



# GALICIAN LEGAL FRAMEWORK

*LOMLOE*

*NEW PEDAGOGICAL ARCHITECTURE PLAN*

*DECREE 229/2011 OF ATTENTION TO DIVERSITY*

*LAW 6/2022, 31<sup>ST</sup> OF MARCH*

*LAW 10/2014, 3<sup>RD</sup> OF DECEMBER*

*CP-INCLÚE*



# SPANISH INCLUSIVE SCHOOLS' LEGAL FRAMEWORK

## NEW EDUCATIONAL LAW ("LOMLOE")









LOE  
LGSE  
LOMCE  
LOMLOE

A warm, sepia-toned photograph of a woman with dark hair and glasses leaning over a desk to assist a young girl. The girl is wearing large white headphones and is focused on a tablet device. The woman is looking at the tablet with a supportive expression. The scene is set in a well-lit room, possibly a classroom or study area, with a pencil holder and books visible on the desk. The overall mood is educational and collaborative.

TABLE

**THE BEST**

**EVER!**



- 
- A woman's profile is shown in the foreground, looking towards a chalkboard in the background. The chalkboard contains faint, handwritten Vietnamese text. The text on the board includes "Là P...?", "sách số", "Xuống", "đi", and "đi".
- 8TH EDUCATION LAW SINCE 1980
  - IN EFFECT FOR ODD LEVELS SINCE 2022
  - NEW APPROACH TO SPECIAL NEEDS STUDENTS
  - BASED ON EQUITY, INCLUSION AND PUBLIC RESOURCES

## SPECIAL NEED STUDENTS DEFINITION I:

STUDENTS WHO FACE **BARRIERS** THAT LIMIT  
THEIR **ACCESS, PRESENCE, PARTICIPATION OR  
LEARNING**, DERIVED FROM **DISABILITY** OR  
SERIOUS BEHAVIORAL, **COMMUNICATION AND  
LANGUAGE DISORDERS**



## SPECIAL NEED STUDENTS DEFINITION II:

THEY REQUIRE **SUPPORT** AND **SPECIFIC  
EDUCATIONAL ATTENTION** TO ACHIEVE THE  
MOST SUITABLE **LEARNING OBJECTIVES** TO  
THEIR DEVELOPMENT



**4TH ITEM  
OF THE SUSTAINABLE  
DEVELOPMENT GOALS FOR  
2030 AGENDA**



**TO ELIMINATE:**  
**BARRIERS ( PHYSICAL / SOCIAL  
DISCRIMINATION)**

E<sub>1</sub> N<sub>1</sub> C<sub>3</sub> O<sub>1</sub> U<sub>1</sub> R<sub>1</sub> A<sub>1</sub> G<sub>2</sub> E<sub>1</sub>



**TO FAVOUR:**

**PARTICIPATION/ LEARNING  
OPPORTUNITIES FOR EVERYONE**

E<sub>1</sub>

N<sub>1</sub>

C<sub>3</sub>

O<sub>1</sub>

U<sub>1</sub>

R<sub>1</sub>

A<sub>1</sub>

G<sub>2</sub>

E<sub>1</sub>



## TO GUARANTEE:

- EQUALITY
- QUALITY
- FREE ACCESS

E<sub>1</sub>

N<sub>1</sub>

C<sub>3</sub>

O<sub>1</sub>

U<sub>1</sub>

R<sub>1</sub>

A<sub>1</sub>

G<sub>2</sub>

E<sub>1</sub>



# QUALITY

- **NO DISCRIMINATION** BASED ON LIVING CONDITIONS, RACE, GENDER OR DISABILITY
- **EDUCATION** ADMINISTRATION SHOULD **PROVIDE ALL THE NECESSARY RESOURCES AND MEANS** TO OFFER **QUALITY EDUCATION FOR ALL**



# EQUITY



**PERSONALITY  
DEVELOPMENT**



**SCHOOL INCLUSION**



**SAME RIGHTS &  
OPPORTUNITIES**



**UNIVERSAL ACCESS**

# PUBLIC SCHOOL

- **IN 2022**, 80% SPECIAL NEEDS SCHOOLS ARE **FINANCED BY PRIVATE MEANS**: EXPENSIVE FOR PARENTS
- **IN 15 YEARS TIME** THE “LOMLOE” LAW EXPECTS THE WHOLE OF SPECIAL NEEDS EDUCATION WILL **BE PROVIDED BY PUBLIC SCHOOLS**

# MAIN GOALS

**PERSONALIZED  
ATTENTION**

**DROPPING  
OUT  
PREVENTION**

**SOCIAL  
EXCLUSION  
PREVENTION**

**METHODS**

**UDL**

**CURRICULUM  
FLEXIBILITY**



# NEW INITIATIVES

**RESOURCES PROVIDED  
BY THE AUTHORITIES**

**NON-FORMAL  
TEACHING**

**NON-FORMAL  
LEARNING**

**EARLY DIAGNOSIS**

**NEW  
TEACHING  
APPROACHES**

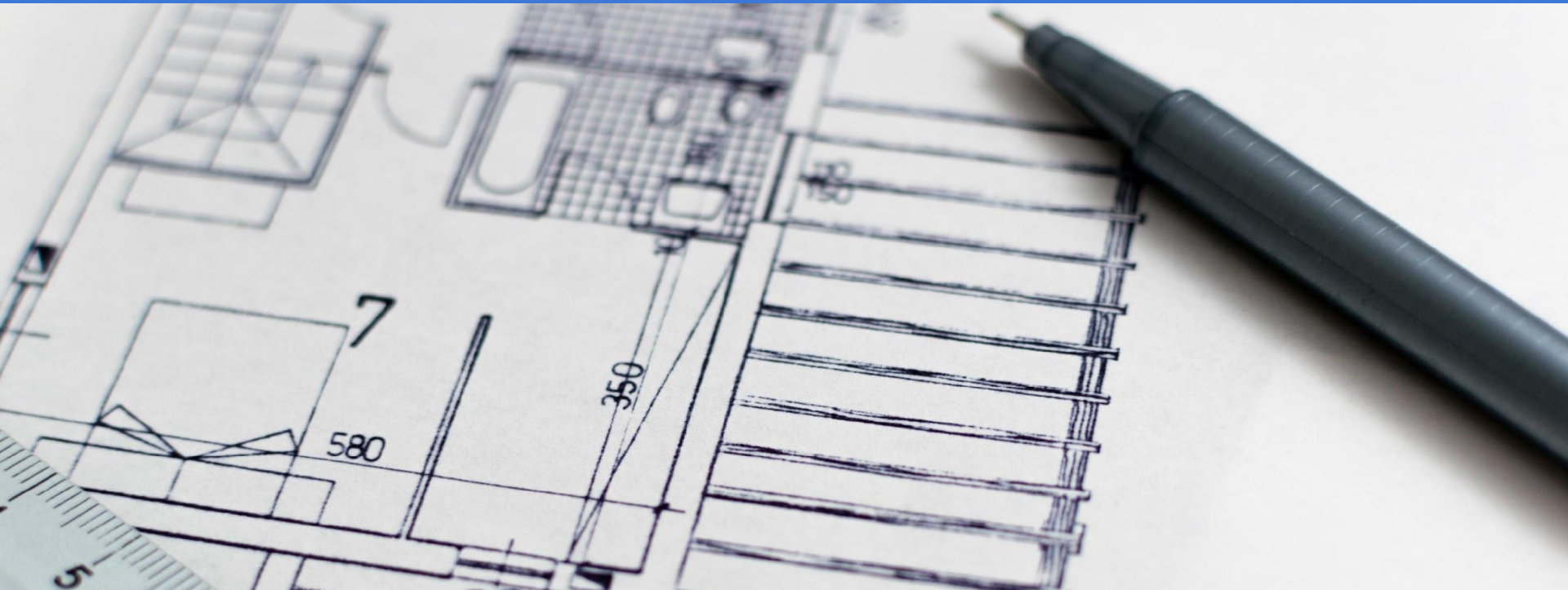
**NEW ITC RESOURCES**



# SPANISH NEW EDUCATION LAW

<https://www.boe.es/buscar/pdf/2013/BOE-A-2013-12886-consolidado.pdf>

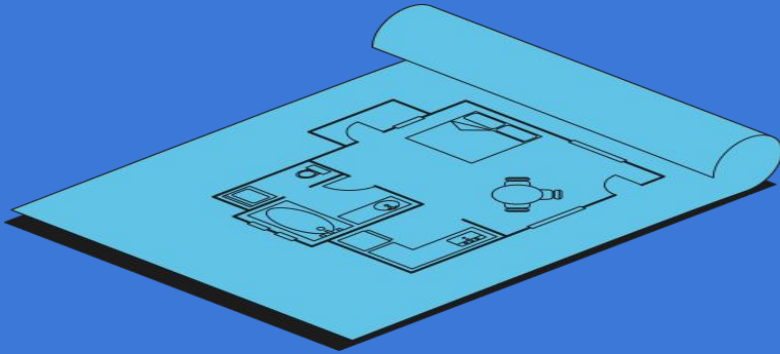
# ***NEW PEDAGOGICAL ARCHITECTURE PLAN***





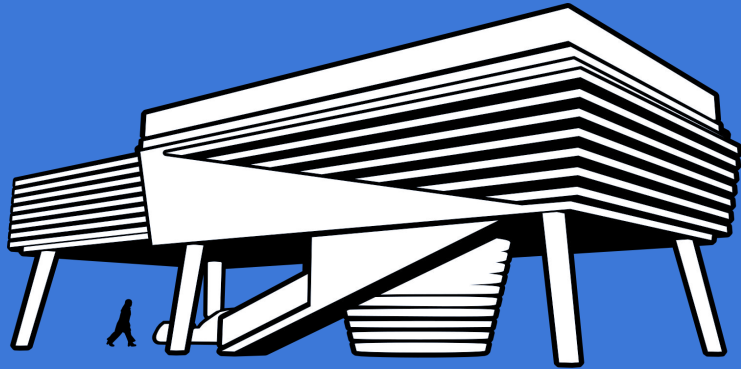
# ***NEW PEDAGOGICAL ARCHITECTURE PLAN***

Currently Galicia has 1100 schools that are 40 years old.



WHAT IS THE AIM OF THIS PLAN?

# *NEW PEDAGOGICAL ARCHITECTURE PLAN*



- Bigger and healthier spaces:
- More flexible and adaptable.
  - More comfortable.
  - Prevention from illnesses.
  - Open spaces suitable for socialising.

# ***NEW PEDAGOGICAL ARCHITECTURE PLAN***



## **More accessible and inclusive spaces:**

- Using spaces in an equal and equitable way.
- Approach to an universal design.
- Knocking down barriers.



# ***NEW PEDAGOGICAL ARCHITECTURE PLAN***



## **Enhancement of social and educational community:**

- Schools as agents of change.
- Advance and progress of the area.
- To give an answer to the inherent characteristics of the place.

# ***NEW PEDAGOGICAL ARCHITECTURE PLAN***

## **Higher sustainability:**

- Lighting and acoustics.
- SDG 2030
- Using resources like biomass.
- Environmental quality.



# ***NEW PEDAGOGICAL ARCHITECTURE PLAN***



## **Digital transformation:**

- Moving towards intelligent centres (AI).
- Using digital learning spaces (online).
- Integrating the STEAM perspective.
- Future learning labs.

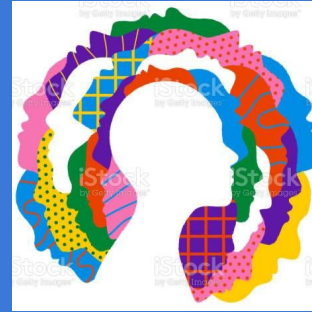


# Decree 229/2011 of Attention to Diversity.

Article 5. Actions by  
the Education  
Administration.



3. ADAPT EDUCATIONAL ESTABLISHMENTS to the current provisions with regarding the promotion of universal accessibility.



Article 8. Ordinary  
Measures.



a) ADAPTATION OF THE ORGANIZATIONAL STRUCTURE and MANAGEMENT OF THE CLASSROOM to the characteristics of the students.

c) Methodologies based on collaborative work.

e) Classrooms for educational attention and coexistence

f) Doubling of class groups

# *Decree 229/2011 of Attention to Diversity.*

*Article 16. Modalities  
of schooling.*



- b) Schooling in Special Education Centers.*
- c) Combinated schooling in ordinary centers.*

*Article 19. Schooling in  
special education  
units.*



- 1. SHARING ACTIVITIES AND SPACES of the ordinary school that favor inclusion.*

*Article 20. Schooling  
in Special Education  
Centers.*



- 5. The teachings in these centers must lead to an obligatory basic education and an adapted professional training and transition to adult life.*

# Decree 229/2011 of Attention to Diversity.

Article 20. Schooling  
in Special Education  
Centers (continuation)



7. Special Education School as *SPECIFIC RESOURCE CENTERS*.

Article 37. Material  
Resources.



3. The FACILITIES AND DEPENDENCIES the educational centers will be accessible to all students enrolled in it.

Article 39. Autonomy in  
the use of resources.



Distribute and optimize their resources according to their General Plan for Attention to Diversity.

ORDER 8TH OF  
SEPTEMBER 2021



Provide inclusive spaces for participation, collaboration and development.





# *LAW 1/2013, 29<sup>th</sup> OF NOVEMBER*

*Training in "design for all people" will be included in the design of Vocational Training qualifications and in the development of the corresponding curricula.*



# LAW 10/2014, 3<sup>RD</sup> OF DECEMBER ON ACCESSIBILITY

## LAW 6/2022, 31<sup>ST</sup> OF MARCH

- *Inclusive and accessible society.*
- **Principles:** *universal accessibility, universal design, social inclusion, equal opportunities and normality.*
- *Public spaces, buildings, equipment, webpages, signaling.*
- *Teacher training and social awareness.*

