



Erasmus+

Methods of working with pupils with special educational needs

Portugal

Who are we?

Agrupamento de Escolas Monte da Lua

A School Cluster

- ❖ 11 schools (3484 pupils)
- ❖ 1 upper secondary school(10th to 12th grade)
- ❖ 2 lower secondary schools (5th to 9th grade)
- ❖ 8 primary schools(1st to 4th grade)
- ❖ 9 Kindergartens (3 - 5 years old)

- 16 Special Needs Teachers
(only 7 of the above ones are permanent teachers)
- 205 pupils with special educational needs



Special needs Department

Three groups, one department:

- D. Fernando II's group
 - 8 special needs teachers

6 schools

1 Autism Unit (Teach methodology)

- Colares's group
 - 5 special needs teachers

4 schools

1 Autism Unit (Teach Methodology)

- Santa Maria's group
 - 3 special needs teachers

1 school



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Our pupils disabilities

- ❑ Mental Disorders (Schizophrenia, Personality Disorders)
- ❑ Autism
- ❑ Down Syndrome
- ❑ Dyslexia
- ❑ Dysorthographia
- ❑ ADHD
- ❑ Hearing Disabilities
- ❑ Cognitive Disabilities/Deficits
- ❑ Speech Disorders
- ❑ Cerebral Palsy
- ❑ Epilepsy

Ways of acting

- ❑ Individual Educational Program /Plan (IEP)
- Several levels of inclusion in class depending on the disability:
- Total inclusion (most disabilities)
 - Partial inclusion (severe disabilities)
 - ❖ Autism Units
 - two classes in two different schools
 - ❖ Cognitive severe disorders classes
 - three in three different schools

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Individual Educational Program

Regular Curriculum

- Extra support from special needs teacher
- Curricular adjustments
- Registration adjustments
- Evaluation adjustments
- Support technology

Specific Curriculum

- Some subjects in regular class
- Some specific subjects in small groups, such as:
 - Personal independence/Autonomy
 - Functional Portuguese
 - Math for life
 - Actual World
 - Arts (music, plastic, drama)
- **Transition to active life**

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Difficulties

- Instability in the placement of teachers every new school year
- Classes with a lot of students (20 to 30)
- Special Needs teachers with 15 to 20 pupils each
- Therapies are not enough (time and number of pupils covered)

Good things

- People: teachers, classmates, school staff...
- Theoretical legislation (since 2008, but it takes time to put into practice)
- Inclusion... but...

