



Educational Support Philosophy

European School Brussels I

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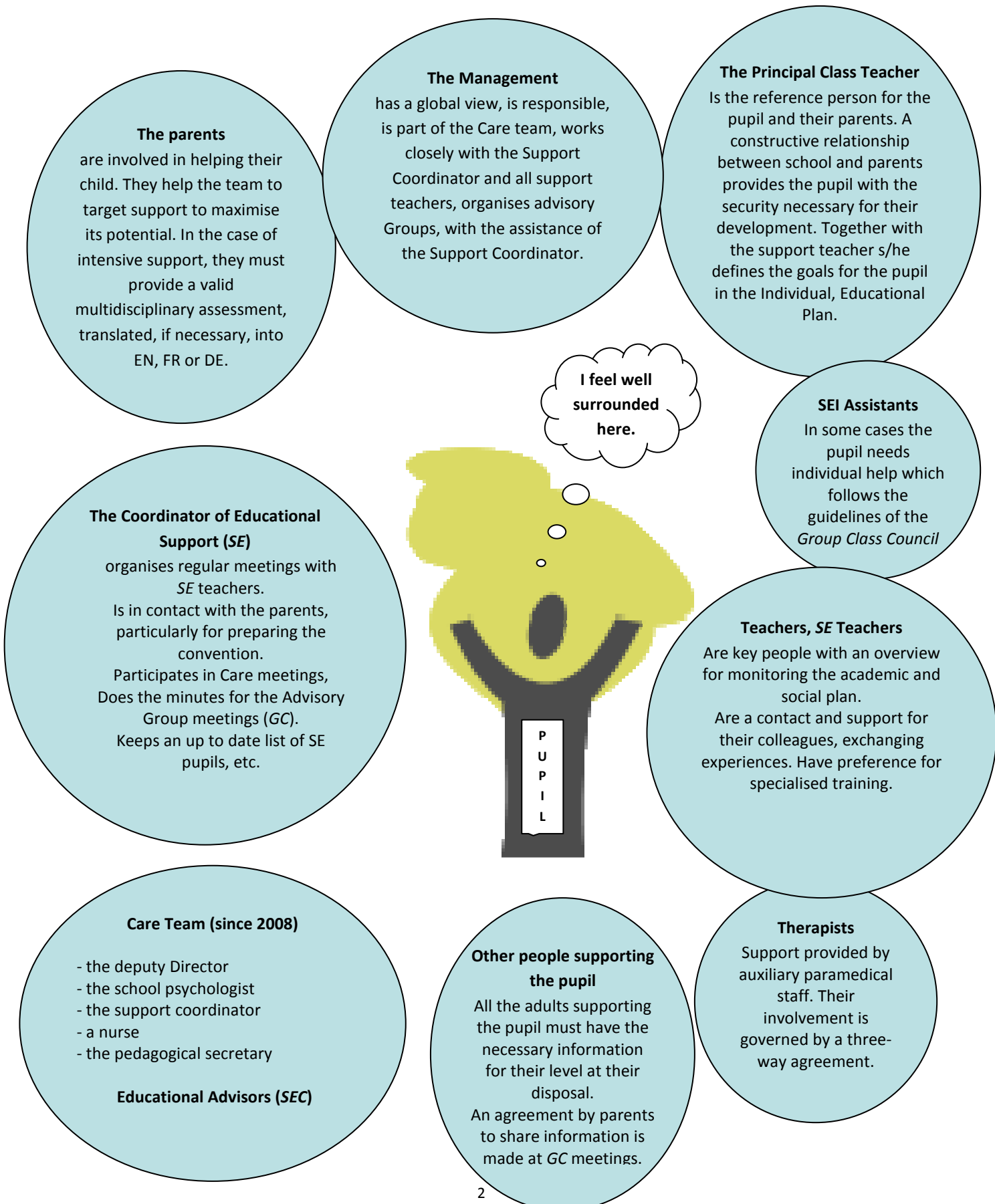
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1. INTRODUCTION

To provide more effective assistance, the European School Brussels I's support is based on the directives of the Board of Governors indicated in the following documents:

1. [2012-05-D-14-en-8](#) "Policy on the Provision of Educational Support in the European Schools"
2. [2012-05-D-15-en-11](#) "Provision of Educational Support in the European Schools – Procedural document"

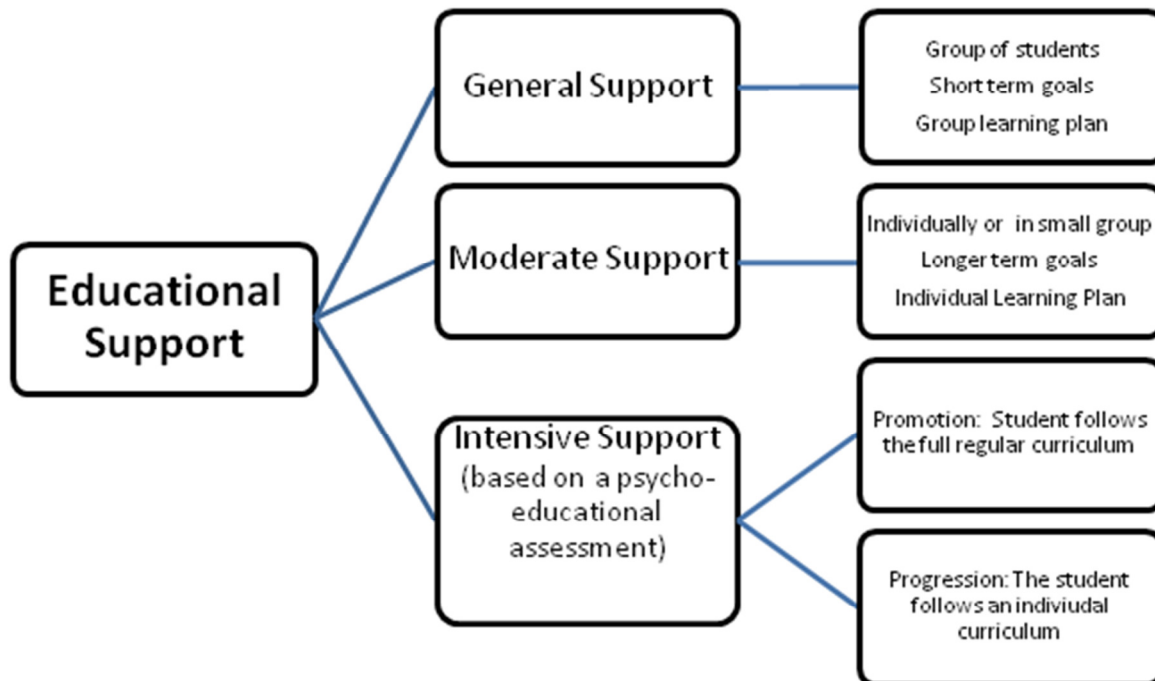
2. ACTORS



3. TYPES OF EDUCATIONAL SUPPORT

Where class differentiation is not sufficient, the school provides the following educational support structures: General Support, Moderate Support, Intensive Support.

They are given a precise definition in the document “Policy on the Provision of Educational Support in the European Schools” (2012-05- D-14).



GENERAL SUPPORT (SEG)

Any pupil may experience difficulties in a particular aspect of a subject or who may need to ‘catch up’. Pupils may also need additional help with acquiring effective learning strategies or study skills. This support is short term in nature and should preferably be provided in small groups, in or outside the classroom. The Group Learning Plan (GLP) is produced by the Support Teacher and kept by the Support Coordinator.

MODERATE SUPPORT (SEM)

Moderate Support is an extension of General Support. This could be suitable for pupils experiencing considerable difficulties in following the curriculum due to, for example, language issues, concentration problems, etc. It is organised for a longer period than General Support and each pupil has an Individual Learning Plan (ILP). The methods of assessment used by the subject teacher may be adapted and special arrangements may be considered appropriate.

INTENSIVE SUPPORT (SEI)

The intensive support is provided in order to help the pupil to develop his/her competences (knowledge, know-how and attitudes linked to a subject), **based on an assessment carried out by an expert of the specific individual needs of the pupil and the signature of an agreement between the Director and the parents**. Support is provided in or outside the classroom or to small groups of pupils with similar needs or to individual pupils. All pupils receiving Intensive support have an individual Learning Plan. Intensive support is provided to pupils showing special educational needs, whether in terms of learning, emotional, behavioural or physical.

Progression

Pupils who need to follow a highly adapted subject programme (individual goals) may accompany their class-group **without being promoted provided it is established that it is in the interests of their social and educational development**.

4. PROCEDURES/ METHODS

	Nursery/Primary	Secondary
General Support (SEG)	<p>When the child has difficulties in a particular aspect of a subject or needs to catch-up, support outside the class can be organized with parents' agreement:</p> <ul style="list-style-type: none"> • Generally in small groups • Duration depending on the pupils need (in very close communication with the teacher); lasting from a few sessions to several months 	<p>When the child has difficulties in a particular aspect of a subject or needs to catch-up, support outside the subject class can be organized with parents' agreement:</p> <ul style="list-style-type: none"> • In small groups (Generally of min. 3 and max. 15 pupils) • Depending on the pupils' needs it can last from 1 to 10 months
	<p>Procedure:</p> <ul style="list-style-type: none"> • the class teacher and support teacher analyze the need and determine the support • The parents receive the consent form (usually at the beginning of the school year) • A group learning plan with objectives is made by the support teacher • The records are kept by the support teacher, who regularly informs the parents and the teachers about the progress of the student. 	<p>Procedure:</p> <ul style="list-style-type: none"> • On request of the subject teacher who includes parents' point of view. • The support teacher is in close and regular contact with the subject teacher in order to ensure that their teaching and activities correspond to the work being done in class and to harmonize the monitoring of pupils' progress. • The records are kept by the support teacher, who regularly informs the parents and the subject teacher about the progress of the child. • The support teacher writes an evaluation which will be given to the parents together with the report at the end of each semester.

	Nursery/Primary	Secondary
Moderate Support (SEM)	<p>When the child has difficulties in a particular aspect of a subject, support outside the class can be organized with parents' agreement:</p> <ul style="list-style-type: none"> • Individually or in small groups • Duration depending on the pupil's need but generally over a longer period/ the whole school year 	<p>Short or long term support for pupils with learning difficulties. A psycho-psychological report is not compulsory. No Convention, no Advisory Group meeting</p>
	<p>Procedure:</p> <ul style="list-style-type: none"> • Requested by the teacher, analyzed by the support teacher • The parents receive the consent form for moderate support before the start of the support lessons • An individual learning plan with objectives (including methods and evaluation tools) is made by the support teacher • The records are kept by the support teacher, who regularly informs the parents and the teachers about the progress of the student. 	<ul style="list-style-type: none"> • on request of the teachers or parents or the <i>Conseil de Classe</i> • the support teacher will, from the beginning, contact the subject teacher. He will be available at all times for a discussion with the parents • the support teacher will provide an extensive comment on a special report card 4 times per year. S/he will keep an ILP as update of the pupil's progress.

	Nursery/Primary	Secondary
INTENSIVE SUPPORT A (SEI-A)	<p>An individual <u>Support convention</u> can be put in place based on a <u>multidisciplinary assessment</u>. Support measures can be</p> <ul style="list-style-type: none"> • support hours outside the class • assistance inside the class • timetable adaptations • curriculum adaptations • classroom adaptations, etc. <ol style="list-style-type: none"> 1. The need for support is being analyzed based on the assessment(s), observations in school and in communication with the parents. 2. The agreement is signed by the parents and the school. 3. A <i>team advisory meeting</i> with the class and support teacher and the parents is being held at the end of the first semester to evaluate the progress. 4. A final complete <i>team advisory meeting</i> is being held at the end of the school year to evaluate progress and determine the need for support in the next school year. The minutes will be sent to all parties involved. 	<p>When the pupil has specific learning difficulties (e.g. dyslexia, dysorthographia) or specific psychological issues (e.g. Asperger's, autism) and a pedo-psychological report has been made up, 1:1 support may be organized.</p> <ul style="list-style-type: none"> • upon request by the teachers or parents or the <i>Conseil de Classe</i> and based on the pedo-psychological report • a Convention between the parents and the school will be drawn up • the support teacher will, from the beginning, contact the subject teacher and is familiar with the contents of the pedo-psychological report. S/he will be available at all times for a discussion with the parents • the support teacher will provide an extensive comment on a special report card 4 times per year. S/he will keep an ILP as update of the pupil's progress. • an Advisory Group meeting (parents, management, teachers, Coordinator SEI) will be held at least once a year. The minutes will be sent to all parties involved.
INTENSIVE SUPPORT B	<p>In some particular cases* a convention can be put in place without a multidisciplinary assessment. This convention is limited in time, usually not more than 3 months. Once an assessment has been made and if needed the Intensive-Support-B-Convention can be turned into an Intensive-Support-A-Convention.</p> <p style="text-align: center;">* upon request by the teachers/pedagogical advisor/psychologist/parents/cycle coordinator</p>	<p>Short term intensive (e.g. more than once a week over a short period of time) 1:1 support for pupils with learning difficulties caused by e.g. severe family situations, long term absence because of illness, arrival half way through the year.</p> <p style="text-align: center;">* upon request by the teachers/pedagogical advisor/psychologist/parents/cycle coordinator</p>

5. CONCLUSION

For effective collaboration it is essential to share the necessary information with the actors concerned whilst maintaining confidentiality. We follow the guidelines mentioned above in collaboration with the people surrounding him/her whilst respecting the individual needs of each pupil.

In order to help with the transition between the cycles we demonstrate good practice by also involving the future actors / responsible people in time.

6. USEFUL LINKS

- Website : www.eursc.eu
- “Policy on the Provision of Educational Support in the European Schools” : <https://www.eursc.eu/Documents/2012-05-D-14-en-8.pdf>
- “Provision of Educational Support in the European Schools – Procedural document”: <https://www.eursc.eu/Documents/2012-05-D-15-en-11.pdf>