



„A collaboration toolbox to build a school for all”
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INCLUSIVE EDUCATION IN SLOVENIA



Natalija Vovk-Ornik,
Koper, 7th Oktober 2014



The National Education Institute Slovenia



The Republic of Slovenia



Area:
20,273 km²

Population:
2,023,358

Capital:
Ljubljana

Kindergartens: 938 **(83.090 children)**

95% public kindergartens

5% privat kindergartens

785 basic schools with regular curriculum

57 basic schools with adapted curriculum



The National Education Institute of the republic of Slovenia (ZRSŠ)



Head office of the ZRSŠ is located in
Ljubljana
with
9 Regional units

The institute has advisers in areas of:

- ❖ Pre-school education;
- ❖ Primary school education;
- ❖ Secondary school education

Placement Children with Special Needs

PROCEDURE FOR THE PLACEMENT CHILDREN WITH SPECIAL NEEDS

COMISSION FOR THE PLACEMENT OF CHILDREN WITH SPECIAL NEEDS (PRESIDENT OF COMISSION)

PROCESSES, IDENTIFIES AND ASSESSES SEN APPLICANTS
THEY PREPARE PROFESSIONAL OPINION
There are 23 comissions around Slovenia

SENATE

Core senate & Special senate

Professionals in the Core Senate:

SEN Specialist,
Psychologist (clinical),
Paediatrician or doctor

Special senate:

SEN Specialist in the related field,
social pedagogue,
Special doctor

collaborators in the senat - teacher and social worker.

Koper
1 commission

Nova
Gorica
1 commission

Kranj
2
commissions

Ljubljana
9
commissions

Novo
mesto
2 commissions

Celje
1 commission

Slovenj
Gradec
1 commission

Maribor
5 commissions

Murska
Sobota
1 commission

Komisija za usmerjanje otrok s posebnimi potrebami
pri *Zavodu RS za šolstvo KUOPP* _____

Številka _____/_____

Datum _____

STROKOVNO MNENJE

1. Ime in priimek otroka _____

2. Datum, kraj, država rojstva _____, _____, _____

3. Naslov: _____

4. Ime in priimek očeta _____

Naslov: _____

5. Ime in priimek matere _____

Naslov: _____

6. Ime in priimek rejnika/skrbnika:

Naslov: _____

7. Sinteza ugotovitev o obravnavanem otroku

8. Predlog usmeritve

- otrok se ne usmeri
- otrok se usmeri

8.1. Program usmeritve

8.2. Vrsta in stopnja primanjkljaja, ovire oziroma motnje

8.3. Rok za preverjanje ustreznosti usmeritve:

8.4. Vključevanje v druge programe (na podlagi 17. člena ZUOPP-1):

8.5. Obseg, oblika ter izvajalec dodatne strokovne pomoči:

8.6. Pripomočki, ki so potrebni za vključitev otroka v program ter prilagoditev prostora in opreme:

8.7. Spremljevalec za nudenje fizične pomoči

- stalni
- začasni

8.8. Morebitno zmanjšanje števila otrok v oddelku:

8.9. Pravica do tolmača za slovenski znakovni jezik:

9. Na podlagi 16. člena ZUOPP-1

- vključitev v zavod za vzgojo in izobraževanje, socialno varstveni zavod, domovi učencev za otroke s posebnimi potrebami:

- namestitev v rejniško družino

Člani senata:

1. _____ . _____

.....

2. _____ . _____

.....

3. _____ . _____

.....

Predsednik / -ca komisije:

_____ . _____



Placement of Children with Special Needs Act

(OG RS, No. 54/2000, 3/2007, 58/2011)

- I. children with intellectual disabilities
- II. the blind and partially sighted children and children with defect of visibly function
- III. the deaf and hard of hearing children
- IV. children with speech and language impairment
- V. physically impaired children
- VI. long-term ill children
- VII. children with deficiencies needs in specific fields of learning
- VIII. children with emotional and behavioral disorders
- IX. children with autism
- X. children with multiple disabilities



Placement children of all ages with special needs by type of disability	Total	Share in %
children with mental disability	354	5,41
the blind and sight sighted children	30	0,47
the deaf and hard of hearnig children	127	2,0
children with speech and language disabilities	656	10,2
children with physical disabilities	98	1,53
children with long term illnesses	792	12,43
children with specific difficulties in any area of learning	2.273	35,68
children with emotional and behavioural disorders	71	1,11
children with more than one, or a combination of the above mentioned special educational needs)	1.978	31,05
Total	6.821	100,00
Share %	100,00	Source: National Education Institut for the year 2013

*At the beginning of the 2013/2014 school year 166.500 children were enrolled in **basic education**.*

6,5% of all children with special needs integrated in basic schools with regular curriculum.

Source: Statistical Office of the Republic of Slovenia.



SEN children include into different programmes

- the program for preschool children with modified provisions and additional expert help;
- the adapted program for preschool children / development departments
- **basic school program** with modified provisions and additional expert help (regular curriculum)
- **basic school program with adapted curriculum– programmes with a professional aide and**
- **basic school program with special curriculum** (for SEN children who attend **separate special education like centers which deal with social health care** (there are 5 centers in Slovenia), and **specific SEN schools for children and youth which help to educate and train them** (special institutions which cater to the blind, the deaf and children with physical disorders).

Additional help for children with SEN

Preschool children

max. 2 hours of additional help per week and

2 hours of **consulting servis** – which is another addition in legislation

This means creation of inclusive environment (for family, peers and other professional workers)

School children

max. 4 hours of additional help per week and

1 hour of consulting servis

We do not offer any additional help in programs with adapted curriculum or special curriculum.



Positive conditions for inclusive care in Slovenia

- ✓ children with special needs are included among their peers, as both programs are carried out in nursery schools,
- ✓ only a small portion of preschool children is included in institutions for the education of children with special needs
- ✓ children from the regular sections are appropriately informed about the particularities of children with special needs and taught to accept them as they are without hesitation.

Barriers for inclusive care in Slovenia

- ✓ certain services are rigidly restricted to a particular program,
- ✓ the unequal regional distribution of development departments of nursery school,
- ✓ children with special needs who are not included in nursery schools are in an underprivileged position because early treatment and professional help at home are still undefined by legislation
- ✓ due to social and socialization changes in nursery schools, more and more children have difficulties at social integration (aggression, disruptive behaviour), but do not constitute a special group in the definition of children with special needs, which is why these children often don't receive adequate socio-pedagogical help.
- ✓ a lack of specially trained professional experts of different profiles that will provide high-quality early treatment (rehabilitation pedagogues, nurses, physiotherapists, psychologists ...) and an overall lack of special experts.

Thank you for your attention!

