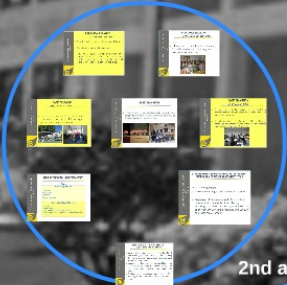
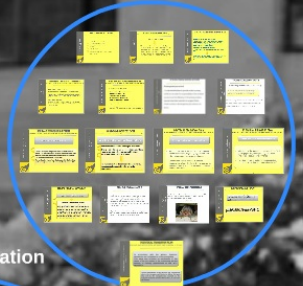


Pre-School and 1st Cycle

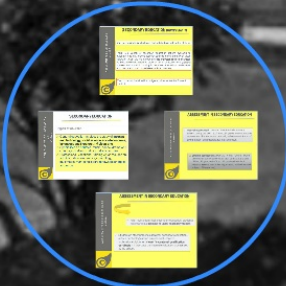


SPECIAL NEEDS SCHOOL SYSTEM

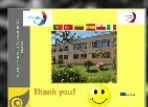
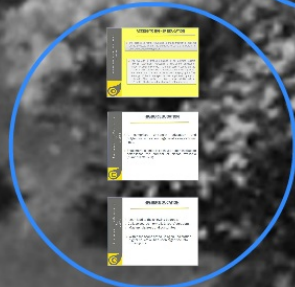


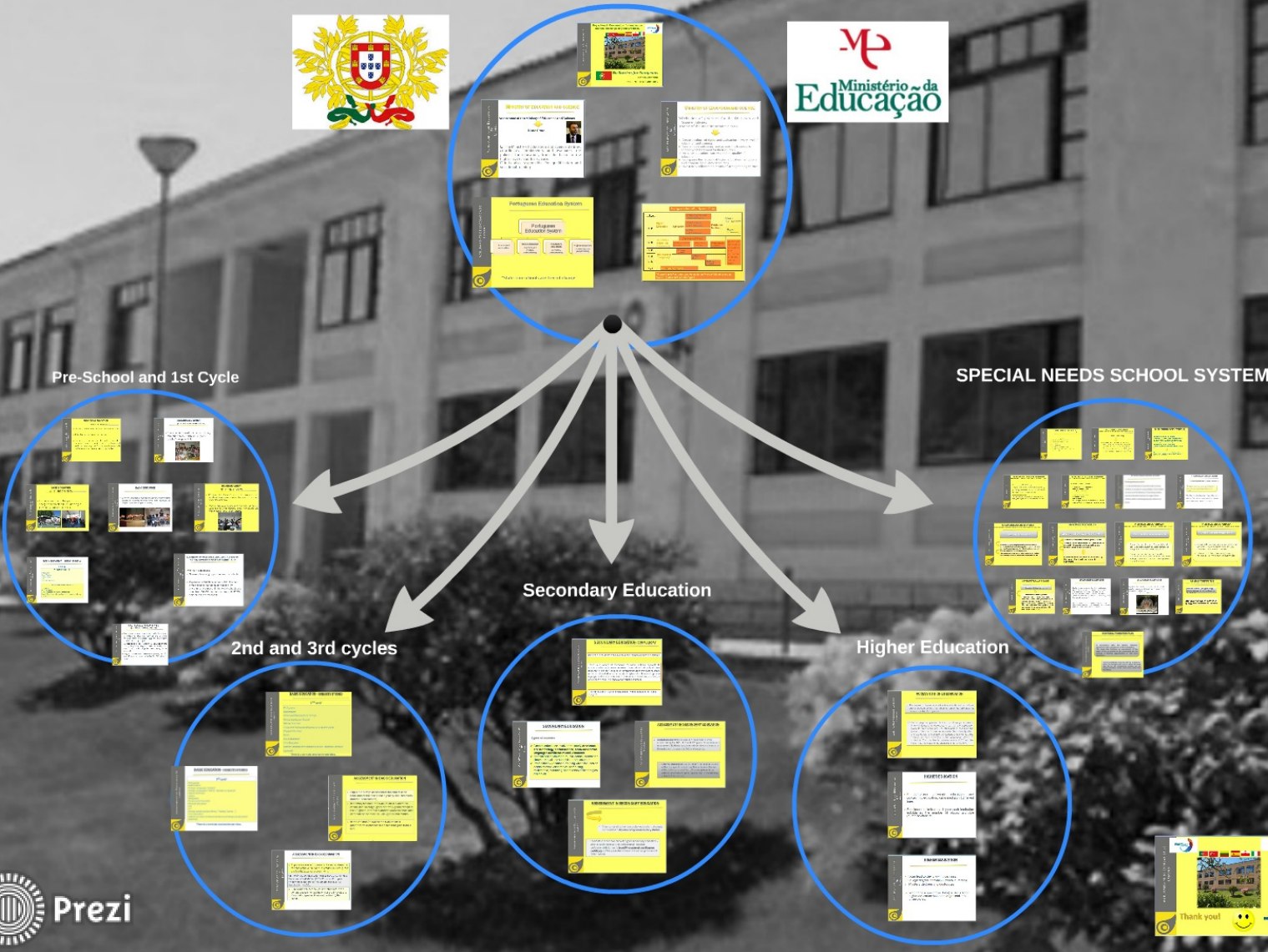
Secondary Education

2nd and 3rd cycles



Higher Education





Pre-School and 1st Cycle

SPECIAL NEEDS SCHOOL SYSTEM

Secondary Education

Higher Education

2nd and 3rd cycles








**MINISTRY OF EDUCATION AND SCIENCE**

At the head of the Ministry of Education and Science

Nuno Crato

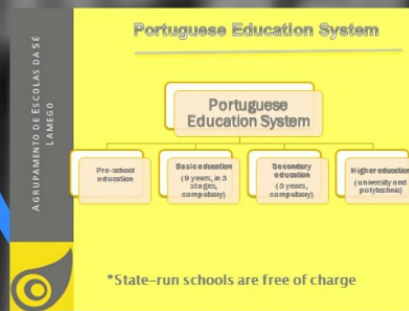


□ The Ministry of Education and Science defines, coordinates, implements and evaluates the policies for education, from the basic to the higher levels, and for science.  
□ It is also responsible for qualification and vocational training.

**MINISTRY OF EDUCATION AND SCIENCE**

□ Definition of priorities for the Education and Science policies.  
□ Some of the most important aim to:

- Create a culture of rigour and evaluation at every level of education and training.
- Give schools autonomy, and parents the freedom to choose what they want for their children.
- Increase educational success and the quality of education.
- Reorganise the network of higher education institutions and promote the quality of courses.
- Invest in excellence as a means of strengthening science.



**Portuguese Education System Chart**

Age	Higher Education	University	Public Schools	Higher Education
19-23	University	Public Schools	Public Schools	Degree (3-4 semesters)
15-18	Secondary Education (3 years)	Secondary Schools	Secondary Schools	Secondary Education and Formation of Adult Courses (SEFAC)
12-15	Basic School (Compulsory)	Basic School	Basic School	Basic School
10-12	Pre-school education	Pre-school education	Pre-school education	Pre-school education
6-10	Pre-school education	Pre-school education	Pre-school education	Pre-school education
3-6	Pre-school education	Pre-school education	Pre-school education	Pre-school education

\*A single teacher, who may be assisted in specialized areas as Music, Sports and Technologies



## Key action 2: Cooperation for innovation and the exchange of good practices



## *No Barriers for Europeans*

LATINA MEETING

1ST - 7TH FEBRUARY 2015

# MINISTRY OF EDUCATION AND SCIENCE

---

At the head of the Ministry of Education and Science



Nuno Crato



- ❑ The Ministry of Education and Science defines, coordinates, implements and evaluates the policies for education, from the basic to the higher levels, and for science.
- ❑ It is also responsible for qualification and vocational training.

## MINISTRY OF EDUCATION AND SCIENCE

---

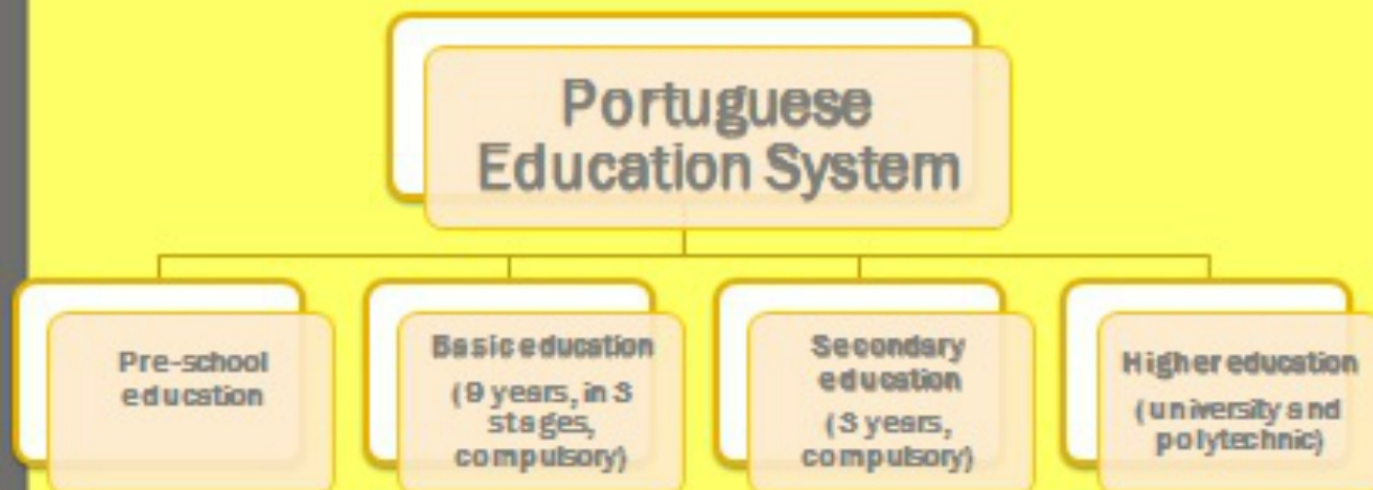
- ❑ Definition of priorities for the Education and Science policies.
- ❑ Some of the most important aim to:



- Create a culture of rigour and evaluation at every level of education and training.
- Give schools autonomy, and parents the freedom to choose what they want for their children.
- Increase educational success and the quality of education.
- Reorganise the network of higher education institutions and promote the quality of courses.
- Invest in excellence as a means of strengthening science.



# Portuguese Education System



\*State-run schools are free of charge

## Portuguese Education System Chart

<b>Age</b>						
18 - 23	<b>Higher Education</b>	<b>University</b>	<i>Doctor's degree (PhD) (minimum 3 years)</i>		<b>Polytechnic Institutes</b>	<i>Master (3 to 4 semesters)</i>  <i>Degree (6 semesters)</i>
			<i>Master's degree (3 to 4 semesters)</i>			
			<i>Degree (6 to 8 semesters)</i>			
15 - 18	<b>Secondary Education (Compulsory)</b>	<b>Secondary Schools</b>				<i>Recurrent Education/ Education and Formation of Adults courses (EFA)</i>
		<i>General Courses (3 years)</i>	<i>Vocational Courses</i>	<i>Professional Courses</i>		
12 - 15	<b>Basic School (Compulsory)</b>	<i>3<sup>rd</sup> Cycle (3 years)</i>				
10 - 12		<i>2<sup>nd</sup> Cycle (2 years)</i>				
6 - 10		<i>1<sup>st</sup> Cycle* (4 years)</i>				
3 - 6	<b>Pre-School (3 years)</b>					

*\*A single teacher, who may be assisted in specialized areas as Music, Sports and Technologies*



# Pre-School and 1st Cycle

AGRUPAMENTO DE ESCOLAS DA SE  
LAMEGO

## PRE-SCHOOL EDUCATION

(1<sup>st</sup> STAGE IN BASIC EDUCATION)

- ✗ Aimed at children aged between 3 and 6 years.
- ✗ Attendance is optional before five.
- ✗ Provided at public, private and co-operative nursery schools which offer educational activities and support for the family, especially in the form of socio-educational activities.



Prezi

AGRUPAMENTO DE ESCOLAS DA  
SE  
LAMEGO

## PRE-SCHOOL EDUCATION

(1<sup>st</sup> STAGE IN BASIC EDUCATION)

- ✗ Education is formed by interdisciplinary formation areas which are only one teacher's responsibility.





**PRE-SCHOOL EDUCATION**  
(1<sup>st</sup> stage in basic education)

ARRANJAMENTO DE ESCOLAS DA  
LARS 2002

- Aimed at children aged between 2 and 6 years.
- Attendance is optional before five.
- Provided at public, private and co-operative nursery schools, which offer educational activities and support for the family, especially in the form of socio-educational activities.

**PRE-SCHOOL EDUCATION**  
(2<sup>nd</sup> stage in basic education)

ARRANJAMENTO DE ESCOLAS DA  
LARS 2002


- Education is formed by interdisciplinary formation areas which are only one teacher's responsibility.



**BASIC EDUCATION**  
(1<sup>st</sup>, 2<sup>nd</sup> AND 3<sup>rd</sup> CYCLES)

ARRANJAMENTO DE ESCOLAS DA  
LARS 2002

- It's universal, compulsory and free of charge and directed to children aged between 6 and 18 years old.



**BASIC EDUCATION**

ARRANJAMENTO DE ESCOLAS DA  
LARS 2002


- 1<sup>st</sup> cycle: provides a rounded education, with students taught by a single teacher (who may, however, be helped by others in specific areas).



**BASIC EDUCATION**  
(1<sup>st</sup>, 2<sup>nd</sup> AND 3<sup>rd</sup> CYCLES)

ARRANJAMENTO DE ESCOLAS DA  
LARS 2002

- 2<sup>nd</sup> cycle: the learning process is organised into interdisciplinary areas/subjects (basic level), with one teacher for each area.
- 3<sup>rd</sup> cycle: organised according to a unified curriculum, including a variety of vocational areas, with one teacher for each subject or group of subjects.



**BASIC EDUCATION - SUBJECTS STUDIED**

ARRANJAMENTO DE ESCOLAS DA  
LARS 2002

1 <sup>st</sup> cycle
<b>Compulsory subjects</b>
Portuguese Social Studies Mathematics Art Physical Education
<b>Personal and Social Education</b>
Study skills Civic Education Problem solving/Team work activities English, Reading workshop, Eco-citizen/Environmental activities Learning styles

**EXPANSION OF FULL-TIME SCHOOL AND ACCESS TO CURRICULUM ENRICHMENT ACTIVITIES (2006)**

ARRANJAMENTO DE ESCOLAS DA  
LARS 2002

Two main objectives:

- Give new learning opportunities to students.
- Expansion of full-time school - Adapt school timetables to the needs of families (by ensuring that almost all first cycle schools are open from 09.00h in the morning until 17.30h or later in the afternoon).

**NEW LEARNING OPPORTUNITIES**  
(curriculum and new activities)

ARRANJAMENTO DE ESCOLAS DA  
LARS 2002

- Make study support compulsory with the aim of consolidating students' learning and allowing them to benefit from teacher support, by providing a period for study support.
- Access to curricular enrichment activities in the 1<sup>st</sup> cycle (2006): English, physical activity and sport and music, together with study skills support.
- English classes are to become compulsory for 3<sup>rd</sup> and 4<sup>th</sup> grade students in the 2015/2016 school year.

2nd and 3rd

# PRE-SCHOOL EDUCATION

(1<sup>st</sup> STAGE IN BASIC EDUCATION)

- ✗ Aimed at children aged between 3 and 6 years.
- ✗ Attendance is optional before five.
- ✗ Provided at public, private and co-operative nursery schools which offer educational activities and support for the family, especially in the form of socio-educational activities.



# PRE-SCHOOL EDUCATION

(1<sup>st</sup> STAGE IN BASIC EDUCATION)

- ✘ Education is formed by interdisciplinary formation areas which are only one teacher's responsibility.





## BASIC EDUCATION

(1<sup>st</sup>, 2<sup>nd</sup> AND 3<sup>rd</sup> CYCLES)

- ✘ It's universal, compulsory and free of charge and directed to children aged between 6 and 18 years old.



# BASIC EDUCATION

- ✘ 1<sup>st</sup> cycle: provides a rounded education, with students taught by a single teacher (who may, however, be helped by others in specific areas).



# BASIC EDUCATION

(1<sup>st</sup>, 2<sup>nd</sup> AND 3<sup>rd</sup> CYCLES)

- ✘ 2<sup>nd</sup> cycle: the learning process is organised into interdisciplinary areas/subjects (basic level), with one teacher for each area.
- ✘ 3<sup>rd</sup> cycle: organised according to a unified curriculum, including a variety of vocational areas, with one teacher for each subject or group of subjects.





## BASIC EDUCATION – SUBJECTS STUDIED

### 1<sup>st</sup> cycle

#### Compulsory subjects

*Portuguese*  
*Social Studies*  
*Mathematics*  
*Arts*  
*Physical Education*

#### Personal and Social Education

Study skills  
Civic Education  
Enrichment and Extra-curricular activities  
English, Reading workshop, Eco-environmental workshop  
among others.

## EXPANSION OF FULL-TIME SCHOOL AND ACCESS TO CURRICULUM ENRICHMENT ACTIVITIES (2006)

---

Two main objectives:

- ✘ Give new learning opportunities to students.
- ✘ Expansion of full-time school - Adapt school timetables to the needs of families (by ensuring that almost all first cycle schools are open from 09.00h in the morning until 17.30h or later in the afternoon).



## NEW LEARNING OPPORTUNITIES (CURRICULUM ENRICHMENT ACTIVITIES )

---

- ✘ Make study support compulsory with the aim of consolidating students' learning and allowing them to benefit from teacher support, by providing a period for study support.
- ✘ Access to curricular enrichment activities in the 1<sup>st</sup> cycle (2006): English, physical activity and sport and music, together with study skills support.
- ✘ English classes are to become compulsory for 3<sup>rd</sup> and 4<sup>th</sup> grade students in the 2015/2016 school year.





# BASIC EDUCATION - SUBJECTS STUDIED

## 2<sup>nd</sup> cycle\*

*Portuguese*

*Mathematics*

*History and Geography of Portugal*

*Foreign Language: English*

*Natural Sciences*

*Visual and Technological Education (Arts and Crafts)*

*Physical Education*

*Music*

*Supported Study*

*Civic Education*

*Catholic (or other confessions) Moral and Religious Education  
(optional)*

**\* There is a curricular area teacher per class.**

## BASIC EDUCATION - SUBJECTS STUDIED

### 3<sup>rd</sup> cycle\*

*Portuguese*  
*Mathematics*  
*Foreign Language I: English*  
*Foreign Language II: French, German or Spanish*  
*Natural Sciences*  
*History*  
*Geography*  
*Physics and Chemistry*  
*Physical Education*  
*Arts*  
*ICT*  
*Another artistic subject (Music, Theatre, Dance...)*  
*Civic Education*  
*Catholic (or other confessions) Moral and Religious Education (optional)*

**\*There is a curricular area teacher per class.**

# ASSESSMENT IN BASIC EDUCATION

- ✘ Pupils are always assessed at the end of each term, and at the end of each year by their teachers (internal assessment).
- ✘ In primary schools the evaluation is qualitative (weak, poor average, good and very good) except in the 4<sup>th</sup> grade: internal quantitative assessment and external assessment in Portuguese and Maths.
- ✘ In the 2<sup>nd</sup> and 3<sup>rd</sup> cycles the evaluation is quantitative expressed in a scale that goes from 1 to 5.





## ASSESSMENT IN BASIC EDUCATION

- ✘ Pupils are assessed by means of a national exam at the end of the 4<sup>th</sup>, 6<sup>th</sup> and 9<sup>th</sup> grades, in Portuguese and Maths (external assessment).
- In the 9<sup>th</sup> grade, the students also have a Cambridge Preliminary English Test (PET): Common European Framework of Reference for Languages level B1: threshold since 2014.
- ✘ Pupils who achieve the required standard in the general assessment at the end of the 3<sup>rd</sup> cycle are awarded a **diploma of basic education** by the school.





# Secondary Education



MINISTERIO DE EDUCACION SECRETARIA DE EDUCACION DIRECCION DE ESCUELAS DA SE LAMEGO	<b>SECONDARY EDUCATION (COMPULSORY)</b>
	It is open to students who have obtained the basic education diploma.
	There is a variety of secondary education options available to students, who may choose between courses aimed primarily at those that wish to join the job market ( <b>professional/technological courses</b> ), at those interested in further study at higher education level ( <b>general</b> )

## SECONDARY EDUCATION (COMPULSORY)

It is open to students who have obtained the basic education diploma.

There is a variety of secondary education options available to students, who may choose between courses aimed primarily at those that wish to join the job market (**professional/technological courses**), at those interested in further study at higher education level (**general courses**) and in artistic training in the areas of visual and audiovisual arts, dance and music (**specialised artistic courses**).

The curriculum is divided into subjects, with one teacher for each subject.





# SECONDARY EDUCATION

## Types of courses

- General education involves the study of **science and technology, social science, social economics, languages and literature** and **visual arts**.
- Specialised art courses: music, dance, drama and cinema, visual and audiovisual arts courses.
- Professional/ vocational training which focuses on administration, electronics, computing, multimedia, marketing, sport, renewable energies and so on.



## ASSESSMENT IN SECONDARY EDUCATION

---

- ❑ **Internal assessment** consists of written tests in every subject during the 10<sup>th</sup> , 11<sup>th</sup> and 12<sup>th</sup> grade plus continuous assessment. Students must internally achieve a minimum of 10 marks (out of a possible 20) in all subjects.
  
- ❑ **External assessment** takes the form of national exams of the two specific subjects of their course at the end of the 11<sup>th</sup> year and of the 12<sup>th</sup> grade (students do external assessment in Portuguese and in the triennial subject of the course).

# ASSESSMENT IN SECONDARY EDUCATION

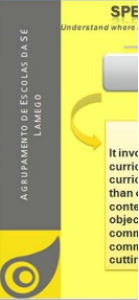


✓ After completing their secondary education, students are awarded a **diploma of upper-secondary studies**

✓ Students in other branches of higher secondary education – artistic, technological and professional – receive professional diplomas (a **level IV vocational qualification certificate**), if they pass the internal evaluation process set by the school.



# Higher Education



**ACCESS TO HIGHER EDUCATION**

- The access to higher education is made through a national online process, where the students enter the university by priority based on their grades.



AGRUPAMENTO DE ESCOLAS DA LAMEGO

### ACCESS TO HIGHER EDUCATION

- The access to higher education is made through a national online process, where the students enter the university by priority based on their grades.
- The average of grades obtained in all subjects (except Physical Education) represents a part of the application grade to enter university. The other part is based on the grade of the specific exams requested by university which are related with the course the student is applying for. The average of both averages is the application grade to university. That number is between zero and 20 and the higher it is, the better is the chance to enter university.

AGRUPAMENTO DE ESCOLAS DA LAMEGO

### HIGHER EDUCATION

- It comprises university education and polytechnic education, organised along different lines.
- Enrollment is limited; each year each institution establishes the number of places available (*numerus clausus*).

AGRUPAMENTO DE ESCOLAS DA LAMEGO

### HIGHER EDUCATION

- It can lead to the following degrees:
  - College degree (normally 3 years' duration).
  - Masters' degrees and doctorates.
- Within the scope of the Bologna Declaration, higher education has been organised into three cycles.

## ACCESS TO HIGHER EDUCATION

---

- The access to higher education is made through a national online process, where the students enter the university by priority based on their grades.
- The average of grades obtained in all subjects (except Physical Education) represents a part of the application grade to enter university. The other part is based on the grade of the specific exams requested by university which are related with the course the student is applying for. The average of both averages is the application grade to university. That number is between zero and 20 and the higher it is, the better is the chance to enter university.



# HIGHER EDUCATION

---

- ✘ It comprises university education and polytechnic education, organised along different lines.
- ✘ Enrollment is limited; each year each institution establishes the number of places available (*numerus clausus*).



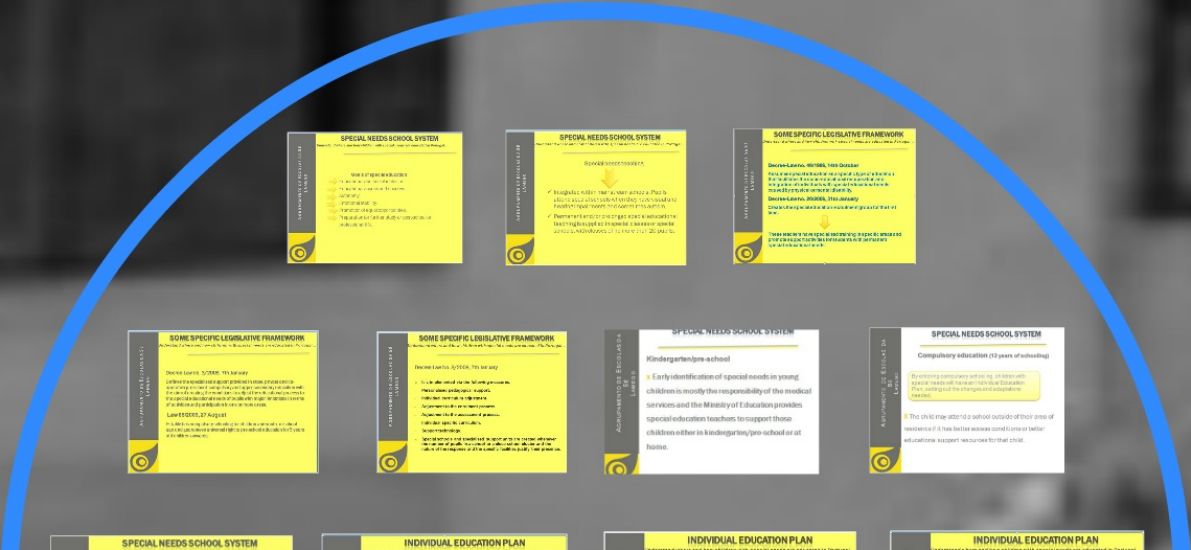
# HIGHER EDUCATION

---

- ✘ It can lead to the following degrees:
  - College degree (normally 3 years' duration).
  - Masters' degrees and doctorates.
  
- ✘ Within the scope of the Bologna Declaration, higher education has been organised into three cycles.



# SPECIAL NEEDS SCHOOL SYSTEM





### SPECIAL NEEDS SCHOOL SYSTEM

**ASSIGNMENT OF EDUCATIONAL LABELS**

**Special Educational Needs**

- 1981 Education Act
- 1993 Education Act
- 1996 Education Act
- 1998 Education Act
- 2001 Education Act
- 2005 Education Act

### SPECIAL NEEDS SCHOOL SYSTEM

**ASSIGNMENT OF EDUCATIONAL LABELS**

**Special Educational Needs**

Special Educational Needs (SEN) refers to children who have a learning difficulty which prevents them from achieving their potential. It is a broad term which covers a wide range of difficulties, including physical, sensory, intellectual, and social/emotional difficulties.

### SOME SPECIFIC LEGISLATIVE FRAMEWORK

**ASSIGNMENT OF EDUCATIONAL LABELS**

**Special Educational Needs**

Some specific legislative frameworks include the Education Act 1993, which introduced the concept of Special Educational Needs (SEN) into UK law, and the Education Act 1996, which introduced the concept of Special Educational Needs (SEN) into UK law.

### SOME SPECIFIC LEGISLATIVE FRAMEWORK

**ASSIGNMENT OF EDUCATIONAL LABELS**

**Special Educational Needs**

Some specific legislative frameworks include the Education Act 1993, which introduced the concept of Special Educational Needs (SEN) into UK law, and the Education Act 1996, which introduced the concept of Special Educational Needs (SEN) into UK law.

### SOME SPECIFIC LEGISLATIVE FRAMEWORK

**ASSIGNMENT OF EDUCATIONAL LABELS**

**Special Educational Needs**

Some specific legislative frameworks include the Education Act 1993, which introduced the concept of Special Educational Needs (SEN) into UK law, and the Education Act 1996, which introduced the concept of Special Educational Needs (SEN) into UK law.

### SPECIAL NEEDS SCHOOL SYSTEM

**ASSIGNMENT OF EDUCATIONAL LABELS**

**Special Educational Needs**

Special Educational Needs (SEN) refers to children who have a learning difficulty which prevents them from achieving their potential. It is a broad term which covers a wide range of difficulties, including physical, sensory, intellectual, and social/emotional difficulties.

### SPECIAL NEEDS SCHOOL SYSTEM

**ASSIGNMENT OF EDUCATIONAL LABELS**

**Special Educational Needs**

Special Educational Needs (SEN) refers to children who have a learning difficulty which prevents them from achieving their potential. It is a broad term which covers a wide range of difficulties, including physical, sensory, intellectual, and social/emotional difficulties.

### SPECIAL NEEDS SCHOOL SYSTEM

**ASSIGNMENT OF EDUCATIONAL LABELS**

**Special Educational Needs**

Special Educational Needs (SEN) refers to children who have a learning difficulty which prevents them from achieving their potential. It is a broad term which covers a wide range of difficulties, including physical, sensory, intellectual, and social/emotional difficulties.

### INDIVIDUAL EDUCATION PLAN

**ASSIGNMENT OF EDUCATIONAL LABELS**

**Special Educational Needs**

The teacher responsible for the group or class, which means by whoever knows the pupil best and whoever works directly with them.

### INDIVIDUAL EDUCATION PLAN

**ASSIGNMENT OF EDUCATIONAL LABELS**

**Special Educational Needs**

Measure within mainstream schools

- Support from specialist professionals (special education teachers, sign language trainers and interpreters, the optician, psychologists...)
- Support from specialist use of specific equipment and tools (books in Braille, books with enlarged print, social and learning devices, adapted software)

### INDIVIDUAL EDUCATION PLAN

**ASSIGNMENT OF EDUCATIONAL LABELS**

**Special Educational Needs**

Measure within mainstream schools

- Adjustment to the assessment process (type of test, type of pupil's ways of expressing themselves, timescale, place and time of the test)
- Individual curriculum adjustment (by replacing, introducing, removing aims, content, activities)

### SPECIFIC INDIVIDUAL CURRICULUM

**ASSIGNMENT OF EDUCATIONAL LABELS**

**Special Educational Needs**

Individual curriculum adjustment

### SPECIAL NEEDS ASSESSMENT

**ASSIGNMENT OF EDUCATIONAL LABELS**

**Special Educational Needs**

Special Needs Assessment (SNA) is a process used to identify children with special educational needs (SEN) and to determine the nature and extent of their needs. It involves a range of methods, including observation, interviews, and standardized tests.

### SPECIAL NEEDS ASSESSMENT

**ASSIGNMENT OF EDUCATIONAL LABELS**

**Special Educational Needs**

Special Needs Assessment (SNA) is a process used to identify children with special educational needs (SEN) and to determine the nature and extent of their needs. It involves a range of methods, including observation, interviews, and standardized tests.

### INDIVIDUAL TRANSITION PLAN

**ASSIGNMENT OF EDUCATIONAL LABELS**

**Special Educational Needs**

Individual Transition Plan (ITP) is a document that outlines the educational and social goals for a child with special educational needs (SEN) as they move from primary to secondary school. It is developed in consultation with the child, their parents, and the relevant professionals.

### INDIVIDUAL TRANSITION PLAN

**ASSIGNMENT OF EDUCATIONAL LABELS**

**Special Educational Needs**

In accordance with the wishes, interests, aptitudes and competence of the youngsters. This stage also includes an assessment of the needs of the job market in the community and the seeking of training opportunities or real work experience.

School establishes protocols with the institutions, where the teenagers will train, to define the tasks they will do, the competence required and the support needed to achieve these tasks, if and when necessary.

# SPECIAL NEEDS SCHOOL SYSTEM

*Understand where and how children with special needs are educated in Portugal...*

---

## Goals of special education

- ➔ Educational and social inclusion.
- ➔ Educational access and success.
- ➔ Autonomy.
- ➔ Emotional stability.
- ➔ Promotion of equal opportunities.
- ➔ Preparation for further study or post-school or professional life.



# SPECIAL NEEDS SCHOOL SYSTEM

*Understand where and how children with special needs are educated in Portugal...*

---

## Special needs teaching



- ✓ Integrated within mainstream schools. Pupils attend special schools when they have visual and hearing impairments and sometimes autism.
- ✓ Permanent and/or prolonged special educational teaching is supplied in special classes or special schools, with classes of no more than 20 pupils.



## SOME SPECIFIC LEGISLATIVE FRAMEWORK

*Understand where and how children with special needs are educated in Portugal...*

### **Decree-Law no. 46/1986, 14th October**

Assumes special education as a specific type of education that facilitates the socio-educational recuperation and integration of individuals with special educational needs caused by physical or mental disability.

### **Decree-Law no. 20/2006, 31st January**

Creates the special education recruitment group for the first time.



These teachers have specialised training in specific areas and promote support activities for students with permanent special educational needs.

# SOME SPECIFIC LEGISLATIVE FRAMEWORK

*Understand where and how children with special needs are educated in Portugal...*

---

## **Decree-Law no. 3/2008, 7th January**

Defines the specialised support provided in state, private and co-operative pre-school, compulsory and upper-secondary education with the aim of creating the conditions to adjust the educational process to the special educational needs of pupils with major limitations in terms of activities and participation in one or more areas.

## **Law 85/2009, 27 August**

Establishes compulsory schooling for children and youth in school age and guarantees universal right to pre-school education for 5 years old children onwards.



# SOME SPECIFIC LEGISLATIVE FRAMEWORK

*Understand where and how children with special needs are educated in Portugal...*

---

## Decree-Law No. 3/2008, 7th January

- ✘ It is implemented via the following measures:
  - Personalised pedagogical support.
  - Individual curriculum adjustment.
  - Adjustment to the enrolment process.
  - Adjustment to the assessment process.
  - Individual specific curriculum.
  - Support technology.
- ✘ Special schools and specialised support units are created whenever the number of pupils in a school or a close school cluster and the nature of the response and the specific facilities justify their presence.



## Kindergarten/pre-school

- x** Early identification of special needs in young children is mostly the responsibility of the medical services and the Ministry of Education provides special education teachers to support those children either in kindergarten/pre-school or at home.

# SPECIAL NEEDS SCHOOL SYSTEM

## Compulsory education (12 years of schooling)


By entering compulsory schooling, children with special needs will have an Individual Education Plan, setting out the changes and adaptations needed.

X The child may attend a school outside of their area of residence if it has better access conditions or better educational support resources for that child.


# SPECIAL NEEDS SCHOOL SYSTEM

*Understand where and how children with special needs are educated in Portugal...*

## Individual Education Plan:



**Defined for pupils with permanent special educational needs. The IEP determines the specific needs of each pupil and points out and justifies the educational response and the corresponding form of assessment.**



**The application of any form of adjustment to the teaching and learning process is only allowed when there is a IEP.**



# INDIVIDUAL EDUCATION PLAN

*Understand where and how children with special needs are educated in Portugal...*

## Who draws up the Individual Education Plan:

**The teacher responsible for the group or class.**

**The special education teacher and parents, which means by whoever knows the pupil best and whoever works directly with them.**

**Its implementation depends on the approval by the pedagogical council and on parents' agreement.**

# INDIVIDUAL EDUCATION PLAN

*Understand where and how children with special needs are educated in Portugal...*

## Measures within mainstream schools

- Support from specialised professionals (special education teachers, sign language trainers and interpreters, therapists, psychologists...).
- Support from specialised use of specific equipment and tools (books in Braille, books with enlarged characters, optical and hearing devices, adapted software).

# INDIVIDUAL EDUCATION PLAN

*Understand where and how children with special needs are educated in Portugal...*

## Measures within mainstream schools

- Adjustment to the assessment process (type of test, type of pupils' ways of expressing themselves, timetables, place and time of the test).
- Individual curriculum adjustment (by replacing, introducing, removing aims, contents, activities).



# SPECIFIC INDIVIDUAL CURRICULUM

*Understand where and how children with special needs are educated in Portugal...*

## Specific Individual Curriculum:

### Individual curriculum adjustment

It involves significant changes in the common curriculum, which may mean: (i) considering some curriculum areas or certain content more important than others; (ii) cutting out some objectives and content; (iii) introducing complementary content and objectives regarding specific aspects (i.e. non-verbal communication, the use of support technology in communication, mobility, accessibility) or (iv) the cutting out of curriculum areas.

# SPECIAL NEEDS ASSESSMENT

---

- Pupils with permanent special educational needs : benefit from changes in the assessment process (a change in the types of test, the assessment and certification mechanisms, as well as assessment conditions regarding, for example, how often they occur, their duration and location.
- All pupils with special educational needs can pass or fail just like the others in mainstream education, except pupils with specific individual curriculums.

# SPECIAL NEEDS ASSESSMENT

Pupils with specific individual curriculums are subject to specific assessment criteria defined in the respective individual educational programme.

(Decree-Law no. 3/2008, 7th January).



"Those who start life with the fewest advantages need even smaller classes, even more art, science, and music to engage them, to spark their creativity, and to fulfill their potential." ~ Diane Ravitch, #ReignOfError



# INDIVIDUAL TRANSITION PLAN

*Understand where and how children with special needs are educated in Portugal...*

About three years before pupils with permanent special educational needs reach the age limit for compulsory education, the school complements the IEP with an ITP.

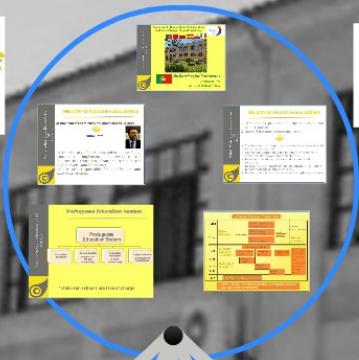
The Individual Educational Plan called a **Transition Plan** lists the learner's skills, abilities and desires as well as parents' expectations and its purpose is to prepare pupils for adult life.

# INDIVIDUAL TRANSITION PLAN

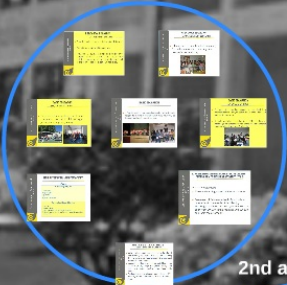
*Understand where and how children with special needs are educated in Portugal...*

In accordance with the wishes, interests, aspirations and competences of the youngsters. This stage also includes an assessment of the needs of the job market in the community and the seeking of training opportunities or real work experience.

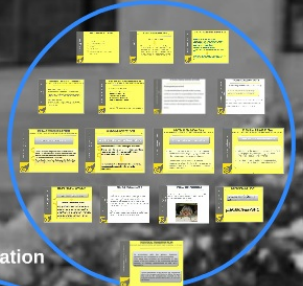
School establishes protocols with the institutions, where the teenagers will train, to define the tasks they will do, the competences required and the support needed to achieve these tasks, if and when necessary.



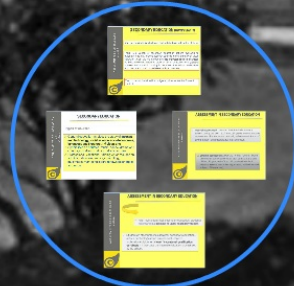
Pre-School and 1st Cycle



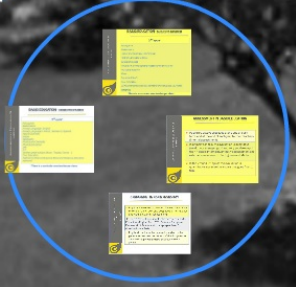
SPECIAL NEEDS SCHOOL SYSTEM



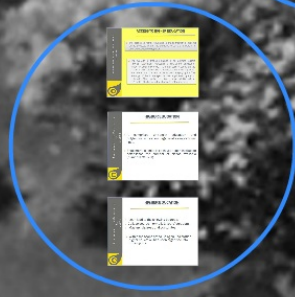
Secondary Education



2nd and 3rd cycles



Higher Education





AGRUPAMENTO DE ESCOLAS DA SÉ  
LAMEGO



**Thank you!**

