

INCLUSION POLICY



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In keeping with the mission of our institution that contemplates a solid personalized and comprehensive education, which in working together with families seeks to offer our students a differentiated educational experience with spaces of co-education and high academic standards in a bilingual environment; over the years, we have tried to respond to the different needs of our students, considering the different dimensions of the person. One of them is undoubtedly the intellectual area. Differentiated work within the classroom is one of the nuclear aspects that has been considered to achieve this goal and serve all our students, according to their own characteristics.

Universal Learning Design (ULD) is a teaching model that provides a variety of options for students to be able to learn to learn; maintain motivation in your learning and thus be prepared to continue learning throughout their lives. The ULD is a framework based on curriculum intervention in terms of the development and planning of educational objectives, methods, materials and assessments, which allows all people to acquire knowledge, skills and a motivation to learn.

From this approach, the students' similarities and differences are recognized and exploited in everyday work; these become a strength when considered as part of the design and planning of learning experiences. In a differentiated classroom, students have multiple options for gathering information, understanding ideas, developing skills, and effectively demonstrating what they learn. This differentiated work covers both methodology, resources and strategies used in teaching and learning processes and assessment; considering students' own learning styles and rhythms, multiple intelligences, and characteristics. While it is an approach to the teaching process that favors the particular learning of those students with educational support needs, we understand that they significantly benefit everyone's academic achievement.

On the other hand, we consider that variability - a concept that welcomes all students and excludes no one for any reason, which represents a changing combination of strengths and difficulties that any student can present - is an aspect that must be respected and taken into account in the teaching and learning processes.

In view of the challenges and demands that arise from growing in an inclusive approach, not only in our schools but in our country, we propose a work system that allows us to remove barriers to learning and thus respond to all the educational needs of our students, through the implementation of inclusive adaptations of access and significant curriculum adaptations.

This proposal is the beginning of an overarching project that must gradually systematize our educational response, involving students with special needs with disabilities, gifted or talented students; or any other particular circumstances that they present either temporarily or permanently and that require our support and intervention. All this with the intention of incorporating in our school dynamics a truly inclusive approach that can be ready to welcome accessibility, availability, acceptability and adaptability in the classroom to all students with disabilities or other special needs, whose parents want them to be part of our educational project.

The International Baccalaureate Organization (IBO) believes that educational support needs include disadvantaged students who are prevented from demonstrating their knowledge and skills properly. Differences and diversity are key pillars in IB World Schools, where all students enrolled in the programmes must receive equitable and relevant access to the curriculum. Encouraging motivation to learn from different perspectives, through teaching approaches that promote collaboration, has positive results for all students. (IBO, 2010: 2)

II **Legal Framework**

We consider and base our proposal on the legal framework given by the Ministry of Education (MINEDU), as well as on international conventions. Namely:

General Law on Education No. 28044, which governs education in our country since July 2003, states in Article 39: Special Basic Education is aimed at people who have a type of disability that hinders regular learning or for gifted or talented children and adolescents. However, in both cases, the inclusion of these students in regular classrooms is sought, without prejudice to the complementary and personalized attention they require. Similarly, the move from one grade to another will be based on the learning achieved and the chronological age, respecting the principle of educational and social integration. Law No. 28044 also refers to an inclusive, flexible and diversified structure of the education system, considering the different needs and demands of our country's students.

General Law on the Person with Disabilities No. 29973, in Articles 35 to 37, explains that: The person with a disability has the right to receive quality education in an inclusive approach that responds to their needs and potential. In addition, it notes that no public or private institution may deny the entry or permanence of a person for disability.

Unesco Proposal of 2005: "Inclusion is a process that addresses and responds to the diversity of needs of all educated through broader participation in learning, cultures and the community, and reduces exclusion through education. This involves changes and modifications in content, approaches, structures and strategies, with a common vision that includes all children in the age range and the conviction that it is the responsibility of the regular system to educate children."

Universal Declaration of Human Rights of 1948, reaffirmed in the 1989 United Nations Convention on the Rights of the Child, which Peru signed and includes an inclusive view of education.

Conclusions of international meetings signed by Peru that promote the inclusion and equality of opportunities for access to quality regular education for all; as well as promoting a concept in which all schools are prepared to care for all children: Jomtien Education for All (EPT), 1990; Salamanca Declaration, in the document Principles, Policy and Practice for Special Educational Needs (Unesco 1994); Education for All World Forum in Dakkar, 2000; UN Convention on the Rights of Persons with Disabilities (2006).

III **Implementation of the Area**

The Learning Support Services (LSS) area is run by a specialist in Learning Problems and is directly dependent on the Academic Area. Each stage has a specialist in Learning Problems in charge of that area that works closely with: Stage Principals, Psychopedagogical Department, Accompaniment Department, Academic Department, teachers and external support staff at each stage. There is no doubt that, in this differentiated work, parents play a fundamental role in the process of accompanying our students.

Due to the characteristics of the ages of our students, some processes and procedures may differ between the stages, but are always framed in the General Plan of the Area and with the guidance of

the General Academic Coordinator. However, unity should always be sought in the approach of our students with educational support needs, throughout their schooling and permanence in our schools; with the aim of phasing out barriers to learning, involving all members of the educational community.

In this sense, the processes and procedures that are applied at the two stages of our schools are framed considering the general internal policies of the Academic Department and the Ministry of Education of our country, in relation to the achievement of competences corresponding to each grade and educational cycle.

3.1. Processes

3.1.1. Differentiation

Teachers can apply differentiation strategies within the classroom and when our students require it that facilitate access to information or enable them to demonstrate the internalization of learning through different teaching-learning or assessment strategies, with the aim of facilitating the achievement of all curriculum goals.

Since differentiation is part of everyday work, there is no need for it to be registered in the planning. Usually this work is given in the process of achieving the learning goals and are applied on a temporary basis. If a student requires this type of support on a permanent and continuous basis, the grade psychologist and LSS officer will supervise their performance.

The following actions can be very effective:

- Provide more time for work activities or assessments.
- Sit the student in front of the teacher's desk.
- Use personalized work guides.
- Offer photocopies of tasks or exercises.
- Use different methodologies such as VAKT (visual-auditory-kinesthetic-touch) that allows for learning in different manners.
- Adapt assessment instruments only in the form of presentation of information, such as: different typography, include images, spacing the material presented, etc.
- Use visual resources such as videos or images that make it easier to understand.
- Break down the prompts for a task or assessment using simple language.
- Propose projects where the student can research and demonstrate the learnings using multiple intelligences.
- Peer tutoring
- Cooperative learning
- Using ICT
- Working in specific corners or areas to do additional or complementary exercises.

IV **Inclusive adaptations**

When it comes to inclusive adaptations, we are referencing the set of modifications that are made to respond to students who present barriers, of any kind, to achieve the learning goals that correspond to the grade to which they belong.

Inclusive adaptations are an educational strategy to achieve the purposes of teaching, especially when students need some additional support in their learning process. They seek to enhance the personalization of teaching and inclusive response. These adaptations should take into account the interests, motivations and skills of our students in order to significantly impact their learning.

Inclusive access adaptations or significant inclusive adaptations can be implemented. In both cases, the teacher performs continuous mediation and scaffolding work through the implementation of different teaching-learning strategies with the aim of developing the corresponding competencies in his or her students.

Agreements made for inclusive adaptations must be recorded in the Individualized Support Program (ISP) document. The purpose of the ISP is to clearly establish, for teachers, parents and students, the type of learning support offered on a case-by-case basis.

The process is as follows:

- In the first trimester, the LSS officer discusses cases that may require a particular plan.
- The LSS officer collects the corresponding information, including parents, tutor, teaching team, grade psychologist.
- The LSS officer establishes the relevant agreements with the Teacher Team and receives approval from the Stage Principal (Early Years, Lower School, Upper School)
- The LSS officer designs the corresponding ISP.
- A formal meeting is held to establish the commitments of all parties: parents, teachers and students. This meeting involves the stage LSS officer and the student's tutor.
- This document must be signed, at the latest, in the first weeks of the Second Trimester of each year.
- The adaptations established in each grade must be respected and maintained throughout the First Trimester of the following year, especially in the passage from one grade to another; notwithstanding exceptions. This is due to the agreements and commitments established with the parents regarding the new demands involved in a new grade and the greater as well as the increased experience with the student that the LSS team would now possess. After that time, any necessary modifications can be made.

Teachers can be supported by Area Advisors regarding the curriculum design of the course, as well as the support of the LSS head and stage officers to make relevant adaptations.

4.1. Inclusive access adaptations

Inclusive access adaptations are made to students with personal learning disabilities of different kinds, such as: specific learning difficulties, cases of illness involving a different response, emotional situations, among others, that may require this support on a temporary or permanent basis.

For the implementation of these adaptations, agreements are established between the tutor, the grade psychologist, the Stage Principal and the Learning Support Services officer of the stage, based on information reported by parents, psychologists or teachers. The teacher or teacher must keep a record of the supports offered as evidence of the accompaniment that is performed, which must be reported in detail in the Trimester Progress Report, detailing the achievement of each student who has this type of support.

All learning goals are worked on in this type of adaptation, with performance changes being made in terms of methodology, resources and materials, time and assessment. Teachers can unfold a capacity in two sub-capacities seeking to achieve performance gradually; extend the expected time for achieving a particular content or skill of the grade and use strategies or resources necessary to achieve the goals.

The following are, for example, some of the strategies that can be used as access adaptations, both in the learning process and in assessments (see annex "Inclusive Access Adaptations"):

- Font size and more space in the printed information.
- Structure of the questions being asked.
- Visual supports such as images in texts, to clarify instructions or to allow students to remember learnings.
- Use of specific material to perform certain tasks: include an example or reminder.
- Reduced number of exercises.
- Different types of questions or ways to answer.
- User of dictionary, word bank, word bank with meaning, synonyms.
- Formulas that help in solving exercises or problems.
- Sending material prior to class sessions.
- Offering complementary resources: videos, summaries, schematics, others.
- Use of schemes that favor the production or demonstration of what has been learned.
- Allowing the use of a dictionary.
- Highlighting main ideas of each paragraph of a text.
- Giving clues to understand a text such as pointing to the line or paragraph to be reread.
- Delivering summaries, schematics or audiovisual resources for students to become familiar with the topic to be discussed.
- Delivering syllabus or specific topic guidelines that facilitate study.
- Supplementing written exams with oral exams.

4.2. Significant inclusive adaptations

Students who have a diagnosis associated with a disability which significantly interferes with their learning and are supported by parents, may receive a plan of meaningful inclusive adaptations in courses that are appropriate considering the characteristics of the case.

These adaptations respect the work of the competencies and capacities that correspond to each grade, but substantially modify the programming of achievement performances in terms of the extent of content and skills, as well as changes in methodology, resources and materials, time and assessment.

In meaningful inclusive adaptations, the teacher of each course is responsible for executing this adaptation process at the beginning of each trimester, along with the programming he or she performs for the group. The benchmark for this type of adaptation is the Curriculum Design proposed by the area officers. The teacher must record the adapted performances in their planning.

V **Assessment Process**

Consistent with the learning process, the manner in which a student is assessed should be differentiated as well in response to their learning style and rhythm. It is the teacher who designs these assessments considering the type of adaptation needed. Similarly, the teacher of each course should ensure an assessment and qualification that corresponds to the achievement of each student; as such, collaborative work or projects allow all students to demonstrate their learnings, promote their potential and particular characteristics. In this sense, it is important to have a rubric for teamwork, as well as evidence of each member's individual learnings.

The LSS officer at each stage reviews graded formative or summative assessments that require modifications. During midterm and trimester assessments, students can take their exams – if required – in the assigned classroom, accompanied by the LSS officer and/or psychologists of each stage.

VI **Course Exoneration**

Students who have inclusive adaptations and have a diagnosis that significantly interferes with the language learning process can be exempted from the third language: German or French.

We do recommend though that students who have shown some type of difficulty in Lower School should choose French as a third language in Fourth Grade. This language allows students to enter the process of learning a third language, just like their peers. Subsequently a better discernment can be made with more clarity and evidence in case the student does require an exoneration.

The requirements for this exoneration are:

- Have a specific diagnosis recorded in a learning report of the corresponding specialist.
- Acceptance of parents.
- Commitment of parents regarding what each stage requests during the hours assigned to that course: support of external specialists under responsibility of the parents, pull out in charge of the school, autonomous work by the student, "Remedial English" program or any that the LSS officer of the stage suggests.
- The student's commitment to productively use the period of hours assigned to the third language, which may be intended for individual work, with the support of an assigned teacher or work with specialists assigned to follow up on the student's academic processes.

VII Pedagogical Supports

With the support of teachers assigned by the Stage Principal, the LSS officer organizes the necessary pedagogical supports: Team Teaching, Pull out, Push in, Academic Support or Remedial Plan.

7.1. Pull Out

It is the individual support that is made outside the classroom to students who require it, in the courses that are assigned. The LSS officer at the stage coordinates these schedules. The teacher in charge of this pedagogical support coordinates at the beginning of each trimester with the course teacher to schedule the goals that must be reached during the pull out hours. He or she must also have the respective planning of the course trimester that he/she will support.

The main objective of this type of support is to cover previous knowledge that the student requires in order to achieve the topics that are worked on in class, prepare the student for the new topic and / or consolidate the learnings given in the classroom.

After each session the teacher must register the student's name, topic worked on and signature. At the end of the trimester or upon request, the teacher will give this report to the stage's LSS officer and provide evidence of the work done if requested.

This pedagogical support may be provided by a professional who belongs to the school or another that the student requires, who is authorized and subsidized by the parents. In these cases, parents must sign an authorization that allows the work of said professional.

7.2. Push In

It is the individual support that is made within the classroom to students who require it in the agreed-upon courses. The LSS officer of the stage coordinates these schedules. The teacher in charge of this pedagogical support coordinates at the beginning of each trimester with the course teacher to schedule their support in these spaces. They must have the respective planning of the course trimester that they will support. The course teacher should indicate the sessions in which the push-in teacher will be present in the course planning.

The main objective of this type of support is to facilitate the learning of the content or skill that is worked in class using differentiated materials such as the specific material, videos or differentiated tasks. This material can be offered by the course teacher or the teacher in charge of push in as coordinated by both teachers.

After each session the teacher must register the student's name, topic worked on and signature. At the end of the trimester or upon request, the teacher will give a report to the stage's LSS officer and provide evidence of the work done, if requested.

This pedagogical support may be provided by a professional who belongs to the school or another that the student requires, who is authorized and subsidized by the parents. In these cases, parents must sign an authorization that allows the work of said professional.

7.3. Team Teaching

Team Teaching is the teamwork done by a group of teachers with the aim of enriching the learning process. Both teachers, based on their talents and experience in the field, complement each other and promote student learning.

The main objectives of Team Teaching are: to improve the quality of teaching, to enhance the use of time in the classroom and to deploy the talent of teachers.

The strength of this type of work is that it allows students to nurture and benefit from the different teaching styles and experience of teachers. The big challenge is that it requires more time for planning and openness for the exchange of opinions.

This type of teaching is executed by two teachers teaching in the same classroom at the same time. The teachers are experts in the subject taught. As part of the process they must perform the following tasks:

- Plan together, exchanging ideas.
- Interact freely in the classroom.
- Swap roles according to the topics covered.
- Accompany the learning process of students in small groups.
- Propose complementary strategies that can favor learning styles and rhythms.
- Prepare specific and differentiated activities in shared workspaces.
- Distribute responsibilities.
- Evaluate progress, achievements, exchange feedback.
- Plan learning activities.
- Discuss situations of students of concern and propose solutions.
- Plan the use of the resources that the school has regarding concrete and technological material.

They can make use of different tools such as:

- Use of iPads or laptops with specific applications.
- Use of the Raz-Kidz app.
- Use of specific material.
- Use of differentiated worksheets.
- Teamwork
- Individualized work

7.4. Academic Support

It is group support that is made outside of school hours to students who require it, both those who belong to the Adaptation Program and those who have a specific need in the specific courses to be taught.

The main objective of this type of support is to facilitate the learning of academic content that is worked on in class.

The LSS officer of each stage submits to the teacher in charge the necessary information of the students who belong to the Adaptation Program to be able to implement the strategies that favor the learning of the students, according to their specific characteristics. Parents and students are committed and attendance is recorded.

7.5. Remedial Plan

It is the support that is made to small groups with a maximum of 6 people, within the school hours at the times agreed by the stage LSS officer, tutor and teacher in charge.

The main objective of this type of support is to focus on the specific needs of the students with the most difficulties in the course. This support should be brief and continuous, once or twice a week for a period of 20 or 30 minutes. Parents and students are committed and attendance is recorded.

7.6. Shadowing

It is the support made by an external specialist, under the personal and financial responsibility of the student's parents, when a student has a specific diagnosis - usually health related - that requires this type of intervention or advice in the classroom. In these cases, parents must sign an authorization that allows the work of said professional.

VIII Procedures

8.1. Inserting a student into the Curriculum Adaptation Program

8.2. Report of the teacher or tutor of students' difficulties

Usually, teachers are the first to identify students' difficulties. They should inform the classroom tutor of what is observed and evidenced in the learning process. The tutor reports to the grade psychologist, the LSS office and Principal of the stage to take the corresponding actions. In some cases, it is the parents who observe these difficulties and turn to the teachers for help.

8.3. Actions of LSS officer and grade psychologist

The LSS officer and the grade psychologist meet to analyze the case and take appropriate actions: class observation, conversation with teachers, student file analysis, review of assessments and student outcomes. Upon reaching certain conclusions, the Stage Principal is informed and a meeting with the parents is scheduled. An important support in the discernment process should be the preventive tests that psychologists apply and the diagnostic evaluations that teachers apply at the beginning of the year.

8.4. Meeting with parents

Parents are informed of the observations and concerns of teachers by offering the evidence that underpins this concern regarding the student's accomplishments. Appropriate agreements are established for the case.

8.5. Cognitive assessment

If necessary and with the authorization of the parents, the grade psychologist proceeds with the cognitive evaluation to clarify the causes or reasons for the difficulties observed. The grade psychologist presents the results to the parents, together with the classroom tutor.

8.6. External diagnosis

In the event significant deficits are observed, parents are suggested to engage the services of an external specialist for further learning diagnosis. Based on the external diagnosis, cognitive tests and evidence of achievement in the school; the stage Principal, LSS officer, and grade psychologist establish the type of support that will be offered to the student.

8.7. ISP signature

If the student is deemed to require inclusive adaptation, the ISP is signed with the parents, in the presence of the grade psychologist and tutor.

8.8. Information to teachers

The LSS officer informs teachers of the adaptations that will be made with students and offer the strategies and recommendations that these require to design their curricular adaptations.

8.9. Accompaniment

The LSS officer accompanies and monitors the student through supervision of schedules with adaptations, review of assessments with adaptations, review of monthly reports of student achievements, dispatch with tutors when required, suggestions and resources offered to teachers. Students with adaptations who are not achieving the expected goals will be evaluated internally, by the grade psychologist or LSS officer in August of the ongoing year to show in which areas most support is required. In this process, the grade tutor and psychologist meet every six months with external specialists and as many times as required with parents.

8.10. Documentation

All strategies, supports, advice and work being carried out should be recorded in the relevant forms:

- Curriculum planning: Changes in the performance of significant curricular adaptations are recorded.
- Individualized Support Program or Individual Curriculum Adaptation Document (ISP or ACI): This document, drafted by the LSS officer of the stage, contains a: general introduction of the LSS area, student data, strengths and points to improve, basis of curriculum adaptation, school supports, parent and student commitments, pedagogical or emotional suggestions for the best accompaniment of the student.
- Pull Out Session Log Sheet
- Push In Session Log Sheet
- Team Teaching Session Log Sheet
- Academic Support Session Log Sheet

- Remedial Plan Session Log Sheet
- Minutes of Team Teaching Agreements
- Minutes of PLC (Professional Learning Community) Agreements.
- Minutes of meetings or training workshops.
- Minutes of area meetings.
- Minutes of meetings

8.11. Meetings and Guidance

The following meetings can be implemented at the stage to accompany the work of teachers and students:

- Teachers' meetings with course advisors, stage principal and/or general LSS officer for the elaboration of curricular adaptations.
- Individual meetings of teachers at the beginning of the trimester with the LSS officer to discuss the curriculum planning of the trimester .
- Teaching Teams: For classrooms with students with curriculum adaptations, to be scheduled as a one-hour session per trimester or semester to receive the relevant information. The objective of this meeting is to share the achievements in the different courses, as well as the points to be improved and propose strategies that can contribute to the achievement of academic goals. Data is required for this meeting. Teachers can use this space to share their successfully applied materials or strategies. This meeting will be held by the tutor and the psychologist of the grade, accompanied by the stage's LSS officer.
- PLC: once a trimester teachers of each stage meet by area with the aim of sharing pedagogical experiences that allow for continuous improvement in the design of differentiated strategies and to establish agreements that will be applied in the classroom.
- In US, the stage's LSS officer meets with students to learn about their impressions of the work done by teachers, their concerns, their progress, and their needs.
- Trimester meeting between the grade psychologist, tutor and external specialist accompanying students with SEN; which can be attended by the stage's LSS officer.
- Trimester meeting to analyze the achievements of students with adaptations, attended by the stage Principal, DCP coordinator, academic coordinator and grade psychologist.
- Trimester or semester meetings with teachers in charge of pedagogical supports, both external and internal staff.
- Trimester meetings with grade psychologists to evaluate achievements, supports and strategies to be implemented in the accompaniment of students.

9.1. Of the LSS officers of each stage

- Participate in decision-making and plan the type of adaptation that corresponds to each student in coordination with the stage principal and grade psychologist, DCP and DAC coordinator, through trimester meetings.

- Design the ISP (Individualized Support Program) for students with significant adaptations or access adaptations.
- Record diagnostic evaluations at the beginning of the year and others deemed appropriate in coordination with the grade psychologist, to establish a baseline for students with significant adaptations. As well as process ongoing evaluations and year-end evaluations.
- Review and provide feedback on students' curriculum adaptation and assessments with SEN, designed by teachers; as well as the pedagogical resources required.
- Establish support strategies for students with SEN; organize and oversee their effectiveness. (Team Teaching, Pull Out, Teacher Support, Remedial Plan, Academic Support).
- Share the curriculum adaptation plan and update it at the beginning of the year, each trimester and at the end of the year based on the data recorded and analyzed (with teachers, etc.).
- Attend meetings with parents when needed or in the case of high-monitored cases.
- Convene Teaching Team meetings, together with the tutor, to advise, guide or provide accompanying guidelines to grade teachers regarding students with SEN.
- Bimonthly visits to classrooms with significant adaptations, when deemed necessary.
- Coordinate activities and needs of the stage.
- Counsel teachers at each stage.
- Coordinate actions with grade psychologists.
- Enrich a set of resources that can facilitate and assist teachers at each stage.
- Promote training and learning exchange opportunities, and reflection regarding work with students with SEN.
- Propose human, material and infrastructure needs to corresponding principals.
- Update report on students with SEN and ensure corresponding accompaniment.

9.2. Of the Grade Psychologist

- Accompany and advise decision-making regarding the type of adaptation that corresponds to each student in coordination with the stage principal, academic coordinator, LSS officer of the stage and accompaniment coordinator.
- Propose and carry out diagnostic (preventive), processes or closure evaluations for students with significant adaptations that allow for better accompaniment
- Periodically visit students' classrooms with significant adaptations (area observation sheet), record observations and provide feedback to the LSS officer and teachers.
- Participate every trimester in a decision-making meeting with the stage principal, LSS officer, DCP and DAC coordinator.
- Attend meetings with parents and tutors of students with adaptation.
- Propose, direct and/or participate in corresponding training days of curricular adaptations.
- Establish regular meetings with external specialists that accompany students with adaptation, together with the LSS officer if necessary.

9.3. Of the Tutors

- Provide guidance of students with SEN.
- Report relevant situations of students with SEN to the stage LSS officer and grade psychologist.
- Establish agreements at the beginning of the year with parents and students with SEN through the ISP document.
- Track cases of students with significant adaptations according to meetings suggested by the DCP and/or LSS coordinator.
- Inform the LSS officer of possible student needs with SEN.

9.4. Of the Teachers

- Design plans which include curriculum adaptation according to the agreements established by the people responsible for the stage and area.
- Deliver diagnostic unit reports and make suggestions and observations on the work plan.
- Design class sessions with appropriate adaptations.
- Design monthly and trimester assessments with adaptations.
- Seek the support and guidance of the LSS officer when deemed necessary.
- Attend extraordinary Teaching Team meetings to provide guidance for students with curricular adaptations.
- Participate in training workshops proposed by the LSS officer.
- Inform the LSS officer of possible student needs with SEN.

X External Support Functions

- Attend bimester, trimester or semester meetings convened by the grade psychologist and/or LSS officer.
- Follow the guidelines provided by LSS officers.
- Comply with established work schedules with assigned students in the environment allocated for their assignments.
- Coordinate with parents the support provided to their child, without commenting on school policies; this corresponds to the tutor, grade psychologist or LSS officer.
- Request authorization from the stage or head LSS officer if visits are required to the supported student's classroom.
- Submit a semester report of the work done with the accompanying students.
- Follow the school's security policies and complete the Virtus training.
- Collaborate with decisions made by the LSS head officer or the officer of each stage regarding the students in charge.
- Follow the policies set out in the LSS area manual in the accompaniment of the students under their care.

XI *Application for Access Adaptations for Diploma Programme Exams*

Sometimes normal test conditions can be disadvantageous for some students, so adaptations can be applied to reduce or minimize the barriers the student faces with SEN.

In order to carry out the official evaluation processes that are part of the Diploma Programme, it is necessary to have the report of the subject teacher, the same that must be ratified through the information inputs provided by the tutor, who is in charge of the personal accompaniment of the student, and the LSS officer of the stage.

Such information inputs should be supported through diagnosis by an external specialist, who in turn recommends access support in official examinations.

- Coordinate actions with grade psychologists.
- Enrich a set of resources that can facilitate and assist teachers at each stage.
- Promote training and learning exchange opportunities, and reflection regarding work with students with SEN.
- Propose human, material and infrastructure needs to corresponding principals.
- Update report on students with SEN and ensure corresponding accompaniment.

XII *Connections to other Policies*

Admissions Policy and Inclusion Policy

Our educational project seeks, from its identity and vision, to provide a comprehensive education which implies an inclusive response that allows it to meet the educational needs of all students. This commits us to respond to the characteristics of each of our students from a differentiation-focused perspective. In this sense, the Learning Support Services Area (LSS), as proposed in its policy, accompanies students with special educational needs by offering the corresponding inclusive access adaptations and, as suggested by the International Baccalaureate Diploma Program, actively intervenes, and accompanies students and teachers to ensure the achievement of the proposed learning goals. In this sense, all our students have the possibility to meet the criteria of admission and, in this way, access the complete Diploma Programme.

Language Policy and Inclusion Policy

We know that language and thought are nuclear aspects in people's cognitive development. In addition, language is the most important means of learning, so the management of the language in which teaching is taught is of crucial importance. Considering these aspects and the premise of "We are all language teachers", the LSS Area guarantees the inclusive adaptations necessary for those students who present specific difficulties or disorders in communication, reading and written composition. It also intervenes through specific protocols in the case of students studying in an additional language, for which it welcomes the proposed proposals and suggestions for the Diploma Programme of the International Baccalaureate.

Assessment Policy and Inclusion Policy

A true teaching-learning process offers a rigorous assessment system to identify students' previous needs and learnings; provide the necessary scaffolding according to learning styles and rhythms; as well as verifying, evidencing and celebrating the achievement of the goals proposed to students. This approach involves teachers implementing the three types of assessment: diagnostic (for learning), formative (as learning), and summative (of learning).

These assessment processes respond significantly to students with educational support needs by allowing them to grow in their metacognitive skills. Identifying their strengths in their own learning process and improvement opportunities facilitates teacher mediation and the contribution of the stage's LSS officer through the implementation of means, strategies, and access adaptations needed to enhance the learning of all students.

Section 4 of the Inclusion Policy "Inclusive Adaptations" distinguishes between significant inclusive adaptations and inclusive access adaptations. For the latter, all performances are assessed, but methodological strategies, resources, materials, and time can be modified. In the case of significant inclusive adaptations, in addition to the aspects mentioned above, substantial modifications to the contents and skills can also be made with the aim of accompanying students in the achievement of the competencies to be achieved in the grade.

For students participating in the Diploma Programme, the relevant applications will be made through each school's Programme Coordinator.

Academic Integrity Policy and Inclusion Policy

All students gradually receive, throughout their schooling, preparation and training for the acquisition of knowledge or skills that allow them to carry out research and academic projects taking into account the standards of academic integrity. Where required, students with educational support needs can access Pull Out sessions with the school's librarian or with a teacher who has the knowledge of the case, which is assigned by the LSS officer, in order to guide the efforts necessary for the integration and fulfillment of the academic integrity processes defined in the school's policy, which must be of general application.

XIII Dissemination, Review and Approval of the Inclusion Policy

The VCSP Inclusion Policy has been approved by the Institution's Board of Directors and is contained as such in the minutes of approval.

This policy will take effect in March 2021 and will be reviewed annually during the first five (05) years of implementing the Diploma Programme. Henceforth, the review will be carried out every three (03) years.

Any precision regarding the grading scale used is subject to the regulations established by the institution, which seeks to promote the pedagogical guidelines of the educational project, respecting the guidelines proposed by the Ministry of Education of Peru.

XIV Bibliographical references

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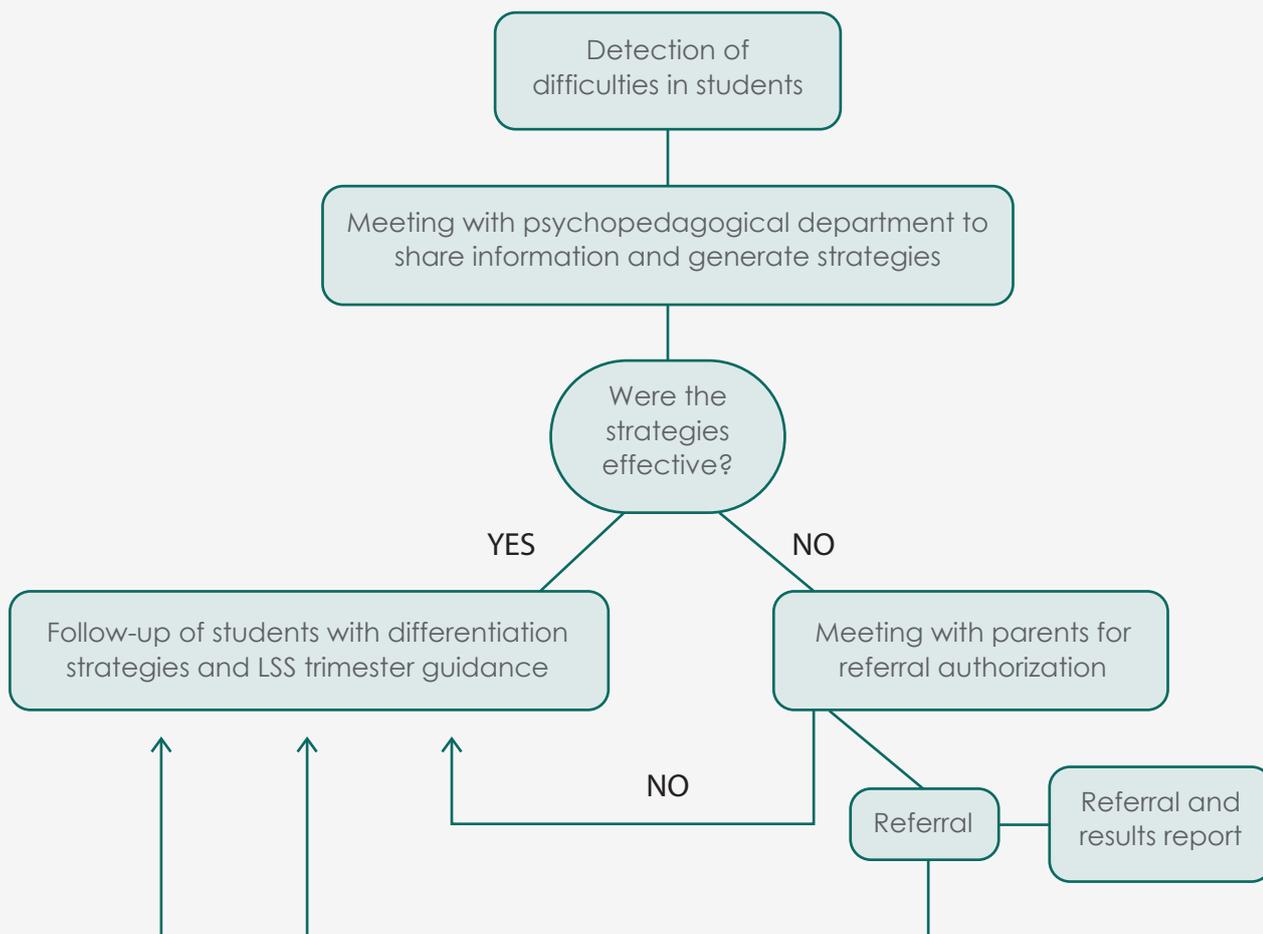
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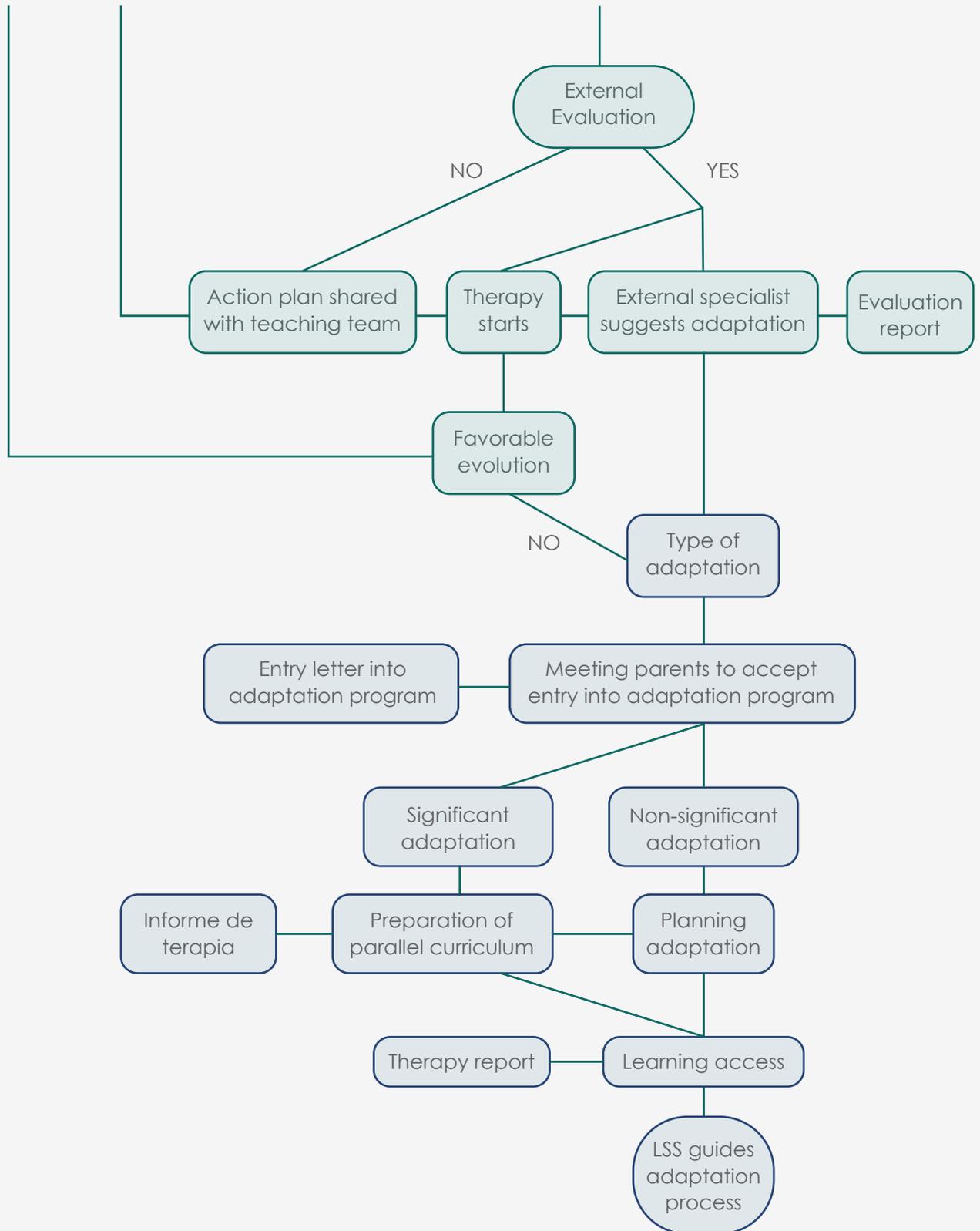
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XV Annexes

Flowchart of inclusive adaptations





Adaptation for Outstanding Athletes

Student :

Grade and class :

Tutor :

Work Protocol

In recent years, we have been trying to respond to the different needs of our students. It is very clear that each of them has different characteristics in the different dimensions of the person. One of them is undoubtedly the academic area.

Differentiation within the classroom is one of the aspects that we have tried to implement in this time. We know that in differentiated teaching both common points and differences are recognized and exploited in the teaching-learning process. In a differentiated classroom, students have multiple options for capturing information, understanding ideas, developing skills, and effectively expressing what they learn. This differentiated work covers both methodology, teaching resources and evaluation styles. While it is a strategy that favors the particular learning of those students with specific needs, we know that they significantly benefit the achievement of all students in the class.

As teachers we know these pedagogical strategies and over the years we have learned and proven that they facilitate not only the learning of our students but also our teaching process.

In view of the educational challenges and demands, not only of our school but of our country, we have systematized our proposal of differentiation highlighting curricular adaptations. All these initiatives, which in many cases have been the result of each of the teachers, are the result of that desire to respond to an accent of our educational project that is the centrality of the person, i.e., each of our students.

This program proposes significant adaptation with the aim of hierarchical content and skills; designing student-specific instruments; modifying methodological and didactic strategies considering the outstanding talent in sports the student possesses.

Overview

(This page provides a description of the student's situation. Below is an example from Villa Caritas)

XX is a student currently in XX grade at XX School. She is a friendly, supportive, cheerful and affectionate child; she has outstanding talent in sports. She currently ranks first in the national tennis ranking in her category and has an interesting projection in this discipline. For this reason she is often absent. While she has a positive attitude in the days she is at school, she has not internalized proper organizational habits, planning and academic effort, which does not allow her to meet the basic expectations of the courses. Likewise, some prior knowledge necessary for the grade has not been internalized.

XX entered our school in 2013, the year in which she began First Grade, during which time some aspects of performance and basic skills were leveled with the support of the teacher and parents at home. Attention skills, oral reading, calligraphy and self-control were registered as skills to work on. She achieved satisfactory results.

In 2014, the student started practicing tennis. Since then, due to her talent, her training has increased in both time and demand.

Over the years she has had to work on habits of responsibility, effort and consistency to achieve academic goals, but managed to obtain only satisfactory grades.

In fourth grade she presented some difficulties in reaching the achievements of the grade due to her absences and catching up what was taught in class due to her sports commitments. The same situation occurred between 2017 and 2019.

In 2017, the year in which she studied 5th grade, she failed Mathematics and had to take it over the summer vacation and in 2018 (6th grade)- considering the pace of her sports training - she agreed with the stage Principal, at the end of the year, that she would pass the Mathematics, Science, Social Studies and History courses and only would make-up German over the summer. The need for a home tutor to have the support required to develop work habits and catch up on her pending assignments were established as agreements.

Considering this accompaniment and the outstanding performance in sports, the following plan for this year is suggested.

General agreements

Commitments within the school

The school's commitments are detailed here. Some possibilities are:

- o Inclusive access adaptation: adaptation is detailed.
- o Significant inclusive adaptation: adaptation is detailed.
- o XXXX Course Exoneration

Student commitments

The student's commitments are detailed here. Examples:

- o Complete the activities assigned by teachers on time and with responsibility.
- o Keep up to date on what was worked on in the classroom.
- o Be proactive and participate in class.
- o Strengthen academic work and learning habits.

Parent commitments

Here are the commitments of the parents. Examples:

- o Accompanying XXX's academic work
- o Inform the school in advance of your child's training and tournament schedules (attach the student's sports activity schedule or adjusted academic schedule).
- o Report any changes that may arise throughout the year.
- o Offer tutorial support at home that allows her to develop the skills corresponding to the grade.

Signature of Father

Signature of the Mother

Tutor

Stage Principal

Protocol of inclusive access adaptations for students with serious illnesses

Objectives

1. Basis

For a few years now, the inclusive response in the context of regular basic education has grown significantly in our country. The objective of this response, based on the different regulations offered at this time, is to generate in the different educational institutions a true attitude of inclusion and response to the variability of students, whom we are called to accompany in their learning achievements.

According to the concept of educational need (EN) that refers to any type of situation in which our students may present barriers to access certain learning objectives, cases of illness should be considered. These ENs involve teachers implementing relevant strategies that can respond to students who require it. Health problems are considered to be transient special educational needs because of individual origin. In such situations, inclusive adaptations should be made. We suggest the need to prioritize inclusive access adaptations (non-significant adaptations), however, if necessary, significant curriculum adaptations may be implemented.

The following is the legal framework that underpins student care in the event of illness:

- The General Education Act 28044 frames attention to special educational needs within its proposal of quality education for all, which involves offering lifelong learning opportunities for all students and developing their potential.
- Law No. 30772- which promotes comprehensive student care in the event of hospitalization or outpatient care - notes that schools must deal with cases of disease with efficiency, equity, inclusion, opportunity, quality and dignity, thus guaranteeing the rights to education; and authorizes regular basic education centres to respond inclusively to students registered in the education system who have a prolonged hospitalization situation, those hospitalized for short stays, and those receiving outpatient treatment for extended periods, both in the hospital and in their homes.

2. Specific Guidance

- Teachers, with the guidance of the stage's Learning Support Services (LSS) officer, seek, as Law #30772 points out the extension of the educational service for as long as students with a illness require it, for reasons of hospitalization or outpatient treatment. To do this, students develop pedagogical activities according to the educational characteristics and needs that their health status demands. Together with pedagogical accompaniment, socio-emotional supports are offered, their permanence in the educational system is guaranteed and socialization spaces are promoted, from the integral framework that proposes the approach of our educational project.
- An important aspect of this type of approach is the flexibility and individualized nature of the attention provided. The interdisciplinary and gamified approach are proposed as the ideal ways to carry out the teaching-learning process of these cases.
- If the sick leave time involves more than 31 days due to hospitalization or outpatient care, it is suggested to record to the UGEL the status of the student-patient, with proper coordination with the parents. This situation is included in the SIAGIE for evaluation purposes.
- The evaluation is done from an interdisciplinary approach, following a personalized work scheme and ensuring student progress. To do this, there is a portfolio- virtual or physical- of all the learning evidence.

- Each trimester, the skills worked and achieved are recorded, according to the possibilities of the student. Communication skills and all competencies that are important prerequisites for subsequent learning are sought as a priority, within which those indicated in the grade promotion regulations can be considered.

Stages

1. The stage Principal requests a medical certificate from the parents to substantiate the case and respond to medical suggestions.
2. The stage psychologist or the learning support service officer of the stage, makes, as far as possible, a diagnostic psychopedagogical observation and evaluation that allows them to make the appropriate adaptations for the student.
3. The stage Principal and Academic Coordinator select the learning competencies that are worked on in the school year. The Spanish Area is prioritized as it corresponds to basic and nuclear instrumental skills in and for learning. Similarly, the Mathematics Area is considered important. Ideally, it is suggested to include the most relevant competencies of all courses. If the student's condition does not allow the academic burden required to learn the competencies of all curriculum areas, the stage principal and the academic coordinator can select the basic competencies for grade promotion, taking into account especially those areas in which the student has his or her greatest interests, strengths or can favor the emotional state.
4. The LSS officer, in joint work with the grade teachers, designs the inclusive adaptation plan, prioritizing non-significant types of access. Particular attention should be paid to the learning path and evaluation style that can be applied, taking into account the profile and condition of the student.
5. The LSS officer prepares the Individualized Support Program with the information collected and agreed upon.
6. The LSS officer and tutor meet with parents to submit the work proposal.
7. Each trimester, according to the student's medical evolution, the learnings are scheduled and updated in the Individualized Support Program that must be shared with the parents at the end of the term.
8. Each trimester, parents are informed of the student's learning achievements through a meeting, in which the relevant agreements are reestablished. Seeking the emotional well-being of the student and in prior coordination with parents, it is possible to prepare an additional document when the trimester Progress Report is delivered, recording the corresponding grades on the institutional educational platform. In addition, the minimum number of trimesters stipulated by MINEDU to pass the year may be assessed.

References

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Adaptation protocol for highly-skilled students

Objective

To apply differentiation strategies, within the regular learning system, to highly skilled students.

Basis

The concept of high capabilities refers to one or more outstanding skills that a student possesses in processing information or a high performance in the use of specific information. This definition is broad, as there are different types of talents or abilities depending on each person. While the verbal and mathematical areas are nuclear in school practice, it is important to recognize the multiple skills that are recognized by the different intelligence theories.

The International Baccalaureate proposal promotes the response to these students taking into account the following strategies that can be implemented in the daily teaching-learning system:

1. Expand the learning in which students demonstrate exceptional ability.
2. Deepen the contents considering depth, rhythm and complexity; rather than offering more of the same.
3. Establish agreements with universities to offer students some top-level programs.
4. Offer diverse areas of study, outside of school hours, that respond to students' particular interests.

Upper School responds to highly skilled students or those with prominent areas of interest, from opportunities for extracurricular activities such as Model United Nations, theater, Design Technology opportunities with international fairs and student exchange programs. However, it is important to offer our students the possibility to delve deeply into those curricular areas that are of interest to them or have particular skills for them.

At our schools we consider students that are highly skilled those which require particular attention, within our personalized education model, due to the fact that because of their particular characteristics the curriculum proposal of the grade does not always respond to their expectations, interests or allows them to develop their capacities to the best of their abilities. On the other hand, it is important to identify and accompany these students, because many times, given these particular characteristics, they may require a specific emotional intervention or accompaniment.

In the context of distance learning, it is not so feasible to follow a rigorous path of identification and diagnosis of highly-skilled students; however, we consider that this context is appropriate to generate self-learning, research and inquiry skills that can enable these students to enrich their learning processes. In this time, the self-assessment of the student, his or her intrinsic motivation to deepen the learnings, together with the observation and motivation of teachers are key elements for this accompaniment.

Proposal for remote work with highly-skilled students

Curricular extension

Curricular extension seeks to promote in students a more profound and expensive engagement with the contents and skills by offering a particular bibliography or other learning resources. Students learn the same topics and follow the curriculum design of the grade, but at a broader level and greater demand.

It is important that the courses proposed by this type of work respond to the interests of the students.

In cases where a curricular extension is applied, the grades offered to students must respond to a remarkable achievement (18, 19 or 20), considering that the expected performance of those students is at that level.

To achieve this strategy, the course teacher (with support from the school's librarian) designs a complementary plan and offers the resources that students require to achieve the level of depth and expansion that is expected. However, the role of students must be active, because in some way, they will perform autonomous work that will depend on their own pace, interest and dedication.

Specific strategies that can be used are:

- Expand learning in the area or areas where the student has demonstrated outstanding ability or particular interest.
- Promote content deepening with pace, depth and complexity in mind, rather than offering more of the same

General Steps

1. Adoption of the proposal in coordination with the stage Director and LSS officer
2. Identification of highly-skilled students through tutors, parents, and teachers.
3. Dialogue with parents to make the proposal, who in turn, will talk to their respective child to implement the work.
4. Gather student profile information through:
 - Teacher survey.
 - Review of Progress Reports from previous years.
 - Conversation with the student.
 - Application of psychopedagogic or psychological diagnostic evaluations by psychologist or LSS stage officer.

ISP- Individualized Support Program

Student Data:

Name :
Age :
Grade :
Tutor :
Date :

WORK PROTOCOL

In recent years, we have been trying to respond to the different needs of our students. It is very clear that each of them has different characteristics in the different dimensions of the person. One of them is undoubtedly the academic area.

Differentiation within the classroom is one of the aspects that we have tried to implement in this time. We know that in differentiated teaching both common points and differences are recognized and taken advantage of for teaching-learning. In a differentiated classroom, students have multiple options for capturing information, understanding ideas, developing skills, and effectively expressing what they learn. This differentiated work covers both methodology and evaluation resources and styles. While it is a strategy that favors learning in a particular way for those students with specific needs, we know that they significantly benefit the achievement of all students in the class.

As teachers we know these pedagogical strategies and over the years we have learned and proven that they facilitate not only the learning of our students but also our teaching process.

In view of the educational challenges and demands not only of our schools but of our country is that we have systematized our proposal of differentiation highlighting curricular adaptations. All these initiatives that in many cases have come from each of the teachers are the result of that desire to respond to an accent of our educational project that is the centrality of the person, i.e., of each of our students.

Overview

Here we provide details of a case. Here's an example from Villa Caritas:

This year, XXXXX is in fifth grade at Middle School. She is an affectionate girl, with a positive attitude and motivated to learn. She establishes good relationships with her peers.

She entered Kinder in Villa Caritas in 2014. That year, a learning assessment was conducted and below-average learning skills were identified for her age and grade. Learning therapy was initiated. She achieved satisfactory achievements and was promoted to First Grade.

Throughout 2015 and 2016 she had support in the English course to develop language skills as she presented difficulties in achieving course goals. She also continued learning therapy to develop deficit reading and writing processes. A speech assessment was performed and therapy was suggested. This year, non-significant adaptations were made in the English course.

During 2017, non-significant adaptations were worked on in the courses of Spanish and Mathematics. And significant adaptations were maintained in the English course. She continued with learning therapy.

To promote the development of skills and achievement of academic objectives in the different courses, a customized academic support plan (ISP) was established. The following agreements were established: non-significant adaptations in the courses of Social Studies, Mathematics and Spanish, significant adaptations in English. She maintained learning therapy.

The work proposal for this year with XXXX is presented below:

General agreements

Commitments within the school

- o Here you specify the type of adaptation, providing details of this.

Parent commitments

- o This table details parent commitments

Student commitments

- o This table details the student's commitments.

Adaptation table

This table details what the adaptation will look like. Here's an example:

| Type of adaptation | Courses | Curricular Modification |
|------------------------|--|--|
| Significant adaptation | Spanish English Mathematics | Tests with adaptation are evaluated over 14. Courses passed with 11, i.e. with 55% achievement. |
| Access Adaptation | Social Studies Religion History Science | All tests are evaluated over 20. Courses passed with 14, that is, with 70% achievement. |

Signature of Parent

Signature Tutor Stage Principal

| Competence: Read various types of texts | | |
|---|---|--|
| Capacity | Performance | Adapted Performance / Description of Supports |
| Listen and understand the ideas of others and express yourself orally clearly using proper pronunciation. | Mention the main idea of a text with complete sentences that you will listen to. | <p>Idem</p> <p>Access supports:</p> <ul style="list-style-type: none"> • Questions to make it easier to understand a text. • Paraphrase before explaining the main idea. |
| Competence: Read various types of texts | | |
| Capacity | Performance | Adapted Performance / Description of Supports |
| Read and understand short texts with intonation, fluency, accuracy, vocalization and attention to punctuation marks, and consistently expresses the main ideas. | <p>Read words with proper vocalization, fluidity, and precision. (Consonants Ññ, Ll, Rr, Bb, Vv, Gg, Jj, Hh, Zz, Yy Xx, Kk, Ww)</p> | <p>Read words with the letters Dd, Nn, Tt, and Cc with proper precision.</p> <p>Access supports:</p> <ul style="list-style-type: none"> • PPT/videos made especially for her with strategies for reading sentences. • Particular attention is paid to more difficult words such as words with reverse syllables, diphthongs and hiatus. • Inclusion of imagery that is meaningful and facilitates understanding. • Fewer exercises words with larger color and font size. |
| | <p>Read prayers with proper vocalization, fluidity, and precision. (Consonants Ññ, Ll, Rr, Bb, Vv, Gg, Jj, Hh, Zz, Yy Xx, Kk, Ww)</p> | <p>Read sentences of up to 5 words with the letters Dd, Nn, Tt, and Cc with proper precision.</p> <p>Access supports:</p> <ul style="list-style-type: none"> • PPT/videos made especially for her with strategies to read sentences. • A list of words is worked on beforehand. • Special attention is paid to words of greater difficulty such as words with reverse syllables, diphthongs and gaps. • Prayers of up to 6 words are worked on. • Inclusion of imagery that is meaningful and facilitates understanding. • Fewer exercises Words with larger color and font size. |

Competence: Read various types of texts

| Capacity | Performance | Adapted Performance / Description of Supports |
|---|---|--|
| Compose and break down words and elaborate texts of minimal extension with coherence, structure and readability | Write words from previous experiences. (Consonants Ññ, Ll, Rr, Bb, Vv, Gg, Jj, Hh, Zz, Yy Xx, Kk, Ww) | Write words from experiences with the letters Dd, Nn, Tt, and Cc. Access supports: <ul style="list-style-type: none"> ● PPT/videos made especially for her. ● Each letter is worked on for a longer period of time. ● Inclusion of meaningful images that make writing easier. ● Special attention is paid to words of greater difficulty such as words with reverse syllables, diphthongs and gaps. ● Includes examples. ● Fewer exercises. ● Words with larger color and font size. |

OBSERVATIONS:

XXXXXX has maintained her autonomy in individual zoom classes throughout the trimester. She is motivated, works ahead of the instructions provided and demonstrates understanding of the task. She has also shown enthusiasm in new learning opportunities and anticipates situations. Sometimes she has been seen tired (mid-trimester), her mood affects her learning as she tends to confuse skills that had already been gained, evidenced by small stagnations or setbacks.

Regarding oral expression, the videos presented are the same as the grade. Customized videos are prepared for the literacy program according to the letter being worked, with a differentiated rhythm (syllables /words are progressively presented /prayers/texts). The texts for written comprehension are short and with simple vocabulary. In the use of Razkids, she listens to the stories, the mother asks her the questions orally, and recording or reading is not required.

At the oral expression level, she can identify the main idea and select it from a series of options. She can answer questions about the main idea. She manages to say a sentence about the most important idea, but fails to make a more informed or detailed explanation.

Some difficulties can be seen in her speech in pronunciation and in the grammatical structuring of sentences. Model support is needed to improve expression, she skips the use of articles, prepositions, and link words.

Phonological awareness was worked this trimester with beginning, medium and end sound exercises. Also replace, add, or omit letters to form new words.

XXXXXX has improved in her reading process. Fewer errors are observed in reverse syllables, gaps and diphthongs; she manages to recognize them. The letters m-p-s-t-l-d-n and c (approximately until the

end of a second trimester) were worked. She may still have some confusion with the letters d and c. Regarding reading comprehension, she continues to work with short and simple texts. Sometimes she finds it difficult to locate the answers in the text. She responds more fully, using up to four words. She needs to use more prepositions and link words whilst structuring sentences.

In written production, XXXX manages to sort sentences of up to 5 words. She separates sentences of up to 5 words and complete sentences with gap words without support from drawings. She writes sentences of up to 6 words during dictation - which happens with words being dictated two at a time. She can now create short sentences from drawings without help. Maintains errors such as joining words (me/da), skipping articles, omitting, or replacing letters. She has good calligraphy, however, sometimes she gets tired and prefers to write with script handwriting.

It is recommended to continue with therapeutic support and work the letters that are progressively missing during the vacation period. It is important to strengthen learning skills such as working memory that allows for better retention and continue to strengthen phonological awareness.

