

SPECIAL EDUCATION

**AGRUPAMENTO DE ESCOLAS DE
FREIXO DE ESPADA À CINTA**

PORTUGAL

January 2017

Special Education refers to a set of specific resources, teaching methodologies, adapted *curriculum*, customized equipment and materials and/or appointment of specialized teachers. These factors adapt the school to students' special needs and promote students access to success. (the special needs students' access and success) Each student with a disability is entitled to the necessary support in order to maximize his/her potential.

1) SPECIAL EDUCATION DEFINITION

- **To promote educative and social inclusion**
- **To provide ~~the~~ educational access and success
development of students' autonomy**
- **To provide affirmation of emotional stability**
- **To promote the equality of opportunities**
- **To prepare students for further studies or to prepare them for work life after school.**

2) SPECIAL EDUCATION PURPOSES/ AIMS

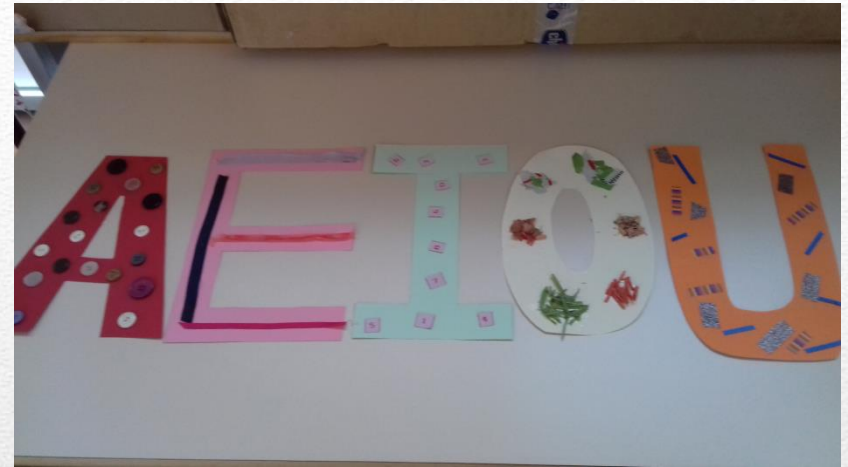
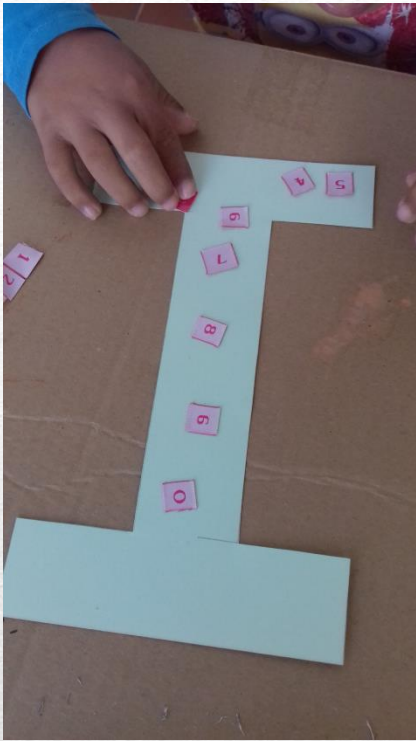
- **The support is provided taking into account the objectives of the Individual Educational Program (IEP) and assures each individual student receives its customized program in the form of;**
- **Direct support (personalized pedagogical support, provided by the Special Education teacher, inside or outside the classroom, individually or in small groups);**
- **Indirect support (delivered by Special Education teacher to the Main Teacher/ Director of Groupschooling (Class Director)/ all the others teachers).**

3) MODALITIES OF SUPPORT IN THE SCHOOL GROUP

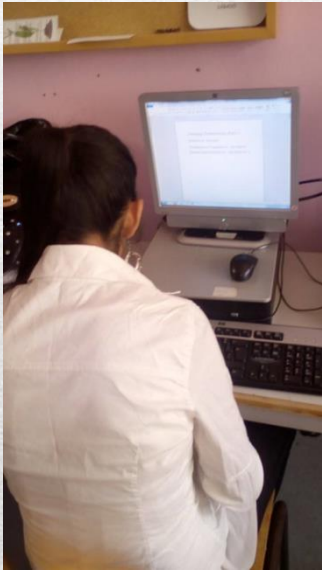
- **Personalized Pedagogical Support (PPS) is based on reinforcement and development of specific competences, not possible to be implemented by the teacher in charge of the group, class or school subject. (art.17, line d) point 1).**
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- **Autonomy (feeding, hygiene, clothing, daily life);**
- **Socialization and Personal Interaction (interpersonal relationships);**
- **Comprehensive and expressive communication and language;**
- **Reading;**
- **Writing;**
- **Phonological / phonemic awareness;**
- **Logical thinking;**
- **Mental calculus;**
- **Psychomotricity (body schema, laterality, spatial and temporal orientation, handwriting motricity, among others);**
- **Visual and auditory perception;**
- **Fine and gross motor skills;**
- **Visual and auditory memory.**

4) SPECIFIC SKILLS TO BE DEVELOPED BY THE SPECIAL EDUCATION TEACHER



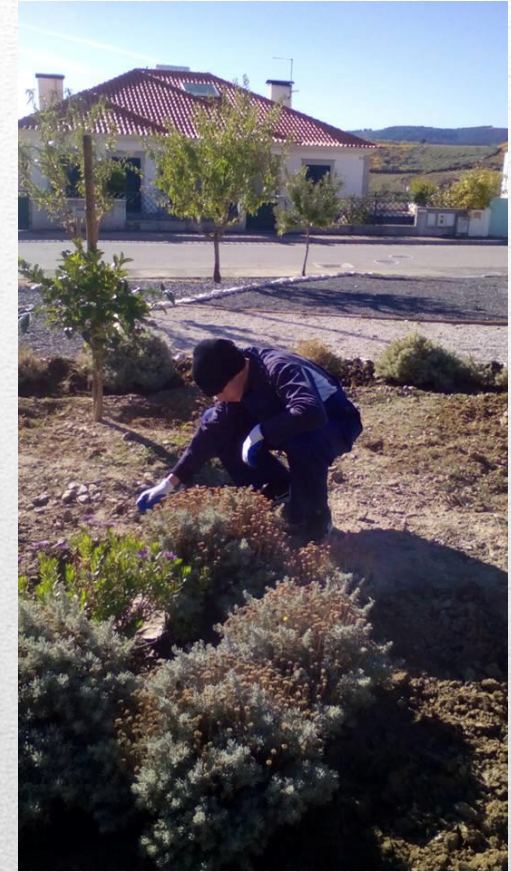
5) SPECIFIC SKILLS DEVELOPED IN THE GROUPING OF FREIXO



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The ITP applies to those students with Special Educational Needs (SEN) in a permanent state. These disabilities hinder them from acquiring the learning and skills defined in the regular *curriculum*; in these cases the school, three years before the age limit for compulsory schooling, should complement a PPS with an ITP.

6) INDIVIDUAL TRANSITION PLAN (ITP)



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- Decreto-Lei 3/2008, de 7 de janeiro;
- Portaria nº 201-C/2015, de 10 de julho (regula o ensino de alunos com 15 ou mais anos de idade com CEI).

7) LEGISLATION OF REFERENCE/ KEY LEGISLATION
