



Colegio Albania

INCLUSIVE EDUCATION POLICY

Content	
Introduction	4
Legal Framework of FECEN’s Inclusive Education Policy	5
Scope of the Inclusive Education Policy	6
Goals of the Inclusive Education Policy	8
Our FECEN Community	9
Neuroeducation: A Cross-Cutting Foundation.....	10
Student Profiling and Types of Conditions	11
Neurodevelopmental Conditions Currently Supported at FECEN	12
Identified Barriers.....	13
Attitudinal Barriers.....	13
Environmental Barriers.....	13
Pedagogical and Participation Barriers	13
PIAR and IEP: Definitions and Scope.....	14
PIAR – Individual Plan for Reasonable Adjustments.....	14
Individualized Education Plan (IEP)	15
Conceptual Framework and Categorization for the Development of the PIAR (According to the Ministry of National Education – MEN).....	15
Disabilities Requiring a PIAR	16
Exceptional Abilities and Talents Requiring a PIAR.....	17
Student Assessment.....	17
School Support Services	17
Team Structure	18
School Counseling	19
Assessment.....	20
Support.....	20
Prevention and Promotion	21
External Follow-Up and Advisory Services	22
Psychosocial Risk Prevention.....	24
Speech and Language Therapy	24
Assessment.....	24
Support.....	25
Prevention and Promotion	25

External Follow-Up	26
Collaboration and Advisory Services	26
Occupational Therapy.....	27
Assessment.....	27
Support.....	27
Prevention and Promotion	28
External Follow-Up	28
Collaboration and Advisory Services	29
Language Acquisition Teachers	29
Language Acquisition Program – Primary Years Programme (PYP), Middle Years Programme (MYP), and Diploma Programme (DP).....	29
Types of Intervention.....	30
Exit from the Language Acquisition Program.....	31
Inclusion Teacher.....	32
Phase 1: Identification, Comprehensive Assessment, and Decision- Making	33
Phase 2: Development of the PIAR / Individualized Learning Plan (IEP).....	36
Phase 3: Monitoring of the PIAR / Individualized Learning Plan (IEP)	36
Definition of Responsibilities and Timeline:	38
FECEN Definitions and Glossary.....	38

Introduction

Inclusive education is an ethical, legal, and pedagogical commitment that seeks to guarantee the right to quality education for all students, without any form of discrimination. At FECEN, this vision is embodied through an institutional policy grounded in the principles of participation, equity, access, justice, respect for diversity, and human development. This policy not only responds to international and national mandates regarding human rights and education, but also aligns with the quality standards established by organizations such as Cognia and the International Baccalaureate (IB).

The legal framework supporting this policy is broad and robust. It includes regulations such as the Universal Declaration of Human Rights, the Political Constitution of Colombia, the General Education Law, Decree 1421 of 2017, among other legal provisions that promote equity, access, and the active participation of all students especially those with disabilities, exceptional talents, or specific educational needs. These laws guide FECEN in creating safe, accessible, and adaptive learning environments where diversity is recognized and valued as a pedagogical asset.

FECEN's Inclusive Education Policy encompasses all educational levels offered by the institution and the entire school community: students, families, teachers, administrative staff, and leadership. Its implementation seeks to eliminate attitudinal, pedagogical, and institutional barriers that hinder students' full participation, while promoting continuous professional development for teachers, strengthening flexible pedagogical practices, and fostering the active engagement of families as key partners in the educational process. The timely identification and profiling of each student is an essential component of this policy, enabling the recognition of individual needs and the design of personalized support plans, such as the Individual Plan for Reasonable Adjustments (PIAR).

Finally, this policy is not a static document but a living instrument that guides institutional management toward continuous improvement. Through strategic

4

Approved by the Board of Directors and the Academic Council (January 2026).

partnerships with external organizations, ongoing monitoring and evaluation systems, and pedagogical actions aligned with the realities of each student, FECEN reaffirms its commitment to truly inclusive education. The objective is clear: to build an educational community that not only tolerates but celebrates diversity as the foundation for harmonious coexistence, democratic citizenship, and meaningful learning for all.

Legal Framework of FECEN's Inclusive Education Policy

FECEN's Inclusive Education Policy is grounded in a set of national and international regulations and guidelines that guarantee the right to education without discrimination, promoting equity, respect for diversity, and the active participation of all students. Among the primary legal references are:

- **Universal Declaration of Human Rights:** Recognizes education as a fundamental right for all individuals, without any distinction.
- **Political Constitution of Colombia (1991):** Articles 13 and 67 establish the right to equality and the right to education as a duty of the State, with special emphasis on individuals in vulnerable situations.
- **Law 115 of 1994 (General Education Law):** Chapter I, Title III, Articles 46 to 49, which establish provisions for the educational services provided to populations with special educational needs.
- **Decree 2082 of 1996:** Defines the organization of educational services for individuals with special educational needs.
- **Law 1098 of 2006 (Childhood and Adolescence Code):** Guarantees the fundamental rights of children and adolescents, including access to quality, inclusive education that respects their differences.
- **Decree 366 of 2009:** Regulates the provision of educational services for students with disabilities or exceptional abilities and talents.
- **Law 1618 of 2013:** Establishes provisions to ensure the full exercise of the rights of persons with disabilities.

- **Law 1620 of 2013:** Creates the National School Coexistence System and the Framework for the Promotion of Human Rights, Sexuality Education, and the Prevention and Mitigation of School Violence.
- **Decree 1075 of 2015:** Compiles the regulations of the education sector, including provisions related to inclusion and attention to diversity.
- **Decree 1421 of 2017:** Establishes regulations on inclusive education for persons with disabilities.
- **Law 2216 of 2022:** Strengthens guidelines on inclusion and educational equity, ensuring conditions of accessibility and participation for all students.
- **Policy Guidelines for Inclusion and Equity in Education (2022), issued by the Ministry of National Education:** Promote quality education for all individuals, without exception, from a rights-based perspective.
- **Decree 2216 of 2023:** Promotes inclusive education and the comprehensive development of children and adolescents with Specific Learning Disorders.
- **Decree Law 2383 of 2024:** Promotes socio-emotional education for children and adolescents in preschool, primary, basic, and secondary educational institutions in Colombia.
- **FECEN School Coexistence Manual and Institutional System for Evaluation and Promotion:** Institutional frameworks that guide inclusive practices and the harmonious development of the educational community.

Scope of the Inclusive Education Policy

The Inclusive Education Policy of Colegio Albania aims to promote a safe, respectful, equitable, and discrimination-free educational environment in which the diversity of all members of the school community is recognized and valued.

This policy establishes the guidelines that frame inclusion at Colegio Albania, defining objectives, goals, and scope that must be embraced by the entire

community: students, parents, teachers, school leaders, administrative staff, and maintenance personnel. Its implementation is grounded in the institutional principles of equity, justice, respect for differences, and holistic education.

It serves as a clear framework to guide pedagogical practices, school relationships, coexistence, institutional management, and attention to diversity, ensuring that all students are able to learn, participate, and fully develop according to their characteristics, needs, and potential.

This policy applies to all educational levels offered by Colegio Albania the Primary Years Programme (PYP), the Middle Years Programme (MYP), and the Diploma Programme (DP) and to the entire school community: students, parents, families, teachers, administrators, maintenance staff, and support personnel.

- **Institutional Scope:** Involves the entire structure of the educational institution, from mission and vision to regulations, pedagogical projects, curriculum, and assessment practices.
- **Beneficiary Population:** This policy is directed to the entire educational community and particularly includes and protects students with special or specific educational needs, including neurodivergent students (e.g., Autism Spectrum Disorder – ASD; Attention Deficit Hyperactivity Disorder – ADHD; dyslexia; among others), those requiring emotional or psychosocial support, students with high abilities, exceptional talents, or high academic potential who require enrichment, guidance, or pedagogical accommodations to foster their holistic development.
- **Transformation of School Culture:** Aims to change attitudes, eliminate prejudice, and create safe environments free from discrimination, bullying, or exclusion.
- **Engagement with External Entities:** Connects with national human rights and early childhood policies and related entities such as the Integrated Enrollment System (SIMAT), the National Administrative Department of Statistics (DANE), Institutional Information and Evaluation Systems, the Single Directory of Educational Institutions (DUE), the

Colombian Institute for the Evaluation of Education (ICFES), the Citizen Service System, formal education authorities, the Secretary of Education, and the Childhood and Adolescence Police.

- **Internal Engagement:** Includes coordination with the FECEN Board of Directors and the Mushaisa Residential Unit (URM). The school seeks to establish strategic partnerships with external organizations, institutions, and specialized services to strengthen inclusive education, facilitate resources and technical support, and promote joint initiatives that benefit students requiring educational support and the broader school community for example, the Municipal Family Welfare Office (Comisaría de Familia).
- **Evaluation and Continuous Improvement:** Establishes monitoring, evaluation, and adjustment mechanisms to ensure that inclusion strategies are effective and sustainable over time.

Furthermore, this policy guides institutional management, pedagogical processes, school relationships, coexistence, and learning assessment based on principles of equity, justice, inclusion, and human development.

Goals of the Inclusive Education Policy

The Inclusive Education Policy of Colegio Albania seeks to promote an equitable and welcoming educational environment in which all individuals, regardless of abilities, background, or specific needs, can access, participate, and fully develop. It aims to foster equal opportunities, respect and value diversity, and ensure that every student receives the necessary support to reach their maximum potential. Through the following goals, the institution seeks to build a more just, supportive, and inclusive educational community committed to mutual respect.

- **Ensure Equal Opportunities:** Promote equitable access to quality education for all students, regardless of ethnicity, gender, condition, nationality, language, socioeconomic background, or any other difference.

- **Foster a Culture of Respect and Appreciation for Diversity:** Encourage the development of attitudes of respect, empathy, appreciation, and recognition of individual differences within the school community.
- **Eliminate Barriers to Learning and Participation:** Identify and reduce physical, pedagogical, social, and institutional obstacles that hinder effective inclusion.
- **Strengthen Teacher Training in Inclusion:** Provide professional development for teachers and school staff to recognize diversity and implement inclusive instructional strategies.
- **Promote Inclusive Pedagogical Practices:** Ensure that teaching is flexible, responsive to different learning styles and paces, and student-centered.
- **Encourage Active Family and Community Participation:** Engage all stakeholders in the student's environment as partners in the inclusion process.
- **Commitment to Cultural Diversity:** Recognize ancestral knowledge by incorporating the worldview, language, and traditions of ethnic communities into the curriculum and school practices. Promote respect for all cultures present in the school community and foster spaces for intercultural dialogue.

Our FECEN Community

Colegio Albania is a private, coeducational institution operating under Calendar B with a full daytime schedule. It is officially approved by Resolution No. 024/09 issued by the Departmental Secretary of Education of La Guajira. The school offers a bilingual education program authorized by the Ministry of National Education under Resolution No. 2602/86.

Colegio Albania has been accredited by Cognia since 1985 through the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools (SACS), and the

Northwest Accreditation Commission (NWAC), reflecting its sustained commitment to quality and continuous improvement.

The school is officially authorized to offer the three International Baccalaureate (IB) programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), and the Diploma Programme (DP). It is also a member of the Association of Colombian-Caribbean American Schools (ACCAS), promoting an international, intercultural, and holistic educational experience.

As part of a diverse and inclusive educational community, Colegio Albania welcomes, without restriction, the children of employees of Cerrejón and its authorized contractors. The school values individual, cultural, linguistic, social, cognitive, and emotional differences. Through its pedagogical model, it promotes equity, respect for human dignity, and the inclusion of all students including those with diverse educational needs or requiring reasonable accommodations in alignment with International Baccalaureate principles, national regulations, and international inclusive education standards.

Neuroeducation: A Cross-Cutting Foundation

Neuroeducation is a discipline that integrates neuroscience, psychology, and pedagogy. Its purpose is to understand how the brain functions during learning processes in order to improve teaching practices. By studying brain development, attention, memory, and emotions, neuroeducation guides educators in designing strategies that align with students' cognitive development stages. This approach allows for the creation of meaningful, stimulating learning environments that support the holistic development of children and adolescents.

For FECEN, neuroeducation serves as the central pillar of its educational proposal in relation to the Inclusive Education Program and Policy because it enables the institution to address diversity at its core: brain functioning. By integrating advances in neuroscience with pedagogical practice, the school develops more

effective and personalized strategies that respond to each student's cognitive, emotional, and social characteristics. Through neuroeducation, learning environments can be designed to enhance attention, motivation, memory, and self-regulation essential principles for ensuring equitable access to knowledge.

This approach is fully aligned with FECEN's institutional policy, which is grounded in respect for diversity, equity, access, and justice. Neuroeducation provides the scientific and pedagogical foundation necessary to eliminate barriers that have historically limited full student participation. Through timely student profiling, the design of individualized support plans (such as the Individual Plan for Reasonable Adjustments – PIAR), and the strengthening of flexible pedagogical practices, FECEN fulfills its ethical and legal commitment to inclusive education. In this sense, neuroeducation not only enhances the quality of teaching and learning but also serves as the driving force behind the transformation toward a truly inclusive school where every student can learn, grow, and thrive under equal conditions.

Student Profiling and Types of Conditions

Student profiling is an essential process within FECEN's Inclusive Education Program, as it allows for the accurate identification of each student's characteristics, strengths, and specific needs. This information is key to designing individualized pedagogical strategies, relevant curricular adaptations, and targeted supports that promote each child's holistic development. Through this process, the interdisciplinary team can make informed decisions that ensure truly inclusive, equitable, and high-quality education.

Profiling also enables the early detection of neurodevelopmental conditions, which is critical for implementing timely interventions that prevent academic delay, emotional frustration, or exclusion. This process strengthens collaboration among teachers, families, and therapeutic professionals by fostering a shared understanding of students' challenges and the most effective ways to support them.

For FECEN, profiling is not merely a diagnostic tool but an ethical and pedagogical commitment to recognizing diversity as a value. Through this process, the school effectively supports students with a variety of neurodevelopmental conditions, including:

Neurodevelopmental Conditions Currently Supported at FECEN

- Attention Deficit Hyperactivity Disorder (ADHD), in its various presentations (inattentive, hyperactive-impulsive, combined)
- Autism Spectrum Disorder (ASD), including high-functioning autism and Asperger's syndrome
- Expressive language disorder and specific speech sound disorder
- Semantic-pragmatic language disorder
- Unspecified speech and language developmental disorder
- Specific learning disorders (reading, writing, mathematics)
- Specific developmental disorder of scholastic skills
- Mixed disorder of scholastic skills (dyslexia, dyscalculia)
- Global developmental delay
- Sensory integration disorder
- Sensory modulation immaturity
- Anxiety disorders (including social phobia)
- Intermittent explosive disorder
- Oppositional defiant disorder
- Hyperkinetic disorder
- Difficulties in affective competencies (rigidity, inflexibility, low frustration tolerance) and social skills
- Difficulties in organization, planning, and cognitive flexibility (executive function impairment)
- Mild intellectual disability
- Problems related to inadequate parental supervision or control
- Difficulties adjusting to life cycle transitions
- Low self-esteem and anxiety symptoms
- Borderline or low cognitive profile (low IQ, slow processing speed)

Identified Barriers

In alignment with the General Education Law and Decree 1421 of 2017, Colegio Albania identifies the following primary areas where barriers to inclusion may arise:

Attitudinal Barriers

- Prejudices, stereotypes, and low expectations regarding the abilities of students with disabilities or special educational needs.
- Concerns among teachers and administrators regarding the management of neurodivergent students.
- Apprehension among peers about interacting with students who present differences.
- Parental fear of “different” treatment toward their child or resistance to accepting individual needs.

Environmental Barriers

- Limited organization or availability of appropriate materials to address diverse learning profiles.

Pedagogical and Participation Barriers

- Rigid teaching practices that do not incorporate reasonable adjustments or curricular flexibility strategies.
- Standardized assessments without accommodations or consideration of individual needs.
- Lesson plans that do not incorporate Universal Design for Learning (UDL) principles.

PIAR and IEP: Definitions and Scope

PIAR – Individual Plan for Reasonable Adjustments

According to Decree 1075 of 2015, the PIAR (Individual Plan for Reasonable Adjustments) is the fundamental tool to ensure a relevant teaching and learning process tailored to each student's individual learning styles and pace.

At FECEN, the PIAR includes the reasonable adjustments necessary to promote inclusive education within the classroom. In developing a PIAR, the following elements must be identified: existing barriers, the student's learning pace, specific educational needs, the manner in which learning experiences are delivered, instructional resources used, time sequences, and assessment instruments and techniques, among other relevant aspects.

At FECEN, the PIAR guides the student's support process throughout the entire school year and is implemented in an integrated manner within the student's regular classroom setting. This plan includes student background information, a description of the student's characteristics and context both within and outside the institution (family and social environment), a pedagogical assessment, identified barriers, learning objectives to be achieved or reinforced, and the curricular, instructional, methodological, and assessment adjustments required.

The PIAR also outlines the physical, technological, and instructional resources needed, additional projects beyond those planned in the classroom, relevant information regarding particular student circumstances, and suggested activities to be carried out at home during school breaks. It is further enriched by reports from healthcare professionals that support the student's development.

The PIAR remains valid for one academic year and is monitored in accordance with FECEN's Institutional Evaluation Policy (SIE). It compiles all reasonable adjustments in an individualized and progressive manner, and its requirements are incorporated into the Institutional Improvement Plans (PMI). The PIAR must

be renewed annually, reviewing and adjusting its goals according to the grade level in which the student is enrolled.

This plan forms part of the student's academic record and enables systematic, individualized support, optimizing resource use and ensuring the commitment of all stakeholders involved. FECEN develops the PIAR within the first two months of the academic calendar.

Once finalized, a formal agreement is signed outlining the commitments assumed by FECEN and the family, adapted to the specific characteristics of each student. This document must be signed by parents or guardians, the responsible teachers, and the institution.

Individualized Education Plan (IEP)

The IEP applies to students who experience difficulties that interfere with their learning process and require targeted support to address them. Support may be provided by professionals from the School Support Team and/or by external specialists, depending on the student's needs. In the latter case, parents must consult specialists of their choice in the areas recommended by the school.

The School Support Team provides guidance and detailed information to teachers; however, students at this level do not require curricular modifications and are able to function within the regular classroom setting.

Conceptual Framework and Categorization for the Development of the PIAR (According to the Ministry of National Education – MEN)

Concept	Description
Disability	Permanent limitations in different areas (physical, sensory, cognitive, psychosocial, etc.) that affect the student's full participation in school settings.

Exceptional Ability (Giftedness)	An intellectual level significantly above average, characterized by a high degree of creativity, autonomy, and early interest in knowledge and learning.
Exceptional Talent	Outstanding performance in a specific field (scientific, artistic, technological, athletic), demonstrated from an early age.
Twice Exceptionality	The combination of exceptional ability and exceptional talent, or the presence of more than one outstanding talent.

Disabilities Requiring a PIAR

Category	Included Disabilities
Physical Disability	Cerebral palsy, quadriplegia, hemiplegia, monoplegia, paraplegia, muscular dystrophy, osteogenesis imperfecta, neuromuscular injury, spina bifida.
Sensory Disability – Hearing	Colombian Sign Language (LSC) users, deafness, deafblindness, hearing impairment.
Sensory Disability – Visual	Low vision, blindness.
Systemic Disability	Dwarfism, chronic health conditions, terminal illnesses.
Intellectual Disability	Cognitive disorders, Down syndrome.
Psychosocial Disability	Persistent alterations in behavior, awareness, or memory; includes schizophrenia, bipolar disorder, and anxiety disorders.
Multiple Disabilities	The presence of two or more combined disabilities.

Other Disabilities	Cases with significant impact on learning that do not fall within the previous categories.
---------------------------	--

Exceptional Abilities and Talents Requiring a PIAR

Category	Characteristics
Exceptional Ability (Giftedness)	High intellectual level, outstanding creativity, autonomy, and strong interest in knowledge across multiple areas.
Exceptional Talent	Outstanding performance in a specific field from an early age, such as scientific, technological, artistic, or athletic domains.
Twice Exceptionality	The presence of exceptional ability combined with one or more exceptional talents.

Student Assessment

FECEN establishes that the guidelines and criteria for assessing students who are part of the Inclusive Education Program are defined in the Institutional System for Evaluation and Promotion (SIE), which is reviewed and approved each academic year.

School Support Services

Responsibilities

At Colegio Albania, we recognize that education is a right for all and that every student deserves equal opportunities to learn and develop. For this reason, we are committed to:

- a. Identifying barriers to learning and participation. We conduct institutional diagnostics and evaluations to identify barriers within the school context. We also analyze classroom environments, curriculum design, and broader learning contexts in order to propose improvement measures.

- b. Providing optimal support. We offer the necessary resources, strategies, and guidance to respond to diverse educational needs. We acknowledge that each student learns differently; therefore, we adapt our practices to ensure that all students receive appropriate support throughout their learning process.
- c. Ensuring equal opportunities. We guarantee that all students, without exception, have equitable access to resources, activities, learning experiences, and academic challenges. We promote a fair environment in which differences are valued and never constitute grounds for discrimination or exclusion.
- d. Promoting full participation. We foster the active inclusion of all students in every aspect of school life academic, social, cultural, and athletic so they feel valued, heard, and engaged in the development of their educational community.
- e. Ensuring fair and valid assessment. We design assessment processes that accurately reflect students' abilities, knowledge, and progress, taking into account their individual characteristics. Our assessments are flexible, objective, and focused on learning rather than comparison.
- f. Advising and supporting the teaching staff. We provide guidance to teachers in the planning and implementation of inclusive practices. We also promote awareness and professional development within the educational community to strengthen respect for and appreciation of diversity.

Team Structure

The School Support Team is composed of three Psychologists, two Speech-Language Pathologists, one Occupational Therapist, and four Language Acquisition teachers, distributed as follows:

- School Counselors: One counselor assigned from Flyers through Grade 2 (Primary). One counselor assigned from Grade 3 through Grade 7. One counselor assigned from Grade 8 through Grade 11.

- Speech-Language Pathologists: One assigned to the Primary Years Programme (PYP). One assigned to the Middle Years Programme (MYP) and the Diploma Programme (DP).
- Occupational Therapist: One therapist serving all three IB programmes (PYP, MYP, and DP).
- Language Acquisition Teachers: Two teachers in the PYP: one responsible for Grades 1 and 2, and another for Grades 3 and 4, supported by one assistant who works with students from Grades 1 to 4. The Primary programme currently serves approximately 56 students. One teacher assigned to the MYP (Grades 5 to 9), serving 28 students. One teacher assigned to the Diploma Programme (Grades 10 and 11), serving a population of 3 students.

School Counseling

The role of the School Counselors is to promote the holistic well-being of students and to support their personal, social, academic, and vocational development. They also provide guidance to families, teachers, and school leadership.

Their work is primarily preventive, advisory, and formative in nature. In certain cases, it also involves specific interventions with students when situations affecting school coexistence or emotional well-being require immediate attention, follow-up, or the activation of child protection protocols.

In accordance with the current legal framework, the rights of children and adolescents, and the guidelines issued by the Ministry of National Education (MEN), the School Counseling Team supports the School Coexistence Program, participates in the School Coexistence Committee, and contributes to the implementation of the school's Inclusive Education Program.

Main Functions Include:

Assessment

- **Admissions Process:** During this stage, preliminary information is collected through a parent interview. The prospective student is also directly observed, and assessment tools are administered as part of the evaluation process.

Based on the results, the Student Support Team meets to analyze the information and determine any accommodations or supports that may be required once the student enrolls.

A feedback meeting is then held with parents to share findings, recommendations, referrals, or suggestions. Finally, this information is communicated to the corresponding teaching team.

Support

- **Group Counseling Services:** School counselors design and implement group interventions aimed at strengthening students' social-emotional skills, peaceful conflict resolution, teamwork, respect for diversity, and empathy.

These activities are tailored to the specific needs of each group and may include workshops, classroom talks, interactive activities, and dialogue circles. The goal is to improve school climate and promote an inclusive, safe, and respectful learning environment.

- **Individual Student Support:** Individual counseling is provided to students who require additional support due to emotional, behavioral, social, or school adjustment difficulties.

These sessions help identify specific needs, guide personal growth processes, and establish management strategies in collaboration with families and teachers.

This support may also include referrals to external therapists, case follow-up, and coordination with outside agencies when it is necessary to activate formal care or protection pathways.

- **Support in Designing Individualized Plans:** As members of the Student Support Team, school counselors participate in the development of Individualized Accommodation Plans (PIAR) and other differentiated support plans.

This process involves analyzing diagnostic information, identifying barriers to learning and participation, and defining pedagogical, emotional, and social supports that promote inclusion and maximize each student's potential, particularly those with specific educational needs or particular conditions.

Prevention and Promotion

- **Social-Emotional Learning (SEL) Classes:** As part of the preventive approach, counselors lead classroom sessions focused on developing essential social-emotional skills such as self-regulation, decision-making, empathy, assertive communication, and frustration management.

These lessons aim to strengthen mental health, emotional well-being, and positive coexistence, while promoting inclusive and respectful attitudes toward diversity.

- **Professional Development for Teachers:** Advisory sessions are offered on topics such as inclusive education, managing diverse classrooms, emotional support strategies, early identification of warning signs, and support for students with specific needs.

These sessions strengthen teachers' capacity to respond effectively and ensure more inclusive, equitable, and student-centered pedagogical practices.

- **Parent Guidance and Support:** The Counseling Department conducts workshops, talks, and individual or group meetings with families, providing guidance on parenting strategies, emotional management, setting boundaries, conflict resolution at home, and supporting the academic process.

This collaborative work with families is essential to building a consistent support network between home and school for students' holistic development. Specific initiatives include: grade-level parent meetings, parent-child workshops as follow-up to school retreats, parent education programs with guest speakers, individual family counseling sessions.

External Follow-Up and Advisory Services

- **Identification and External Referrals:** Counselors conduct observations and screenings to identify students who may require external evaluation in emotional or social areas. When necessary, parents are invited to discuss the referral process, and follow-up is conducted to ensure reports and recommendations are submitted.
- **Follow-Up for Students with Diagnoses:** Regular meetings are held with parents and external therapists to monitor therapy compliance, treatment progress, and any updates to recommendations.
- **Interdisciplinary Collaboration:** Counselors participate in meetings with teachers, administrators, and other professionals to monitor student progress and coordinate academic, emotional, social, and behavioral support strategies.

Key Projects Led by the Counseling Department

•Promotion of Emotional Well-Being, School Mental Health, and Violence Prevention

In alignment with Colombian Law 1098 of 2006 (Childhood and Adolescence Code), Law 1616 of 2013 (Mental Health Law), and Resolution 089 of 2019 (Guidelines for the Promotion and Maintenance of Mental Health in School Settings), the Counseling

Department implements the following actions:

Approved by the Board of Directors and the Academic Council (January 2026).

- Workshops on emotional regulation, self-care, self-esteem, and conflict resolution
- Support for students facing emotional or family-related difficulties
- Activation of internal and external psychosocial support pathways
- Implementation of response protocols for cases of conflict or rights violations
- Bullying and cyberbullying prevention strategies

• **Career Guidance and Life Project Development**

In accordance with Law 2109 of 2021, which establishes socio-occupational guidance as a process supporting students in their transition to technical, technological, or higher education and entry into the workforce, the Counseling Department provides:

- Assessment of aptitudes, skills, interests, and personality for 9th, 10th, and 11th grade students (including vocational interest inventories, Differential Aptitude Tests for spatial, mechanical, and logical reasoning, and the 16PF personality assessment – HSPQ version)
- Self-awareness workshops focused on interests, strengths, and goal-setting
- University fairs, workshops, and internship opportunities to provide information about higher education options and the labor market
- Partnerships with higher education institutions and exchange programs to expand study opportunities in Colombia and abroad
- Group workshops to develop students' personal life projects and decision-making skills
- Institutional activities such as the "Senior Walk" (including the "Family Treasure" tradition), fostering family involvement during students' transition period and post-graduation adjustments

Psychosocial Risk Prevention

This project is framed by the following legislation: Law 1098 of 2006 – Protection against violence, abuse, neglect, or exploitation, Law 1146 of 2007 – Prevention of sexual abuse of minors, Law 1356 of 2009 – Prevention of substance use among children and adolescents, Law 2126 of 2021 – Suicide prevention

- Prevention of substance use, teenage pregnancy, and suicide
- Awareness talks and campaigns on rights, self-care, and protection
- Early detection of signs of abuse, neglect, or maltreatment
- Activation of protection pathways with ICBF, family welfare authorities, the Ombudsman's Office, and other relevant agencies

Speech and Language Therapy

The Speech and Language Therapy Department aims to contribute to students' holistic development by addressing various aspects related to communication and learning.

Its primary functions include:

Assessment

- **Admissions Process:** Initial information is gathered through interviews with the applicant's parents. In addition, direct observation of the student is conducted, accompanied by an evaluation process using standardized assessment tools.

Based on the results, the Student Support Team meets to determine and establish any supports or accommodations that may be required once the student enrolls.

A feedback meeting is then held with parents to review the entire process, and referrals, recommendations, and/or suggestions are provided according to the findings. Finally, this information is shared with the corresponding teaching staff.

- **Identification of Difficulties:** School-based assessments are conducted both collectively and individually, when required, to identify early psycholinguistic skills and/or potential difficulties that may interfere with academic learning.

Support

- **Small Group Intervention:** Strategies are implemented to strengthen cognitive and linguistic skills that support the learning process. Interventions may be provided individually or in small groups, either inside or outside the classroom.
- **Support in Designing Individualized Plans:** The department collaborates in the development and implementation of academic intervention plans to address each student's specific needs.

Prevention and Promotion

- **Group Skills Classes:** Grade-level activities are developed with the primary goal of monitoring students' developmental progress and identifying individual characteristics. These sessions also focus on strengthening foundational cognitive and linguistic processes essential for learning and reinforcing communication skills that enhance academic performance.
- **Professional Development for Teachers:** Throughout the school year, workshops are conducted by the Student Support Team based on identified student and/or school climate needs. Each workshop or training session may be delivered by an external specialist or by members of the internal team, depending on the topic addressed.
- **Parent Support and Guidance:** To actively involve parents in their child's academic process, meetings are held to inform families about identified difficulties and the proposed internal intervention plan.

Parents are also provided with practical home-based strategies to complement the work carried out at school. Additionally, periodic talks and workshops are offered by external professionals on topics related to academic development.

External Follow-Up

- **Identification and External Referral System:** Following an internal observation and screening process, when additional information regarding cognitive, sensory, linguistic, and/or communication processes is needed, students may be referred to external specialists.

Parents are invited to a meeting where the reasons for the referral are clearly explained. They are responsible for providing the evaluation results along with the corresponding recommendations.

Once this information is received, the team analyzes the findings, develops an action plan, and shares it with the teaching staff.

- **Students with Diagnoses or Related Conditions:** Periodic follow-up meetings are held with parents and/or external therapists to monitor the therapeutic process, including therapy attendance, frequency, re-evaluations, medical treatments, changes in recommendations, or discharge reports.

Collaboration and Advisory Services

- **Interdisciplinary Work:** Regular meetings are conducted with teachers, vice principals, school counselors, occupational therapists, and other professionals to monitor each student's academic and emotional progress and determine appropriate next steps.

Occupational Therapy

The Occupational Therapist (OT) in the school setting aims to intervene in sensory, motor, and self-regulation processes—skills directly related to students' functional performance in the classroom.

The primary functions of the school-based Occupational Therapist include:

Assessment

- **Admissions Process:** Through direct observation and semi-structured assessments, the OT evaluates students' motor skills, cognitive processing abilities, communication, and social interaction skills in order to identify strengths and areas of difficulty that may impact academic performance.
- **Observation in the School Environment:** Students are observed in different school contexts (classroom, recess, playground, etc.) to understand how they interact with their environment and participate in daily activities.
- **Identification of Barriers:** The OT analyzes environmental, task-related, and personal barriers that may limit a student's participation and engagement.

Support

- **Support in Designing Individualized Plans:** The OT collaborates in the development and implementation of academic intervention plans to address each student's specific needs.
This includes adapting tasks and environments by modifying assignments, instructional materials, and the physical classroom setting to facilitate participation and reduce barriers. Adaptations may involve the use of assistive devices, supportive technology, classroom layout adjustments, and multisensory strategies. Compensatory strategies are also developed

based on each child's needs, with the goal of improving independence in school-related activities.

- **Small Group Intervention:** Through play-based and semi-structured meaningful activities, the OT works to strengthen: fine and gross motor skills (necessary for writing, material manipulation, and sports participation), cognitive processing skills (organization, planning, memory, attention), social skills relevant to the school context.
- **Sensory Strategies and Tools:** Sensory strategies and environmental adaptations are defined and implemented both inside and outside the classroom to promote self-regulation for students who require them.

Prevention and Promotion

- **Group Skills Classes:** Grade-level activities are implemented with the primary goal of monitoring developmental progress and identifying students' individual skill profiles. These sessions focus on strengthening cognitive processes, self-regulation, and foundational sensorimotor skills essential for learning.
- **Professional Development for Teachers:** Throughout the school year, workshops are conducted by the Student Support Team based on identified student needs and/or school climate considerations. Sessions may be facilitated by external specialists or by members of the internal team, depending on the topic.
- **Parent Support and Guidance:** To actively involve parents in their child's academic process, meetings are held to communicate identified difficulties and the proposed internal intervention plan. Parents are also provided with practical and manageable home-based strategies to complement the work carried out at school. Additionally, periodic workshops and talks are offered by external professionals on topics related to academic development.

External Follow-Up

- **Identification and External Referral System:** Following internal observation and screening processes, when further assessment of cognitive, sensory, or motor processes is required, students are referred to external specialists. Parents are invited to a meeting where the reasons for the referral are explained. They are responsible for providing evaluation results along with the corresponding recommendations. Once the information is received, the team analyzes the findings, develops an action plan, and shares it with the teaching staff.
- **Students with Diagnoses:** Periodic follow-up meetings are held with parents and/or external therapists to monitor the therapeutic process, including therapy attendance, frequency, re-evaluations, pharmacological treatment (if applicable), changes in recommendations, or discharge reports. Meetings with external specialists are also conducted to align goals and maintain consistent collaboration between home and school. These strategies are incorporated into each student's individualized plan and may be adapted to align with the school's curriculum and context to ensure greater implementation and adherence.

Collaboration and Advisory Services

- **Interdisciplinary Work:** Regular meetings are conducted with teachers, vice principals, school counselors, speech and language therapists, and other professionals to monitor each student's academic and emotional progress and determine appropriate next steps. Additionally, classroom dynamics are discussed, and practical tools and strategies are provided to enhance instructional effectiveness.

Language Acquisition Teachers

Language Acquisition Program – Primary Years Programme (PYP), Middle Years Programme (MYP), and Diploma Programme (DP)

The Language Acquisition Program within the PYP, MYP, and DP is designed to support students who require assistance in strengthening their linguistic skills in their second language. Through targeted support, students are better equipped to achieve success in their academic learning processes.

The mission of the program is to ensure that each language learner develops linguistically, academically, and cognitively.

Admission into the program is determined based on the results of the English admissions assessment for new students whose proficiency level places them in an initial phase.

Current students may also enter the program if their English language acquisition process has not yet been consolidated due to the developmental progression of their learning skills.

The program structure provides support through both in-class and pull-out intervention practices. These interventions are guided by data collected from internal diagnostic assessments as well as standardized testing.

Standardized assessments include: MAP Test (Grades 1–9) and WIDA Assessment (Transition–Grade 4 and Language Acquisition students in Grades 5–8)

Types of Intervention

The instructional practices implemented both inside and outside the classroom include the following components:

- Use of comprehensible input that considers each student's language proficiency level and prior experiences.
- Consideration of the student's receptive English proficiency when planning instruction.

- Leveraging students' cognitive and linguistic processes to support language development.
- Integration of individual language development goals within content instruction.
- Emphasis on the development of communicative skills so that students can interact effectively with instructional content, as well as with peers and teachers.
- Specialized Language Acquisition classes.
- Structured and supportive transition from the Language Acquisition Program to the regular classroom setting, where instruction is delivered in English.
- Language expectations within each lesson are adjusted as needed and may include:
 - Modification of speech rate and intensity
 - Use of modeling and contextual cues to support comprehension
 - Connecting instruction to students' prior knowledge and experiences
 - Adapting the language used in texts and assigned tasks
 - Use of varied instructional resources such as visual aids, graphic organizers, demonstrations, and cooperative learning strategies to ensure that instruction is accessible to all students

Exit from the Language Acquisition Program

Students exit the Language Acquisition Program following a comprehensive data analysis process that includes the following criteria:

- Observations from both the Language Acquisition teacher and the homeroom teacher in the Primary Years Programme (PYP), as well as subject teachers in the Middle Years Programme (MYP) and Diploma Programme (DP) who deliver instruction in the second language.

- Achievement of an average performance level in academic subjects where the language of instruction is English or Spanish as a second language.
- MAP (Measures of Academic Progress) scores and evidence of academic growth.
- Results from the WIDA assessment.
- In the Middle Years Programme (MYP), consideration of the student's progress along the IB Language Acquisition phase continuum.
- Due to the two-year structure of the Diploma Programme (DP), students are placed in their first year into Language A, Language B, or Language Acquisition courses according to their demonstrated level of language proficiency.
- After analyzing all relevant data, each case is discussed during the grade-level follow-up meeting for a preliminary decision and subsequently presented at the Evaluation and Promotion Committee meeting for final approval.

Inclusion Teacher

The Inclusion Teacher at FECEN plays an active role in the individual profiling of each student by gathering comprehensive information about their learning styles and pace, strengths, needs, and social context. The teacher carefully interprets pedagogical and health reports to identify barriers that may impact the learning process.

Based on this individualized profile, the Inclusion Teacher serves as a bridge between the lead classroom teacher and the student to ensure the effective and personalized implementation of the Individualized Accommodation Plan (PIAR). This includes defining clear learning objectives and designing curricular, methodological, instructional, and assessment adjustments tailored to the specific needs of the student, with a strong focus on maximizing the student's individual potential and development.

In alignment with this role, the Inclusion Teacher selects and adapts physical, technological, and instructional resources to enhance cognitive and sensory accessibility within the classroom.

Throughout the school year, the Inclusion Teacher conducts systematic monitoring of the student's progress, documenting achievements and challenges in relation to the indicators established in the PIAR, and progressively adjusting supports as needed.

The Inclusion Teacher works collaboratively with classroom teachers, internal and external professionals within the Inclusive Education Program (including psychologists, therapists, and counselors), and families to coordinate efforts and ensure comprehensive support.

Additionally, in support of the student's well-being, the Inclusion Teacher intervenes promptly in cases of suspected discrimination or exclusion, collaborating with the school team to implement preventive and corrective measures when necessary.

Phase 1: Identification, Comprehensive Assessment, and Decision-Making

1. Activation of the Internal Support Pathway
 - a. In the Primary Years Programme (PYP), requests for assessment (internal referrals) submitted by teachers, coordinators, or identified proactively by the support team are received through the completion of a referral form. This form may be submitted either in print or digitally to the school counselor.
 - b. In the Middle Years Programme (MYP) and Diploma Programme (DP), requests for assessment (internal referrals) submitted by teachers, coordinators, or identified proactively by the team are received via email or through reports submitted by teaching teams (Excel-based tracking document). If the internal referral is

related to a socio-emotional or psychosocial concern, it is directed to the grade-level counselor. If the referral is related to neurodevelopmental processes or academic skills, it is directed to the Speech and Language Therapist, with a copy sent to the Vice Principal, Programme Coordinator, and Dean of Student Life.

- c. An initial analysis of the referral is conducted to determine the appropriateness of initiating the formal support process.

2. Information Gathering and Documentation of Background

- a. Review of the student's file, previous academic reports, and any available external medical or therapeutic evaluations (if applicable).
- b. Interview with the Homeroom Teacher or discussion during Follow-Up Meetings/Teaching Team Meetings to identify strengths, areas of difficulty, implemented strategies, and perceived barriers.
- c. Meeting with parents to review and further explore the findings that led to the internal referral.
- d.

3. Psychoeducational Assessment (as applicable)

- a. Observation: Conduct direct and systematic observations of the student across different school settings (skills classes, classroom instruction, recess, group activities, and individual sessions).
- b. Administration of Assessment Instruments: Use standardized and non-standardized tests, rating scales, questionnaires, and observation protocols—such as the Developmental Profile (DP-3), among others, and standardized assessments such as the Psycholinguistic Abilities Battery (BADyG) and the Beery-Buktenica Developmental Test of Visual-Motor Integration (VMI)—as appropriate to each professional profile within the team

(psychology, speech and language therapy, occupational therapy)
to evaluate:

- Level of development of foundational competencies
 - Learning styles and pace
 - Communication and language skills
 - Socio-emotional and behavioral development
 - Motor and sensory skills
 - Cognitive functioning
 - Identification of specific barriers within curriculum, methodology, assessment practices, infrastructure, communication, and attitudes
 - Identification of student strengths and environmental facilitators
4. Referral and Coordination with External Specialists: When required, families are guided in obtaining clinical diagnoses or specialized external evaluations. The school ensures that relevant external information is articulated and integrated into the pedagogical support process.
5. Analysis of Information and Report Development
- a. All collected information is consolidated and thoroughly analyzed.
 - b. Each member of the support team prepares a technical report (when applicable), or a comprehensive psychoeducational report is developed collaboratively. The report must be clear, descriptive, and action-oriented, focusing on identified support needs and required reasonable accommodations rather than on diagnostic labels.
 - c. The report must conclude with a recommendation regarding the need for an Individualized Accommodation Plan (PIAR) or an Individualized Education Plan (IEP), outlining the primary supports required.

Phase 2: Development of the PIAR / Individualized Learning Plan (IEP)

- a. Schedule and conduct the PIAR and/or IEP development meeting, ensuring the participation of the Homeroom Teacher, subject teachers, family members, the student, members of the Student Support Team, and school administrators when necessary (as appropriate and with adequate supports in place).
- b. Based on the pedagogical assessment, identify the student's strengths, barriers to learning and participation, and specific support needs.
- c. Provide guidance and support to teachers in formulating appropriate strategies and learning objectives tailored to the student's individual profile.

Phase 3: Monitoring of the PIAR / Individualized Learning Plan (IEP)

1. Ongoing Guidance and Support for Teachers
 - a. Provide pedagogical and instructional guidance for the implementation of accommodations and strategies.
 - b. Facilitate access to adapted resources and materials.
 - c. Promote opportunities for co-observation and constructive feedback.
 - d. Within SFU (Student Follow-Up) meetings, promote collaborative networking among teachers who support students with PIAR/IEP plans.
2. Direct Support for the Student (As appropriate, based on the case and professional profile)
 - a. Provide individual or small-group interventions to strengthen specific skills (communicative, socio-emotional, academic, motor), in alignment with the established plan and the responsibilities of the support team.
3. Ongoing Coordination with Families

- a. Maintain open and consistent communication channels to inform families about progress, challenges, and necessary adjustments.
- b. Provide guidance for home-based support strategies aligned with the plan.
- c. Actively involve families in monitoring and decision-making processes.

4. Monitoring and Continuous Evaluation of the Plan

- a. Periodic Follow-Up: Establish a schedule for quarterly follow-up meetings with the classroom teacher, family members, and, when possible, the student.
- b. Monitoring Tools: Use checklists, observation records, and evidence portfolios to verify the implementation of accommodations and track student progress toward established goals.
- c. Effectiveness Analysis: Evaluate whether the accommodations and strategies are effective or whether modifications are required.
- d. Decision-Making and Adjustments: Based on follow-up findings, propose and agree upon modifications to the PIAR/IEP. All changes must be formally documented (e.g., in follow-up meeting minutes).

5. Annual or End-of-Cycle Evaluation of the PIAR/IEP

- a. At the end of the school year (for PIAR) or the established period (for IEP), conduct a comprehensive evaluation of the plan.
- b. Analyze the achievement of objectives, the impact of supports, and stakeholder satisfaction.
- c. Make decisions regarding the continuation of the plan, the need for new adjustments for the following academic period, or the closure of the plan if the student has met the goals or overcome identified barriers.

- d. This evaluation serves as a key input for planning the subsequent academic year.

Definition of Responsibilities and Timeline:

Proposal of Reasonable Adjustments (PIAR) / Support Strategies (PAI):

- Curricular: Prioritization, flexibility, enrichment, or modification of content, objectives, and competencies.
- Methodological and Instructional: Adaptation of teaching strategies, use of multisensory materials, cooperative learning, peer tutoring, and Universal Design for Learning (UDL).
- Assessment: Flexible timelines, assessment tools, and response formats; evaluation based on individual progress.
- Infrastructure and Accessibility: Recommendations to remove physical barriers (in coordination with school leadership).
- Technology and Communication: Use of ICT, specialized software, digital platforms, and educational apps.
- Educational Materials: Adaptation or development of specific instructional materials.

FECEN Definitions and Glossary

Accessibility

Appropriate measures to ensure that persons with disabilities have access, on an equal basis with others, to the physical environment, transportation, information and communications, including information and communication technologies and systems, as well as other services. This includes identifying and removing mobility, communication, and participation barriers to promote student autonomy and independence.

Access to Education for Persons with Disabilities

A process encompassing the various strategies that educational institutions must implement to guarantee admission to the education system for all persons with

disabilities, under conditions of accessibility, adaptability, flexibility, equity, and non-discrimination.

Affirmative Actions

Policies, measures, or actions aimed at benefiting individuals or groups with disabilities in order to eliminate or reduce attitudinal, social, cultural, or economic inequalities and barriers. In education, these actions ensure the right to equality by overcoming historical disadvantages.

Reasonable Adjustments

Necessary and appropriate modifications, accommodations, supports, or strategies that do not impose a disproportionate burden and are designed to ensure the autonomy, participation, and learning of students with disabilities. These may be tangible or intangible and are based on the removal of visible and invisible barriers rather than solely on medical diagnoses.

Barrier

Any obstacle that prevents the effective exercise of the rights of persons with disabilities. In education, this includes systemic limitations that restrict student learning and participation, such as prejudice, inadequate pedagogical practices, rigid curricula, or lack of resources.

Quality

The set of processes and conditions that enable students to achieve expected learning outcomes through the implementation of IAPs (Individual Accommodation Plans), reasonable adjustments, educational supports, and inclusive resources under equitable conditions.

Flexible Curriculum

A curricular framework that maintains common overall objectives for all students while providing multiple pathways to achieve them. It supports instruction that responds to cultural, social, and learning diversity.

DBA (Basic Learning Rights)

An updated framework of the Ministry of Education's Basic Competency Standards defining the essential learning outcomes students must achieve each year across subject areas.

Differentiation

A pedagogical process in which teachers adapt content, methods, or resources to address individual student needs, considering learning styles, environment, and pace.

Disability

A condition that includes physical, mental, sensory, or intellectual impairments which, in interaction with environmental barriers, may limit full participation in society. It is a complex phenomenon influenced by social and economic factors.

Psychosocial Disability

A condition involving long-term behavioral, perceptual, or social interaction challenges, such as schizophrenia, anxiety disorders, or bipolar disorder, which may affect organization of routines, emotional regulation, and social relationships.

Universal Design for Learning (UDL)

An educational framework that promotes universal accessibility through the intentional planning of curricula, goals, methods, and assessments responsive to the diverse needs of all students. It is based on three principles: multiple means of representation, action and expression, and engagement.

Twice-Exceptionality

A condition in which an individual demonstrates both high ability (e.g., intellectual or artistic) and a disability or disorder (such as dyslexia or ADHD), requiring specialized and differentiated educational support.

Inclusive Education

An ongoing process that recognizes and values classroom diversity. It seeks to guarantee the right to education without exclusion or discrimination by implementing practices, policies, and cultures that remove barriers and provide appropriate supports and reasonable adjustments.

Differential Approach

A perspective recognizing that certain population groups require specific actions tailored to their characteristics to ensure full enjoyment of rights under equal conditions.

Standards

Clear guidelines describing what students should know and be able to do in each subject area, emphasizing analytical skills, problem-solving, and critical thinking for academic success.

FECEN

A private Calendar B educational institution accredited by Cognia and authorized to offer the IB Primary Years Programme (PYP), Middle Years Programme (MYP), and Diploma Programme (DP). The institution is committed to inclusion and diversity through the implementation of Individual Accommodation Plans (IAP), UDL, and inclusive practices for all students.

Curricular Flexibility

The organization of the curriculum in ways that allow all students to achieve common objectives through different pathways, supports, and timelines, considering their needs, interests, and contexts.

School Record

A document compiling a student's educational history, including Individual Accommodation Plans, medical diagnoses, follow-up reports, meeting minutes, implemented adaptations, and other relevant information supporting inclusion and holistic development.

Person with Disability

Approved by the Board of Directors and the Academic Council (January 2026).

A developing student with physical, mental, intellectual, or sensory limitations who, in interaction with environmental barriers, may experience restricted participation and learning. Inclusion is based on principles of equity and equal opportunity.

PIAR (Individual Plan for Reasonable Adjustments)

A pedagogical tool used to identify and implement the supports and accommodations necessary to ensure the learning, participation, and retention of students with disabilities. It informs classroom planning and the Institutional Improvement Plan.

Syndrome

A set of signs or symptoms that occur together and characterize a specific disease or condition.

Down Syndrome

A genetic condition caused by the total or partial triplication of chromosome 21, resulting in intellectual disability, characteristic physical features, and certain developmental challenges.

Exceptional Talents

Significantly advanced abilities or performance in a specific area (such as arts, science, leadership, or sports) requiring challenging learning environments, differentiated support, and targeted strategies for development.

Disorder

A disruption of a function or process that may interfere with personal or social development. It does not necessarily imply a disability, although both may coexist.

Attention-Deficit/Hyperactivity Disorder (ADHD)

A neurobiological condition affecting attention, impulse control, and motor activity. It typically begins in childhood and may impact learning and social relationships.

Autism Spectrum Disorder (ASD)

A neurodevelopmental condition affecting social communication and characterized by repetitive or restricted patterns of behavior. It presents with varying levels of support needs.

Specific Learning Disorder

Persistent difficulties in specific academic skills such as reading (dyslexia), writing (dysgraphia), or mathematics (dyscalculia), which affect academic performance despite average intellectual ability.

Pervasive Developmental Disorder

A broad category including conditions that significantly affect social, communicative, and behavioral development from early childhood.

Educational Pathway

An individual's lifelong learning journey, composed of educational experiences across diverse contexts. It is influenced by social, economic, and cultural factors and reflects each person's holistic development.

Bibliography

Ainscow, M., & Booth, T. (2011). *Guía para la educación inclusiva: desarrollando el aprendizaje y la participación en los centros escolares*. Madrid: OEI-FUHEM.

Camilloni, A. R. (2008). El concepto de inclusión educativa: definiciones y redefiniciones. *Políticas Educativas*, 2(1), 1–12.

Cerrejón. (2022). *Programa de Inclusión Educativa y Atención a la Diversidad*. División de Responsabilidad Social Empresarial. (Informe interno, acceso mediante solicitud institucional).

Congreso de Colombia. (1994). *Ley 115 de 1994: Ley General de Educación*. Diario Oficial No. 41.214.
<https://www.funcionpublica.gov.co/eva/gestornormativo/norma.php?i=19652>

Congreso de Colombia. (2006). *Ley 1098 de 2006: Código de Infancia y Adolescencia*.
https://www.icbf.gov.co/cargues/avance/docs/ley_1098_2006.htm

Congreso de Colombia. (2013). *Ley 1618 de 2013: Por la cual se establecen las disposiciones para garantizar el pleno ejercicio de los derechos de las personas con discapacidad*.
<https://www.funcionpublica.gov.co/eva/gestornormativo/norma.php?i=52116>

Echeita, G., & Ainscow, M. (2011). La educación inclusiva como derecho: marco de referencia y pautas de acción para el desarrollo de una revolución pendiente. *Tejuelo. Didáctica de la Lengua y la Literatura. Educación*, (12), 26–46.

Escudero, J. M., & Martínez, B. (2011). Educación inclusiva y cambio escolar. *Revista Iberoamericana de Educación*, 55(1), 85–105.

Fundación Cerrejón. (2020). *Educación para Todos: Informe de gestión*. Cerrejón y comunidades aliadas. <https://www.cerrejon.com>

Ministerio de Educación Nacional. (2009). *Decreto 366 de 2009: Apoyo pedagógico para estudiantes con discapacidad o capacidades excepcionales en establecimientos educativos oficiales.*

<https://www.funcionpublica.gov.co/eva/gestornormativo/norma.php?i=35636>

Ministerio de Educación Nacional. (2009). *Decreto 366 de 2009: Por el cual se reglamenta la prestación del servicio educativo a estudiantes con discapacidad o con capacidades o talentos excepcionales en los niveles de preescolar, básica y media.* Diario Oficial No. 47.267.

<https://www.funcionpublica.gov.co/eva/gestornormativo/norma.php?i=35636>

Ministerio de Educación Nacional. (2017). *Orientaciones técnicas, administrativas y pedagógicas para la atención educativa de estudiantes con discapacidad en el marco de la educación inclusiva.*

<https://www.mineduccion.gov.co>

Ministerio de Educación Nacional. (2017). *Guía 34: Inclusión y Equidad en la Educación.* Serie Guías para la Gestión Educativa.

<https://www.mineduccion.gov.co>

Ministerio de Educación Nacional. (2020). *Guía para el desarrollo de competencias socioemocionales en la educación básica y media.*

<https://www.mineduccion.gov.co>

Ministerio de Educación Nacional. (2020). *Orientaciones pedagógicas para el reconocimiento y la atención de estudiantes con dificultades específicas de aprendizaje (DEA).* <https://www.mineduccion.gov.co>

Organización de las Naciones Unidas. (2006). *Convención sobre los Derechos de las Personas con Discapacidad.*

<https://www.un.org/disabilities/documents/convention/convoptprot-s.pdf>

UNESCO. (2017). *Orientaciones para asegurar la inclusión y la equidad en la educación.* París: UNESCO.

<https://unesdoc.unesco.org/ark:/48223/pf0000248254>

UNICEF. (2014). *Diseño Universal para el Aprendizaje (DUA). Inclusión desde el diseño.* <https://www.unicef.org/lac>

