style="list-style-type: none">• Response accommodations: typing homework assignments rather than hand-
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		<p>writing them (considered a modification if the subject is learning to write by hand). Having someone else write down answers given verbally.</p> <ul style="list-style-type: none"> • Presentation accommodations: Examples include listening to audiobooks rather than reading printed books. These may be used as substitutes for the text, or as supplements intended to improve the students' reading fluency and phonetic skills. Similar options include designating a person to read to the student, or providing text to speech software. This is considered a modification if the purpose of the assignment is reading skills acquisition. Other presentation accommodations may include designating a person to take notes during lectures or using a talking calculator rather than one with only a visual display. • Sitting accommodations: Taking a test in a quieter room. Moving the class to a room that is physically accessible, e.g., on the first floor of a building or near an elevator. Arranging seating assignments to benefit the student, e.g., by sitting at the front of the classroom. • Scheduling accommodations: Students may be given rest breaks or extended time on tests (may be considered a modification, if speed is a factor in the test). <p>Individual education plans are drawn up for SEN children and their progress will be monitored by the learning support teacher after first and second semester.</p>
	<p>Qualified teachers</p>	<p>Support teachers are employed to ensure that SEN children achieve maximum proficiency in skill areas of reading, writing, spelling, language and mathematics.</p> <p>Support teachers have a role within whole school initiatives to improve outcomes for students with additional learning and support needs.</p> <p>The role of the support teacher as a member of the school learning and support team is</p>



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		<p>to:</p> <ul style="list-style-type: none">• work collaboratively with the classroom teacher to support assessment for learning of their students with additional educational needs and identify specific learning and support needs• plan, implement, model, monitor and evaluate teaching programs for students with additional learning and support needs in conjunction with regular classroom teachers• plan, implement, model, monitor and evaluate personalised adjustments for learning where required, with the classroom teacher, student and/or parent or carer• model exemplary classroom practice when tailoring adjusted learning programs for students with additional learning needs• provide direct support for students with additional learning and support needs through a range of strategies (including direct instruction, delivery of adjusted learning programs, assessment and monitoring of progress) including the areas of social integration, language and communication, literacy, numeracy and behaviour. This may include students with confirmed disabilities• provide professional specialist advice, support and mentoring to classroom teachers on: how best to cater for the diverse learning needs in their classrooms, and how to effectively work in partnership with families to maximise learning opportunities for students at school and at home• provide professional specialist advice and assistance about students with
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		<p>additional learning needs to the school's learning and support team, and</p> <ul style="list-style-type: none"> • assist with professional learning for class teachers and school learning support officers within their school and local network of schools where appropriate.
	Non Teaching staff	<p>Educational assistants work with SEN students and require support in one or more of the following areas, personal care, social skills, behaviour and cognitive functioning. In any one of these areas there are a number of responsibilities that educational assistants may be expected to fulfill.</p> <p>In the area of personal care support, educational assistants may be expected to:</p> <ul style="list-style-type: none"> • provide for the personal care needs of students, which may include feeding; • assist with student mobility, • promote a healthy and safe environment which respects the dignity and privacy of students; • support students in their participation in activities in the community; <p>Social Skill Support use appropriate strategies and techniques in a variety of settings to assist in the development of generalized social skills: use appropriate strategies and techniques to increase the student's self-esteem, with the objective of helping the student develop self-control, self reliance and selfadvocacy skills.</p>
	Specialists	<p>Assistance is provided at schools. Schools that do not support this providing professional assistance to ensure the municipal administration department of education and / or PPC. There are these specialists: special educators, speech and language therapists, psychologists, social pedagogues. They enter the school during the curricular lessons or after lessons.</p>



Erasmus+

	Individual Teaching	<p>Teachers may work with individuals who have strong physical disabilities, sensory impairments (i.e. hearing or visual), conditions such as autism, social, emotional and mental health needs, or have a combination of these difficulties.</p>
	Special Schools / Classes	<p>Students in regular classes who experience difficulties in basic areas of learning and behaviour, regardless of the cause are supported through support teachers.</p> <p>Students may receive additional assistance in literacy, numeracy, language and behaviour by support teacher.</p> <p>Students need to have a formal disability diagnosis to access support. It includes support for students with significant learning difficulties, intellectual disability, language disorder or delay and behaviour needs.</p> <p>The school's learning and support team can assist you with the identification of additional learning and support needs to ensure that the educational needs of your child are being met.</p>
	Number of children/students per class	<p>Usually there are 2 – 5 SEN children in class.</p>
	Something special for each Country	<p>The model of special pedagogical and psychological support for pupils in Lithuanian educational system:</p> <ul style="list-style-type: none"> ▪ The <u>1st level</u> specialists, who work at school give special pedagogical and psychological support - Child Welfare Commission; ▪ The <u>2nd level</u>: a local Pedagogical Psychological Service (PPS) at the municipal level; ▪ The <u>3rd level</u>: National Center for Special Needs Education and Psychology.



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POLAND 	Laws	<p>Integration classes have existed in Poland for more than 10 years. Psychological and pedagogical help is organized at school on the basis of the following acts:</p> <p>MEN Ordinance of 30 April 2013. on the principles of providing and organizing psychological and educational assistance in public kindergartens, schools and institutions (Dz. U. of 2013., Pos. 532).</p> <p>2. Regulation of the Ministry of 2 August 2013. on conditions for organizing training, education and care for children and youth with disabilities and socially maladjusted in kindergartens and both public and integration schools (Dz. U of 2013., Pos. 957).</p> <p>3. Regulation of the Ministry of Education of 25 April 2013. on the conditions and manner of assessing, classifying and promoting pupils and students and conducting tests and examinations in public schools (Dz. U. of 2013., pos. 520).</p> <p>4. Art. 22 paragraph. 2 Section 11 of the Act of September 7, 1991. About the education system (Dz. U. of 2004., No. 256, item. 2572, as amended. d.).</p>
	Personalized Plan	<p>The psychological and pedagogical support and assistance for students, their parents and teachers is organized under the terms of the Regulation.</p> <p>1. Psychological-Pedagogical help provided to a student is all about identifying and meeting the individual needs of the student's development and education and recognizing the student's individual mental and physical capacities, which arise in particular from:</p> <ol style="list-style-type: none"> 1) disabilities; 2) social maladjustments; 3) the risk of social maladjustments; 4) special talents; 5) specific learning difficulties; 6) communication disorders; 7) chronic illnesses;



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		<p>8) emergency or traumatic experiences; 9) learning failures; 10) environmental negligence related to family assets, ways of spending free time and environmental influences; 11) adaptive difficulties associated with cultural differences or learning environment changes, including those related to earlier education abroad.</p> <p>2. The psychological-pedagogical help granted to students' parents and teachers is to support them in solving the students' educational and emotional problems and developing their parenting skills in order to increase the effectiveness of psychological and pedagogical assistance for students.</p> <p>3. Using psychological and pedagogical assistance is voluntary and free of charge.</p> <p>4. Schools' head teachers organize the psycho-pedagogical help.</p> <p>5. Teachers and specialists, in particular, psychologists, educators, speech pathologists and therapists who perform school tasks, provide the psychological-pedagogical help to students.</p> <p>6. Psychological-Pedagogical is organized and implemented in cooperation with:</p> <ol style="list-style-type: none">1) pupils parents;2) psychological-pedagogical counseling, including specialist clinics, hereinafter referred to as "counseling";3) teacher training institutions;4) other kindergartens, schools and other institutions;5) NGOs and other institutions working for the family, children and youth. <p>8. Psycho-pedagogical assistance is granted on the initiative of:</p> <ol style="list-style-type: none">1) a student;2) the student's parent;3) the school's head teacher;4) a teacher or a specialist, tutoring the student;
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		<p>5) an educational-environmental nurse or a school hygienist; 6) clinics, counseling; 9) a social worker; 10) the family assistant; 11) the probation officer.</p> <p>9. The psycho-pedagogical assistance is provided during the current work with a student in the form of:</p> <ol style="list-style-type: none">1) developing talents activities organized for particularly gifted students. It is performed using active methods of work. The number of participants should not exceed 8.2) compensatory educational activities organized for pupils with difficulties in learning, in particular in meeting the educational requirements, resulting from the general education core curriculum. The number of participants should not exceed 8.3) remedial classes organized for pupils with impaired and developmental deviations or specific learning difficulties. The number of participants does not exceed 5.4) speech therapy activities organized for students with speech disorders that cause impaired verbal communication and learning difficulties. The number of participants should not exceed 4.5) social therapeutic and other therapeutic activities organized for students with disabilities and disorders that hinder social functioning. The number of participants does not exceed 10 .;6) workshops, advice and consultation provided by educators, psychologists, speech therapists and other specialists. <p>10. Psycho-pedagogical help is granted to students' parents and teachers in forms of advising, consultations, workshops and training, conducted by persons Indicated in point. 6 and 9.6</p>
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		<p>11. The talents-developing and didactic-compensatory classes last for 45 minutes and the specialized courses - 60 minutes. In justified cases conducting specialized courses can last less than 60 minutes, maintaining fixed learner's total timetable. All activities are documented in register books conducted electronically.</p>
	Qualified teachers	<p>Developing talents activities, compensatory educational activities and specialized classes are provided by the qualified teachers.</p>
	Non Teaching staff	<p>Not applicable</p>
	Specialists	<p>Advice, consultations, workshops and training are provided by teachers and specialists. They recognize pupils' individual and educational needs, their psycho-physical skills and talents.</p> <p>Teachers and specialists work in particular on:</p> <ul style="list-style-type: none"> - pedagogical observation, during the current work with pupils in order to identify learning difficulties, - special talents, - specific learning difficulties (I-III classes). <p>When a student requires psycho-pedagogical help, (due to developmental or educational needs and psychophysical capacity), the teacher or specialist will immediately provide help and inform the tutor.</p>
	Individual Teaching	<p>The decision to begin individual teaching (The Regulation of the Ministry of National Education of September 18, 2008 in the manner and mode of organizing one-year pre-school preparation and individual teaching for children and young people) must take into account the recommendations contained in the opinions.</p>
	Special Schools / Classes	<p>Teachers and specialists form the team and have classes for the special needs pupils. The work team is coordinated by the tutor.</p>



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		<p>Team meeting tasks:</p> <ol style="list-style-type: none"> 1. planning and coordinating psycho-pedagogical help to a student, 2. preparing an individual educational and therapeutic program, after an initial multidisciplinary assessment of the student's level (in cooperation with psycho-pedagogical clinic), 3. individual educational and therapeutic programs developed and implemented before September 1, are implemented by the end of the period for which they were developed. 4. periodically multidisciplinary assessment of the student's level functioning at least once per school year 5. in team meetings may also attend: <ul style="list-style-type: none"> - psycho-pedagogical representative, including special clinic – at the request of the school principal, - other persons, in particular: a doctor, psychologist, teacher, speech therapist or other specialist – at the request of the pupil's parents or with their approval, - meeting are held when necessary.
	<p>Number of children/students per class</p>	<p>The number of students in the class with students with specific learning difficulties or different disabilities is regulated by rules provided by the government and it can consist of 15 to 20 students per class.</p>
	<p>Something special for each Country</p>	<p>This year there are 840 students and 33 classes in our school. In regard to MEN Ordinance of 17 of November 2010 on the principles of providing and organizing psychological and educational assistance in public kindergartens, schools and institutions in our school (Primary School no 7 in Leszno) there have been 158 students who are taken care of according to their specific needs in learning.</p> <p>There are 117 students who have an evaluation from a Psychological-Pedagogical institution, 4 students who have an evaluation on their need for a special education and 11 students who need one-to-one tuition.</p> <p>In our school the guidance counsellor is in constant touch with the chief education</p>



Erasmus+



officer who works in the local court and deals with dysfunctional families and handles all the troubled minors. In the 2014-2015 school year, 29 families have been taken under the chief education officer's supervision due to the fact that some parents have their parental rights limited, minors have problems with the law or pupils have been taken into foster care. Guidance counsellor's job is to provide professional support, help and give advice to children who need their guidance. It is believed that it is of most importance for students to feel safe to talk freely in front of guidance counsellors in our school. No child in need is ever neglected whenever any strange behavior is recognized.

Not only is our guidance counsellors' job to provide psychological help to all of our students but also to organize financial help if necessary. Guidance counsellors get in contact with parents in difficult financial situation and help them get different benefits from the government. About 20% of our students require that kind of help from our guidance counsellors. Except from psychological and financial help, our guidance counsellors deal with house visits in dysfunctional families in order to assess current situation and make sure that the pupils are not suffering from any kind of unfair treatment or aggression. They are also involved in dealing with any aggressive behaviors that happen in the school itself. They try to get to the bottom of each problem, solve it and punish the pupils who are misbehaving. To solve such problems guidance counsellors cooperate with the student's teacher, head teacher and parents to make sure that troublesome students understand their misbehavior and are punished properly according to all the procedures in the school system.

School counsellors also provide their support to students who are very ambitious and succeed in different contests, they try to praise and motivate all those students to continue their good work. Guidance counsellors help them develop their strong suits by organizing different faculties, discussion clubs and make them feel really special about each and every success they achieve.

Guidance counselors also prepare different sessions for our students on how to deal with emotions, bullying, psychological problems, social problems, communication problems, dangers of the internet etc. They try to focus on all the contemporary problems that



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		students might face every day and help find solutions to those difficulties.
PORTUGAL 	Laws	<p>Laws concerning students with learning disabilities/special needs have existed in Portugal since 1977, which means those students have been in schools for almost 40 years.</p> <p>Two significant laws have been passed that have had a major impact on the school life of the students with special needs: Decreto-Lei nº 319/91 and Decreto-Lei nº 3/2008. The first one dates from 1991 and introduced the Personalized Educational Plan (PEI) and the need for collaboration among the different people (medics and psychologists, parents, teachers, ...) that work for and with these students. The current law, from 2008, introduced a set of changes that have significantly improved inclusion for students with special needs in the school system, namely at preschool level, in the cooperation with different partners and in providing specific aids to these students.</p> <p>A group of schools to support children with special needs in the early stages of schooling (from 1 to 6 years old) was created nationwide, aiming at providing the best answers for them once they are signalled.</p> <p>A network of schools has been defined at a regional level throughout the country, whose job is to assess the needs of children with special needs and make sure they get the materials/equipment they need to work effectively at school.</p> <p>Decreto-Lei nº 6/2014 lays out the measures to be taken to help students whose difficulties arise from social and cultural problems related to the environment they live in.</p> <p>Decreto-Lei nº 139/2012 and Decreto-Lei nº 91/2013 establish what schools have to do regarding students whose first language is not Portuguese.</p>
	Personalized Plan	This document is most important, as all the relevant information about each student with special needs is gathered in it, from personal history and background of the student to



Erasmus+

		<p>his/her pathology and all the measures/support/material/equipment the student needs in order to improve his/her skills and learning abilities.</p> <p>This document is the final stage of a process that starts when teachers, parents or medical staff signal the student as having a potential disability (mental, cognitive, physical, learning, ...) A team of people (including a special needs teacher, a psychologist, the parents and people in the medical area) make an assessment of the student. The outcome of each assessment is documented through minutes specifying the type of the student's pathology, according to the international classification of the World Health Organization. If the student is considered as having special needs, a Personalized Plan is written, and measures and procedures are defined, establishing what the school, the parents, the rehabilitation/health centres (or others) must do to give the student the best possible care. In case of more severe learning disabilities students do not follow the regular curriculum, but have tailored teaching, according to their needs. For example, these students acquire real life competences such as cooking or shopping.</p> <p>The Personalized Plan is revised every year or whenever necessary.</p>
	Qualified teachers	<p>Special needs teachers participate in all the activities concerning the planning and the assessment of students with learning disabilities or handicapped students. They teach some students in the regular classes, but they also work with students individually or in small groups outside their classrooms, according to the students' needs and/or medical condition. These teachers are also very important in the communication with the families of the students with special needs or with learning disabilities, and they also work with the team of people (psychologists, therapists, other health technicians, social workers, ...) that work together for the well-being and school development of these students.</p> <p>The number of special needs teachers allocated to each school depends on the total number of students of that school.</p>
	Non Teaching staff	<p>Schools usually have a team of people such as psychologists and social workers to work with students. In our case there are two psychologist and one social worker.</p> <p>Schools also have support staff to help/monitor students during school breaks and spare time at school.</p>



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		Some of these caretakers are trained in achieving skills in communication, basic puericulture, hygiene and notion of first aids.
	Specialists	Most schools have resident psychologists. All schools have partnerships with Resource Centers for Inclusion (private/public institutions that are well equipped to provide for the special students' needs at the medical, clinical and/or rehabilitation level). These Centres aim at providing the best possible answers to the needs of these students in health care (mental and physical). These institutions have speech therapists and other specialists that come to school to work with the students; sometimes the students who need this kind of support go to the institution, where they can find facilities otherwise not available in schools, such as a swimming pool or a relaxation room.
	Individual Teaching	When students are diagnosed with severe handicaps a special personalized plan is made. They may have individual teaching or be part of a small group which has different learning strategies and different teaching methods. Also, they may have their curriculum adapted to suit their needs.
	Special Schools / Classes	In Portugal there are special schools for deaf and blind students. Also, there are special multiple disabilities units/classes (for example, for cerebral palsy). These units usually have no more than five or six students, because they need a huge amount of people and equipment (wheelchairs, physiotherapy equipment, etc.).
	Number of children/students per class	According to the Portuguese law classes including students with special needs should not have more than 20 students. However, if there are students who have a personalized plan that includes attending a different curriculum, that class can have up to 30 students, providing there are no more disabled students in class.
	Something special for each Country	Our Group of Schools is located in Coimbra, "Agrupamento de Escolas Coimbra Sul", a middle-sized city in the center of Portugal. It is formed by 11 schools and we have students from 3 to 15 years old, attending our nursery schools (3-5y), primary schools (6-



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10Y) and lower secondary schools (11-15Y). The schools serve a mixed population, where some of the students are of medium-high income and cultural level and some are of low income and low cultural level. The schools are continuously working on new ideas and different strategies to adapt itself to deal with this diversity. Many students don't live in the area of our school and they come to this school because it's near their parents' or relatives' workplace.

The schools aims are helping students reach their potential at academic level, while at the same time offering activities that address the diverse skills and interests of our students, such as The Music Club, The Theatre Group or the Sports Club.

We have a wide variety of students in our school. There are many students with special needs (about 10%), all of them having specific problems, from dyslexia to Down Syndrome and Autism. The Resource Centre for Special Education - Coimbra is located in our school. There are special needs teachers to work with the severely disabled students and some assistants as well.

We also have students from other countries, 3,5%, namely from Brazil, Angola and Mozambique, but also from China, Romania and Hungary, who learn Portuguese as a second language, as well as students of gipsy origin.



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<p>ROMANIA</p> 	<p>Laws</p>	<p>§ Before 1989 the situation of Romanian people with disabilities (both children and grown-ups) was very little known, in fact, it was hidden on purpose. There was Law no 3 from 26th March 1970 connected to the regime of protection of certain categories of minors, which referred to the institutionalisation for educating and training minors with deficiencies. Thus, there were created special large institutions, some with more than 350 residents, moreover outside the towns, where disabled children, grown-ups and old people lived together, under the normal level of decency.</p> <p>§ After 1989, fundamental changes have taken place in Romania, to improve the lives of Romanian children in general, and of children with disabilities in special.</p> <ul style="list-style-type: none"> - Law no 18 from 28th of September 1990 – Romania ratified the Convention on the Child Rights - Government Ordinance 972 / 1995 – The National Action Plan in favour of the child – stipulated that institutionalisation should be a measure of last resort and it is in the child’s best interest to have a family - Government Ordinance 26 / 1997 and Law nr 87 / 1998 – created alternatives to institutionalization and regulate adoption procedures - Law no 272 / 2004 on the protection and promotion of child’s rights - Law no 273 / 2004 on the legal status of adoptions - Law no 274 / 2004 on establishment, organisation and function of the Romanian Office for Adoptions - Government Decree 1251 / 2005 has introduced a new concept – integrated special education. - Order of Minister of Education, Youth and Sport no. 6552 / 13 December 2011 – approved the methodology for evaluation, psycho-pedagogical assistance and educational and vocational guidance for children with special educational needs. - Order of Minister of Education, Youth and Sport no.5555 / 7 October 2011 – approved the regulations on organisation and operation of County resource and social and
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educational assistance centers. (CJRAE) These centers are special integrated educational institutions specialized in providing, coordination and monitoring of specific educational services to children / students, teachers, parents, and community members to ensure that all access to a quality education and the necessary assistance in this regard.

The protection and promotion of the rights of the children in general and foster children in particular is under the Decree no 481/2004 and Law no 272/2004 of 06/21/2004. According to this law, there are three Romanian government institutions which are designed to protect the children: the Public Social Security Service, the Child Protection Commission, and the general department for social security and child protection. If these institutions identify a risk situation for children, such as abuse, neglect, or abandonment in a hospital ward, they are allowed to refer that case to the court. This law represents the main legal framework for the promotion and protection of the rights of children. It enumerates the rights of children, including measures of implementation of protection of such rights, measures to be adopted for children in distress, protection of children against violence. There is a special legal provision concerning children with disabilities (article 46) which states that children with disabilities need special care, adapted to their needs. The provision further continues to list the main rights of children with disabilities: the right to education, the right to rehabilitation, the right to compensation, the right to integration, the prohibition of non-discrimination.

- The Romanian Civil Code – the Law no 287 / 2009 republished in the Official Gazette of Romania, part I, no 505 / 2011

- Order of the Ministry of Health and Family no 725 / 2002 regarding the criteria for classifying disabilities of children is a technical regulation , establishing medical (and other) criteria for the categorisation of child's disability. Based on the provision of this order, a child included in one of the categories of disability should be granted relevant allowances and other benefits.

- Government Decision no 1175 / 2005 for the approval of the National Strategy for the protection, integration and social inclusion of persons with disabilities in the period 2006



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	<p>– 2013</p> <ul style="list-style-type: none"> - Law 448 / 2006 regarding the protection and the promotion of the rights of persons with disabilities – represents the national general legal framework for persons with disabilities. It determines the various forms of special education to be provided to persons with disabilities (article 16): a) special schools, b) individual integration in the mainstream education, c) special groups or classes integrated in the nurseries, d) educational services provided by teachers outside the institutions, e) private teaching (at the child’s home) until graduation from high-school, but no later than 26 years old, f) education in hospital, during hospitalisation, g) other educational alternatives (however L448 does not specify them). - Law no 1 / 2011 regarding the national education published in the Official Gazette of Romania part I 18 / 2011 is the main legal act regulating national system of education. It contains an entire section (Articles 48 to 56) on the special educational system for children with disabilities. It establishes integration as being the leading principle in regards to children with disabilities, but provides also for the option of special educational formation. General competence is allocated to the Ministry of Education for the implementation of a special education programme both in terms of institution and curricula. <p>Legal principles regarding the protection of persons with disabilities and the protection of children are contained in the Romanian Constitution. In Article 49 the Constitution provides for the rights of children and youth and in particular for the obligation of the State to provide allowances for taking care of children with disabilities. It recognises the need of special protection for persons with disabilities and imposes on the State the obligation to promote national policies for equal chances and participation of persons with disabilities in social community life.</p> <p>In conclusion, the right to inclusive education is provided, as general principle applicable to all children, by Article 3 of L 272 which states that one of the principles governing the educational system is the principle of social inclusion (letter “o” of</p>
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		<p>Article 3). The right to education of children with disabilities is explicitly provided by Article 46 of L272. The main feature of this right is the obligation to adapt the educational system to the child's special needs. The educational system must ensure the development of a child with disabilities at all levels (spiritual, mental, physical and social). Inclusive education is referred to by L1 regarding the educational system in Romania. The legislator dedicated one of the sections of this law (Articles 48 – 56) to regulate the special educational system for children with disabilities. Under this law, special education can either be integrated in the mainstream education or take place separately in special educational units. The assessments of whether to include children in special schools or classes is to be conducted by specialised centres organised at local level.</p>
	<p>Personalized Plan</p>	<p>In Romania, according to the methodology of organisation and functioning of educational service through support teachers, children with special needs need to be enrolled in mass education and support teachers have the following tasks:</p> <ul style="list-style-type: none"> - to design and to develop Personalised Intervention Plan and adapt the curricula together with the class / group teachers - to collaborate with the specialists that do specific therapies to achieve consistent Personalised Services Plan. <p>Personalised Service Plan is an instrument for planning and coordinating the individual services, which aim to ensure continuity, complementarity and quality to services in response to multiple and complex requirements of children with SEN. It includes biographical data, the date and number of the file, the responsible of the case and the team members, types of services (educational, social, medical, psychological, psychotherapeutically and other forms of recovery), competences, child's preferences and difficulties, aims and objectives of learning. The responsible of the case is chosen from the multidisciplinary team, depending on the child's dominant difficulty.</p> <p>The elaboration of PSP involves the following steps: information as a result of the service request, the overall assessment of capacities, difficulties and special needs of the child, development of PSP within the multidisciplinary team, coordinating and</p>



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		<p>monitoring of the plan and updating the service plan through Personalised Intervention Plans (PIP).</p> <p>Personalised Intervention Plan (PIP) is a component of the PSP and it is a planning and coordination tool. It is a permanent tool towards achieving targets for the PSP for the child, for each area of intervention and it is elaborated by experts in the field of education. PIP offers details for intervention on each domain. The elaboration of PIP follows several steps: initial complex evaluation / expertise to establish minutiously the child's developing and learning competences and the difficulties, minutiously analyse of the situation and the establishing the child's prior necessities, designing PIP, applying PIP, assessment of its results and its review if necessary. PIP has to specify: the people involved in accomplishing the plan, the objectives on medium and short term (in behavioural terms) which must be accomplished, the means and resources needed to accomplish the objectives, time for intervention, minimum criteria to assess the progress, the ways in which the assessment will be done, ways of adapting PIP to the child's global needs. In doing PIP there are involved: the specialists, the child, his parents, and collaborators. The review of PIP must be done regularly at 3 – 6 months, depending on the intervention domain, age, type of disability, evolution etc. PIP includes biographical data, the domain of intervention, the specialists and other implied people, the date of the elaboration and reviewing. PIP involves using efficient ways of adapting the curricula which may vary upon the type of the special need: <i>learning deficiencies</i> or <i>specific deficiencies</i>.</p> <p>For children with deficiencies, apart from the general curricula for normal children may be followed by children with SEN without adding other complex elements or the whole curricula may be simplified. The general curricula may be completed with other elements (individual activities, therapeutically activities or compensatory activities) with the aim to recuperate children with SEN and ensuring the rehabilitation of their efficient participation at the normal learning process.</p> <p>There are two categories of teachers who work with children with deficiencies integrated</p>
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	Qualified teachers	in mainstream schools: teachers in mainstream education and special education teachers (support teachers, teachers for compensation and recovery therapies). Support teachers or itinerant teachers are recruited from pedagogues, psychologists, speech therapists from speech therapy centers and teachers from mainstream schools who have completed a specific training course in education of children with special educational needs. A teacher in mainstream education can become a support teacher through a variety of ways: on completion of a specific course, after passing some sessions of evaluation and selection or after satisfying a limited period of activity. A support teacher must follow after having been selected on such a position a specific training course (set out in Ministerial Order no. 3534/2000). The support teacher works with all the children, especially with children with special educational needs. He also works with all the parents, especially with those who have children with SEN and he works with all the teachers, especially with those who have students with learning / behaviour / adaptation / development difficulties. The support teacher actions in one or several mainstream or special schools which integrate children with disabilities (severe / profound / associated). They may also act in resource centers, but most of their work is carried out in class, with the class teacher.
	Non Teaching staff	Children and young people with special educational needs, enrolled in special schools or mainstream schools, receive social assistance consisting in ensuring daily food allowance, schools supplies, clothes, in the amount equal to that of children in child protection system, scholarships. Children with special educational needs can benefit from free transport.
	Specialists	Students with SEN can benefit from physical remediation activities, or school counselling activities organised by different specialists: school counsellors, psychologists, speech therapists, physiotherapists, doctors.
	Individual Teaching	Minister Order 5573 / 7.10.2011, in Article 26, stipulates that special education and integrated special education includes the following forms: time education, reduced-time education and education at home. The Rules of organisation and functioning of special education and special integrated education from 7.10.2011 stipulate that students who



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		<p>cannot move, who are chronically ill or suffer from other associated disabilities and students who are in convalescence after a long illness, hospital treatment or surgeries can benefit of home schooling. The health expertise is done at parents' request, by the Commission within CJRAE (County resource and social and educational assistance center).</p>
	<p>Special Schools / Classes</p>	<p>Special education and special integrated education are forms of differentiated, adapted school instruction and complex educational, social, medical assistance for children with special educational needs. In the case of special education, there are special schools, the special integrated education is done within mainstream schools.</p> <p>There are special schools for children with hearing impaired, sight impaired, mental deficiencies (mild / average / severe), associated deficiencies (physical and mental). There are special schools with board house with intern students and there are schools with extern students. The teachers are specialists in the field of Psychology and Pedagogy, some subjects like Sports, Practical abilities or Religion are taught by specialised teachers. There are special therapies and special curricula, the teachers work with PIP and they adapt mass curriculum for integrated SEN students. A special education teacher has 16 hours/week in school. The special school programme: 45 minutes of activities, 15 minutes free time.</p>
	<p>Number of children/students per class</p>	<p>In special schools and also in mainstream schools which practice integration of children with SEN, the number of students with SEN in a class is according to the type of deficiency:</p> <ul style="list-style-type: none"> - 8 – 12 students in classes with mild deficiencies - 4 – 6 students in classes with severe deficiencies <p>The groups or special classes having students with associated sensory impairments (deafness, blindness) or sensory impairments associated with other types of deficiencies have 2 – 4 students.</p>
	<p>Something special for each Country</p>	<p>Official statistics show that in Romania there are 70.647 children with disabilities, among which 60.645 are to go to school, 25.902 are in special schools and 23.773 are integrated in mainstream schools. Even if Romanian laws protect children with special</p>



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		<p>needs, there are still problems because, for example, there are schools, especially in the countryside, where there are not enough specialised people to help the students or the materials are insufficient.</p> <p>There are 274 students in our school. About 10% students are in foster care. Their foster families take good care of them, but the children also need help from specialised people. Also, about 3% from the students in our school have special educational needs. There are two other categories of students in our school who are in risky positions if not supervised and helped. On the one hand, there are some students from very poor families who need assistantship and help and on the other hand, there are some students whose parents left to foreign countries to work and left their children with relatives. These children need to be helped by specialised people. Unfortunately, in our school there is not any specialised person to help these categories of children – we do not have any support teacher, psychologist, school counsellor, speech therapist, and physiotherapist. Our school receives support from the social worker in Child protection department who is the employee of the Village Hall Tazlau and from Child Protection Service in Piatra Neamt, the town at 40 km far from the village where the school is situated.</p>



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<p>TURKEY</p>		
	<p>Laws</p>	<p>In Our Constitution Article 42 "Nobody can be deprived of education and training" and "Equality of opportunity in education" principle constitutes the essence of special education services. In Article 61 of the Constitution, it is said that "The state takes precautions to supply the protection of the disabled and their integration into community life." As stated in the 1739 National Education Basic Law, "Basic education is the right of every Turkish citizen"</p> <p>In Article 8, "It is mandatory to take specific measures to educate and protect children in need of special education."</p> <p>Decree No. 573 (SCC) "General aims of Turkish National Education and individuals who need special education is organized in accordance with the fundamental principles which are essential for people to use the general and vocational education as their rights." In Article 4. This Decree is mentioned like "Individuals requiring special education will benefit from the competence and capabilities in line with their special education services." These constitutional and legal provisions, in connection with the February 2000 and 2509 Communiqué and Special Education Services Regulation, was published in the Journal of the Ministry of Education. These regulations specify the content of mainstreaming schools that has to be carried out.</p> <p>After this regulation 1988/11, 2002/89, 2004/7 issue has been stated in the circular so as to eliminate the problems.</p>
	<p>Personalized Plan</p>	<p>All the teachers who teach inclusive students after determining the student's performance should decide in the session of the Personalized Education Plan (PEP) meeting. Unit of PEP needs to be done. In the PEP, the students' needs are stated by the Chairman of the PEP. The staff of PEP and Class Counselor are responsible for the storage of the files .All the teachers who take part in inclusive lessons should relate the lessons according to</p>



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		<p>the performance based learning. In this file "Educational Performance Form" should be copied and these teachers should submit the copy of the filled form and store the file till the end of the year. Personalized Education Plan held on the lessons should be adjusted with the "Individualized Education Program Form". And a copy of it must be delivered to the person who is responsible for the file.</p>
	Qualified teachers	<p>Teachers are responsible for the Students' educational performance and the objectives to perform and participate in the preparation of the personalized education program. Special education teachers should cooperate with parents to ensure the immediate environmental measures that are provided for the family and the students who take active role in the development process. They save the realization of the objectives of the personalized education program in accordance with the level of students. They form a link between the supporting services and the other elements in the students' progress.</p>
	Non Teaching staff	<p>In our country, there isn't non-teaching staff at schools for the assistance or help of the students who need special care. Generally, school staff, teachers or sometimes normal students help the pupils needing special care. The teachers who are responsible in this process claim that they really need someone for help as it is not an easy task and also they express that they sometimes have difficulties in fulfilling their responsibilities because of the lack of the staff</p>
	Specialists	<p>There is a special team at schools for evaluating the special education process, providing the use of normal and special support at highest level and giving decisions about the progress at school. School principal, special education teacher, primary school teacher, school psychologist or counselor teacher are in this team. According to the needs of the pupils, (if they are needed at the school) language and speaking therapist, audio therapists, physical cure expert, social worker, medical care staff can be in this team.</p>



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	Individual Teaching	<p>According to the special education law no 23/e at schools and institutions where inclusive facilities take place, depending on the lack of inclusive pupils available physical, social, psychological conditions are fixed for these pupils. So as to provide efficiency during education process at these schools and institutions, special tools and education materials are provided and Supportive Education Rooms are established. Law no 28 “At these rooms, the materials and tools are fixed for the pupils with special needs who keep on their education with normal education classes and for genius students. More than one supportive rooms can be established at a school. All the activities are planned and applied by the school management. The use of these rooms at utmost level is aimed. The education hours in these rooms shouldn’t be more than %40 of weekly teaching hours. Considering the education performances of the pupils’ individual teaching is applied in these rooms. But, when it is needed, group education can be done for the pupils who have the same accomplishment level. At these rooms, according to the needs of pupils, the teacher for seeing, hearing, mental disabilities are priority in charge and special education teachers, the teachers who give education at students’ houses, primary school teachers and branch teachers are also in charge of the education in these rooms.</p>
	Special Schools / Classes	<p><u>Forming the special education classes (Article number 23/1):</u> By the Directorates of National Education, two kinds of special education class can be formed for the students who need special education and who are approved to receive training in a separate classroom.</p> <p>The Support-Education Room (Article number 26/1): The Support-Education Rooms are formed by the Directorates of National Education for the full-time inclusive students and students with special abilities. While running the educational services in The Support-Education Room, some points below are considered:</p> <p style="margin-left: 40px;">a) The students who will take this training and the weekly number of the lessons taken by the students will be formed by the formulation unit of Individualized Educational Plan providing that these lessons do not exceed the 40% of the total weekly lessons</p>



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		<p>b) The working programme of the teachers who work in The Support-Education Room is formed by the school administration.</p> <p>c) By considering the students' educational needs and the programme which will be followed; mobile special education teachers, teachers of visually, hearing and mentally-impaired students, nursery teachers, primary teachers and other branch teachers are assigned in The Support-Education Room.</p> <p><u>Forming the schools and institutions of special education (Article number 27/1):</u> For the individuals who need special education, schools/institutions of formal and informal education are formed by the Ministry, by considering the features of the settlement unit, transportation circumstances and the number of the individuals. For the individuals who need special education, the Ministry forms nursery, primary, secondary and high school. And, they form institutions for the students with special abilities, too.</p>
	<p>Number of children/students per class</p>	<p>Number of the students in nursery classrooms cannot exceed 10 in a classroom where there are 2 inclusive students and 20 where there is 1 inclusive student. As for the other classrooms, the total number of the students in a classroom is 25 where there are 2 inclusive students and 35 where there is 1 inclusive student.</p> <p>In the schools/institutions who carry out the primary schooling programme; the inclusive implementations can also be carried out by forming common classes which may be shared for both the inclusive students and normal students at the same time.</p>
	<p>Something special for each Country</p>	<p>In our country we have a preliminary exam after finishing primary education and the students choose their high school according to the results of this exam. In this exam, they have to solve maths, social sciences, Turkish language(reading comprehension and grammar) and science questions. So, it is really hard for an inclusive student to come our school. However, we have 8 disabled students without mental disorder in our school. Sometimes these students may need inclusion because they are not able to move or behave as their companions. We are trying to help these students with our other normal students. As for inclusion in our country, there is nothing special but we can say that</p>



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inclusive works in our country are being done strictly and according to the present inclusive laws in our country. As happened in most parts of the world, we have some lack like insufficient staff, inadequate in-service training about inclusion for the teachers who aren't aware of inclusive progress. Normally, according to the level of the disorder, the inclusive students keep on their education in normal state schools if they need special education they are coordinated and diverted to special education institutes. We have both state schools and private schools for the students with special needs. These schools are inspected and controlled carefully by the Ministry of Education.