



Współfinansowane przez
Unię Europejską

Procedures for the implementation of inclusive education developed

by project beneficiaries

"Education of equal opportunities"

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implemented in partnership between

Stowarzyszeniem Aktywnych Szkół Ponadgimnazjalnych – Poland

&

Euromind Projects SL -Spain



The school head will appoint teams and make a diagnosis for four areasIntroduction of the implementation process of the inclusive education system carried outwill be based on a staging structure for three levels

•Basic level

The school implements the provisions of law (in particular the Convention, the Law on School Education, the Act on Ensuring Accessibility); introduces basic solutions, in accordance with the Individual Accessibility Improvement Plan (IPPD); Any child can learn at school, but this may require organisational changes.

•Intermediate level

The school meets all standards from the basic level, constantly increases accessibility, uses advanced solutions in accordance with IPPD. The school can accept any child, without the need to make organizational changes.

•Advanced level

The school meets all standards from the elementary and intermediate levels. The School implements innovative activities of its choice, in accordance with IPPD.

BASIC LEVEL (PP)

•Implementation of legal provisions, in particular the education law and the Accessibility Act

•Individual Accessibility Plan

•Standards for architectural accessibility and equipment – the most important floors and rooms are accessible and equipped as needed

•Standards for support and special needs

•Key procedures, including a procedure to organise the transfer of funds for special educational needs

•Adjusting the number of staff posts to the needs identified at the school

•Standards of action of the Director, Managing Body and Staff

- Raising the awareness, qualifications and competences of pedagogical and non-teaching staff
- Improving the quality of delivery
- Digital and information accessibility

INTERMEDIATE LEVEL (WF)

- Full implementation of all standards from the basic level**
- Evaluation of the individual accessibility plan
- Improving architectural and equipment accessibility at school
- Availability of sports and recreation areas
- Adjustment of psychological and rehabilitation classes
- Extracurricular activities
- Sports and extracurricular activities, adapted to the diverse needs, including special needs of students.
- Greater availability of the preventive clinic
- Increase the number of full-time positions, including those of specialists
- Further improvement of qualifications and competences
- Individual delivery

ADVANCED LEVEL (PZ)

- Full implementation of all standards from lower levels**
- Innovative solutions – choice by schools**
- Improvement of acoustic comfort in classrooms
- Larger surface area per student
- Transfer of knowledge and skills to the local community
- Exchange of experience with other schools

- Workshops, family support groups
- Establishment of centres for inclusive education
- Employment of non-teachers
- Sharing resources, including delivery

AVAILABILITY AREAS

•Architectural

- Main building accessibility standards
- Standard of accessibility of entrances to the building
- Locker room accessibility standard
- Horizontal communication accessibility standard
- Vertical communication accessibility standard
- Classroom accessibility standard

Vocational training laboratories

- Standard of availability of sports halls
- Accessibility standard for rehabilitation rooms
- School library accessibility standard
- Sanitary room accessibility standard

•Technical

- Standard of availability of classroom and vocational laboratory equipment, school workshops
- Accessibility standard for communication routes
- School library accessibility standard
- Accessibility standard of the preventive health office
- Standard availability of specialist surgeries

- Mute space availability standard
- Fire safety and evacuation standard

•**Social and educational**

- Standard for the organization of educational and preventive activities
- Standard of building peer relationships
- Standard of organization of care activities on days off from classes
- Standard of teaching using distance learning methods and techniques
- Standard of extracurricular activities
- Standard of care during breaks
- The standard of organization of extracurricular activities, developing interests
- The standard of organization of school trips and exits

- Educational and vocational counselling standard

- Standard of psychological and pedagogical support

•**Organizational**

- Standard of action of all teachers
- Standard of allocating support resulting from the Individual Educational and Therapeutic Plan
- Standard of hiring specialists
- Standard of cooperation with parents/legal guardians

- A standard for raising staff awareness of accessibility and education for all
- Standard for identification and analysis of training needs in the area related to increasing accessibility
- Standard of improving the competences and qualifications of the staff