

FICHA DE PROJETO



Acrónimo:	SENPower
Designação do projeto (PT/EN):	SENPower - 2022-1-BG01-KA220-SCH-000085065
Código do projeto:	2022-1-BG01-KA220-SCH-000085065
Objetivo principal:	Screening process: identification of learning difficulties; Strategies and approaches for organizing the teaching and learning process of TG1 in Mathematics and Nature sciences (M&NS); Mapping the personal progress of TG1 students.
Entidade financiadora/Programa de financiamento:	Erasmus+
Região de intervenção:	-
Investimento Total Elegível:	250.000,00 €
Custo total elegível (IPSantarém):	34.324,00 €
Apoio financeiro da União Europeia:	34.324,00 €
Apoio financeiro público nacional/regional:	-
Taxas de financiamento:	100.00 %
Entidade beneficiária:	Instituto Politécnico de Santarém
Investigador Responsável:	Ana Luísa Mateus Oliveira Chança Torres (SCentrais)
Parceiros:	Fondacia Prosveta-Sofia (Bulgária) - PROMOTOR; Agrupamento de Escolas Cidade do Entroncamento- Escola Secundaria com 3º Ciclo do Entroncamento; Natsionalna Asotsiatsia na Resursnite Uchiteli (Bulgária); Antalya Il Milli Egitim Mudurlugu (Turquia).
Equipa:	Ana Cristina da Silva Rodrigues Gomes; Bento Filipe Barreiras Pinto Cavadas; José Maurício Dias.
Data da aprovação:	-
Data de início:	2022/09/01
Data da conclusão:	2025/08/31
Domínio científico e subárea científica:	-
Resumo (objetivos, atividades e resultados esperados) - em PT e/ou EN:	The SENPower project addresses an important priority at European level, namely inclusive schools. The latest regulations in most EU member states make it clear that learning opportunities have to be provided to all children, despite their disabilities, difficulties, ethnic, linguistic or social origins. Therefore, the focus is not on the disabilities or learning and behavior difficulties anymore, but on the inclusion of all students. Schools are working to guarantee inclusive education for all students as inclusive education constitutes an essential key to achieve social equity, and to the success of a society in general. The percentage of SEN students (according Eurostat data) who drop out of compulsory education, is much higher than the OECD median. Another trend is the social exclusion of students

	<p>with learning difficulties and the increasing numbers of SEN students who attend school passively, not being involved in the teaching and learning process. On the one hand, this is due to the low levels of accepting otherness by students, but also to the lower attainment levels of SEN students. They are considered to be not as smart as the rest of the students and are being labeled and excluded. However, they only have specific problems in processing certain forms of information, and that is why they need special educational provision. With the SENPower project we aim at supporting primary school teachers to tackle these issues. Firstly, the teachers involved in the project, will have a powerful tool which will enable them to involve SEN students successfully in the teaching and learning process by providing them with practical guidelines of the steps they need to follow when working with SEN students. On the other hand, they will get access to ready-to-use educational materials on specific topics in Mathematics and Nature Studies (to be used with SEN students). And most importantly, they will be trained how to create their own educational materials following the guidelines, and will create new educational materials so that the database with ready-to-use educational materials in Mathematics and Nature studies will grow constantly by the end of the project and after it comes to an end. Using the new teaching approaches will result in making SEN students more interested and involved in the teaching and learning process and they are more likely to stay in school and be accepted by their peers.</p>
Link para página do projeto (outros Links):	https://sen-power.ipsantarem.pt/
Outras informações:	