



CITTA' DI TORINO

City Scheduling Agreement for inclusive schooling and education of children and pupils with Special Educational Needs

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The complete text of the Scheduling Agreement, further info about the signatory Bodies described at the relative pages, the full text of the Individualized Education Program, the text of the descriptive profile part 2, can be found online on the *Comune di Torino* (Turin Municipality) website:

<http://www.comune.torino.it/servizieducativi/cas/accordodiprogramma/index.html>

The Scheduling Agreement is a deed provided for by Law to promote the coordination of the tasks that every person must carry out in order to achieve a specific goal. This agreement's goal is inclusive schooling and education for children and adolescents with disabilities, specific learning disability, and special educational needs, as certified by the local health authorities (ASL) of the City of Turin.

It is valid for three years, from 15 April 2016 to 14 April 2019, after which it must be renewed.

The Agreement has been signed by the *Comune* (Municipality), the Regional Education Department, the Health Authorities, State and Private Schools, Professional Training Bodies.

The very team who drafted the agreement will also ensure its observance in time.

The signatories have committed to achieve the following goals:

- Ensure the right to education;
- Favour inclusion in nurseries, schools and vocational schools, promoting the development of learning potential, autonomy, communication, relationships and socialization;
- Share with the family – who is in charge of the decision making – (unless otherwise provided by the Juvenile Court) the measures needed and the evaluation assessment methods, listening and supporting them constantly;
- Consider the interested parties as a full and active members of the family and, as such, involve them in the choice that may concern them;
- Promote continuity of education;
- Favour proper educational and/or professional guidance;
- Favour the involvement of Family associations.

legend:

Turin City Council: Institution that deals with the management of the City of Turin

Metropolitan City: it was called the Province of Turin, provides services for pupils who attend high school and vocational training

School Office: is the seat of the Italian Ministry of Education for the Province of Turin

Local Health(ASL) : medicine and rehabilitation

Pediatrics: doctors, psychologists, speech therapists, physical therapists experienced in the treatment of the problems of pupils 0/18 years

Collaboration between the interested organizations and the families to promote the integration of students with disabilities. Problem evaluation and certification.

This section is dedicated to procedures one most follow; the part relative to families duties is in italics.

If children/pupils should show signs of problems:

The family, on their own initiative or upon request of the doctor/paediatrician/school, must contact the Child Neuropsychiatry Service (NPI) of Health Authority (ASL) in the area where they live, presenting the referral provided by the paediatrician, in order to ask for help to understand the problem and the possible follow-up. If the ASL ascertains that the child/pupil needs some help, they will invite the family to activate the recognition of disability and sign the consent form. The ASL prepares the descriptive profile (functional diagnosis – sanitary aspects – Attachment B part 1) and delivers it to the family. During the process of understanding of the problem, some tests will be necessary, as well as meetings with the neuropsychiatrists or other doctors. If the family does not agree with the diagnosis or does not want the disability certification, the procedure stops, but it can be reactivated if the family should change their mind or in case the Juvenile Court should decide to intervene, in the cases provided by Law.

The INPS (National Social Security Institute) procedure:

*Once the family receives the descriptive profile, they should contact the paediatrician and ask him/her to demand a request for an INPS appointment to obtain the disability certification, useful to have a support teacher in school. After the paediatrician presents the request, s/he must provide the family with a numbered form. If possible, the neuropsychiatrist will issue the request directly, without any further need to contact the paediatrician. Nevertheless, the family must **obligatorily issue also the INPS online examination request, by means of a CAF (Centre for Fiscal Assistance) or tutelage or on their own; this request will have the same number as the previous one.** INPS will make an appointment with the family via SMS and certified mail; *the family must bring all medical documentation and the descriptive profile (functional diagnosis – sanitary aspects – Attachment B part 1).* The child must be present at the appointment. At the end of the visit, INPS will write a temporary report in which they will declare the condition of “disabled person”; the definitive report of disability and invalidity, if required, must be sent via registered mail one or two months after the examination.*

Understanding the child/pupil’s schooling needs:

*The family gives the school or the training agency the examination temporary report and the descriptive profile. At this stage, a meeting must be organized with the U.M.I. (Integrated Multidisciplinary Unit) composed of the family, ASL doctors, teachers, social services operators (if involved), the operator of the Educational Service for Sensory Impairment (if involved) in order to write the second part of the descriptive profile. This document can be written only after meetings have been organized – it is the school and the ASL’s duty to do so – *the family must participate and it is essential for them to fill in the form “point of view of person involved and whoever represents him/her”, in order to describe their child.* If the pupil has just started to*

attend school, the school has to ask – for a sense of continuity (Ministerial Circular 1/88) the participation of teachers who followed the child in the previous years. In the document all the child/pupil's needs must be indicated, as well as the motivations in case the child should be unable to use public transportation from home to the school and should therefore need a special transport system, if the family requests it.

Once the document has been signed by everybody, the family gives it to the school or training agency to obtain the services described in the following chapters.

Services provided by the organizations

Before School

The Hospital Trusts and Local Health Services (ASL) take charge of the child if the problem occurs at birth, ensuring the necessary care and support to the family. They give guidance for the selection and use of equipment, tools, prostheses and technical aids necessary for the treatment of impairment and/or disability, to be used in everyday life. They also ensure the maintenance and repair of the material.

The City - Educational Services, Educational System Integrated 0-6 (Città di Torino-Servizi Educativi- Sistema Educativo Integrato 0-6) recognizes the top priority for Kindergarten admission to children with certified disabilities; in those schools that accept disabled students, additional hours led by educators are added to ensure a good inclusion; there is no such figure as "support teacher".

The City - Educational Services (Città di Torino-Servizi Educativi), can activate a Home Care Educational Consulting Service (CED) aimed at children from 0 to 6 years with severe disabilities who do not attend the nursery or school, or attend for a few hours or only occasionally.

The educational staff visit the family at home and/or families bring children to the CE headquarters. The intervention is individual, involving the child and a family member and can be requested by the family, by the Social Services and by the Neuropsychiatry Services or by the local Rehabilitation Services.

This service is useful to provide some help to stimulate the child's potential through games, but also to strengthen parental skills, to provide simple but useful educational tools, to provide the opportunity to discuss the issues and fears related to the child's growth, and to facilitate the integration into the school environment.

At School

In order to guarantee the integration of certified children/pupils, the School:

- Formulates, implements, verifies an Annual Plan of Inclusion (P.A.I) and ensures the most effective and efficient use of all available resources;
- The School / Training Agency carefully ensures that continuity is maintained in order to fully understand the needs of the child/pupil and to ensure that the transition from one school to another is positive;
- Establishes the "Inclusion Working Group" with the participation of teachers, service operators, families and students, to collaborate to educational and inclusion initiatives, with particular attention to everything that favours continuity;
- Forms the Integrated Multidisciplinary Unit that draws part 2 of the Descriptive Profile PDF, modifying it if necessary. The School also writes the Individualized Education Plan, PEI, which describes the educational interventions that are expected to be implemented, verifies it at least twice a year and modifies it when necessary. The family receives a copy of the document;
- It ensures basic care through its non-teaching staff (school employees). Whoever performs this task is responsible to accompany the child/pupil to the bathroom, change him/her if necessary, welcome him at the entrance and exit and follow him to help him/her move around;
- It identifies and prepares the most suitable conditions for the inclusion of the child/pupil (classrooms, laboratories, facilities, time and field of study); it promotes the use of inclusive teaching, aimed at developing the potential of each student and organizes school activities in a flexible way for classes or groups of pupils also of different classes;
- Ensures school attendance for a number of hours equal to that of the class, except for cases in which, in the interest of the child/pupil, interventions and projects from other organizations should be active, or in case there are special hourly organizations, requested by the family or previously agreed upon, which may reduce school attendance;
- Ensures proper assessment, the identification of appropriate special educational strategies, verification tests similar to those of the classmates or different if necessary, longer times and the use of aids or subsidies;
- Ensures that in the planning of educational visits and school trips the needs of students with disabilities be taken into account, thus providing them with the opportunity to participate;
- Organizes the work of support teachers assigned by the School or by the Municipal Educational Services (for nursery and preschools) deciding the teacher and for how many hours per week;
- Designs and activates guidance services to accompany the student with disabilities throughout the schooling process. These actions favour further self-awareness and awareness of their abilities, give information about School and Vocational Training courses, also considering the local services and work opportunities;

- Asks the other organizations involved what services (also sanitary ones) are essential for the child/pupil.

School support from Kindergarten to high school or vocational school

The City - Educational Services (Città di Torino- Servizi Educativi), provide **expert assistance**, provided for by Article 13, paragraph 3, of the Legge Quadro 104/92, to severely disabled children/ pupils attending preschools, elementary and secondary school, through interventions and miscellaneous services, to support appropriate educational programs to ensure their integration in school. The interventions are entrusted to employees (teachers, educators, educational assistants) and external parties.

The above mentioned services are:

- **Specialized Municipal Educational Centres (CESM):** They are services that operate through workshops, in favour of pupils with severe or very severe disability, enrolled in primary and secondary schools; they offer a dedicated service, different from that offered by the School. For each student an individualized project is issued on an annual basis. This project is renewable, designed with the school, with the family and with the network of services included in the Individualized Education Plan, implemented in the CESM headquarters or at school. The workshops are categorized by theme and there are specific activities for pupils with autism spectrum disorders. The CESM welcome some enrolled pupils in non-school hours, offering educational activities, also in order to support the family in the daily management.
- **Projects:** they are different interventions, tailor-made to fit individual needs, developed and proposed by Schools. Themes can be specific: e.g. augmentative communication, Teach, psychomotility, for the development of defined skills or the development of good relations with peers and teachers.
- **Art Therapy:** it is a specific educational method (currently based on art, theatre, music and dance) led by experts who have been found via public selection, and carried out with the class in which the child/pupil with disabilities is included. Its aim is to achieve school integration and the enhancement of common resources in a non-scholastic context. The experts observe situations, define the intervention project, run it and verify it, in collaboration with teachers.
- **Support and supervision activities to schools for Autism Spectrum Disorders (ASD):** the activity is carried out by experts on the topic. It provides training assistance and support to teachers of the classes with ASD, so that they will eventually be able to work independently. After a learning and observation phase, the needs and problems are identified and the best strategies are applied for integration, organizing spaces and finding the work methods that are most useful for learning and for a peaceful schooling. The intervention lasts 10 hours.
- **Provision of aids to be used at school:** the City provides the necessary tools for school children/pupils requested by the physiotherapist. Aids may be available in the warehouse, otherwise they can be purchased, within available resources.

- **Provision of books in Braille or in large print:** the City provides educational textbooks in Braille, large print or on computer support for blind or visually impaired students who attend the schools of all levels. Books for nursery and preschools are produced and distributed in cooperation with the Social Services in charge.
- **Pre and Post School Services,** which supports families by allowing the extension of school hours, when necessary.
- **Senior Citizens:** in kindergartens, elementary and secondary schools, Senior Civic Citizens participate in the active citizenship project. They make their expertise available to support classes with disabled pupils.
- **Training and awareness-raising courses:** as part of the formative project of the City, "Growing Up in the City", activities for classes have been organized on the theme of inclusion. They help children/pupils to better understand differences and how to enhance them. Interventions are managed by the Family associations who are available to undertake this task. Special attention is dedicated to sensory disability problems (study of Braille, sign language, classmates awareness), although all disabilities are considered.

The City-Educational Services- Transportation Office (Città di Torino-Servizi Educativi –Ufficio Trasporti) organizes transport home/school and vice versa with guardians, for pupils from kindergarten to high school. A similar service is also available for therapies that pupils attend during school hours and for the realization of CESM projects, aimed at students of Kindergarten, elementary and secondary school. The service is carried out in a collective way, with equipped vehicles carrying pupils. To access the service you will need an application signed by the Headmaster/Didactic Director and by the family; to complete the application, the family and the school have to meet and agree on the transport hours best fit to the needs of all. For new applications you will need the favourable opinion on the possible need for transport by the Integrated Multidisciplinary Unit, in the Descriptive Profile Annex B, Part 2, as already mentioned in the chapter " Understanding the child/pupil's schooling needs ".All transport requests home/school which meet the entry requirements are accepted and there are no priority criteria.

The City - Sport and Leisure Time (Città di Torino – Sport e Tempo libero) organizes sports activities at school.

- "**Gioca per sport** (play for sport)" is dedicated to elementary schools, with five meetings per class. First, second and third grade do play activities for the development of basic motor skills. Fourth and fifth grade, instead, can choose a course among 16 different disciplines
- "**A scuola per sport** (at school for sport)" is dedicated to secondary schools and is organized in the same way as the previous course for fourth and fifth grade of elementary school.
- **Swimming courses** for elementary schools. Ten lessons.

In all projects, special attention is paid to students with disabilities, who have the support of a competent instructor.

The **Metropolitan City (Città Metropolitana)** provides **expert assistance**, provided by article 13 paragraph 3 of the Framework Law 104/92, to the students in a situation of gravity attending high school.

The available services are:

- Financing of projects presented by High Schools;
- Funding of additional teaching hours to ensure the continuity of schooling in the transition to high school, as required by the Ministerial Circular no. 1/1988
- financing of integrated interventions in support of the didactic career to help students achieve the diploma instead of a certificate of competence
- financing of the project "Superiamoci", dedicated to pupils with autism spectrum disorder (ASD), carried out in cooperation with Angsa, Associazione di Idee, School Office, Fondazione Agnelli, Cinema Museum and the City Council, to raise the awareness of students of the class welcoming the ASD student, train and support teachers so that they can work at their best independently, assign competent educators to the school;
- providing preparatory experiences to work (internship) during the last three years of high school, in collaboration with the Hiring Hall.

For pupils who attend training agencies to fulfil their scholastic obligation, the **Metropolitan City** allocates specific funding for individual support amounting to 175/200 hours per year, depending on the course attended.

The **Local Health Services (ASL)** make the necessary/appropriate health interventions, even during school hours when provided for by the care and rehabilitation plan; they assess the suitability of the workshops in the high school/training agency, when necessary. They guarantee meetings to parents of the minors followed, and advice to teachers for the psychological and relational implications of the integration; they work together to draw up the Descriptive Profile Part 2 and to draft the Individualized Education Plan, using their health expertise to point out the evolution of the child.

The **School Office (Ufficio Scolastico)** prepares the necessary actions to promote integration in different types of schools. In particular, it allocates support teachers both skilled and unskilled at state schools, within the limits set by current regulations, authorizes the formation of sections or classes with a reduced number of pupils, and evaluates the support needs of pupils in private schools. It guarantees the operation of the Provincial Inter-Institutional Working Group (GLIP) provided for by the Framework Law 104/92, art. 15, paragraph I, in which the Associations of Families, the Municipality, ASL and the Metropolitan City are also represented; the Group has the task of proposing initiatives that promote integration.

Vocational Training prepares, for each student with disabilities, the Individualized Training Project, PFI, according to the modality provided by the Piedmont Region and the Metropolitan City. At the end of the course, students with disabilities sit a standard final exam, after which they get the professional qualification or, in the case of not reaching the

minimum specified targets, a certification of acquired skills. In Vocational Training each class can host a maximum of 3 students with **mild disabilities**

Throughout schooling but not at school

The **Municipality, Department of Social Policy and Relations with ASL and Disability Service Childcare Service (Città di Torino- Direzione Politiche Sociali e Relazioni con le ASL-Servizio Disabili e Servizio Minori)**, in collaboration with local health authorities, implements support interventions with particular attention to children with disabilities.

The Social Services and Child Neuropsychiatry of the city ASL, along with families, elaborate the project of individualized social intervention (PAI) which is reviewed and approved by an inter-institutional commission (Multidisciplinary Unit for the evaluation of Mild Disabilities):

- **Project "PIPPI"** (Intervention Program for the Prevention of Institutionalization), proposed and implemented by the Ministry of Labour and Social Affairs in collaboration with the University of Padua, it is aimed at families with children aged 0-16 , favouring the full involvement of families themselves and promoting new forms of collaboration and dialogue among all involved. The working groups are made up of social workers, professional educators and psychologists together with families, teachers, doctors and other people involved in the situation;
- **"targeted, temporary, timely and intense" house interventions.** These activities support the family and children in trouble to help them stay in the family through new types of educational interventions, agreed upon with the family;
- **psychosocial rehabilitation communities for children (CRP):** dedicated to children with mental disorders, who need a secure environment in the period to support re-entry into society. There are communities for teenagers 11-17 years old who have overcome the acute phase of the behavioural disorder, but are still unable to return to their family. They also serve to prevent the acute phase;
- **therapeutic communities for children (CTM):** funded by the ASL, they provide care for short periods to children and young people with severe mental disorders in the acute phase. It has the objective of overcoming problematic behaviours and provide educational support;
- **educational service for sensory disabilities**

An educator, from an external accredited agency chosen by the family, follows children /pupils with sensory disabilities (hearing and visual) who attend school of all levels or a training course. The children entitled to the service are those with serious hearing loss (deficit over 85 dB), with severe hearing loss (deficit of between 65 dB and 85 dB for frequencies of 500 - 1000 - 2000 Hz) with hearing loss below 65 dB, but with a degenerative disease; minors totally and partial blind with a residual vision of no more than 1/20 in both eyes, in the best eye even with

correction lenses and whose residual binocular perimeter is less than 10%, the seriously visually impaired minors with a residual vision not greater than 1/10 in both eyes or even in the best eye with correction lenses and whose residual binocular perimetry is lower than 30%; visually impaired minors with a higher residual vision if there are factors that limit the very autonomy of the person (e.g. reduced field of vision) or in the case of a degenerative illness. The intervention consists in helping and supporting educational autonomy of blind and visually impaired persons and in communication mediation for deaf people. These services may take place within the school or outside the school. The projects are agreed upon with the family, with Child Neuropsychiatry, with Rehabilitation Service of the ASL, with the school and with the external agency providing the educator;

- **rehabilitative educational centre (SSER)**

Dedicated to children with behavioural and autism spectrum disorders, it is carried out individually and is aimed at building more skills, competencies and autonomy;

- **daily services** (described in the Chapter After Schooling) students who are still in school (from age 16) may apply for part-time entries to get to know the place in advance.

The Municipality of Turin - through the C.O.S.P, Educational and Vocational Guidance Centre, via Bardassano 5/A, provides an educational guidance service for students to choose the field of study after secondary school and a new guidance service for those who have made the wrong choice. Families who wish to have a personalized guidance counselling interview can request an individual appointment with a COSP counsellor, to understand the most suitable course of action according to the characteristics and interests of the children, even with disability and special needs.

The Network for Integration in Turin Schools, Scuola Vera e Libera ARDUINO via Figlie dei Militari 25 - buys and lends to schools teaching aids useful for pupils with disabilities, at the schools' request.

After schooling

The **Metropolitan City** develops actions that help pupils' integration in university, business, educational courses or social assistance services.

- **Project "Pensami adulto"**, presented by high schools, to accompany pupils towards adult life. It is organized during the last term and from August to December pupils perform work experience in companies and cooperatives, to test their skills and aptitudes; if they are still not in possession of the certificate of disability, the certification process is activated;
- **Projects " Sotto soglia"**: job placement courses for students who have a disability percentage from 33 to 45% and who therefore cannot be included in the special lists of the law 68/99;

- **Specific training courses for disabled youngsters/adults** managed by agencies accredited by the Piedmont Region
 - **Pre-work courses:** managed by professional training agencies, aimed at young people with moderate to severe intellectual disability of medium grade. They last two years and are useful to gradually introduce the student to the workplace and its rules
 - **Experimental autism project:** training course which aims to promote the employment of young people /adults with high-functioning autism spectrum disorder (e.g. Asperger syndrome). It is organized in close collaboration with ASL, local businesses, Turin Hiring Hall with which agrees the course is designed. The already tested areas are: computer science, programming, administrative - secretarial.
 - **Work training, FAL:** It is aimed at youngsters/ adults, primarily with intellectual disability, in possession of disability certification and enrolled in targeted employment (Law 68/99). The course lasts one year and provides training on a particular vocational and internship experience.
 - **Work training, short-term FAL:** short courses designed to upgrade professional skills and to encourage the employment of people with disability. The courses are organized for pupils over eighteen with physical or psychiatric or intellectual or sensory or mixed disability, in possession of disability certification, enrolled in targeted employment (Law 68/99)
 - **Qualification course for persons with sensory disability:** it is an annual course for youngsters/adults with visual, disability, designed to sit the examination for the professional qualification. Participants will acquire skills related to phone and computer new communication technologies, useful to find a job

The pre-work courses and the Fal issue a certificate of successful attendance and certification of acquired skills, according to the Law Article 17 of the law 104, passed / 92 for the purposes of targeted placement

The Municipality – Department of Social Policy and Relations with ASL, Disabled Service and Children Service in collaboration with local health authorities, organizes:

Day care Services, in particular:

- CAD daytime activities centre (ex guided work centre): occupational, crafts and expressive activities aimed at strengthening and/or maintaining the attitudes of the people included;
- CADD Day care training centre for disabled: laboratories and social rehabilitation interventions;
- Agreements with Associations enrolled in voluntary registry for the management of day-care centres: La Perla, Cepim, Down.

Residential Care: the planning of interventions always gives priority to persons with disability in order to allow them to remain in their own living environment, surrounded by loved ones, continuing to invest in providing services and home and semi-residential support

To help the families who can no longer look after their adult son/daughter with a disability or ask to approach residential care, the City, in collaboration with local health authorities, has developed a network of residential services that reproduce, as far as possible, relations and family lifestyle: autonomy services, community type family, assisted living facilities.

The **Municipality - Department of Social Policy and Relations with ASL**, Disabled Service and Children Service – also offers cultural, sports, artistic and technological activities, in which people with disability, adults and children, can experience social inclusion thanks to the service **Motore di Ricerca Comunità Attiva**, realized with private social associations.

Collaboration between the interested organizations and the families to promote the integration of pupils with Learning Disorders

If the student shows signs of school difficulties, the following procedure is to be followed:

- The school, in agreement with the *family*, organizes remedial classes and strengthening of scholastic skills, which must be described in the form (Annex 2 - Part A -the DGR 16/2014 for the elementary school, Annex 3 for secondary school, high school, professional education), *shared and then given to the family*;
- The school and/or family can contact UTS to ask for specific advice (see page 12) to better point out the problems and the strategies to be used;
- if, despite the remedial classes no improvements can be noticed, the teachers, *in collaboration with the family*, starting from the second term of the second year of elementary school, must fill out Part B of the *shared form and then given to the family*;
- the family gives it to the ASL, or to private consultants, to start the diagnostic process which may lead to a certification that the ASL must issue within 3 months;
- during the transition between primary and secondary school, secondary and high school/vocational training, to ensure a good working continuity, the school fills out the form in attachment 3, which describes the actions implemented and the scholastic skills achieved by the student;
- The family gives it to the ASL, in case the ASD certification should need renewal (if the first certification is at least three years old)

If the family and the school **do not agree** on the necessity of taking remedial classes to improve learning, *the family can still apply to the ASL for the activation of the procedure that may lead*

*If the family wants to consult private practitioners, after filling out Annex 2 or 3 with the School or **on their own initiative**, they will have to apply for a child neuropsychiatric evaluation, an assessment of intellectual functioning and scholastic skills, including possibly a neuro-psychomotor assessment. Then the family will have to deliver them to the ASL.*

The ASL has it to assess the completeness and consistency of the documentation provided by the private practitioner and, if it is complete, to release the certification within 45 days of receiving the request.

If the documentation provided by the private practitioner should not be deemed complete by the ASL, *the family* may ask it to start the diagnostic procedure; the application will be placed on the waiting list, without priority.

The private practitioner chosen by the family remains, in any case, the sanitary referent for the school.

The specific learning disability certification does not mean that the child is automatically entitled to a support teacher, but s/he is entitled to personalized teaching plan, shared with the family, for example longer time, use of tools (calculator, computer ..), etc.

Collaboration between the interested organizations and the families to promote the integration of pupils with Special Educational Needs

With DGR 20/2014, the Regione Piemonte has redefined the classification of conditions that can be defined as Special Educational Needs.

The ASL, in the process of taking charge and evaluating students' situations, when no disability can be found, can certify the health condition as Special Educational Need (EES) to promote students' integration in school.

The evaluation and certification may be done by Child Neuropsychiatric or Psychologic Services or by private professionals.

Here is the list of health conditions that must be certified as a Special Educational Needs:

F 80 Specific developmental disorder of language and speech

F 82 Specific developmental disorder of motor function

Hyperkinetic syndromes (includes ADHD, attention deficit hyperactivity disorder)

F 90.0 Disorder of attention and activity

F 90.1 hyperkinetic conduct disorder

F 90.8 Other hyperkinetic syndromes

F 90.9 hyperkinetic syndrome, unspecified

R41.8 Limited Intellectual Functioning (or Limited Cognitive Functioning) with an IQ roughly between 70 and 84

(Diseases have a numeric code that is derived from the diagnostic manual "Classification ICD of World Health Organization")

Following the certification of Special Educational Needs, in collaboration with the family, the school prepares the Personalized Learning Plan, and the Training Agencies prepare the Individualized Training Project.

The certification does not entitle students to have a support teacher in school.

The Metropolitan City allocates 50 hours of support each year for pupils with severe behavioural disorders enrolled in Vocational Training.

Consultation and training for families and children/pupils with disabilities, Specific Learning Disability, Special Educational Needs

The Support Centre for new Technology and Disability (CTS) - Scuola Vera e Libera ARDUINO via Figlie dei Militari 25 – it aims to promote the role that new technologies can in have school integration of pupils with disabilities, with Specific learning disorder and Special Educational Needs:

- informs teachers, **pupils and parents** on the technological resources – both free and commercial – available, through presentation meetings and through the website <http://www.necessitaeducativespeciali.it/>;
- organizes training initiatives aimed at school staff, **pupils and their families** on the use of technology for educational inclusion;
- provides advice to help families find the most appropriate subsidy for students, the teaching methods that encourage the inclusion the student's training as part of the classroom activities and to define the best collaboration strategy between **the school and the family**.

The Territorial Unit for Professional Services for Teachers — Special Educational Needs (UTS- NES) Scuola Vera e Libera ARDUINO via Figlie dei Militari 25:

- manages a top-level counselling, information and orientation point on Specific Learning Disorders and other Special Educational Needs, also through educational activities at individual schools;
- provides the counselling, information, and orientation point "Punto su di te", for **parents** and network operators, on issues related to disability, chronic illness, and adjustment problems.