

The Swedish Education Act (2010:800) regulated pupils with Special needs through chapter 3

Chapter 3. Children and pupils' progress against targets

Children and student learning and personal development

3 § All children and students should be given the guidance and encouragement they need in their learning and personal development for those on their own terms should be developed as far as possible according to the aims of education . Pupils readily reach the proficiency requirements at least be achieved must be given guidance and encouragement to be able to reach further into their knowledge.

Information about the child and student development

4 § The pupil and the pupil's guardian and custodian of a child in preschool should be kept informed of the student's or child's development.

5 § The provision in § 4 for information does not apply to municipal adult education, special training for adults and education in Swedish for immigrants.

Special support

6 § The provisions for specific support in § § 7-12 does not apply to pre-school, municipal adult education, special training for adults and education in Swedish for immigrants

7 § Specific support may be provided in lieu of the tuition students would otherwise have attended or in addition to this. The special assistance should be given within the student group the student belongs, unless otherwise provided by this Act or any other enactment.

Investigation

§ 8 If in the context of education or by the results of a national test, the data from teachers, other school staff, a student or a student's guardian or otherwise, that there is reason to fear that a student will not meet the proficiency requirements at least be achieved, this will be reported to the principal. The Principal shall ensure that the student's special needs promptly investigated. The need for special assistance should also be investigated if the student presents other difficulties in their school situation.

Consultation will take place with student health, unless it is clearly unnecessary.

If an investigation shows that a student is in need of special support, he or she is given such support.

Action

9 § A program shall be developed for a student to be given special assistance. Of the program must state what the needs are, how they met and how these measures will be monitored and evaluated. The pupil and the pupil's guardian should be given the opportunity to participate in a program drawn up.

The action decided by the principal. If the decision means that special support should be given to another student group or individually according to § 11 or as customized curriculum under § 12 may not transfer the principal's decision to someone else.

If an investigation under § 8 shows that students do not need special support, the principal or the principal has transferred decision to instead decide that an action should not be drafted.

The design of the special aid in certain types of schools

10 § For a student in elementary school, compulsory school, special school and Sami school, the special support is provided in the manner and to the extent necessary for the student to be able to achieve the minimum proficiency requirements are met.

Special education group or individual instruction

11 § If there are special reasons, a decision pursuant to § 9 for a student in elementary school, compulsory school, special school or Sami school mean that aid should be given individually or in another teaching group (special groups) than the pupil normally belongs.

Adapted curriculum

12 § If the specific aid for a student in elementary school, compulsory school, special school or Sami school not reasonably be adapted to the student's needs and circumstances, a decision under § 7 imply deviations from the timetable and the topics and objectives that would otherwise apply to education (adapted curriculum).

The Principal is responsible for a student with tailored course of study in an educational program as far as possible equivalent to other education in the school in question.

Economic conditions

As you can see, regulated child's right to special assistance through the National Education Act which clearly emphasizes the rights of children to support efforts if it proves to be a need by the inquiry headmaster decided.

In small and sparsely populated municipalities, especially in the northern part of Sweden, these conditions that tax revenues will be relatively low.

It generally forms a financial hardship when a national law so clearly demonstrates the requirement for the operator and all costs for a particular support will also be financed by the principal (the municipality) that has many responsibilities for the community.

Nor is it possible, as principal or principle justification for missed support for a student with the reasons that economic conditions are missing.

In Kramfors they have a working model changed in recent years from each school unit applies to the municipality on an additional financial allocation to meet students' needs for extra support. The support may relate to mother tongue education, which means education in their native language to student should be able to keep their native language alive and Swedish as a second language.

Instruction in Swedish as a second language will be organized for

1. Students who speak a language other than Swedish.
2. Students who have Swedish as their mother tongue and have been collected from schools abroad, and 3rd immigrant students who have Swedish as their main means of interaction with a guardian.

The principal decides on the teaching of Swedish as a second language for a student.

Often delegating principal the issue to a second language teacher who makes a judgment. All students are judged to be in need of tuition in Swedish as second languages have the right to learn Swedish as a second language and the most often have the expertise to make this assessment, the trained teacher in Swedish as a second language. The assessment can be made using everyday observation, language development analyzes and various mapping and diagnostic materials. The right to education in Swedish as a second language are thus no matter what language level the student is on because all students have the right to education on their own terms: "Teaching must be tailored to each student's abilities and needs . It shall promote pupils' further learning and knowledge based on students' background, previous experience, language and knowledge. "

For students with other needs would request then include a survey of the student's academic progress, possible diagnoses, which make it clear what restrictions pupil, learning disabilities, medical needs, physiological needs etc. It would also be accounted for type of needs, need for education in special teaching group, additional training sessions, personal resource person or compensatory aids and more.

The revised model now means instead that the money that was previously possible to apply now distributed in advance to each school and the principal.

The needs are almost always greater than the economic conditions as principal may now relate to a financial framework on behalf of the Education Committee shall be held at the same time meet the support pupil is entitled, even if funding is available.

The principal, this becomes a balancing act between keeping financial and meet the needs of special support.

Description of school

Högakustenskolan (High Coast school) from the fall semester in 2013 an F-9 school. We work for there to be confident, independent and compassionate people who are ready to face the future with confidence and curiosity.

Operations

The school is located in the heart of the High Coast. The name of the school was changed on Jan. 1, 2010 from Mr. Forest School (Herrskogsskolan) to the High Coast School. The school's catchment area bounded on the south by the High Coast Bridge and north of Skuleberget, in the west of Ångermanälven and eastern reaches right out to sea. The majority of pupils travel by bus to school in the morning before the first lesson beginning students can eat breakfast at cost in the dining room.

Academic year 2013/2014, is a total of 255 students of which 147 students in grades 7-9 and 108 in F- 6.

School activities are in four separate buildings on school property.

Development

At school we are working to further develop students' participation in decision making by having a school council composed of students, principal, coordinator and school hostess but other student democratic groups.

We want our work to increase interest and knowledge in the business around the High Coast but also for other similar heritage through outdoor experiences, health activities and outdoor pursuits. We also constantly work on developing procedures and knowledge of written assessments and that the staff develops their leadership skills in a variety of teaching situations. We also want to strengthen the staff's interest to develop his computer skills.

Student Health Team

Student Health team consisting of principal / special education teacher, coordinator, counselor, school nurse and guidance counselors have regular meetings every week. A few times during the school year hits also the KRAMUS group which is attached to the school and has also scheduled meetings with school psychologist. Student Health Team's primary mission is to take preventive measures and to analyze and investigate student cases from the medical, educational, social and psychological perspectives.

Local procedures.

The new Education Act 2011, the following formulation for primary education, compulsory school and special schools.

"If it is in the context of education or by the results of a national test , the data from teachers, other school staff , a student or a student's guardian or otherwise , that there is reason to fear that a student will not meet the proficiency requirements at least be achieved , this will be reported to the principal. The Principal shall ensure that the student's special needs promptly investigated. The need for special assistance should also be investigated if the student presents other difficulties in their school situation. "

Consultation will take place with student health, unless it is clearly unnecessary.

If an investigation shows that a student is in need of special support, he or she is given such support.

A program shall be developed for a student to be given special assistance. Of the program must state what the needs are, how they met and how these measures will be monitored and evaluated. The pupil and the pupil's guardian should be given the opportunity to participate in a program drawn up.

The action decided by the principal. If the decision means that special support should be given to another student group or individually according to Education Act 2010 Chapter 3, § 11 , or in the form of tailored curriculum under § 12 may not transfer the principal 's decision to someone else.

If an investigation under § 8 shows that students do not need special support , the principal or the principal has transferred decision to instead decide that an action should not be drafted.

The principal decides on the action.

If the action includes decisions about placement in special education group and adapted curriculum takes principal's decision. A decision on placement in special education group may be appealed to the school system appeals board.

For secondary schools and upper secondary schools, the same rules with the exception of the student 18 years old or married. Then decide for yourself if the student guardian must be given the opportunity to participate in the drafting of the action plan.

The performance review is based on a teacher evaluation of the pupil's progress against objectives clarify what measures are necessary for the student to achieve the goals. The individual development plan could be a start to the development of a program that is if the student is at risk of not achieving the objectives to be achieved in years 3, 6 and 9.

A program established where necessary and the individual development plan drawn up in connection with the performance review.

Subject stages in planning and establishing an action.

1. Teachers observe student. The initiative may come from school staff , a student or his guardian or another .
2. Teacher talks to student.
3. Teachers talk with other school personnel who are involved with the student. Eventually. Additional observations are made.
4. Teacher talks to guardians.
5. Teacher discusses possible with the principal.
6. Pedagogical mapping is made by the school staff.
7. Teachers consult with the President and Vice-Chancellor may decide that a program be established.
8. Teacher calls a meeting. They called the student, parents or guardians (unless the pupil aged 18 or over or married), the relevant personnel if necessary and president of needs.
9. Decision on measures in the plan, and monitoring. Decisions are made by the operator of the establishment of action. Applies decision special support such as special education group, customized curriculum or individual instruction to principal decisions. Otherwise take the responsible decision at the meeting.

Definition of special needs

There is no definition of the term "special needs". There can be many different reasons why a student is in need of special support. Many pupils encounter at some point during their school difficulties and need for less specific support measures. Other students need support throughout their school years because of illness, social conditions, disabilities or difficulties in their learning of other causes.

If it somehow appears that it may be anticipated that a student may fail to achieve the minimum proficiency requirements to be achieved should be reported to the principal. The Principal shall promptly investigate if special assistance is needed. Showing investigation that the student is in need of special support to reach proficiency requirements must headmaster decide on specific support for the student. This does not mean that the specific support should be withdrawn for a student once the student through familiar support measures are likely to have the lowest proficiency. The school's responsibility to provide special support remains as long as the student may fail to reach this knowledge without the special aid. It also means that some students may be entitled to special assistance although they also meet the requirements for a higher grade, provided that without the special aid may fail to achieve the minimum proficiency requirements.

Pupils may need special assistance because of other difficulties in their school situation. The difficulties may not pose an imminent danger that the student does not achieve the goals, but the school is still investigating if special assistance is needed to overcome the difficulties.