

The Legislation in Romania regarding different abilities

1. Law 448/2006

College students with disabilities have 50% off for dorm and cafeteria taxes.

Children with disabilities that go to school have the following rights:

- Educational services for support
- Adjustments of the furniture in the classroom
- Textbooks for students with sight problems
- Use of equipment that help them take an exam
- Free tickets for summer camp

To assure the access of children with disabilities to education, the authorities have the following responsibilities:

- To promote and guarantee the access of children with disabilities to education
- To assure homeschool for children that cannot physically go to school, regardless of their localization
- To assure the access to education and adapt it to their needs
- To support the teachers' training
- To assure the possibility of practicing any sport by a person with disabilities

2. Law no. 1/2011 regarding the national education²¹ is the main legal act regulating national system of education. It contains an entire section (Articles 48 to 56) on the special educational system for children with disabilities. It establishes integration as being the leading principle in regards to children with disabilities, but provides also for the option of special educational formation. General competence is allocated to the Ministry of Education for the implementation of a special education programme both in terms of institutions and curricula.

The principle of non-discrimination is explicitly established in Romanian Constitution and detailed in the law on the prohibition of discrimination . Reference is made to direct and indirect discrimination, and also to the acts of

harassment. Article 16 of the Constitution establishes a general prohibition of discrimination, while Article 30 prohibits incitement to discrimination. Article 50 of the Constitution provides that the State should ensure equal opportunities for persons with disabilities.

The lack of access to education was considered by some of the stakeholders⁴¹ as one of the most significant infringements of the rights of children with disabilities. According to the stakeholders, children with disabilities face several impediments to access the educational system: (1) refusal of the schools to register a child with disabilities, particularly with intellectual disabilities; (2) expelling children with disabilities from schools in the course of the school year (in this case children with intellectual disabilities also represent a more vulnerable segment); (3) difficulty in the formal participation to the educational system. Even if children with disabilities are included in a mainstream class, no particular attention is paid to them. This phenomenon affects most particularly children with intellectual disabilities.

Special schools are not always a viable alternative to the mainstream education, due to the low quality of the educational services provided in such institutions and to the fact that most of those schools are not adapted to the specific requirements of the various types of disabilities. For example, the curriculum has not been modified for 20 years, while the manuals used for teaching children with disabilities are more than 10 years old. It appears that in such units, the personnel in practice only supervises children with disabilities (who may be mixed with other children having different disabilities) but does not teach them adequately. Also, the number of such schools is very low. According to the findings of the project, there may be around 100 special schools and nurseries in the entire country. Most of these schools and nurseries are located in Bucharest, while a considerable number of the counties do not have even one such institution.

3. Law 6777/2016

Every school that has children with disabilities can approve of the presence of a companion represented by a parent, a personal assistant or a legal representative. The attributions of the companion must take care of the child in class, in breaks and in the extracurricular activities and he must help the child communicate with his classmates and with the teachers. Every child with a

disability can have a companion, no matter what the type of disability is. The companion will be supervised and evaluated regarding the child's progress.

There is the option of home schooling which is applied to children that suffer from chronic diseases, cancer, affections of muscles/cardiovascular system/nervous system/digestive system, broken bones.

There is the option of hospital schooling which is applied to children diagnosed with metabolic conditions autoimmune/genetic conditions, cancer, neurological conditions, psychiatric conditions.

4. Law 6134/2016 - Banning of scholar segregation in the pre-university units

Art 1.

- 1) Ministry of Education and Scientific Research wants to assure equity in education, regarding the equal access to all kinds of learning forms, but also the quality of education for all children, without any discrimination generated by ethnicity, the mother language, disabilities, the financial status, home environment or scholar performance.
- 2) In the pre-university units it is forbidden the scholar segregation based on ethnicity, disabilities, financial status or scholar performance.

Art. 2 Prevention and Elimination of the segregation phenomenon

Art. 3 Segregation is a form of discrimination that results to unequal access of children to a qualitative education, the violation of the right to education and human dignity.

Art. 5

- 1) It is considered segregation based on disabilities when children with disabilities are grouped and separated from the rest of the class, so the percentage of children with disabilities in a school unit is disproportionate to the percentage of children with disabilities in another class, from the same school unit.

- 2) It is considered segregation when there is formed a class full of children with disabilities or special needs, that are separated from the rest of the school.

5. Order 5573

CES= children with special educational needs

The order regulates the organization and the functioning of special education (includes special schools where students with mental disabilities, hearing impairments, visual impairments, special technological high schools) and special integrated education (mass schools that educate students with CES).

Among the most important provisions, we mention:

- Special and special integrated education is an integral part of the Romanian national education system, coordinated by the Ministry of Education, Research, Youth and Sports.
- The state guarantees the right to education of all persons with CES. Special education and integrated education are part of the national pre-university educational system.
- Special and special integrated education represent differentiated, adapted forms of school training and of complex educational, social and medical assistance, destined for people with CES.
- Education for people with CES (disabilities) that takes place in special education units is called special education.
- Special education is organized, as appropriate, in special education units and in mass education units.
- Special integrated education can be organized in special and individual classes or in integrated groups in mainstream classes.

The school integration of children with CES is done as it follows:

- a) through special classes and groups - for children and students with disabilities - from special school units or from boarding schools;
- b) through mainstream schools, individually, with or without educational support services;
- c) by groups or classes from health units in which children, pupils and young people with chronic diseases or with diseases that require hospitalization periods longer than 4 weeks are hospitalized;
- d) at home (itinerant schooling), for a determined period;
- e) through other school structures.

Special and special integrated education is based on the principles of democratic education, the access of all children to any form of education, the right to differentiated education and educational pluralism, the right to education at all levels, regardless of social or material condition, sex, race, nationality, political or religious affiliation or any other restriction that could constitute discrimination.

The abusive diagnosis of children as having CES, on the basis of race, nationality, ethnicity, language, religion, belonging to a disadvantaged category, as well as on the basis of any other criteria, is sanctioned according to the laws in force.

CES can be derived mainly from:

- a) disabilities (handicap) - which are based on a deficiency or disease;
- b) learning difficulties and language disorders.

Special and integrated special education in Romania is free, in accordance with the legal provisions.

Special education in Romania is usually organized as full-time education. Depending on local needs, it can be organized in other forms, established by methodologies developed by the Ministry of Education.

PURPOSE, SPECIFICITY AND OBJECTIVES OF SPECIAL AND SPECIAL INTEGRATED EDUCATION

The purpose of special and integrated special education is the learning, education, rehabilitation, recovery, adaptation and school, professional and social integration of children / pupils / young people with CES or other types of educational requirements.

An integral part of the national educational system, special and integrated special education is recognized as a responsibility of all persons working in education, is accessible, flexible and comprehensive and has a national character.

The schooling of children with CES must correspond to the developmental needs of children, by adequately assessing their developmental potential and by ensuring rehabilitation / recovery and compensating for deficiencies or disorders, learning difficulties.

Special and integrated special education must help children / students with CES or other types of educational requirements to reach the possible level of individual development as close as possible to normal development, by accumulating the necessary experience for school and social learning, training skills necessary for school learning , acquiring knowledge, training skills and functional skills useful for social integration, professional and cultural life in the community and ensuring opportunities and conditions for further schooling at various levels of education.

During schooling, children with CES have access to all educational and psycho-intellectual, medical and social rehabilitation / recovery resources, to other specific intervention services, necessary and available in the community or in specialized units, including those of special and special integrated education.

THE ORGANIZATION AND OPERATION OF SPECIAL EDUCATION IS BASED ON THE FOLLOWING OBJECTIVES:

- a) prevention or early detection of deficiencies, disabilities and handicaps;
- b) early educational intervention;

- c) the global and individualized approach of the child with CES or other types of educational requirements; this aspect refers to the identification, capitalization and stimulation of all existing or potential cognitive, language, psychomotor, affective-relational and social-adaptive capacities and availabilities;
- d) access to education of all children with CES or other types of educational requirements;
- e) equalization of opportunities;
- f) ensuring education of a quality similar to that offered to children of the same age in mainstream schools;
- g) ensuring the specialized quality education, adequate to the particularities specific to the type and degree of deficiency of each person and in accordance with the framework plans and school programs approved by the Ministry of Education, Research, Youth and Sports;
- h) providing the necessary services and support structures depending on the size, intensity and specificity of the CES of each child;
- i) cooperation and partnership in special and special integrated education;
- j) cooperation and partnership between institutions providing special education services and local authorities.

ORGANIZATION OF SPECIAL AND INTEGRATED SPECIAL EDUCATION

Special and integrated education in Romania is a component part of the national educational system and includes:

- a) special kindergartens (which may also include early intervention groups);
- b) special kindergarten groups organized in special schools;
- c) special schools for all types and degrees of deficiencies / disabilities;
- d) groups / classes of children / students with autism spectrum disorders;
- e) special vocational education units;

- f) special high schools;
- g) special schools;
- h) special classes / post-secondary schools;
- i) day centres in schools for inclusive education;
- j) special education centres;
- k) curative pedagogy centres;
- l) groups / classes of children / students with multiple sensory deficiencies (deaf blindness);
- m) re-education schools for students with behavioural deficiencies;
- n) classes organized in hospitals, preventives and penitentiaries;
- o) day centres for education / early development;
- p) protected workshops.

Special and integrated special education includes the following forms of education:

- a) full-time education;
- b) part-time education;
- c) home schooling.

Compulsory special education for students with CES is, as a rule, full-time education, except for special situations, provided by regulations or other normative acts, specified by the Ministry of Education, Research, Youth and Sports.

Children / CES students with special forms of integrated education benefit from all the rights stipulated by the legislation in force on special child protection, as well as from compensation, recovery, rehabilitation, therapy programs in special education, which aim at rehabilitation and integration school and social.

Special and integrated education has curricula, school curricula, psycho-pedagogical assistance programs, textbooks and alternative teaching methodologies, adapted to the type and degree of disability, approved by the Ministry of Education, Research, Youth and Sports.

The content of special and integrated education is regulated by:

- a) specific curriculum for special education;
- b) the curriculum of the boarding school adapted for the special integrated education;
- c) specific methodologies and guides, developed and approved by the Ministry of Education, Research, Youth and Sports.

The contents of special and special integrated education, teaching approaches, as well as the training and education of staff working in the field of education of children with CES are established through methodologies developed by the Ministry of Education, Research, Youth and Sports.

The didactic methodologies used in special and special integrated education are adapted to the type and degree of deficiency / disability, the level and individual development potential, as well as to the specific learning in children with CES. In the current activity of special education, the didactic strategies and methodologies aim at differentiating and individualizing the educational approach, introducing new approaches to the learning process and flexible use of all available resources.

The curricula for special education, valid for school structures, include, at all levels of special education, compulsory and optional subjects grouped in curricular areas. The curriculum specifies the subjects / objects of study, the number of hours allocated, as well as the specific intervention activities, other educational activities provided for each class, activities with groups of children / students or individual work, accompanied by the time allocated to each.

The school curricula are elaborated on special education levels - preschool, primary, gymnasium, professional, on types of deficiency / disability, in all educational disciplines, as well as on specific therapies.

In the special and special integrated educational institutions and structures that use the boarding school curriculum, the curricula and textbooks corresponding to this curriculum are applied, adapted to the type of deficiency / disability.

For the classes of children with CES who cannot follow the mainstream curriculum, curricula, school programs, textbooks and specific school aids approved by the Ministry of Education, Research, Youth and Sports are elaborated.

The internal continuous evaluation commissions recommend the adaptation of a curriculum or a school curriculum or may establish a certain curriculum, among those in force for special and special integrated education, to be applied to a certain special education group / class and specially integrated for a group of children / students with CES or for individually integrated children / pupils / young people. This curriculum will be specified in the school documents such as the enrollment register or the portfolio.

The learning contents for the school period are covered by each teacher through the didactic design of the curricular planning, as the case may be, as well as through the application and realization of some personalized intervention programs.

In special and integrated education, textbooks approved by the Ministry of Education, Research, Youth and Sports are used, as well as alternative textbooks, adapted to the type and degree of disability, selected including by competition at national level.

The internal continuous evaluation commissions may recommend, depending on the situation and the individual school evolution of each child / student with CES, one or more textbooks corresponding to the analytical programs used.

Every special education teacher has the right to recommend a specific textbook to students, including textbooks used in mainstream education.

INTERNAL ORGANIZATION OF THE ACTIVITY OF SPECIAL AND INTEGRATED SPECIAL EDUCATION

Special and special integrated educational units are usually organized by types of deficiencies / categories of CES: intellectual, physical, motor and neuromotor deficiencies, sensory (auditory or visual), socio-affective and behavioural or associated deficiencies.

The organization of special schooling on degrees of disability - moderate, severe and profound, for children / students with associated disabilities, can be done through separate school units, by groups / classes in the same special school unit or by integration in a mass education unit.

The organization of special and special integrated education units is similar to mainstream education, with the exceptions provided by this regulation or other specifications elaborated by the Ministry of Education, Research, Youth and Sports.

The ways of organizing special schooling - through special units or special groups / classes are:

- a) full-time schooling;
- b) day schooling with weekly boarding school;
- c) half-yearly boarding schooling.

The group / special class is organized for children / students with CES or other types of educational requirements based on the decision of the evaluation commission, school and professional guidance within CJRAE / CMBRAE.

The organization, curriculum and analytical programs of the special groups / classes are flexible and adapted to the needs of school and social progress for each of the children / students concerned.

The individual school integration of children / pupils / young people with CES in regular educational groups / classes is achieved planned and gradually, having provided appropriate psycho-pedagogical educational support and assistance services.

The "integrating group / class" is set up for the integration of 2-4 students with deficiencies / disabilities in a group / class in preschool, primary or secondary

education in mainstream education. The enrolment of the integrating group / class is reduced compared to the average of the regular enrolment, usually by 2-3 children / students for each child with CES.

Children, pupils and young people with CES, integrated in mainstream education, benefit from educational support through support / itinerant teachers.

Children, pupils and young people with CES enrolled in special or mass education units benefit from social assistance consisting in ensuring the daily allowance of food, school supplies, barracks, clothing and footwear in an amount equal to that for children in the child protection system, as well as free accommodation in boarding schools or assistance centres for children with CES within the county / Bucharest general directorates of social assistance and child protection.

Children / pupils with CES in regular school units have access to special education and rehabilitation / recovery resources in special and special integrated education units.

The duration of professional qualification of students / young people with CES through special vocational schools or classes in special vocational schools (including those in mainstream education units) is 3-4 years.

The access of students / young people with deficiencies / disabilities on different post-compulsory learning levels is made according to their learning capacity.

At the end of high school, students graduating from special compulsory education can continue school education through special technological / vocational education, special vocational schools. The enrolment of these students in special vocational education is based on the certificate of expertise and school guidance issued by the complex expertise commission within CJRAE.

Students who are exempted from taking the national assessment or who do not pass it at the end of secondary school, graduates of special compulsory education, can continue their school education through technological high schools with special classes. The enrolment of these students in technological

high schools with special classes is based on the transcript, of a certificate issued by the school they graduated from.

The participation of students with CES in the exams that mark the access to levels of education that lead to university education, national assessment, baccalaureate, college entrance exams or some difference exams is done by ensuring equal opportunities and by adapting examination procedures, stipulated in all admission methodologies in force.

Alternative special education structures such as:

- a) special education centres, to ensure early specialized intervention, day multidisciplinary / multi professional intervention or to facilitate access to pre-school and school education in the community of certain categories of children previously excluded from education;
- b) preventive education centres, usually for children / young people with socio-affective and behavioural disorders;
- c) curative pedagogy centres;
- d) centres of resources and educational assistance, for special and specially integrated education, school centres for inclusive education.

The numbers of special education groups and classes (in groups / classes of kindergarten or special school or in special classes / groups from ordinary school units) are:

- a) the number of groups / classes of children / students with moderate or mild deficiencies is 8-12 children / students, both in the special education units and in the integrating schools;
- b) the numbers of special groups / classes consisting of children / students with severe, profound and multiple deficiencies are 4-6 children / students;
- c) the numbers of special groups / classes consisting of children / students with associated sensory deficiencies (deaf blindness) or with sensory deficiencies associated with other types of deficiencies are 2-4 children / students;

d) in exceptional situations, the Ministry of Education, Research, Youth and Sports may approve the establishment of classes with smaller numbers.

Special and special integrated education groups and classes are usually mixed. These include boys and girls.

The special and integrated education process is achieved through lessons, practical work in cabinets, laboratories or school workshops, complementary activities of complex and integrated therapeutic education carried out by teachers-educators and teachers-educators and specific intervention activities, rehabilitation / recovery, carried out by specialist teachers in specially arranged offices, practice in production, at the vocational school, extracurricular activities and / or outside the school.

The organization and coordination of the activity of the special and special integrated education institution are ensured by the teaching council, the board of directors and the director / directors of the special and special integrated education unit, in accordance with the provisions of the legislation in force.

The schedule of school activities is elaborated by a commission constituted by the decision of the principal, with the observance of the requirements of the special psycho-pedagogy.

In special and integrated education, the duration of the course and of the activities carried out by teaching teachers and of the activities of specific therapeutic intervention is usually 45 minutes, and of the recreations of 15 minutes, except for the large recreation, consecutive to the one of -the second or third hour of the course, which is 30 minutes.

Special vocational schools have 50-minute school hours and 10-minute breaks. The big break is 20 minutes.

In special and specially integrated education units and groups / classes that apply curricula and curricula equivalent to those of regular education, the duration of classes and breaks may be identical to that of similar regular educational institutions.

The school activity in the special and specially integrated education units usually starts in the morning, at 8.00. In justified cases, the school inspectorates may approve the temporary or partial change of the start time of the courses, with the obligation to fully carry out the regulated and planned activities.

The instructive-educational activity in special education consists of teaching-learning activities and therapy activities (complex and integrated educational therapy and specific correction and compensation therapies).

The teaching-learning activity in the compulsory special education takes place in the morning program, and the school activity of complex and integrated educational therapy in special education units takes place in the afternoon program.

SCHOOL AND VOCATIONAL GUIDANCE OF CHILDREN / STUDENTS WITH CES

The evaluation, psycho-educational assistance, school and professional orientation / reorientation of children, students and young people with CES is performed by CJRAE / CMBRAE, through evaluation and school and professional orientation / reorientation services, based on the methodology developed by the Ministry of Education, Research, Youth and Sports, giving priority to integration in mainstream education.

The school and professional orientation of children / students with CES is achieved through the evaluation and school / professional orientation / reorientation services within CJRAE / CMBRAE based on the established degree of deficiency, in collaboration with the internal commission of continuous evaluation.

Expertise, evaluation and multidisciplinary diagnosis include medical, psychological, pedagogical and social examination.

ENROLLMENT OF CHILDREN / STUDENTS IN SPECIAL AND INTEGRATED SPECIAL EDUCATION

In special education units can be enrolled and educated, as a rule, children / students with medium / severe, severe, profound deficiencies / disabilities, associated based on the orientation certificate within CJRAE / CMBRAE.

In the groups / classes integrated in mainstream education can be enrolled, as a rule, children / students with learning difficulties / disorders, difficulties of adaptation, integration, as well as those with mild or moderate deficiencies / disabilities. Such integration is also done individually.

Students with CES integrated in mainstream education benefit from educational support and psycho-pedagogical assistance services and / or other types of educational services, as the case may be, speech therapy, physiotherapy, etc.

The school and professional orientation of children / pupils / young people with CES is done only with the consent of the family / legal maintainers.

The mass education unit in which the child / pupil / young person with CES is enrolled is obliged to provide him / her with educational assistance corresponding to his / her developmental needs, either through the support teacher or through personalized intervention programs.

Children / Students with severe, profound and associated disabilities (deaf, blindness) are oriented towards groups or classes of this type in special education units.

The enrolment of children / students in special education is done every school year, between August 15 and September 15, with the possibility of extending this term.

The age of enrolment in special education can be 2-3 years longer than for mainstream education. In the preparatory class of the special school are enrolled, as a rule, the children who attended the kindergarten, ordinary or special, those who interrupted the school, the repeaters and those who did not attend the kindergarten.

In exceptional cases, when the child has not been diagnosed or has not attended any form of schooling until the age of 14, the internal continuous evaluation commissions in the special education units may propose to the evaluation and school and professional orientation commission within CJRAE / CMBRAE

enrolling the minor in the preparatory class and continuing the schooling until the completion of the compulsory education.

Special part-time education may be organized for students with CES who are over 4 years of age. These forms can also be organized for people with non-mobile CES, up to 30 years old, during compulsory education.

In the preparatory class of special education, children with CES are enrolled according to the type and degree of deficiency / disability.

6. Order 5574

CES= children with special educational needs

Special integrated education is a form of differentiated school training, as well as a form of complex educational, social and medical assistance, intended for children / pupils / young people with special educational needs integrated in mainstream education units. It must correspond to the developmental needs of children, by adequately assessing the learning / development potential and by ensuring the rehabilitation, recovery and compensation of deficiencies or disorders, learning difficulties. Children, pupils and young people with special educational needs integrated in mainstream education benefit from educational support through supportive and itinerant teachers, on a case-by-case basis.

ORGANIZING EDUCATIONAL SUPPORT SERVICES

In order to achieve specific responsibilities in the field of integrated education, CJRAE / CMBRAE organizes the following activities and services:

- a) evaluates and orients school and professional, in collaboration with the specialists from the school units, all children / students with CES;
- b) issues the certificate of school and professional orientation;

- c) identifies the mass education units within the county / municipality of Bucharest that ensure the best conditions for psycho-individual development depending on the type and degree of deficiency;
- d) offers specialized consultancy to all educational units in order to meet the optimal conditions for providing educational support services;
- e) offers specialized counseling for parents and students;
- f) organizes multidisciplinary teams for the detection of all children / students with CES and for the application of individualized service plans;
- g) provides services for the orientation of continuous training through partnerships with competent institutions;
- h) organizes working meetings, symposia, etc. in order to disseminate examples of good practice in the field of inclusive education;
- i) identifies, in collaboration with school specialists, children / students with learning difficulties, development or school adaptation who are at a time in a situation of school failure or at risk of school dropout and organizes multidisciplinary teams to provide services remedial education, psycho-pedagogical counselling according to their long-term or short-term needs.

The school integration of people with CES is carried out in mainstream education units.

The specialized services necessary for the integration of children with CES are provided by itinerant and support teachers, in collaboration with all stakeholders.

The standardization and staffing of itinerant and support teachers is done as follows:

- a) a position for 8-12 children / students / young people with moderate or mild deficiencies, integrated individually or in groups of 2-3 students in groups / classes from mainstream education units, equivalent to the teaching norm of 16 hours;

b) a position for 4-6 children / students / young people with serious, profound or associated deficiencies, integrated individually or in groups of 2-3 students in groups / classes from mainstream education units, equivalent to the teaching norm of 16 hours.

The 16 hours / week related to the teaching norm are carried out in direct activity with the integrated child / student, in the classroom or in multifunctional rooms / resource centres in the educational unit where the child / student is enrolled.

At least half of the activity within the 16 hours is carried out in group / class, during the teaching-learning activities / lessons, in partnership with the teacher from the group / class.

The direct activity with the integrated child / student, in multifunctional rooms / resource centres in the educational unit, takes place outside the class hours.

The number of hours and the teaching disciplines in which the itinerant and support teacher participates are established by mutual agreement with the teachers from the group / class.

The categories of children / students who benefit from educational support services are:

a) children / students with a certificate of school and professional orientation released by the evaluation and school and professional orientation commission within CJRAE / CMBRAE;

b) children / students with learning difficulties, development or school adaptation who are at a time in a situation of school failure or at risk of dropping out of school and benefit from remedial education / psycho-pedagogical counselling services from teachers from class / school counsellor / speech therapist teacher etc. Depending on the student's progress, the teachers who worked with him / her may recommend the evaluation by the CJRAE / CMBRAE committee in order to provide a traveling and support teacher.

All children / students who have been school-oriented towards educational support services benefit from the psycho-pedagogical support of an itinerant and support teacher.

If the student does not reach the minimum assessment standards for each discipline, field of study, appropriate preparation of the class in which he is, although he has benefited from all educational support services, he may be redirected to a special education unit.

For early detection, CJRAE / CMBRAE is a multidisciplinary team that evaluates all children with CES or at risk in developing personal skills. In order to carry out the activity, CJRAE / CMBRAE obtains information from paediatricians, family doctors, psychologists, specialists from the general directions of assistance and child protection, teachers from nurseries, kindergartens and day centres, etc.

All children / students assessed and identified with CES or at risk in the development of personal skills will be school-oriented by the CJRAE / CMBRAE commissions.

The school orientation is made according to the type and degree of deficiency, towards mass or special education units.

In the situation when the child is school oriented towards the mass education units, he will also benefit from the educational support services.

The child / student with integrated CES will be monitored and evaluated periodically by the internal commission of complex expertise of the special education unit to which the itinerant and support teacher is assigned, which provides support services.

In the groups / classes in which children / students with CES who benefit from educational support services are integrated, the enrolment decreases by 2 children / students for each child / integrated student.

In order to ensure equal opportunities, all students with CES who participate in local and national assessments / exams / competitions benefit from the adaptation of their conditions, based on the recommendations formulated in the certificate of school and professional orientation.

Children / Students / Youth with CES, integrated in the mass education units, benefit from social assistance consisting in ensuring the daily allowance of food, school supplies, barracks, clothing and footwear in an amount equal to that provided to children in the system. child protection, as well as free accommodation in boarding schools or assistance centres for children with CES within the county / Bucharest general directorates of social assistance and child protection.

Order 5086 refers to the laws concerning home schooling and the possible establishment of classes in hospitals.

The institutions involved in this law are the Ministry of National Education and Scientific Research: a) I.S.J./I.S.M.B.; (b) C.J.R.A.E./C.M.B.R.A.E.; (c) school centers for inclusive education (C.S.E.I.); d) school units (mass education, special education) and institutions belonging to the Ministry of Health: a) pediatric hospitals, for chronic pediatric diseases; b) mental health centers (C.S.M.), primary prevention and secondary prevention for children/young people with psychiatric and neurological pathology.

Beneficiaries of these forms of adapted education are non-displaceable children/students with chronic diseases or diseases requiring hospital stays of more than 4 weeks, with or without other associated deficiencies, who, temporarily or permanently, cannot attend school courses in the educational establishment.

In order to adopt home schooling, the child's degree of disability is taken into account. Evaluation of the file is made by the School and Vocational Assessment and Guidance Service (SEOSP). The assessment of the degree of disability and of the school and professional orientation of the children shall be carried out 30 days before the expiry of the certificate of school and vocational guidance or, as the case may be, at the request of the established parent/legal guardian.

In this order it is specified how long the classes should be depending on the age group of the students (primary - 45 minutes, secondary and high school - 50 minutes) and the maximum number of hours per week to be done (primary – 4 hours, secondary school - 6 hours and high school – 8 hours).

Depending on the degree of disability, two hours/week can be met for specific therapies (psychologist, physiotherapist, psychopedagogue, speech therapist), according to the certificate of disability and/or school orientation.

Other people (students, students, etc.) may be involved in the educational process at home, on a voluntary basis, for complementary educational and social activities.

The board of directors of the educational establishment will issue the decision for the appointment of the teacher/teaching staff who will/will ensure home schooling for the specified period. They will perform predictive, formative and summative evaluations in accordance with the half-yearly schedules.

Students with chronic diseases, neurological disorders or diseases requiring hospital stays of more than 4 weeks benefit from the establishment of groups/classes within the health unit in which they are admitted. The proposal for orientation/enrolment in the classroom is made by the attending physician. Specify the minimum number (4) and the maximum number (12) of pupils in such a class. Age groups and their level of study remain the same as in classical education in institutions. Their evaluation will continue with written/oral samples/tests. Curricular adaptations are provided for students with mental disabilities. Notes/Qualifications are recorded in the catalogue; upon discharge, the student receives the certificate with the school situation and the transcript, as appropriate.

At the end of each school year, according to the protocols concluded, I.S.J./I.S.M.B. will make an assessment of the efficiency of the activity carried out in the groups/classes of hospitals, with the aim of improving the collaboration between the institutions involved.

At the end of the law are presented the definitions of certain endings for a good application of them.

