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# *Welcome and Integration Manual for Students*

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## Specific Educational Needs (SEN)

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This manual has the following main objectives:

- Helping you get into higher education.
- Promote your permanence/continuity in higher education.
- Ensuring a better quality service by bringing you and your organisation's services closer together.

### Confidentiality

You have every right to privacy when it comes to your specific needs (SEN) and so the whole process of assessment and allocation of support is based on the assumption of confidentiality, with only those directly involved in the allocation of status and/or the implementation of support having access to your file as a student with SEN, and to the extent strictly necessary.

## Introduction

Iscte has been developing a set of resources and services aimed at contributing to your success and well-being, which are described in this handbook. It is also a member of the [Working Group for Supporting Students with Disabilities in Higher Education \(GTAEDES\)](#), which aims to provide a better quality service to students with disabilities, as well as promoting inter-service rapprochement in order to facilitate the exchange of experiences, the development of joint initiatives and the rationalisation of resources.

## Iscte's Regulations for Students with Special Status

Iscte promotes and defends a set of ethical values such as diversity, freedom, equal opportunities and quality of life and work for all students. Guided by these values, and adopting a policy of inclusion, it has a [Regulation for Students with Special Status](#) that provides for various rights and support measures for students with SEN (chapter VI). You can also access it at the end of this handbook.

## Iscte Resources and Services

Iscte is concerned with providing resources and infrastructures that are suited to your needs, such as:

- Accessible classrooms and buildings
- Wheelchair access ramps and lifts with braille controls
- Adapted sanitary facilities
- Parking spaces for people with reduced mobility

- *Information and Documentation Service (Library)*

It has a room where various pieces of equipment are installed for students with specific needs, particularly blind or low-vision students, enabling them to access the Internet, consult works on paper, convert documents into formats adapted to their needs and print documents in Braille. The SEN / Audiovisual and Multimedia Room is located in Iscte Building II on floor 3 (Room B 601) of the Library. The following equipment is available:

- 3 Laptops with specific software: PT Jaws (screen reader), PT Magic (screen magnifier), Kurzweil 1000 (character recognition) and PT GRID 2 (allows people with neuromotor disabilities, augmentative communication users or cognitive disabilities to interact with the computer).
- Flatbed scanner
- TrackBall
- SmartView Synergy (character magnifier)
- Everest Braille Printer (cut sheet)
- Headphones

For more [information](#)

[Rules](#) for using the SEN/Audiovisual and Multimedia room

- *Social Action Services (SAS)*

Its aim is to provide you with the conditions you need to study and succeed in school by offering a range of support and services.

If you are a scholarship student with a physical, sensory or other disability, with a degree of incapacity equal to or greater than 60%, duly proven by a disability certificate, you can benefit from special status when your scholarship application is analysed. This special status provides for the possibility of defining the amount of the scholarship to be awarded, taking into account your specific situation and the expenses you have to bear, up to the limit of the value of the reference scholarship, which can be increased by a supplement, for the purchase of support products indispensable to the development of the school activity, up to the limit of 3 X IAS (Social Support Index in force at the beginning of the school year).

The support provided by the SAS is as follows:

- DGES Scholarships
- Aid for emergencies and other special situations
- Protocols with other organisations
- Emergency support from Iscte
- Institutional collaboration grant
- Promoting health and well-being (GAA)
- Support for students with Special Educational Needs (GNEE)

More [information](#)

#### [Student Counselling Office \(SAS/GAA\)](#)

The SAS/GAA focuses its activity on supporting student integration and preventive work, by holding various workshops throughout the academic year, programmes to develop specific academic and personal skills for the different study cycles and activities to promote healthy lifestyles, as well as occasional counselling for students who need immediate support in solving an academic or personal problem.

The SAS/GAA is also responsible for assessing requests for psychological support and referring them to internal or external services, whenever justified. This is an initial and brief assessment and is carried out using the following procedure:

1. The student requests an appointment by e-mailing [sas.gaa@iscte-iul.pt](mailto:sas.gaa@iscte-iul.pt), indicating their student number, the e-mail address they wish to be contacted on and their availability;
2. A screening interview will be scheduled to assess the situation and the objectives of the help sought. Depending on the problem presented, you will be referred to the most appropriate services.

## Support of Office for Students with Special Educational Needs (SAS/GNEE)

Its aim is to provide you with specific support, acting as a facilitator in your process of integration into academic life, as well as in accessing the support available at the institution. It is responsible for:

- Make your welcome as you enter Iscte.
- Organise and analyse your file with a view to obtaining the status under the Regulations for Students with Special Status.
- Clarify your doubts and provide support for you and your teachers.
- Provide you with information about the types of aids and services available at the institution.
- Articulate the necessary support for each case with other internal and/or external services, as well as with the Specialised Committee of the Pedagogical Council (CECP).

Together with the Career Services of all the schools, it also organises the Inclusive Recruitment Forum, bringing together companies and students with SEN to support employability and internships.

- *IT and Communications Infrastructure Services (SIIC)*

They look after, manage and administer Iscte's information systems and technologies. When you join Iscte, you will have an institutional e-mail account with the format "xxxxx@iscte-iul.pt", which was created and used when you enrolled in Fénix. This e-mail account should be consulted regularly, as all institutional communication is directed to it.

You can access your email account via Office 365 using your institutional credentials ([email and password](#)).

In addition to the e-mail account, you have a range of applications and services at your disposal, such as:

- Wireless network (Eduroam);



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- [Fénix](#) system (where you can consult the class, timetables, fees, summaries, among other information);
- [e-learning](#) (where class materials, assignment submission, etc. are available).

In addition to these services, SIICs can provide you with equipment or solutions tailored to your needs.

- *Education Management Services (SGE)*

They ensure the administrative management of your academic process, tuition fees, enrolment and registration and other matters related to academic activity. They guarantee the operation of activities relating to the awarding of academic degrees and the organisation and management of student files, as well as providing information and support to applicants to higher education through the Office for Access to Higher Education during the application period.

The Education Management Services include:

- a) The 1st cycle unit;
- b) The 2nd Cycle Unit;
- c) The 3rd Cycle Unit;
- d) The Student Access and Integration Unit.

Therefore, the Teaching Management Services are divided into units and you should contact the one that manages your cycle of studies for matters related to academic life, namely, making and issuing declarations and proof of enrolment, status requests, requests for credit for curricular units taken on other courses, applications for isolated curricular units, course changes, transfer and re-enrolment, special competitions and change of attendance regime, issuing certificates, diplomas and course letters.

More [information](#)

- *International Relations Service (SRI)*

It monitors and provides operational support for the development of all initiatives for the internationalisation of teaching, particularly in the field of academic cooperation and mobility. Its objectives are to promote and intensify cooperation agreements

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and programmes with foreign universities, with the ultimate aim of giving you and your teaching staff the opportunity to benefit from a teaching experience abroad.

The International Relations Service comprises:

- a) The International Courses Centre;
- b) The Erasmus Centre

SRI will support you in your application for mobility programmes such as Erasmus+.

Erasmus+ [Information Document](#)

More [information](#)

- *Career Services*

They aim to promote your academic success and employability. To this end, they promote a range of activities whose main aim is to bring the institution closer to the labour market. These activities include the annual Forum for Companies and the participation of students in various simulation games and competitions. Also within the scope of these activities, it is worth highlighting the diverse range of national and foreign curricular and professional internships on offer, namely:

- Career guidance

They can accompany you from the moment you enter Iscte, equipping you with employability skills. Employability is the ability of a person to get and keep a job that allows them to fulfil themselves.

- Curricular internships

It's important to be proactive in finding an internship place, but the office can help with this process:

1. Deciding on the best place for the internship; 2. Contacting organisations using the office's personal contacts;
3. Officialise the internship by drawing up a protocol.

- Extracurricular internships

You are given the opportunity to do short internships throughout your academic training. They publicise extracurricular internships throughout the year. They can also help you formalise internships that you find on your own.

- Employability Academy

Throughout the year there will be workshops on Curriculum Vitae, LinkedIn and active job search. The main aim of this academy is to guide you towards having a good "business card" for getting an internship or a job. You can repeat the same workshop several times.

- Mentoring and jobshadowing

The aim of the Mentoring pilot programme is to bring together former ISCTE students and current final-year undergraduate students. In addition to the important sharing of experiences, it is hoped that the initiative will promote the development of both parties and facilitate the student's decision-making in the transition phase they are going through.

More [information](#)

- *Iscte student association*

The Students' Association of Iscte (AEISCTE) develops activities that meet your interests and fights for your rights. They represent you in decision-making bodies. It organises various academic, cultural and social activities every year and allows you to play an important role in the institutional decisions that are made.

AEISCTE is responsible for the following spaces: AE Bar, Gym, Lockers, Student Radio (REI) and the Microwave Room. If you have any questions or would like to be part of it, as a member or representative, go to the AE Secretariat, on the ground floor of the Sedas Nunes Building, from 9am to 6pm.

You can also access the contacts, websites and social networks of the different student centres on the AEISCTE website. Each course has its own student group that tries to organise activities with themes related to the courses and to support students in their academic success.

AEISCTE also promotes and organises sports activities for all levels. There are facilities on campus (gymnasium and multi-sports centre) and the University Stadium is a five-minute walk away (opposite the main entrance to Santa Maria Hospital). There are various individual and team sports to choose from. Whatever your idea or level of experience, you can get in touch with the uni so that they can include you in sports experiences and you can be more active on our campus.

More [information](#) on sport.

More [information](#) about [AEISCTE](#)

- *Iscte schools*

**If you're studying Anthropology, Sociology or Psychology, this is your school**

School of Social Sciences and Humanities (ESCH) - Offers undergraduate and postgraduate courses covering the fields of Psychology, Political Economy and Anthropology, as well as Development Studies and Legal Sciences.

**If you're studying Political Science, Modern and Contemporary History, Social Work or Sociology, this is your school!**

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School of Sociology and Public Policy (ESPP) - Offers four undergraduate programmes in Sociology, Political Science, Modern and Contemporary History and Social Work, and an optional branch in Public Policy, 19 master's programmes, 10 doctoral programmes and seven postgraduate programmes. In addition to the areas mentioned above, it also covers areas such as Humanitarian Action, Public Administration, Communication, African Studies, Cultural Studies, International Studies, Social Research Methods and Public Policy.

**If your degree is in Architecture, Data Science, Telecommunications and Computer Engineering, Computer Engineering or Computer Science and Business Management, this is your school!**

School of Technology and Architecture (ISTA) - Promotes the training of professionals capable of responding to the major challenges currently posed by the Information Society, and of carrying out the practice of Architecture and Urbanism in an innovative way, in a symbiosis between technology and culture.

**If your degree is in Data Science, Economics, Finance and Accounting, Management, Marketing Management, Human Resources Management or Industrial Management and Logistics, this is your school!**

Iscte Business School (IBS) - Through teaching, research and interaction with the community, IBS contributes to the development of management knowledge and practices, preparing and developing managers and leaders to have a positive impact on organisations and society in a globalised world.

**If you're studying applied digital technologies, this is your school!**

School of Applied Technologies - Iscte, Sintra. Iscte-Sintra is Iscte's new faculty, dedicated to teaching and research in Applied Digital Technologies, located in the town of Sintra. Iscte-Sintra began operating in September 2022 with ten degree courses on offer - eight in applied digital technologies, one in Mathematics Applied to Digital Technologies and another in Politics, Economics and Society.

More [info](#)

### Tips for Students with Special Needs from Iscte

- In order to have access to the measures and support provided for in the Regulations for Students with Special Status, you must indicate in Fénix at the time of enrolment that you wish to have the Special Status of Students with Special Educational Needs (SEN) or go to the GNEE (Room 1W5 - Sedas Nunes Building) and request the same status. You must bring all the necessary documentation, including medical and/or psychological reports or opinions proving the disability and its consequences on academic performance.
- To obtain SEN status on the basis of a mental health disorder, you must submit a report containing information on the diagnosis, based on DSM-V or ICF, carried out by a competent professional. This should include suggestions for support to minimise the impact of the disorder on assessment and academic progress;
- You have 30 days after enrolment to apply for Special Needs Student Status, if you didn't tick it directly in the enrolment process.
- The status is automatically renewed each academic year if you have a permanent disability
- GNEE will then contact you to arrange a meeting to see which support is best for you.
- The status of student worker applies to students with NE, namely the absence regime
- You have priority in choosing your class and timetable
- You have the right to an accessible room
- You can request up to 4 exams, or the number of curricular units corresponding to 24 ECTS credits, in a special season, provided that this is provided for in the academic calendar;
- The forms and methods of assessment can be adapted by agreement with the teacher
- It's important that at the beginning of each semester you inform the teachers that you have the status and clarify with them your limitations and the support you need.

### [More info](#)

Whenever you need it, GNEE is there to help: [sas.nee@iscte-iul.pt](mailto:sas.nee@iscte-iul.pt)

### Examples of specific support by type of SEN

Although each case has its own specific needs and it is not possible to generalise, we can give examples of some of the compensatory measures most commonly used for each type:

- *Specific Learning Disorders (dyslexia, dysorthography and dyscalculia):*
  - ✓ Permission to record lessons;
  - ✓ Divide the evaluation into two stages;
  - ✓ More time for evaluation;
  - ✓ Examination in a quiet room or done separately;
  - ✓ Reading the statements aloud;
  - ✓ No penalisation for spelling mistakes;
  - ✓ Use of dictionaries in assessments;
- *Autism Spectrum Disorder*
  - ✓ Changes to the assessment: quiet exam room, more time to complete the test, use of a computer;
  - ✓ Explanation of statements and clear instructions;
  - ✓ Classrooms in places with little noise and few distractions;
  - ✓ Structured, predictable class activities with clear instructions and scheduled in advance.
- *Psychological Disorders*
  - ✓ More time to complete the assessment;
  - ✓ Location of alternative examination rooms
- *Hearing Impairment*
  - ✓ Reserved seat in the classroom;
  - ✓ The presence of a sign language interpreter;
  - ✓ Adapting materials
  - ✓ Adaptations to assessment
- *Visual impairment*
  - ✓ Adaptations in assessment: more time, use of a computer with specific software such as PT JAWS, PT MAGIC or Kurzweil 1000;
  - ✓ Replacing written tests with oral tests
  - ✓ Support from the library to adapt the materials produced, books or the use of specific equipment such as the SmartView Synergy, character enlarger or Braille printer;

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- ✓ Permission to record lessons
- ✓ Provision of materials prior to lessons
- *Motor difficulties*
  - ✓ Moving to accessible rooms;
  - ✓ Recording lessons;
  - ✓ Support from the library in the use of adapted equipment such as TrackBall or specific software such as PT MAGIc or PT GRID2;
  - ✓ Distribution of lists of books and texts in advance o Adaptations in assessments;
  - ✓ Provision of a support person for personal needs o Flexibility with punctuality o Access to the car park.

### Mobility NEE

The Erasmus+ Programme provides extra financial support for students with SEN who wish to undertake mobility for study or a traineeship. This extra funding is variable and calculated on the basis of actual costs and is in addition to the mobility grant. If approved by the National Agency, 60 per cent of the amount will be advanced at the start of the mobility and the rest at the end.

You can use this bag for:

- Adapted accommodation;
- Assistance during the journey;
- Expenses for a carer or assistant;
- Medical assistance;
- Adaptation of teaching materials;
- Other costs, provided they are duly justified.

For more information on how to apply, support and choice of institution in the mobility process for students with SEN, we recommend reading our Erasmus+ [information leaflet](#) or contacting the IRO for clarification.



Important contacts within Iscte

- *Social Action Service (SAS)*

E-mail: sas@iscte-iul.pt

Telephone: 217903000 option 4

Opening hours

09:30 - 12:30 | 14:30 - 16:30

Location: Room 1W02 - Sedas Nunes Building

[Website](#)

- *Support Centre for Students with SEN (SAS/GNEE)*

E-mail: sas.nee@iscte-iul.pt

Telephone: 217903000 option 4

Opening hours

Monday, Tuesday and Thursday from 10:00 to 13:00 | 14:00 to 17:30

Location: Room 1W05 - Sedas Nunes Building

[Website](#)

- *Student Counselling Office (SAS/GAA)*

E-mail: sas.gaa@iscte-iul.pt

Telephone: 217903000 option 4

Location: Room AA201 - Autonomous Wing

[Website](#)

- *Information and Documentation Services - (Library)*

E-mail: biblioteca@iscte-iul.pt

Telephone: 210 464 052

Opening hours

Monday to Friday: 9:30 - 21:00 | Saturday: 9:30 - 13:30

Location: Building II floor 4

[Website](#)

**Serviços de Ação Social**

- *IT and Communications Infrastructure Services (SIIC)*

Telephone: 210 464 010

Location: Building II floor 7 room C704

Opening hours: 09:00 - 18:00

[Website](#)

- *Education Management Services (SGE)*

Graduation - All Schools

E-mail: [licenciatura@iscte-iul.pt](mailto:licenciatura@iscte-iul.pt)

Telephone: 21 7 903 000 option 1,1

[Booking](#)

Master's Degree - All Schools

E-mail: [mestrado@iscte-iul.pt](mailto:mestrado@iscte-iul.pt)

Telephone: 21 7 903 000 option 1, 2

[Booking](#)

PhD - All Schools

E-mail: [phd@iscte-iul.pt](mailto:phd@iscte-iul.pt)

Telephone: 21 7 903 000 option 1, 3

[Booking](#)

Student Access and Integration Unit

E-mail: [admissions@iscte-iul.pt](mailto:admissions@iscte-iul.pt)

Telephone opening hours

Monday to Friday from 10:00 to 12:00 and from 15:00 to 17:00.

Face-to-face opening hours

**Face-to-face appointments are required. Only students/users who make an appointment are seen.**

Monday, Wednesday and Friday: 9:30 - 15:00 | Tuesday and Thursday: 9:30 - 19:00.

Opening hours (during school holidays)

Monday to Friday: 9:30 - 15:00

Student Access and Integration Unit (no appointment necessary)

Monday to Friday: 9:30 - 18:30

Location

Room 1S01 - Sedas Nunes Building (SGE)

Room 1S03 - Sedas Nunes Building (Student Access and Integration Unit)

[Website](#)

- *International Relations Office (SRI or IRO)*

E-mail: [iro@iscte-iul.pt](mailto:iro@iscte-iul.pt) or [outgoing.iro@iscte-iul.pt](mailto:outgoing.iro@iscte-iul.pt)

Telephone: 217 903 000 (option 2)

Opening hours:

10:00 - 13:00 (Monday and Wednesday) | 14:00 - 17:00 (Tuesday and Thursday)

Location: Room 1S11 (Sedas Nunes Building)

[Website](#)

- *Career Services Offices*

Career Services ESPP

E-mail: [career-services.espp@iscte-iul.pt](mailto:career-services.espp@iscte-iul.pt)

[website](#)

Career Services ISTA

E-mail: [career-services.ista@iscte-iul.pt](mailto:career-services.ista@iscte-iul.pt)

[Website](#)

Career-Services IBS

E-mail: [career-services.ibs@iscte-iul.pt](mailto:career-services.ibs@iscte-iul.pt) Room: AA2.30 (Building 3)

[Website](#)

Career Services ECSH

E-mail: [career-services.ecsh@iscte-iul.pt](mailto:career-services.ecsh@iscte-iul.pt)

[Website](#)

Sites of interest

[ACAPO](#)

[Portuguese Dyslexia Association](#)

[Portuguese Association of the Disabled](#)

[Portuguese Asperger Syndrome Association](#)

[Salvador Association](#)

[Inclusion Desk](#)

[DGES - Scholarship for students with a disability of 60% or more](#)

[Portuguese Federation of Deaf Associations](#)

[Portuguese Autism Federation](#)

[GTAEDES](#)

[National Rehabilitation Institute](#)

[World Health Organisation](#)

[Diabetes Portal](#)

[Accessible Portugal](#)

[National Health Service](#)

[SOS Higher Education](#)

[Come Win](#)

## Iscte's special status for students with special educational needs

- *CHAPTER VI*

### Special Status for Students with Special Educational Needs

#### Article 22 - Scope

1 - *This statute applies to students with Special Educational Needs (SEN) enrolled in bachelor's, master's and doctoral programmes and other courses whose duration corresponds to at least 60 credits.*

2 - *Under the terms of Law no. 38/2004, of 18 August, a student with SEN is considered to be one who, due to a congenital or acquired loss or anomaly of bodily functions or structures, including psychological functions, has specific difficulties which, in combination with environmental factors, limit or hinder their activity and participation on equal terms with other students, namely:*

- a) *Those with a permanent physical or sensory disability, the severity of which puts them at a disadvantage in their academic performance;*
- b) *Those with permanent or long-term illnesses, associated with periodic treatments or aggressive treatments that lead to disadvantageous situations for their academic performance;*
- c) *Those with a temporary physical or sensory disability, the severity of which leads to conditions that limit normal academic functions during the period of that disability;*
- d) *Those with specific learning disorders (e.g. dyslexia, dysgraphia, dysorthography and dyscalculia) that compromise the proper understanding and production of academic material.*

#### Article 23 - Procedure and proof of award conditions

1 - *Applications for status under this chapter must be submitted within 30 calendar days of enrolment/registration to the Pedagogical Council secretariat, by filling in the appropriate application form, accompanied by supporting reports or opinions issued by specialists.*

2 - *The request can be submitted at another time of the year if the disability or specific need is only detected later or results from occurrences after the start of the school year. In this case, the student has 15 consecutive days after the occurrence/detection to complete the process in accordance with the previous point.*

3 - *In the case of a student with permanent SEN, the application is automatically renewed each academic year, except in cases where enrolment is interrupted. It is the responsibility of the Student Counselling Office, through the area of support for students with special educational needs (GNEE), to verify the maintenance of student support at the beginning of each academic year.*

4 - *The reports or opinions issued by the specialists referred to in point 1 must explain the type of disability and its severity in terms of the academic work to be carried out by the student and its consequences for their performance, and must also include:*

- a) *In the case of visual impairment, the assessment of visual acuity in each eye, with the best correction;*
- b) *In the case of hearing impairment, the assessment of abilities hearing of each ear, with the best correction;*
- c) *In the case of motor disability, detailed information on the affected limbs;*
- d) *In the case of chronic illness, infectious disease or temporary incapacity, a description of its implications for attendance and academic performance;*
- e) *In the case of mental or psychological disorders, information should be included on the type of pathology, as well as the degree of impairment in relation to normal academic adaptation and learning;*
- f) *In the case of specific learning disorders (e.g. dyslexia, dysgraphia, dysorthography and dyscalculia), a report stating the type and degree of impairment in understanding and/or producing written material.*

5 - *Whenever deemed necessary, other documents may be requested in order to complete each student's individual file or to prove the maintenance of the special educational need, when this is likely to change.*

6 - *Failure to provide the supporting documentation referred to in this article will result in the status not being granted.*

#### **Article 24 - Analysing the case and informing the decision**

1 - *It is up to the Pedagogical Council to analyse the student's request, and for this purpose it must request the collaboration of the GNEE and/or the Specialised Commission of the Pedagogical Council (CECP). The latter will be requested whenever pedagogical adaptations are required or whenever justified.*

2 - *The GNEE meets with the student in order to assess and identify their specific needs and draws up an opinion, explaining the appropriate support for each case, which it sends to the Pedagogical Council for a decision.*

3 - *The Pedagogical Council informs the student and the year coordinators, specifying the constraints applied in each case, indicating the adjustments deemed necessary to the student's attendance, teaching and assessment process.*

4 - *It is the responsibility of the year coordinators to pass on the information to the teachers responsible for the curricular units attended by the students.*

### Article 25 - Support and accompaniment for students with SEN

1 - *With a view to the full integration of students, the GNEE is responsible for:*

- a) *Welcoming students with SEN;*
- b) *Organise the student's individual file after the status has been requested;*
- c) *Clarifying doubts and providing support to students with SEN and their teachers;*
- d) *To provide students with information on the types of support and services available at ISCTE-IUL;*
- e) *Articulate with other internal/external services, as well as with CECP, the implementation of the necessary support for each case;*
- f) *Follow up and monitor the implementation of support, proposing other measures that are more appropriate to their needs whenever necessary.*

2 - *Whenever the situation demonstrably requires it, individual pedagogical/curricular adjustments may be made by the teachers responsible for the curricular units in conjunction with the CECP, and may involve the introduction and/or elimination of objectives and content that are not fundamental to the acquisition of competences and the fulfilment of curricular objectives.*

3- *The CECP is made up of the President of the Pedagogical Council, the Director of the Social Action Service and a psychologist from the GAA, and whenever necessary, teachers and collaborators from other services may be called in if the case in question warrants it.*

### Article 26 - Attendance regime

1- *For attendance purposes, students with SEN are granted the following rights:*

- a) *They are not subject to rules requiring the attendance of a minimum number of curricular units each academic year;*
  - b) *They are not subject to an attendance regime that makes their academic success dependent on attending theoretical, practical or theoretical-practical classes, taking into account, however, the provisions of paragraph 2 of this article;* c) *They are not subject to a minimum number of attendances in a course unit for an exam;*
  - c) *Compensation classes or pedagogical support that are considered essential by the teachers for the assessment process;*
  - d) *Postponement of the presentation or delivery of work and tests to a later date, to be defined by the course coordinator, provided that the reasons given are considered sufficient;*
- 2 - *Students with SEN must discuss with the teacher of each course unit at the beginning of each semester the possibility of acquiring the respective competences during the academic term through alternative forms of learning.*
- 3 - *The drawing up of timetables and the allocation of classrooms must take into account accessibility aspects for classes attended by students with SEN.*
- 4 - *Whenever the student's situation demonstrably requires it, specific seats are reserved in the classroom for students with SEN.*
- 5 - *Priority in choosing timetables and classes whose attendance regime best suits their situation.*

### **Article 27 - Assessment regime**

- 1 - *All students are covered by the general assessment rules used in each course unit, without prejudice to the possibility of adaptations that best suit the special educational need.*
- 2 - *By mutual agreement between teachers and students with SEN, the forms and methods of assessment may be differentiated as much as possible and/or adapted to their special conditions.*
- 3 - *The assessment regime may also be differentiated on a case-by-case basis in accordance with a technical opinion from the CECP, which must indicate the conditions and procedures for the adequacy of the regime and assessment elements:*



- a) *Written test to replace oral test or the other way round;*
- b) *Carrying out the assessment scheme in another format more suited to the student's needs;*
- c) *Possibility of support during the assessment tests, particularly with regard to consulting materials previously authorised by the teacher;*
- d) *The test is carried out in two phases with a time interval to be determined in cases where the disability makes continuous effort impossible;*
- e) *The use by the student of other technical means, duly authorised by the teacher, in the performance of the tests when there are deficiencies that justify it.*

4 - *During the written tests, the following will be observed in particular:*

- a) *In the event of a disability that implies slower reading and/or writing, students with SEN will be granted an additional period of time to take the test, corresponding to fifty per cent of its duration;*
- b) *The test papers must be presented in a way appropriate to the type of disability (enlarged paper, audio recording, Braille characters) and the answers can be given in a non-conventional way (by audio recording, in Braille, by dictation or using an adapted typewriter or computer);*
- c) *The GNEE, under conditions to be determined by higher order, will provide the necessary support for the preparation of statements, namely transcription to and from Braille;*
- d) *In the case of using texts or other materials in oral exams, specific provision must be made for students with SEN;*
- e) *The deadlines for handing in written practical work should be extended, in terms defined by the course coordinator, in the case of students with SEN where their specific constraints recommend it;*
- f) *In the case of students who are proven to be chronically ill and who need to be hospitalised repeatedly, teachers should give those students the opportunity to take knowledge assessment tests on alternative dates to be agreed between them and extend the dates for handing in work.*

#### **Article 28 - Access to special exam periods**

*Students with SEN can request up to 4 exams, or the number of curricular units corresponding to 24 ECTS credits, at a special time, as long as this is provided for in the academic calendar.*

## Article 29 - Documentary and bibliographic support

1 - *Students with SEN may be allowed to make audio recordings of lessons, on the condition that the recordings are taken for school purposes only, subject to a declaration of honour.*

2 - *In the event that the teacher does not agree to the recording of lessons, he or she must provide the material for each lesson in a format adapted to the student with SEN in good time, requesting the collaboration of the GNEE if necessary.*

3 - *In the case of curricular units in which there are fundamental bibliographical references and visually impaired students are enrolled, it is up to the respective teacher to inform the GNEE so that the necessary steps can be taken to convert them into an appropriate medium.*

4 - *Students with SEN whose situation justifies it can access photocopies of academic material that is not protected by copyright, and for this purpose they can use the photocopier at the Social Action Service.*

5 - *The loan periods for home reading practised by the Information and Documentation Services will be extended for students with special educational needs, in a manner to be defined by the Services Department.*