**Nombre del establecimiento educativo**

Aprobado mediante resolución N. \_\_\_ del \_\_\_ de \_\_\_ de \_\_\_

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| 1. **Identificación**  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | Grado: | Grupo: | Jornada: | Director de grupo: | | | Año: | | Cantidad total de estudiantes | | Total hombres | | Total mujeres | Rango de edad (inferior-superior) | |  1. **Caracterización general del grupo de estudiantes**   Identifique la situación o condición de vulnerabilidad en que se encuentran los estudiantes, marcando una x en cada condición o situación que se presenta (pueden marcarse varias); adicione casillas, si la cantidad de estudiantes en situación o condición de vulnerabilidad es superior a 20.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Situación de vulnerabilidad** | **Estudiantes** | | | | | | | | | | | | | | | | | | | | | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** | **13** | **14** | **15** | **16** | **17** | **18** | **19** | **20** | | Discapacidad |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | Talento excepcional |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | Étnica |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | Víctima de conflicto |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | Reintegrado |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | Menor trabajador |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | En conflicto con la ley |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | En protección |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | Iletrado |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | Habitante de frontera |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | Población rural |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | En situación de calle |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | En condición de enfermedad |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | Extranjero |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | LGBTI |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | Otra ¿Cuál? |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | **Observaciones y precisiones:** | | | | | | | | | | | | | | | | | | | | |  1. **Mobiliario y recursos materiales del aula de clase**   Marque una x, en la casilla que mejor represente la situación del mobiliario y recursos del aula (T = Todos, A = Algunos, N = ninguno), respecto a cada principio de la accesibilidad, teniendo en cuenta que:  **P1** Uso equitativo: su utilización es fácil para cualquier persona, independiente de sus capacidades y habilidades.  **P2** Uso flexibilidad: se acomoda a las necesidades específicas de las personas sin perder su estructura y fin primordial.  **P3** Uso simple e intuitivo: claro y amigable para todos independientemente de la experiencia, conocimiento o nivel de concentración.  **P4** Información perceptible: comprensible para cualquier usuario independientemente de sus capacidades sensoriales.  **P5** Tolerancia al error: reduce el mínimo de los peligros, riesgos y errores en su uso.  **P6** Mínimo esfuerzo físico: puede ser usado eficazmente con el mínimo esfuerzo.  **P7** Adecuado tamaño: dimensiones apropiadas para el alcance, manipulación y uso de los usuarios independientemente de su tamaño, posición o movilidad.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | **¿Cumple con los principios del Diseño Universal Accesible?** | | | | | | | | | | | | | | | | | | | | | | **P1** | | | **P2** | | | **P3** | | | **P4** | | | **P5** | | | **P6** | | | **P7** | | | | **T** | **A** | **N** | **T** | **A** | **N** | **T** | **A** | **N** | **T** | **A** | **N** | **T** | **A** | **N** | **T** | **A** | **N** | **T** | **A** | **N** | | Mobiliario (Propios y en convenio) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | Herramientas tecnológicas |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | Otro material didáctico |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | **Observaciones y precisiones:** | | | | | | | | | | | | | | | | | | | | | |  1. **Aspectos metodológicos**   Para cada uno de los siguientes aspectos, describa las estrategias didácticas que utiliza con mayor frecuencia.   |  |  | | --- | --- | | **Aspecto** | **Descripción** | | La producción de un nuevo aprendizaje |  | | El afianzamiento de los aprendizajes |  | | La evaluación de los aprendizajes |  | | Superar dificultades académicas |  | | Superar dificultades comportamentales |  | | Potenciar talentos o capacidades identificadas |  | | Estimular los logros en los estudiantes |  | | **Observaciones y precisiones:** | | |
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Diligenciado por:

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