



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 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

1.1 Students/ parents or guardians must present documents such as Passport/residence permit, Social Security Number (NISS) and Taxpayer Number (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 sorting document, which will allow them 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).

1.3 Identification of the academic path already taken by the student and his/her position in the educational system.

2. Integration, learning and evaluation measures at school

- Availability of this Reception Plan on the group's website in Portuguese and English.
- Preferably, the student is enrolled in a class with students who master their mother tongue.
- Meeting between the parents/the student's guardian, the student, the Class Director or 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

meeting, a second questionnaire will be filled out with the student, which will help in their language proficiency positioning. It is attached to this Plan (Annex 2).

- Sending, by email, to the Parent or Guardian the "Integration Guide for Parent or Guardian of Migrant Students" (Annex 3).
- Sending, by email, to the Parent or Guardian the "Guide for the use of the GIAE Online Program" (Annex 4).
- If the student has been diagnosed with Level Zero proficiency, A1, A2 and B1 he will attend the PLNM subject, replacing the subject of Portuguese.
- 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>
- Presentation of the extracurricular activities provided by the group, namely, School Sports and/or Clubs, among others.
- During the Portuguese subject, whenever possible, the student will be sent to the Study Office, or to carry out tasks of appropriation of the Portuguese language, such as the creation of glossaries with keywords, or to participate in activities of the European Club "From All to All".
- 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.
- Safeguarding the first contact with classmates, accompanying the student to the class and promoting his presentation and that of his peers.

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- Presentation of the duties of the Class Director and the School Direction/ Management.
 - 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 (Annex 5).
 - Involvement/monitoring of Multidisciplinary Support Team for Inclusive Education in the definition and implementation of measures that promote the inclusion of the student and access to learning of the various components of the curriculum, with the help of the PNNL teacher and/or PNNL coordinator.
 - 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 conditions, in the classroom, so that, in all subjects, there is the appropriation of the Portuguese language, more specifically at the level of the scientific and technical field, in particular with the use of ICT and Google Translate tool.
 - Include Translanguaging in teaching activities, in very early stages of learning Portuguese. This strategy consists of coexistence, in the same class, of Portuguese, of the student's mother tongue and/or of the second language of the student, allowing the construction of part of their learning in a language in which they feel comfortable, and then transfer to Portuguese.
 - Use of AI in the simplification/translation and/or illustration of texts, in the levels 0 and/or A1.
 - Adaptation of the student's assessment, favoring processes of collection of information appropriate to his/her profile – oral, written, practical, namely with the presentation of portfolios, more time for the carrying out assessment tasks, using digital tools; phasing of the assessment of learning, use of a dictionary, among others considered relevant.

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- Ensure assistance and support for the student, if possible.
 - Promoting the student participation in activities defined in the Annual Activity Plan, equally valuing their culture.
 - Strengthening the Domain of Interculturality within the discipline of Citizenship and Development.

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)
- **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>