

Protocol for Action with Students with Special Educational Needs

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1. Introduction

The Protocol for Action with Students with Special Educational Needs is a fundamental component in the development of the **Tutorial Action Plan (TAP) at TecnoCampus**. The purpose of this document is to define a protocol for identifying and managing students with special educational needs (SEN). The identification of educational needs is intended to enable the implementation of the appropriate adaptation measures for each case and type of SEN, facilitating students' participation in teaching and assessment activities and promoting their integration into the university environment in accordance with the Tutorial Action Plan (TAP).

It should be noted that the achievement of the competencies established within the framework of the subject and degree program must be preserved, and that awareness of special needs or disability is a necessary but insufficient condition to ensure the success of the inclusion process. The protocol defines the actions carried out by Academic Tutoring, specifically the academic tutor, from the identification of special educational needs' applications to the monitoring of students who may require specific support, as well as communication of the required adapted measures to the teaching staff involved.

These regulations are inspired by the UPF Regulations on Teaching Adapted Measures for Students Requiring Specific Support, the UPF Resolution on Teaching Adapted Measures for Students Requiring Specific Support, and the Resolution on Required Documentation to Accredit Situations Requiring Specific Support for Teaching Adapted Measures Purposes.

2. Scope of Application

A student shall be considered to have Special Educational Needs (SEN) in the following cases:

- a) Students with an officially recognized disability degree equal to or greater than 33%.
- b) Students with an officially recognized disability degree lower than 33%.
- c) Students with physical, intellectual, or sensory disabilities, autism spectrum disorders, mental disorders, and severe or rare degenerative diseases, whether officially recognized or not.

d) Students with learning or communication disorders, including language, calculation difficulties, or attention-related disorders.

3. Academic Tutoring Actions

The protocol follows these steps:

1. Student application and authorization for data processing.
2. Interview with the academic tutor and definition of adapted measures.
3. Communication of adapted measures to teaching staff.
4. Student follow-up.
5. Final assessment.
6. Data retention.

The steps are detailed below:

1. Student Application and Authorization for Data Processing

During the Welcome Day and/or at the beginning of the academic year, **the academic tutor presents the Tutorial Service of the Tutorial Action Plan (TAP)** to students. Students are informed of the possibility of being recognized as students with Special Educational Needs (SEN) if they meet the requirements, and they are encouraged to contact their academic tutor to request the appropriate adapted measures.

To ensure that SEN adapted measures are implemented at the beginning of the academic year or term, **it is the student's responsibility to contact their academic tutor during the first week of classes** to request the corresponding recognition. This guide may be used as a reference document for this purpose. Students may request SEN recognition at any time during the academic year; however, if the request is submitted less than four weeks before the term examination period, implementation of the corresponding measures for that term's assessments, including retakes, cannot be guaranteed.

When a student informs their academic tutor that they have a special educational need, the academic tutor schedules an interview and sends the student the **Authorization for the Processing of Personal Data**. The student must sign this

authorization to provide explicit consent for the processing of their personal data and to allow the academic tutor to inform teaching staff about the adapted measures, while always guaranteeing the confidentiality of sensitive data.

2. Interview with the Academic Tutor and Definition of Adapted measures

In addition to the signed Authorization for the Processing of Personal Data, the student must provide the supporting documentation required to process the SEN recognition request to their academic tutor.

Supporting Documentation

The documentation required to accredit situations requiring specific support for teaching adaptation purposes may include:

- **Students with an officially accredited disability degree**

Official disability accreditation card (Applicable regulations: Order BSF/43/2012, of February 27th, on the disability accreditation card) and a resolution or official document issued by the relevant authority of the region or country of residence of the student. The document must specify the degree of disability, diagnosis, impact, and validity period, or indicate whether it is permanent or definitive. Documents that are valid for disability-related tuition fee reductions in university enrollment procedures shall also be accepted.

- **Students without officially accredited disability degree but who experience academic difficulties due to health conditions or disorders affecting academic performance**

Medical or psychological diagnostic report issued by the specialist or treatment center justifying clearly and sufficiently the student's situation and the reason for requesting support. The medical report or professional statement must clearly identify, whenever possible, the student's diagnosis, the name and professional registration number of the issuing professional, as well as the date and original signature.

Students participating in exchange programs may also submit a report from their academic tutor detailing the adapted measures implemented at their home university.

Additionally, local students may submit documentation accrediting the assignment of a specific university entrance (PAU) examination board for students with disabilities and/or Special Educational Needs.

Applications lacking signed authorization for data processing cannot be processed. Once the application and documentation are received, the academic tutor arranges an interview with the student. Tutorial sessions provide relevant academic guidance for students requiring specific support.

Since academic tutors generally do not have medical, psychiatric, or psychological training beyond expertise in their teaching area, the Service for Quality, Learning and Innovation (SQLI) at Tecnocampus supports Academic Tutoring in analyzing SEN recognition applications and defining adapted measures based on this protocol.

Tecnocampus University Center also offers a Psychological Support Service (PSS) available to students and the university community seeking consultation. Guidance may also be requested from public or private entities such as ONCE, FESOCA, MIFAS, etc. In some cases, ONCE staff contact the academic tutor directly to recommend possible adapted measures.

It should be emphasized that **adaptation does not mean lowering the competencies established in the curriculum of the degree program**; therefore, it involves identifying mechanisms that facilitate their achievement.

3. Communication of Adapted measures to Teaching Staff

The academic tutor informs teaching staff of the adapted measures to be implemented in their subjects during the first three weeks of the term (except for first-year students, for whom this may extend to the fifth week, or for students who submit SEN applications later). In accordance with the Organic Law on Personal Data Protection and Guarantee of Digital Rights (OLDPGDR), the academic tutor **will generally not disclose the cause of the adapted measure** or the student's physical or mental health condition. However, where the SEN requires it and with the student's prior consent, the academic tutor may communicate this information to relevant teaching staff.

Academic tutors provide this information either at the beginning of the academic year to all teaching staff involved, or at the beginning of each term whenever possible and with sufficient prior notice. **Teaching staff are responsible for implementing the established adapted measures** and, if necessary, coordinating with the academic tutor to determine the most appropriate implementation according to the characteristics of the subject.

4. Student Follow-Up

At the student's application or on the academic tutor's initiative, follow-up meetings are conducted throughout the academic year to review the suitability of the proposed adapted measures and their implementation, as often as necessary to ensure the student's academic progress and well-being.

5. Final Assessment

At the end of the academic year, the academic tutor carries out an overall assessment of the student's follow-up process and the adapted measures applied. If appropriate, this is included in the **Annual Tutoring Report**, which may also contain proposals for improving the protocol and the implementation of teaching adaptation measures for students with SEN.

6. Data Retention

The documentation provided shall be retained for the duration of the student's relationship with TecnoCampus, except in cases where the student exercises the right to erasure of personal data related to SEN, which may be requested at any time via email to rgpd@tecnocampus.cat.

4. Teaching Staff Actions

If a student contacts the teaching staff directly regarding SEN, **teachers must refer the student to the academic tutor** to process the recognition application.

Once teaching staff receive communication regarding SEN adapted measures from the academic tutor, **they must assess how to adapt the content and activities** of their subject. If necessary, they may coordinate with the academic tutor regarding the adaptation plan.

Teaching staff may adjust teaching methodologies to facilitate learning for all students, while maintaining the same competencies and assessment standards.

5. Types of Special Educational Needs

This section contains descriptions and pedagogical and assessment guidelines corresponding to different types of special educational needs, focused exclusively

on learning, language, calculation, communication difficulties, visual and hearing impairments, and various disorders and disabilities.

5.1 SEN TYPE 1: Neurodevelopmental Disorders

Students with neurodevelopmental disorders—which include attention deficit hyperactivity disorder (ADHD), autism spectrum disorder (ASD), and specific literacy-related disorders such as dyslexia—frequently experience specific speech, language, and communication difficulties. These neurodevelopmental disorders often co-occur.

General Principles

- **Attention Deficit Disorder (ADD/ADHD):** neurological disorder characterized by attention deficit, impulsivity, and/or hyperactivity.
- **Language and calculation difficulties:** Specific language disorders involve inadequate linguistic functioning due to problems or delays in speech and/or language production or comprehension, potentially affecting one or more dimensions of language (phonology, semantics and/or pragmatics). Dyslexia is a language disorder resulting in significant reading and writing difficulties. A similar situation occurs in students with dyscalculia, particularly in quantitative subjects; dyscalculia is often referred to as “number dyslexia”.

Language difficulties classification

- a) Global language problems: aphasia and dysphasia.
- b) Oral language problems: dyslalia, dysglossia, and dysfluency.
- c) Written language problems: dysgraphia, aphasia-dysphasia, and dyslexia.

Classroom support adjustments

- a) Additional time for the submission of assignments and activities.
- b) A classroom environment that avoids situations likely to cause distress or anxiety, such as oral presentations, public speaking and/or direct questioning.
- c) Flexibility in the organization of group work. Whenever possible, students should be assigned to small groups or allowed to complete assignments individually.
- d) Frequent tutorial sessions with teachers as a support measure to clarify doubts and improve organization, task prioritization and acquisition of course content.

e) Possibility of changing groups, schedules, seminars or tutorial sessions in order to reconcile studies with medical appointments, tests or treatments, whenever feasible and properly justified.

f) Additionally, switching to part-time study may be considered, subject to availability and within the established deadline.

Assessment adjustments

a) An additional 50% of time during examinations. Students with associated disabilities may require 100% additional time or any other amount deemed necessary according to the specific situation assessed.

b) Access to a quiet and comfortable examination environment to improve concentration. Depending on the assessment, students may use noise-cancelling devices during examinations.

c) Ensuring that students understand examination instructions and questions. Clarifications and reformulations should be provided whenever necessary. Written examinations should include concise statements, especially in multiple-choice questions, and verbal clarifications may be given during the examination if needed.

d) Possibility of complementing written examinations with oral assessments, subject to agreement by the teaching team, when examination results do not reflect the student's performance during the term. Oral examinations should preferably be conducted by two teachers and recorded.

e) Permission to use assistive technological resources such as laptops (with or without Internet access or spell-check tools, where appropriate) to structure written responses, or simple calculators for basic calculations in the case of dyscalculia.

f) Reduced penalties for spelling mistakes.

5.2 SEN TYPE 2. Hearing Impairments

Hearing impairment refers to the absence or alteration of the auditory channel for acquiring and/or transmitting information. Students with hearing impairments may present different degrees of hearing loss (mild, moderate or severe), which may be compensated for through hearing aids, FM systems, lip reading support, or profound deafness/anacusis (total hearing loss). Students may also use sign language as their primary means of communication.

General Principles

It is extremely difficult for deaf individuals to process simultaneous information from multiple sources. For example, following a teacher's speech while simultaneously paying attention to lip movements and other visual elements such as slides or maps requires divided attention. Therefore, turn-taking in conversations is particularly important, and multiple people speaking simultaneously should be avoided.

Classroom support adjustments

- a) Additional time for the submission of assignments and activities.
- b) Identification of the student's preferred communication system: sign language, lip reading or cued speech.
- c) In the case of sign language, teachers should speak directly to the student even when an interpreter is present and should use facial expressions and gestures whenever possible.
- d) For lip reading, teachers should not speak unless the student is looking directly at them. Attention should be gained before speaking, and communication should always be face-to-face.
- e) Teachers should avoid speaking while writing on the board, especially if oral and written content differ. Walking around while explaining should also be avoided.
- f) Speech should be articulated clearly and naturally without exaggeration or shouting.
- g) To attract attention, teachers should wave or gently touch the student's shoulder.
- h) The classroom environment should ensure orderly turn-taking during discussions, as group conversations can be difficult for deaf students to follow.
- i) Activities conducted orally and without subtitles or interpretation, such as debates or oral questionnaires, should also be provided in written form.
- j) Key messages and short written phrases should be used to facilitate comprehension, together with frequent clarifications.
- k) Whenever possible, teaching materials should be shared in advance to support comprehension during class.
- l) Written instructions regarding classroom exercises should be provided whenever necessary.

- m) Students with hearing impairments should be seated near the front of the classroom and close to speakers.
- n) Seating arrangements should also facilitate visual orientation towards classmates during discussions.
- o) During dictation activities, it is helpful for the student to sit next to a classmate who takes accurate notes.
- p) Possibility of changing groups, schedules, seminars or tutorial sessions for medical reasons, whenever feasible and justified.
- q) Additionally, switching to part-time study may be considered, subject to availability and within the established deadline.

Assessment adjustments

- a) Depending on the type of examination, such as those involving substantial audiovisual content, transcripts may be provided together with an additional 50% examination time. In cases of severe or associated disabilities, this may increase to 100% additional time or longer if necessary.
- b) Prior information regarding examination requirements and assessment criteria.
- c) Written instructions should be provided for examinations, avoiding oral-only explanations or dictation of questions.
- d) Students should be allowed to choose the most suitable communication modality. Written examinations are generally preferable to oral ones.
- e) Possibility of requesting examination or assessment rescheduling due to documented medical or health conditions, in accordance with the Assessment Regulations of the TecnoCampus University Center.

5.3 SEN TYPE 3. Visual Impairments

Visual impairments encompass various degrees and typologies, which may be partial or total. This loss of functional vision requires adaptations such as guided orientation in familiar environments, adapted study spaces, accessible printed texts, audio recording devices, and assistive technologies. Within this spectrum, low vision refers to the range between standard vision and blindness.

General Principles

In addition to the specific classroom and examination adaptations described below, students with visual impairments are permitted to be accompanied by guide dogs in classrooms and in all academic activities conducted within the university.

Classroom support adjustments

- a) Additional time for assignments and activities.
- b) Oral explanations by teachers of all visual resources used during class, including slides, presentations and board content.
- c) Enlarged texts in the font size specified by the student whenever possible.
- d) Use of clear, high-quality images including descriptions in digital formats.
- e) Accessible electronic documents provided sufficiently in advance.
- f) Permission to record classes or access classroom streaming systems to follow projected content on personal devices.
- g) Seating close to the lecturer and visual teaching resources.
- h) Possibility of changing groups, schedules or tutorial sessions for medical reasons, whenever justified and feasible.
- i) Additionally, switching to part-time study may be considered, subject to availability and within the established deadline.

Assessment adjustments

- a) An additional 50% of time during examinations. Students with associated disabilities may require 100% additional time or any other amount deemed necessary according to the specific situation assessed.
- b) Prior information regarding examination requirements and assessment criteria.
- c) Accessible audiovisual content or audio description, when required.
- d) Permission to complete examinations using computers or assistive technologies commonly used by the student, including screen-reading or magnification software.
- e) Possibility of oral rather than written examinations, as oral formats may be more accessible. Oral examinations should preferably involve two teachers and be recorded.

- f) In multiple-choice examinations, permission to answer directly on the examination paper instead of using optical reading sheets.
- g) Possibility of requesting examination or assessment rescheduling due to documented medical or health conditions, in accordance with the Assessment Regulations of the TecnoCampus University Center.

5.4 SEN TYPE 4. Students with Psychosocial Disabilities

Psychosocial disabilities include specific cognitive, personality-related or interaction difficulties arising from mental health conditions, including phobias, personality disorders, mood disorders, stress-related disorders and developmental disorders. These circumstances must be accredited through appropriate reports issued by qualified professionals or equivalent certifications.

General Principles

Many severe mental health conditions (recognized disability degree of 33% or higher) require pharmacological treatment, which together with the symptoms of the disorder may affect academic performance.

Classroom support adjustments

- a) Additional time for assignments and activities.
- b) Classroom management that minimizes stressful situations, such as oral presentations, public speaking, or direct questioning.
- c) Flexibility in group work arrangements, preferably with small groups or individual assignments.
- d) Frequent tutorial sessions with teachers to support organization, prioritization and understanding of course content.
- e) Possibility of changing groups, schedules or tutorial sessions for medical reasons, whenever feasible and justified.
- f) Additionally, switching to part-time study may be considered, subject to availability and within the established deadline.

Assessment adjustments

- a) An additional 50% of time during examinations. Students with associated disabilities may require 100% additional time or any other amount deemed necessary according to the specific situation assessed.
- b) Access to a quiet and comfortable examination space, with the possible use of noise-cancelling devices.
- c) Possibility of complementing written examinations with oral assessments when examination results do not reflect the student's term performance.
- d) In cases of hospitalization or treatment preventing attendance at face-to-face examinations, the possibility of online assessment or rescheduling examinations, subject to proper accreditation.

Depending on the prescribed medication, students may experience side effects during certain periods of the day, commonly in the morning. Therefore, whenever possible, students should be allowed to register for subjects scheduled outside these hours. In specific cases, recommendations may include part-time enrollment or dropping the assessment, if applicable, to preserve exam eligibility.

5.5 SEN TYPE 5. Students with Physical Motor Disabilities

Physical motor disabilities affect movement capacity and may result from brain injuries, accidents, congenital malformations or other causes.

Classroom support adjustments

- a) Additional time for assignments and activities, especially in cases affecting fine motor skills or upper limbs.
- b) Access to seating areas that are easily accessible and adapted to the students' needs.
- c) Permission to enter the classroom after the class has begun to facilitate mobility.
- d) Permission for personal assistants or support volunteers to accompany the student in class to assist with notetaking, mobility within campus, transcription of materials or classroom accommodation.
- e) Access to all university facilities where activities for the university community are held.

- f) Possibility of changing groups, schedules, seminars or tutorial sessions for medical reasons, whenever feasible and justified.
- g) Additionally, switching to part-time study may be considered, subject to availability and within the established deadline.

Assessment adjustments

- a) An additional 50% of time during examinations. Students with associated disabilities may require 100% additional time or any other amount deemed necessary according to the specific situation assessed.
- b) Permission to write answers directly on the exam paper for multiple-choice tests, due to difficulties in accurately marking choices on an optical scan sheet.
- c) Permission to take exams using a computer or assistive materials regularly used by the student, such as a support computer (with or without internet access or spell-check features, where applicable) compatible with speech-to-text software, to facilitate completing the assessment.
- d) Permission to ask for personal support assistance or volunteer access to the classroom to accompany the students across campus or assist them with seating arrangements in the examination room.
- e) Possibility of requesting examination or assessment rescheduling due to documented medical or health conditions, in accordance with the Assessment Regulations of the TecnoCampus University Center.

5.6 SEN TYPE 6. Students with Non-Motor or Organic Physical Disabilities

Non-motor or organic physical disabilities affect students with chronic illnesses, whether temporary or long-term, and may involve hospitalization. These may include pulmonary, renal, digestive, cardiac, neurological or muscular diseases, as well as oncological treatments, sudden illnesses or severe emergency surgical procedures.

Classroom support adjustments

- a) Additional time for assignments and activities.
- b) Access to materials covered during absences related to health conditions.

- c) Permission to use necessary technical and technological support devices in the classroom. During hospitalization, communication technologies such as video calls and online activities should be facilitated.
- d) Possibility of changing groups, schedules or tutorial sessions for medical reasons, whenever feasible and justified.
- e) Additionally, switching to part-time study may be considered, subject to availability and within the established deadline.
- f) Flexibility regarding attendance requirements established in the course syllabus, especially in compulsory attendance activities. Justified absences shall not prevent students from taking final examinations or assessments provided the required competencies have been achieved.

Assessment adjustments

- a) An additional 50% of time during examinations. Students with associated disabilities may require 100% additional time or any other amount deemed necessary according to the specific situation assessed.
- b) Permission to leave the examination room temporarily for medical reasons when properly accredited.
- c) Possibility of completing assessments from the healthcare facility where the student is hospitalized.
- d) Possibility of requesting examination or assessment rescheduling due to documented medical or health conditions, in accordance with the Assessment Regulations of the TecnoCampus University Center.

6. Confidentiality and Data Protection

Teaching staff, academic tutors, and any internal university services involved are subject to confidentiality obligations regarding personal data included in applications for specific support.

The processing of students' personal data shall be carried out in full compliance with data protection regulations. Such data may only be used for the purposes established in this protocol and shall always require the consent of the student or their legal representative.