

FOLLOW UP AND ASSESSMENT REPORT

SCHOOL NAME _____ SCHOOL N. _____

INDICATORS FOR THE OBSERVATION OF THE STUDENTS EDUCATIONAL RESPONSE FROM AN INCLUSIVE PERSPECTIVE

GOALS OF THE ACTION PLAN FOR THE IMPROVEMENT OF INCLUSION	
a	To develop inclusive educational interventions as well as organizational and methodological changes in answer to educational needs from an inclusive perspective
b	To increase the percentage of students acquiring the goals and corresponding key competencies
c	To increase the number of students qualifying for the Compulsory Education Certificate
d	To lower absenteeism and abandonment and improve the rate of enrollment in post compulsory levels
e	To improve the students' emotional competence and social interaction skills to attain a higher social and educational integration
f	To develop actions to prevent and balance inequalities at school from an inclusive perspective.
g	To guarantee that the student body achieves an effective multilingual competence
h	To propitiate training spaces oriented to the adult participants' long life learning as a warrant of: a basic training; a stand alone design of personal, academic and profesional itineraries; social and cultural citizenship and assistance to adults in risk of social exclusion so as to promote social insertion

Rating scale	
	Not applicable
0	No / never / completely against
1	seldom / occasionally / not agree
2	generally / as a rule / agree
3	Always / completely agree

Organization of the educational answer for the students' inclusion		Achievement levels				Not applicable
I. Referential indicator towards measures for access		0	1	2	3	
a) b) c) d) h)	Are the following organizational actions done so as to improve the quality of education from an inclusive perspective?					
	Effectiveness of the coordinating processes the school makes to secure the continuity of educational actions: the transition between levels inside the school, among other schools and among other modalities of schooling.					
	Level grouping for reinforcement and other educational actions following the criterion of heterogeneity of the student body					
	Elaboration of timetables prioritizing the organization of measures as an answer to inclusion					
	Teachers' coordination to plan and develop programming and didactic units systematically					
	Application of inclusive organizative measures (co-teaching, group splitting, cooperative work, etc.)					
	Priorization of suitability (teachers' training, teachers with a permanent position...) for the nomination of main teachers for specific programmes (lower performance groups with adapted syllabus such as PMAR, PR4, PAC, FPB)					
	Priorization of suitability (experience, capacity for coordination, training, etc) in the nomination of coordinating teachers (per level, department, ICT, Equity, Teachers' training coordination ...)					
	Main teachers' periodic meetings to develop tutorial actions in a coordinated way.					
	Teaching team coordination with teachers' support experts for the planning, developing and improvement of the learning-teaching process.					
	Main teachers' coordination with the teaching teams and assistant teachers in order to plan, develop, assess and improve personalized action plans.					
f)	Which is the level of adequacy of facilities, furniture and means of transport to guarantee the accesibility of all the educational community?					
	School arquitectonical elements' accesibility for everyboy in the educational community.					
	Easy identification of the school's spaces and facilities (recognizable languages, symbols, maps, etc)					

a) b) c) d)	Which practices are usually used at school for the assessment of the students' learning?				
	The school informs all students and their families in an easy and understandable way about the assessment criteria.				
	Procedures and assessment instruments ease the planning of educational response measures for each group (pedagogical reinforcement, curricular enrichment, upgrading adaptations, etc.)				
	The assessment of the students with an adapted syllabus harnesses the group didactic units' assessment criteria corresponding to their acquisition standard.				
	The students' strengths are highlighted in the qualification report.				
	The qualification report includes personalized guidance for the students to overcome the handicaps and difficulties in their learning process.				
b) g) c)	Does the school provide the suitable inclusive curricular measures to respond to the diversity of characteristics, interests and needs of all students?				
	Do didactic units include transcurreular elements which foster inclusive values? <ul style="list-style-type: none"> • Appreciation of women and their scientific and cultural production. • Avoidance of any type of violence and discrimination due to intolerance. • Profitable use of ITC. • Sustainable development goals. • Others: 				
	Teaching teams have arranged procedures for the early detection of learning difficulties: <ul style="list-style-type: none"> • Linguistic skills • Calculation strategies and problem solving • Autonomy for both self and cooperative learning • Strategies for attention 				
	<ul style="list-style-type: none"> • Planning, development and assessment of personal goals and group projects. 				
	The different subjects didactic programming in the separate levels are the referrer for the planning of: <ul style="list-style-type: none"> • Pedagogical reinforcement measures • Group measures linked to specific programmes (in groups with adapted syllabus such as PMAR; PR4 and PAC)) 				

Organization of the educational response for the students' inclusion					
III. Referential indicator towards measures for participation				Achievement levels	
0	1	2	3	Not applicable	
a)	Which is the level of involvement of teachers and other members of the school staff in the development of inclusive programmes and initiatives?				
	School leaders encourage all members of staff to assume responsibilities in the development of inclusive practices.				
	Permanent teachers support and guide the recently incorporated teachers during the initial adaptation period.				
	The school staff share their inclusive experiences and good practices with their colleagues.				
	The school staff share their inclusive experiences and good practices with other schools.				
a) h)	Does the school organize and take part in inclusive actions and practices with institutions and organisms of the community area?				
	The school participates in inclusive actions and practices organized by institutions and organisms within the community.				
	The school organizes inclusive actions and practices collaborating with diverse businesses as well as different cultural, leisure, training and non formal training associations.				
	The school collaborates with other schools (local, regional, national or international) to develop common projects about inclusive practices.				
	Participation of external volunteers.				
e)	Are the principles and values of inclusive education implemented in a systematic and planned way at the school?				
	The school incorporates its own inclusive values in:				
	<ul style="list-style-type: none"> • The School Linguistic Project • The Tutorial Action Plan • The Transition Plan (from Primary to Secondary School) 				

	<ul style="list-style-type: none"> • The Equality and Conviviality Plan • The Inner Regime Regulation • The Support to Diversity and Inclusion Plan • The Reading Promotion Plan • The Curriculum and Didactic Units Concretion • The Conviviality Regulations • Others: 					
e)	Which actions makes the school in order to enable and develop a positive conviviality model and the students' individual and social wellbeing?					
	Actions to promote awareness of inclusive principles and values (commemorations, talks, inclusive practice dissemination, participation in congresses, conferences and others) aimed at the educational community.					
	Actions to promote the students' emotional health and individual wellbeing (stress control, perception and management of emotions, tension and relaxation, etc.)					
	Actions to encourage a healthy lifestyle (a balanced diet, physical activity, hygienic habits and postures, illness and addiction prevention...)					
	Actions to foster equity and prevent whichever form of discrimination or violence (preventive socialization, harassment avoidance, co-education, sexual education, domestic violence prevention, interculture, conviviality committee, individual tutoring, school-family agreements, etc.)					
	Actions to promote a peaceful atmosphere and the use of egalitarian dialogue in decision making and conflict resolution among the school community (assemblies, commissions, school mediation, intercultural mediation, etc)					
f)	Does the school foresee actions and -given the case- applies the following protocols and procedures so as to favour inclusion?					
	Welcome protocol for newcomers					
	Specific Health Care Protocol					
	Escort Protocol to guarantee gender identity, gender expression and intersexuality.					
	Mental Health Protocol					
	Violence and Vulnerability Prevention and Intervention Protocol					