



INCLUSIVE EDUCATION

Portugal

Decree-Law No. 54/2018, 6th July

Objectives:

To make it possible for each and every student to find answers that enable the acquisition of skills to their full social inclusion.

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Respond to the diversity of student needs,
by increasing the participation of all in life
and learning in the school community

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Comply with the sustainable development goals of the UN Agenda 2030

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How?

- Each school defines the process in which it identifies the learning barriers facing the student, betting on the diversity of strategies to overcome them to ensure that each student has access to the curriculum and learning, pushing each and every one to the limit of their potentialities.
- Differentiated teaching methods and materials.

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What measures?

- . Universal
- . Selective
- . Additional

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Universal measures

Those the school uses to promote participation and improved learning for all students, such as:

- a.** pedagogical differentiation;
- b.** curricular accommodation;
- c.** curricular enrichment;
- d.** promotion of prosocial behavior;
- e.** Intervention with academic or behavioral focus in small groups.

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Selective measures

Those that meet the learning support needs not achieved by the application of universal measures, such as:

- a.** differentiated curricular pathways;
- b.** non-significant curricular adaptations;
- c.** psycho-pedagogical support;
- d.** forecast and consolidation of learning;
- e.** tutorial support.

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Additional measures

Those that focus on significant and persistent difficulties in communication, interaction, cognition or learning and which require specialized resources, namely:

- a.** grade attendance per subject;
- b.** significant curricular adaptations;
- c.** individual transition plan;
- d.** structured teaching methodologies and strategies;
- e.** development of personal and social autonomy competences.

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Specific resources to support learning and inclusion

Human resources

Organisational resources

Community-specific resources

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Age levels and grouping of pupils

- There are no specific groups of students.
- The classes are made up of 20 students (whenever the technical-pedagogical report indicates the need to include the student in a smaller class, as a specific learning and inclusion measure).
- Smaller classes cannot include more than two students under these conditions.

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Admission requirements and choice of school

The following students have priority in terms of enrolment or renewal:

- students who need the organisational resources that exist in the school clusters;
- students with an individual educational programme.

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Progression and assessment of pupils

- schools must guarantee all students the right to participate in the evaluation process.
- Adaptations to the assessment process include a variety of information collection tools, the use of examination questions in accessible formats and support material, as well as the assessment criteria in terms of types and means of communication, timing, duration and location.

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Learning Support Center

Aggregating support structure for human and material resources, school knowledge and skills.

