

Involving the uninvolved students

State School Inspectorate, Slovak Republic

SICI GA Amsterdam/Haarlem – September 2011

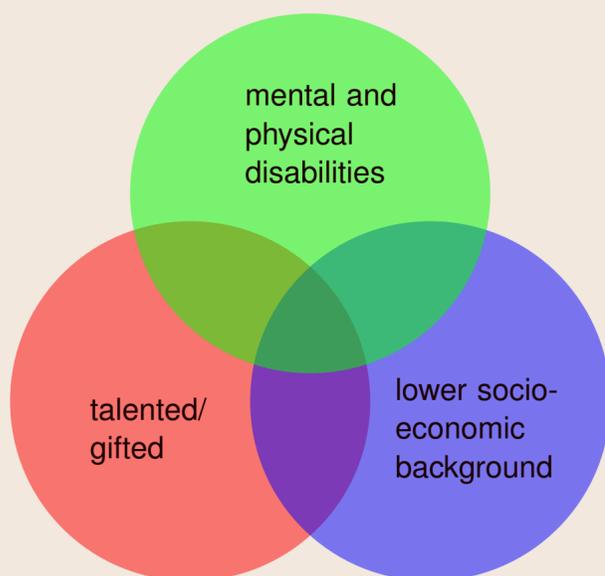


INTRODUCTION

SEN - Special Educational Needs as defined in the current valid laws (School Act 245/2008 Z.z.), legal norms, acts and decrees.

SEN pupil/student needs to be diagnosed in the special educational diagnostic/psychological center to specify individual educational needs of the child/student. Pupils/students with SEN are provided with the form of education suited to their special educational needs – individually tailored according to their abilities and needs, using suitable curricula, methods, specific forms and assistance recommended by diagnostic centers. All available equipment and aids need to be provided.

SEN children/students belong to one of the three main categories:



CATEGORY 1. CHILDREN/PUPILS WITH MENTAL AND PHYSICAL DISABILITIES

(ZZ -Zdravotne znevýhodnení)

- pupils/students with mental disabilities
- Children/pupils and students with physical disabilities
- Pupils with hearing impairments
- Pupils with visual impairments
- Pupils having communication ability disorders
- pupils with autism
- Pupils with deteriorated state of health/ ill students
- Pupils with developmental learning or behaviour disorders – ADD/ADHD
- Pupils with behavioural and psychological problems

CATEGORY 2. „TALENTED/GIFTED“ STUDENTS

- pupils with high intellectual abilities

CATEGORY 3. SZP – LOWER SOCIO-ECONOMIC BACKGROUND.

Students coming from socially deprived areas - with lack of social and cultural skills coming from lower socio-economic background.

Multifunctional disabilities are often connected with socio-economic disadvantaged students with low stimulating background, low-income households, lack of skills, often related to ethnic, national and linguistic Roma minority.

Year	Number of pupils/ students with SZP
2009	57 286
2010	62 403

DIFFERENT EDUCATION SCHEMES

SPECIAL SCHOOLS

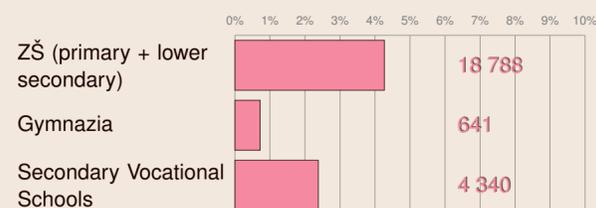
Part of children/pupils/students with special educational needs (SEN) currently attend special schools. Special education structure is similar to mainstream education. Special schools provide education for pupils with SEN who do not attend mainstream schools due to their disadvantages or parents' decision.

Types of special schools:

- Special kindergartens
- Special primary schools
- Special secondary schools (gymnázia, secondary vocational schools)
- special apprentice centres, practical schools – for mentally handicapped

INTEGRATION IN MAINSTREAM SCHOOLS

Education of children/students with SEN is carried out from pre-primary up to the upper secondary level also in the mainstream schools in the form of individual integration with healthy peers according to individual school programme/curriculum using specific SEN methods and forms.



Percentage and number of integrated students in the school system of SR – 2010/2011

SEN AND STATE SCHOOL INSPECTORATE (SSI)

The issue of SEN pupils/students is given special attention from the State, Ministry of

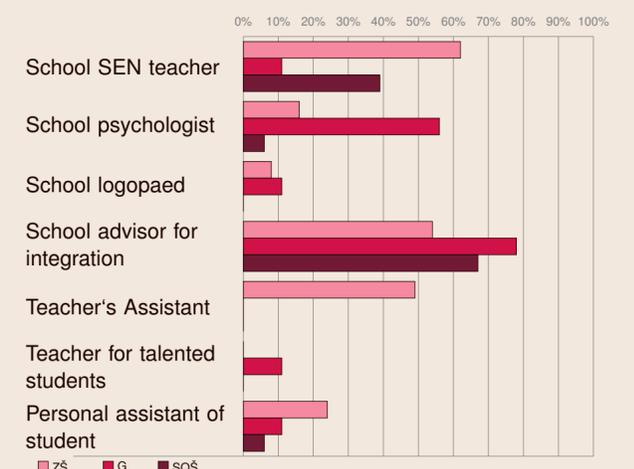
Education, Science, Research and Sport – hence it is one of the SSI priorities while investigating the education provision. Schools are required to follow the valid regulations dealing with SEN students and prepare suitable conditions for their education.

SSI follows:

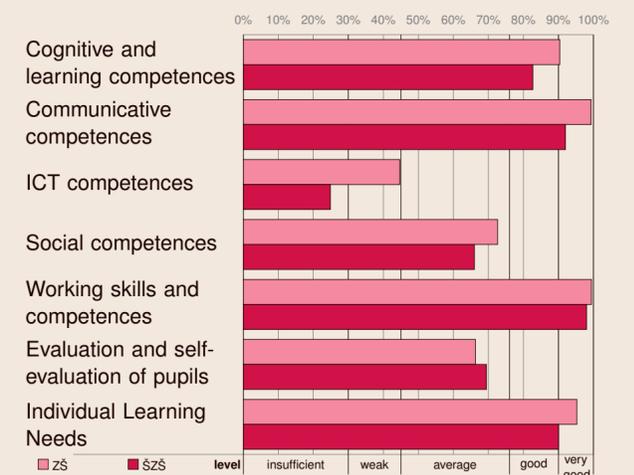
- fulfillment of the law and standards,
- the level of management,
- conditions for education and education provision in special schools, special classes and
- individual integration of SEN students in the mainstream schools.

Inspections in all types of schools are carried out in the form of full inspection, focused inspection, informative and follow-up inspections.

Schools (headteachers, special support staff, advisors, students) are given special questionnaires to fill in prior the inspection visit. Equipment, building, space arrangements, students records, individual programme, education provision, etc. are checked during the inspectors' visit. After the detailed inspection of all criteria aimed at SEN of students in special or mainstream schools, the report is prepared declaring the level of standard in given categories. A follow up inspection checks the state of improvement.



Delivery of expert service in schools in SR – 2010/2011



Key competences development in Special schools – primary stage – pupils with SEN (mental and physical disabilities) 2010/2011