



# From everyone to everyone

Reception Plan for Migrant Students

**2023/2027**

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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 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

Decree-Law no. 54/2018

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Order no. 2044/2022

Resolution of the Council of Ministers no. 140/2024 of October 17

The Decree-Law, Order and Resolution listed provide for for several measures that allow teaching activities to be adapted to the specific needs of each student.

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# 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

1.1 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.

1.2 Students/guardians must fill out a screening document, which will allow you to assess some information such as the student's country of origin, the use of a language other than Portuguese in a family, context the school path, among others. This is attached to this Plan (Annex 1).

## 2. Integration measures at school

- This Reception Plan is available on the group's website in Portuguese and English.
- Identification of the academic path already taken by the student and its position in the educational system.
- Preferably, the student is enrolled in a class with students who master their mother tongue.
- Meeting between the parent, the student, the School Principal/class teacher, the Portuguese as a Non-Native Language teacher and/or Portuguese as a Non-Native Language coordinator and, if possible, a language mediator. In this questionnaire, a second questionnaire will be filled out to the student, which will help in their language proficiency positioning. It is attached to this Plan (Annex 2).

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- Presentation of the extracurricular activities provided by the group, namely, School Sports and/or Clubs, among others.
  - Promotion of a visit to the library, the cafeteria, the stationery/reprography, the administrative services, in order to identify spaces and their functions.
  - Safeguarding the first contact with classmates, 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.
  - Promoting the student participation in activities defined in the Annual Activity Plan, equally valuing their culture.

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

- Positioning of the student at a *Portuguese as a Non-Native Language* proficiency level, which, if it is not level zero, will be done after application, by the PNNL teacher, of tests carried out on the website tests on the *Portuguese non-native language* website, of the General Directorate of Education, <https://www.dge.mec.pt/portugues-lingua-nao-materna-plnm>
- Involvement of the Multidisciplinary Support Team for Inclusive Education in the definition and implementation of measures that promote students inclusion.
- Adaptation of the student's assessment (privileging processes of collecting information appropriate to their profile – oral, written, practical- portfolio presentation , 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).

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- Creation of conditions, in the classroom, so that in all subjects, 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 zero, 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.
  - Assignment of a mentor to help the students in their integration and encourage them to interact with their peers, in accordance with the Mentoring Plan, which is attached to this plan (Annex3).
  - 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 Non-Native Language students
- Frequent questions
- Supporting documents

- ✚ Portuguese as a Second Language (PL2) – Portuguese as a Non-Native Language (PNNL)

[https://www.dge.mec.pt/sites/default/files/Curriculo/EBasico/PLNM/portuguese second language pl2 plnm general information en.pdf.pdf](https://www.dge.mec.pt/sites/default/files/Curriculo/EBasico/PLNM/portuguese%20second%20language%20pl2%20plnm%20general%20information%20en.pdf.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>