



# From everyone to everyone

## Reception Plan for Migrant Students

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## Introduction

Diversity is defined, in the first instance, as that which is not homogeneous, representing a set of differences and similarities that define the human being, making him unique according to his ethnicity, gender, religion, nationality, among other aspects. At the level of the social context, diversity consists of the coexistence of plural individuals, whose uniqueness must be respected, and is also a factor in valuing the community and promoting new knowledge and learning. Thus, for the latter purpose to

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be effective, migrant students must be covered by a set of measures/actions that promote their effective integration into the education system and, simultaneously, into society in general.

## Legal framework

Decreto-Lei n.º 54/2018

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Despacho n.º 2044/2022

The laws listed provide for several measures that allow teaching activities to be adapted to the specific needs of each student.

## Reception plan

It is up to the school to put into practice a series of actions that allow the reception of migrant students.

### 1. Administrative admission

Students must present documents such as Passport/residence permit, NISS and NIF (obtained after registration with SEF), documents attesting to their qualifications. If it is not possible to present documents proving school qualifications, the student's guardian must present a declaration, under oath, indicating the year of school attendance in the country of origin.

### 2. Integration measures at school

- Provision of a reception document to the student in English.
- Identification of the academic path already taken by the student and its position in the educational system.

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- Positioning of the student at a *Portuguese as a Non-Native Language* proficiency level, after applying tests on the *Portuguese non-native language* website, of the General Directorate of Education, <https://www.dge.mec.pt/portugues-lingua-nao-materna-plnm>.
  - Preferably, the student is enrolled in a class with students who master their mother tongue.
  - Presentation of a reference teacher, facilitator of communication between the different educational agents.
  - Promotion of diversity of the school's offerings, namely with regard to food, complementary curricular activities and availability of publications in English in the library.
  - Provision of information on menus and meal ingredients in English.
  - Safeguarding the first contact with colleagues, accompanying the student to the class and promoting his presentation and that of his peers.
  - Promotion of a visit to the library, the cafeteria, the reprography/stationery, the administrative services, in order to identify the different school facilities and their functionalities.
  - Presentation of the duties of the School Principal and the Class Director.
  - Assignment of a mentor to help the students in their integration and encourage them to make friends.
  - Promotion of students' participation in School Sports activities, projects, clubs and activities of the school's annual activity plan.

### **3. Measures for learning and assessment**

- Involvement of the Multidisciplinary Support Team for Inclusive Education in the definition and implementation of measures that promote students inclusion.

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- Joint reflection for the creation of intentionally designed responses for migrant students.
  - Implementation of universal measures to promote access to learning of the various components of the curriculum.
  - Adaptation of the student's assessment (privileging processes of collecting information appropriate to their profile – oral, written, practical, more time to carry out assessment tasks, use of digital tools, phasing of the assessment of learning, use of a dictionary, among others considered relevant).
  - Creation of conditions so that, in all disciplines, there is the appropriation of the Portuguese language, more specifically at the level of scientific and technical domain.
  - Whenever considered appropriate, outline of a path of progressive integration in the curriculum, complying with the workload provided for in the curricular matrix (for newly integrated students, level A1 and A2).
  - Positioning, in the classroom, of the migrant student next to Portuguese colleagues or migrants who have been in Portugal for a longer time.
  - Creation of a group of volunteers who can assist the student in their learning and/or in the performance of tasks.
  - Permission for the student to use new technologies (Google Translator) to appropriate the content and, consequently, the Portuguese language.

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## Documents to consult

- ✚ Portuguese as a Non-Native Language website, General Administration of Education  
<https://www.dge.mec.pt/portugues-lingua-nao-materna-plnm>
  - Essential learning of Portuguese as a Non-Native Language
  - Diagnostic tests for positioning Portuguese as a Non-Native Language students
  - Frequent questions (Faq)
  - Supporting documents
- ✚ Portuguese as a Second Language (PL2) – Portuguese as a Non-Native Language (PLNM)  
[https://www.dge.mec.pt/sites/default/files/Curriculo/EBasico/PLNM/portuguese second language pl2 plnm general information en.pdf](https://www.dge.mec.pt/sites/default/files/Curriculo/EBasico/PLNM/portuguese%20second%20language%20pl2%20plnm%20general%20information%20en.pdf)
- ✚ Recognition of qualifications/equivalences  
PT - <https://www.dge.mec.pt/faq-equivalencias-de-habilitacoes-estrangeiras>

## Work tools /Apps

- ✚ Google Translator  
<https://translate.google.pt/?hl=pt-PT&sl=uk&tl=pt&op=translate>
- ✚ Duolingo  
<https://pt.duolingo.com/>
- ✚ Deepl translate  
<https://www.deepl.com/pt-PT/translator>