**ANEXO I**

**AVALIAÇÃO PEDAGÓGICA INICIAL – API**

**Parte I – Unidade Escolar**

I - Das informações Gerais do Estudante, a partir de Estudo de Caso

1. Informações referentes ao estudante:

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Tipo de deficiência:

( ) Transtorno do Espectro Autista

( ) Altas Habilidades/ Superdotação

( ) Intelectual

( ) Visual (baixa visão)

( ) Visual (cegueira)

( ) Física

( ) Auditiva

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1. Informações coletadas do /sobre o estudante:

Qual a afeição do estudante pela instituição escolar?

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Existe amizades e fatores que explicam a preferência por determinados colegas, tais como características e qualidades pessoais?

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Há a identificação de um colega favorito? Se sim, quais características deste colega lhe agradam?

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Quais as preferências e atividades que mais agradam ao estudante?

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É possível a identificação de tarefas e atividades que o estudante considera mais difíceis, bem como os motivos? Se sim, detalhe-as.

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O estudante tem a capacidade de expressar suas necessidades, desejos e interesses, incluindo os métodos utilizados para tal?

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Qual a frequência com que o estudante solicita ajuda aos professores, bem como as circunstâncias ou situações em que isso ocorre?

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Qual a percepção do estudante em relação aos seus professores?

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Quais as razões pelas quais o estudante considera importante frequentar a escola e estudar nela?

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1. Informações coletadas da/sobre a escola:

O estudante é engajado e participa plenamente de todas as atividades e espaços da escola?

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Se não, quais são os motivos para a falta de participação?

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Qual é o grau de participação do estudante nas atividades escolares?

( ) integral ( ) parcial ( ) nula

Quais são as barreiras do ambiente escolar que impedem a participação do estudante na escola?

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Que tipo de suporte educacional e/ ou clínico o estudante já recebe e quais são os profissionais envolvidos?

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Quais são os interesses e expectativas do estudante em relação à sua formação escolar, como identificado pelos professores?

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Como a comunidade escolar avalia a interação do estudante com seus colegas de turma?

A escola fornece recursos de acessibilidade para o estudante, como mobiliário, materiais pedagógicos, informática adaptada, equipamentos adaptados, intérprete ou outros serviços, entre outros?

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Os recursos disponibilizados para o desenvolvimento do estudante, como materiais pedagógicos especializados, equipamentos ou equipamentos adaptados, informática adaptada, intérprete ou outros serviços, atendem às necessidades do estudante? Deixa ele satisfeito?

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Quais são as evidências que levaram o professor da sala de aula ou a unidade escolar a solicitar os serviços de AEE para esse estudante?

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Quais os recursos humanos e materiais são necessários para esse estudante, mas que a escola comum não possui?

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Quem avaliou os recursos utilizados por esse estudante? Eles atendem às suas necessidades?

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Qual é o nível de envolvimento afetivo e social da turma com o estudante?

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1. Informações coletadas da/sobre a família:

Qual é a percepção da família em relação à trajetória escolar do estudante?

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A família mantém um nível satisfatório de envolvimento com a escola? Participa de reuniões, festividades, ou de outras atividades escolares?

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Possui conhecimento sobre os direitos do estudante no que se refere à educação inclusiva? Manifesta exigência pela garantia desses direitos?

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Identifica habilidades, necessidades e desafios na vida pessoal e escolar do estudante? Quais são?

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Quais são as expectativas da família em relação ao desenvolvimento e escolarização do estudante?

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**Parte II – Professor Especializado**

**II- Aspectos Pedagógicos**

**Quais são as expectativas do professor em relação a este estudante?**

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**Quais as habilidades e potencialidades são percebidas como principais pelos professores?**

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**Como é a avaliação do estudante sob o ponto de vista social, afetivo, cognitivo, motor, familiar e outros aspectos?**

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**Qual é o parecer do professor sobre o desempenho escolar deste aluno?**

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**Qual é o posicionamento da escola, composta pelo trio gestor, professores e colegas da turma, acerca do progresso escolar do estudante em questão?**

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**De que forma o discente se engaja nas atividades propostas pela turma?
Quais atividades ele executa com facilidade e quais apresentam maiores dificuldades, considerando os desafios propostos? Por qual razão?**

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**Quais habilidades/competências não foram identificadas pelos professores nas diferentes áreas do conhecimento e que sugestões de suporte são propostas para que o estudante alcance os objetivos educacionais traçados para a turma?**

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**III- Dos encaminhamentos pedagógicos e das indicações de apoios, recursos e serviços na perspectiva inclusiva.**

1. **Registro do possível histórico de encaminhamentos pedagógicos já disponibilizados ao estudante, durante sua trajetória escolar, considerando, por exemplo, o percurso escolar em outra rede de ensino (pública municipal ou privada);**

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1. **Descrição dos encaminhamentos pedagógicos já realizados em âmbito da Secretaria da Educação, buscando registrar o histórico do percurso escolar do estudante;**

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1. **Projeção dos encaminhamentos pedagógicos necessários a eliminação ou redução de barreiras no ambiente escolar. Observação: este item deverá articular-se diretamente com o Plano de Atendimento Educacional Especializado – PAEE;**

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1. **Considerando a projeção de encaminhamentos pedagógicos necessários à eliminação ou redução de barreiras no ambiente escolar, indique os apoios, recursos e serviços que podem ser oferecidos ao estudante, acompanhado de justificativa que esteja com consonância com a API (Avaliação Pedagógica Inicial) de forma a subsidiar a elaboração do PAEE (Plano de Atendimento Educacional Especializado).**

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**Na indicação dos apoios, recursos e serviços deve ser considerado o rol estabelecido pelo Decreto nº 67.635/23 e os termos desta Resolução.**

**ESTA AVALIAÇÃO PEDAGÓGICA INICIAL SEGUE A RESOLUÇÃO SEDUC- 21-6-2023**

**São Paulo, \_\_\_\_\_\_ de \_\_\_\_\_\_\_\_\_\_\_\_\_\_ de \_\_\_\_\_\_\_\_\_\_\_\_\_.**

**Assinatura do professor do AEE \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Assinatura do Coordenador de Gestão Pedagógica \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Assinatura do Diretor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**