

Attachment 1

Minimal competences of students with special needs

Written in accordance with the Methodical instructions of the school ministry for financing higher costs of studies of students with special needs
(MŠMT, 2019/2019-2, art. 6)

Defining the term „minimal competences“

Minimal competences of students with SN are skills and knowledge that surpass the skills and knowledge of students with no special needs and are necessary to ensure inclusive education. In order for the university to accommodate requests of the students with SN, it requests for the student to learn methods of compensating their mobility impairment, sensory or cognitive disability

General minimal competence

General minimal competence of all students with SN includes technological literacy allowing the usage of specific adaptive technology and ensuring maximal independence.

Minimal competence of students with SN:

Students with visual impairment

These competences typically include:

- **In case of screen users**, hardware and software tools for visual modification of digital and printed documents, modification of the environment for work with documents and software
- **In case of Braille users**, knowledge of six-point and eight-point norm of Braille writing (unless the state of students health prevents it), including norms specific to subject and/or language studied by the student, effective work with touch-based documents, including graphics, ability to work with touch display and screen reader, ability to independently edit text and table documents intended for print, independent movement and orientation in space (unless mobility impairment or other disorders prevent it).

Students with hearing loss

In case of students with hearing loss, minimal competences include effective use of English language for communication (both written and spoken), **(v případě studentů, kteří potřebují smlouvy v angličtině, předpokládám, že po nich budete chtít angličtinu místo češtiny)**, ability to effectively use one of the communicational systems stated in the law 155/1998 Sb., regarding communicational systems for people with hearing loss

- **In case of users of sign-language**, advanced vocabulary including technical terms, ability to work with the study materials and electronic tools for video communication.

Students with mobility impairment

- **In case of impairment of upper limbs**, ability to compensate using various techniques to manipulate with documents and physical objects
- **In case of impairment of lower limbs**, ability to move independently in a space modified in accordance with law 398/2009 Sb., regarding general technical requirements ensuring the usage of buildings by people with limited movement abilities (unless specific impairment or combination of impairments doesn't allow independent movement)

Students with specific learning disorders

Knowledge of strategies regarding working with text (effective reading, orienting themselves in documents of various types, lengths and structures) and ability to work with technology controlling structural, typographical and orthographic correctness of texts.

Students with autism spectrum disorder and other difficulties

Knowledge of strategies regarding effective usage of time for studying, and basic social skills.