

WHAT are the BES/ WHO are the students BES/HOW to identify them

With **BES** we mean students with *special educational needs*. These needs can be for a short period of time or can last longer “...for physical, biological, psychological and social reasons that every school has to approach offering the right personalized answer” (Ministerial Directive **27/12/2012**) Important rules are **L.104/1992 for people with disabilities**, and **L. 170/2010** and following regulations for pupils with Specific Learning Difficulties (it. DSA)

The Ministerial Directive **27/12/2012** extends the range of difficulties for SLD adding language disturbances, non-verbal abilities, physical coordination, ADHD and hyperactivity, socio-economic, linguistic, cultural difficulties.

Teachers have to identify difficulties during school activities before detecting students with SEN and choosing an appropriate didactic intervention followed by a **systematic observation**.

Professional teachers must know “**how to observe**”, because its an essential instructional competence to find student's needs and provide to them the proper didactic answer.

SEN

Students with Special Educational Needs

	TYOLOGY	IDENTIFICATION
<p>DISABILITY (law 104/92)</p>	<ul style="list-style-type: none"> • Intellectual disability • Limited mobility • Sensory Impairment • Pervasive developemental disorders • Multiple disabilities • Other 	<ul style="list-style-type: none"> • ASL (Local Health Authority) Certification
<p>SPECIFIC LEARNING DIFFICULTIES (law 170/2010)</p>	<ul style="list-style-type: none"> • Dislexya • Dysorthography • Dysgraphia • Dyscalculia 	<ul style="list-style-type: none"> • SL Certification or body accredited to provide certification
<p>SPECIFIC DEVELOPMENTAL DISORDERS (M. D. 27-12-12)</p>	<ul style="list-style-type: none"> • Specific language impairment • developmental coordination disorder (DCD) (dyspraxia)) • Nonverbal learning disabilities • Mild Autistic Spectrum Disorder • ADHD (Attention Deficit Hyperactivity Disorder) • Borderline Cognitive Functioning • Oppositional Defiant Dirorder (ODD) • Others 	<ul style="list-style-type: none"> • Documents- parents present a clinical diagnosis, observations on the learning process recorded by the treache'rs team. • (M. C.n°8 on 6/3/2013)
<p>DISADVANTAGES M.D. 27-12-12</p>	<ul style="list-style-type: none"> • Socio-economic background • Linguistic and cultural disadvantage (non-italian speaking students from recent immigration) MC 24/2006 and guide lines MC 2/2010 • Distressed relational behaviour 	<ul style="list-style-type: none"> • Alerts on real facts (Se (e.g. Alerts to Social Services) • Pedagogical considerations and recorded didactic by the teachers'team.

1. Working team for inclusion

The main working group operating in schools for the inclusion of SEN students are called **GLI** (Inclusion Learning Team) and **GLHO** (Inclusion Working Team for Students with Disability)

BODY	TASKS	WHEN
<p>Inclusion Working Team</p> <p>Composed of:</p> <ul style="list-style-type: none"> • Principal, Vice-Principal, Co-operators of the Principal • Instrumental Functions, parents' representative of SEN students attending the school. • Its members can vary according to specific resources available in the school so that the inclusion working team can guarantee an efficient intervention on the problems detected in a class in order to improve the quality of didactic actions. 	<ul style="list-style-type: none"> • Detect SEN students in the school; • collect documents on didactic intervention used for an organized learning cooperating in a net of schools or in relation to strategic Administration actions; • focus/comparison of different cases, advice and supports to colleagues on strategies/methods of classroom management; • detecting, monitoring the level of inclusive education at school; • collection and coordination of Operative GLH (working groups for inclusive school) on the basis of real needs, as law art. 1, c. 605, letter b, law 296/2006, translated into PEI (planning for personalised learning and support) as required by law art. 10 subparagraph 5 of law 30 July 2010 n. 122; • elaborate a proposal for PAI (Annual Plan for Inclusion and quality Education) referring to all SEN students, and to be drawn up at the end of school (within June). 	<p>Twice per year</p>
<p>GLHO (ex Glic)</p> <p>Working Team for Students with Disability</p> <ul style="list-style-type: none"> • Principal, or Structural Function BES or Vice-Principal • Teacher in charge of classroom coordinato • Support Teacher • Special Needs Assistant, if present • ASL operators dealing with the student • parents • School Collaborators if involved in the project 	<ul style="list-style-type: none"> • elaborate a Dynamic and Functional Profile and a Personal Learning Plan. Then verify its efficacy 	<ul style="list-style-type: none"> • At least twice per year

<ul style="list-style-type: none"> all meaningful figure working with the student also on the family request. 		
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2. Documents for the Inclusion

Documents that schools need for the Inclusion:

- CERTIFICATION
- FUNCTIONAL DIAGNOSIS
- CLINICAL REPORT/DIAGNOSIS
- DYNAMIC FUNCTIONAL PROFILE (PDF)
- PLANNING FOR PERSONALISED LEARNING (PEI)
- DIDACTIC PERSONALISED PLANNING (PDP)

PEI and PDP are the documents in which educational institutions explain and formalize personalised remedial activities, didactic methods, personal test approach, finally developing compensatory strategies in order to ensure the continuity of teaching and learning, sharing the achievements with the student's family.

	CERTIFICATION	Clinical Report or Diagnosis	Functional Diagnosis	Dynamic Functional Profile (PDF)
WHAT IS IT?	<p>Note 2563 on 22 /11/2013</p> <p><i>“as certification is meant a document of legal value, certifying the student's right to make use of the measure decided by the law 104/92 or Law 170/2010 – Which are also stating the procedure for issuing a certificate and the right coming from it”</i></p>	<p>Note 2563 on 22 /11/2013</p> <p><i>“as diagnosis is meant a clinical judgment reporting the presence of a disease”</i></p>	<p>D.P.R. 24/02/1994</p> <p><i>“As functional diagnosis is meant an analytic description of the functional impairment of the physical and mental state in the student with handicap”.</i></p>	<p>D.P.R. 24/02/1994</p> <p><i>“after about two months from the integration into the school system, the Dynamic functional Profile must state the predictable level of growth during the short term (next six months) and middle term (two years)”</i></p>
WHO REPORTS	<p>Public Establishments (ASL)</p> <p>Accredited Centers (as Law n° 170 states)</p>	<p>A doctor, a psychologist or an expert included in the sanitary professional register</p>	<p>ASL Operators</p>	<p>ASL operators, teachers, parents (art.12, c. 5° e6° law 104 / 92).</p>

WHEN writing it	All academic year long.	All academic year long	After the certification and before the PDF	During the passage from a school to the upper level school and within two months since the beginning of the first year in the new school
WHEN updating it	<p>According to law 104/92 at the expiring date of the certification</p> <p>According to law 170/2012</p> <p><i>“during the passage from one educational cycle to the next level, usually not before three years from the previous certification” and “every time it is necessary to change the learning and testing tools mentioned, in case the school points it out to the family, or is the family itself demanding it.”</i></p>	Periodically by the expert in relation to the student's growth	It is renewed at every passage between an educational cycle to the next one and/ or according to the terms in the DPCM n°185 23/02/2006.	

	PDP	PEI
WHO writes it	<ul style="list-style-type: none"> The teachers' team together with the family 	<ul style="list-style-type: none"> G.L.H.O. (Working Team for Students with Disability)
WHEN writing it	<ul style="list-style-type: none"> Within the first trimester of the school year. In case of diagnosis displayed during the school year (not after March 31st) it must be drawn up in advance enough to have time to choose proper mid-term tests and final test. 	<ul style="list-style-type: none"> Within the first trimester of the ongoing school year.
	<ul style="list-style-type: none"> Presentation of the student (biographical datas, type of disorder...) Learning objectives and content of every subject 	<ul style="list-style-type: none"> Presentation of the student (datas/summary sheet)) Summary of documents Original sheet

<p>WHAT must contain</p>	<ul style="list-style-type: none"> • proper didactic methods and strategies • Compensatory strategies stated in the certification released by ASL or accredited centers by USR • Type of tests 	<ul style="list-style-type: none"> • Didactic Objectives methods and learning tools, type of test for every per ogni area disciplinare • final test • New ideas for the following school year.
<p>TO WHOM is dedicated</p>	<ul style="list-style-type: none"> • For DSA law170/2012 (mandatory) • SEN students (no DSA) with diagnosis (mandatory) • SEN students (no DSA) detected by the teachers'team (optional) 	<ul style="list-style-type: none"> • Students with disabilities law 104/92 (mandatory)
<p>WHO must sign it</p>	<ul style="list-style-type: none"> • The Principal • Teachers joining the teachers'team • Parents 	<ul style="list-style-type: none"> • All the G.L.I.C. Members (teachers, sanitary operators, parents)
<p>WHEN must be updated</p>	<ul style="list-style-type: none"> • Every time it needs to be changed according to the student's needs and growth 	<ul style="list-style-type: none"> • Periodically (better if within october/november and may/June)