



REGULATION FOR SUPPORTING STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

ISAL | INSTITUTO SUPERIOR DE ADMINISTRAÇÃO E LÍNGUAS

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Given the reality of the existence of students with special educational needs attending ISAL - Instituto Superior de Administração e Línguas, this institution has sought the best way to meet the needs of these students. The scope of this regulation covers the pedagogical measures aimed at students with special educational needs arising from their temporary or prolonged impaired health condition, so that they can perform well, with equal opportunities.

Thus, after hearing the competent academic bodies, the present Regulation for Supporting Students with Special Educational Needs was issued.

GENERAL PROVISIONS

Article 1

(Scope)

The provisions of the present regulation apply to students with special educational needs attending any courses at ISAL - Instituto Superior de Administração e Línguas.

Article 2

(Students with Special Educational Needs)

1. For the purposes of this regulation, "Students with Special Educational Needs" (SEN) are those who present difficulties in the learning process and participation in the academic context, resulting from the dynamic interaction between environmental factors (physical, social and behaviour) and/or limitations of the student in the following domains:
 - a) Hearing - presentation of moderate, severe or profound deafness.
 - b) Vision - presenting blindness or low vision.
 - c) Motor - presentation of motor disabilities that markedly compromise their academic performance and participation in class activities.
 - d) Communication, language and speech - presentation of communication, (oral and written) language and/or speech problems that markedly compromise academic performance and participation.

- e) Emotional / personality - presentation of personality or conduct disorders, which strongly compromise academic adaptation and learning.
- f) Physical health - students who, for serious physical health reasons, present low attendance or need regular and systematic adaptations or therapeutic measures, fall into this domain.

Article 3

(Evidence of Conditions and Granting the SEN Status)

1. Granting the status of Student with SEN depends on the fulfilment of the conditions referred to in the paragraphs of the previous article and on the application submitted by the interested party with the respective documentary evidence (clinical report and/or other report attesting his/her condition and its consequences in his/her academic performance).
2. The application of the statute shall be requested to the Board of Directors at the beginning of the school year, at the time of enrolment, except if the disability is only detected later or results from an occurrence after the beginning of the school year, and exceptionally, as soon as this regulation enters into force.
3. When preparing the final decision on each application, the Board of Directors may request a reasoned opinion from the Pedagogical Council.
4. The report(s) or opinion(s) shall explain the type of incapacity and its severity, according to the work to be developed by the student during university attendance. Whenever deemed necessary, other documents may be requested in order to complete the individual file of each student or to prove the maintenance of the clinical condition, when it is susceptible of change.

ATTENDANCE REGIME

Article 4

(Priority in the Provision of Services)

1. Students with motor and/or sensory disabilities will be given priority in the provision of ISAL Services.

Article 5

(Classrooms)

1. Classroom allocation will take into account accessibility aspects of classes that include students with disabilities.
2. Students with SEN, if they request it, may have specific places reserved in the classrooms that correspond to the best location according to their characteristics and needs.

Article 6

(Information to Faculty)

Before the beginning of classes in each academic semester, the Pedagogical Council will promote an informative session on the specific regime of the SEN student to the professors of the courses in which there are students covered by that regime.

Article 7

(Adaptation of Study Plans)

1. Occasional changes may be introduced to the study plans of the courses and/or activities included therein, aiming at a better adaptation to the students' special needs.
2. The adaptation of study plans shall not jeopardise the fulfilment of curricular objectives and shall only be considered when the use of special compensatory equipment is not sufficient or when the activity proves impossible to perform due to the motor or sensory disability.
3. The adaptation of study plans shall be justified by the professors and subject to approval by the Pedagogical Council.

Article 8

(Supplementary Support)

1. Whenever justified and possible, teachers shall use technical means to minimise the limitations of students with SEN.

Article 9

(Class Recording)

Students with disabilities and dyslexia may be allowed to record lessons for school purposes only. The audio recording may be replaced by the delivery to the student of the content of the lesson, on a support appropriate to his/her characteristics and needs.

ASSESSMENT REGIME

Article 10

(Criteria and Methods)

1. Students with SEN have the possibility of being assessed (in continuous assessment) in forms or conditions appropriate to their situation, defined by the lecturer responsible for the course.
2. The alternatives to be considered should focus mainly on the form and method of assessment and should not detract from the essential content of the test.
3. The forms and methods of assessment shall be established by mutual agreement between the lecturer and the student and approved by the Pedagogical Council.

Article 11

(Written Tests)

1. The statements of the tests shall have a presentation appropriate to the type of disability (computerized, amplified, audio register, among others) and the answers may be given in non-conventional form (by audio register, computerized register).
2. The lecturer shall adapt the texts to the student with SEN.
3. In the case of a disability that implies a longer reading and/or writing time, students will be granted a complementary period of at least 30 minutes, depending on the SEN situation.
4. Whenever justified, the student with SEN will be able to take the test in a separate location from the other students.

5. The deadlines for submission of individual practical work reports or other written documents may be extended, under terms defined by the lecturers, in the case of students with SEN where their specific constraints so recommend.

STUDENT SUPPORT SERVICE

Article 12

(Competence)

1. It is the Pedagogical Council's responsibility to centralise information, promote communication between students, teaching staff and services, and to be heard in matters concerning Students with SEN.
2. The Pedagogical Council is also responsible, according to its means, for adapting or suggesting the acquisition of the necessary elements for the good implementation of the teaching-learning process for students with SEN.

Article 13

(Assessment Support)

1. The Pedagogical Council, according to its means, shall assist in providing students with SEN specific equipment for written tests.

Article 14

(Entry into Force)

The present regulations shall come into force immediately.

Article 15

(Doubts and Omissions)

Doubts and omissions arising from the application of these regulations shall be resolved by the President of the Board of Directors.

Favourable opinion by the Pedagogical Council on 16 June 2016

Approved by the Scientific-Technical Council on 20 June 2016