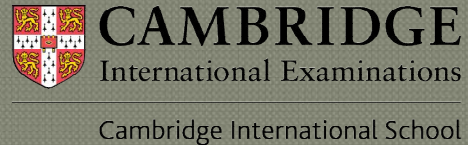




Special Needs (Portugal)

Maio 2017



The way to inclusion...

Warnock Report (London - 1978)

- ▶ Introduces the concept "Special Educational Needs"
- ▶ Talks about early intervention and transition to active /adult life

Unesco Salamanca Statement (1994)

- ▶ In June 1994 representatives of 92 governments and 25 international organizations formed the World Conference on Special Needs Education, held in Salamanca, Spain.

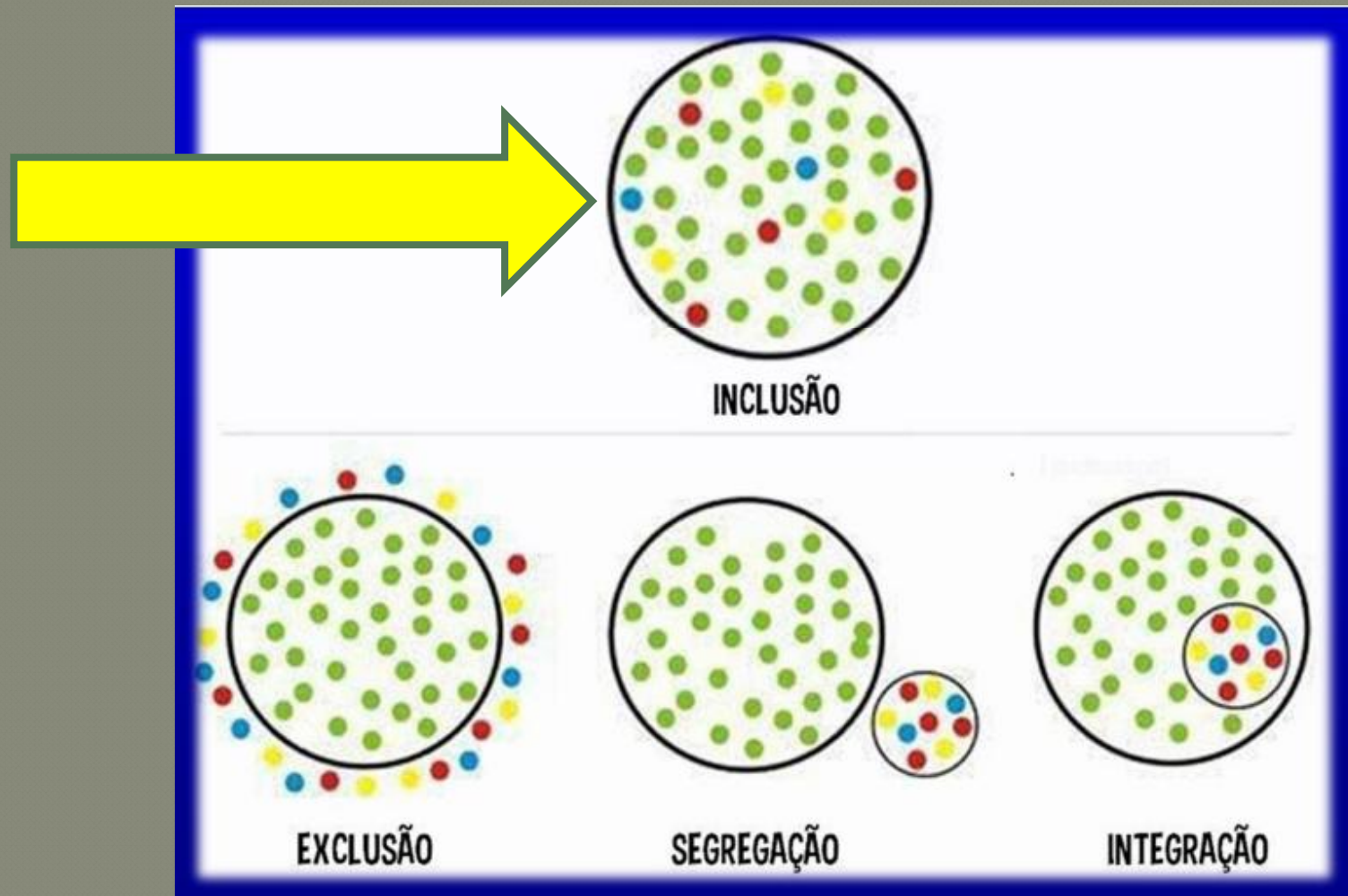
Education for all

- Ordinary schools should accommodate all children, regardless of their physical, intellectual, social, emotional, linguistic or other conditions.



Inclusive schooling

Inclusion is the norm on the education of all disabled children



European Agency for Special Needs and Inclusive Education

(2014)

5 Key Messages:

- ***As early as possible:*** the positive impact of early detection and intervention as well as of proactive measures.
- ***Inclusive education benefits all:*** the positive educational and social impact of inclusive education.
- ***Highly qualified professionals:*** the importance of having highly qualified professionals in general, and teachers in particular.
- ***Support systems and funding mechanisms:*** the need for well-established support systems and related funding mechanisms.
- ***Reliable data:*** the important role played by data, as well as benefits and limitations of its use.

3/2008

- Nowadays, in Portugal, Special Education (EE) is legislated by the law n°3/2008 that restructured the Special Education Policy in Portugal. The main changes, which appeared with this new paradigm, are related to the processes of references, evaluation and eligibility of the students who benefit from Special Education services.

These students mainly need:

- ▶ Attend **organized** and **structured environments**;
- ▶ Being in a **safe educational environment**;
- ▶ Have **opportunities to interact** with the environment in a meaningful way;
- ▶ **Access** relevant **information**;
- ▶ Take **time to explore** and manipulate objects and other materials;
- ▶ Be **actively involved** in the activities in which they participate.

Educational measures:

- ▶ **Customized pedagogical support** (Specialized technicians: Occupational Therapist, Speech Therapist, Physiotherapist);
- ▶ **Individual curricular adaptations** (Eg: introduction of Braille reading and writing, orientation and mobility);
- ▶ **Adjustments in the enrollment process** (Eg: attend kindergarten / school regardless of your area of residence);
- ▶ **Adjustments in the evaluation process** (Eg: change type evaluation, duration, location ...);
- ▶ **Individual Specific Curriculum** (Significant change in the curriculum depending on the child's needs);
- ▶ **Support Technologies;**

The way...

- Early intervention ⇒ Identify children at risk/with Special Needs - curricular adaptations / Environmental changes
- 6 years (primary) ⇒ responsibility of the class teacher - Identification of students with learning problems implementation of teaching strategies (individual/small group teaching) ⇒ ⇒ ⇒ (try to avoid Special Education)
- If problem prevail the classroom teacher ask for a developmental evaluation and the children will stays under the law 3/2008 and will have an Individual Educational Plan. (PEI)
- If PEI it's not enough the children will have a CEI (Individual Educational Curriculum)

Inclusion – some questions...

▶ Reduction of students in each class?

Yes (20 máx.)

▶ How long in the class?

As long as they can...

▶ When to start Special Education?

As soon as possible...

▶ Do they have a Special Needs teacher?

Yes

▶ And other technicians?

They should have but it depends on the school...

Parents

Communication



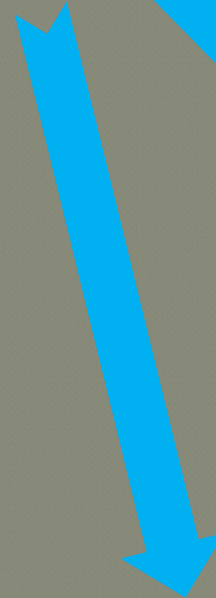
Involve parents
in the inclusion
process



Let them know of
progress and
difficulties



Sharing strategies involving
them in the process





Thanks for your
attention!