**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.

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|  | **¿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.

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| --- | --- |
| **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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