






PROUD TO TEACH ALL

Inclusive education policies

COUNTRY					
For what?/ Why?	High quality inclusive education for personal development, wellbeing and sustainable national growth.	Inclusive education as the first option. Right to reasonable accommodations, to enroll in a regular school. Modernized structure and role of special schools. Continuum of supports.	Inclusion to respond to a diversity of needs and capabilities. Participation in learning processes and educational community. Find ways to deal with differences, adjust teaching process and mobilize means.	Integration in mainstream schools. Enable learners with special needs to attend mainstream classes, budget control for mainstream and special schools, and broadening and strengthening special schools facilities.	
For whom?	Groups at risk, with learners with special educational needs as the main target.	All learners. Learners with complex barriers can be referred to an interdisciplinary center (CLB) for extra support.	Focus on resource mobilization for all learners	Application of a specific funding for learners who need extra provisions to attend regular education.	Special educational provisions for those with learning difficulties or disabilities.
How?	Schools have to organize special educational support, through the planning and implementation of an individualized education plan.	Development of a vision for quality education and policy for a continuum of support for all learners. Learners get reasonable accommodations and extra support. There are common and adapted curricula.	Teaching methods are based on the universal design for learning and on the multilevel approach (universal, selective and additional measures of support).	In regular schools there are educational provisions for learners in need of extra guidance and support. There's not an automatic referral of learners with special needs to special schools.	There are two broad levels of support for learners with special educational needs (special educational needs support and Education, Health and Care plans).

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Where?	Special educational institutions and general education schools	Regular education and special school if the regular school is not sufficient to answer all learning needs.	The majority of students (99%) attend regular education and a minority (1%) (with complex needs) attend special schools.	Mainstream schools (with a budget for special facilities and support if necessary) and special schools (with four different categories in respect to children's needs).	There is separate education provision: maintained and non maintained special schools, special academies, independent special schools, special post-19 institutions and specialist colleges.
Requirements	Mainstream schools – teacher and assistant work together. The assistant also works individually with learners with special educational needs. Speech therapists work with children with speech problems.	School internal support team works in collaboration with the CLB to determine the type of support needed. Teaching methods and curriculum are highly individualized. There's a strong collaboration with all school community.	Each school has a multidisciplinary team to support inclusive education. There are Resource Centers for Inclusion and Information and Communication Technology Resource Centers to support learners, schools and parents.	There is a consortium collaboration group between mainstream and special schools, the Partnership Group, that decides the necessary support for learners. There are also special schools independent from this group.	
Information retrieved from:	Eurydice, National Education Systems, COUNTRY, Educational Support and Guidance Eurydice, National Education Systems, COUNTRY, Special Education Needs Provision within Regular Education Eurydice, National Education Systems, COUNTRY, Separate Special Education Needs Provision Early Childhood and School Education European Agency, Policy Mapping Grid				