**Executive Summary**

The Quality Assurance Guidelines for enhancing Quality Assurance systems for VET convey policies, procedures, and indications to support the delivery of inclusive education in VET schools for students with Special Educational Needs (SEN) mainly focused on ADHD.

In particular, the Guidelines are aimed at:

-providing support for VET institutions for setting-up innovative and flexible learning environments through widening their educational offer for students with SEN, especially with ADHD;

-enhancing the participation, engagement and achievements of students with ADHD;

-strengthening the quality of support provided to students with ADHD and their families especially during periods of transition and times of difficulty;

-promote a culture of partnerships between schools and other education providers and agencies in the provision of education and services to students with different learning needs;

-create supportive environments in which students can thrive and learn;

-enhance the positive mental, social and emotional wellbeing of school staff and students with focus on students with SEN.

The Guidelines primarily address principals, school-based teams such as assistant principals, teachers and trainers, school coordinators, students’ counsellors, curriculum coordinators and special educational professionals but may also prove of interest to other professionals within the education, social service or health care communities, to parents and to members of the public at large.

The Quality Assurance Guidelines are structured in two main areas:

**1. Policy
2. Instructional Strategies and Practices**

Guidelines within the **Policy area** provide practical instructions on the following topics:

* **Mission and vision**: provides policy for the delivery of special education programs and services
* **Roles and Responsibilities**: outlines the roles and responsibilities of the school boards, district and school-based personnel, parents and students in the development and implementation of special education services.
* **Individual Education Plan (IEP)**: describes the process of identifying students who have special needs, planning and implementing individual programs for them, and evaluating and reporting on their progress.
* **Special Services**: describes services that should be available in school to support service delivery.

Guidelines belonging to the area ‘**Instructional Strategies and Practices**’ provide indications about:

* **Identification of students with ADHD**: lists the behaviors associated with ADHD
* **Strategy for instruction of student with ADHD**: delineates rules and instructions for teaching to students with ADHD in terms of: behavioural interventions and classroom accommodations: Special classroom seating arrangements for ADHD students
* **VET trainee placement**: presents special accommodation procedures and strategies in order to include VET students with ADHD at work practicing their WBL through ad hoc work placement and tutoring accommodation services.

At the end of the Guidelines, further instructions and instruments are provided in the **Annex** in order to support school staff in developing school policy on inclusive education for students with different learning needs.