



General Guidelines for Educational Support

European School Brussels 1



SECONDARY CYCLE

Updated on May, 3rd 2020

CONTENTS

	PART I (FOR WHOLE SCHOOL)
1.	Introduction
2.	Aims and Objectives of Educational Support
3.	Confidentiality
4.	Who's Involved
	PART II (B) SECONDARY CYCLE
	PART III (FOR WHOLE SCHOOL)
10.	Concluding Remarks
11.	Communication
12.	Applications and Enrolment
13.	Individual Learning Plans and Group Learning Plans
14.	Transitions (from primary to secondary)
15.	Care Team
16.	Gifted Students
17.	Tripartite Agreements
18.	Conclusion
19.	Final Thought
20.	Useful links

PART I

1. INTRODUCTION

1.1 Background

The European School is a multilingual and multicultural framework where the primacy of the student's dominant language is preserved to the greatest extent possible. It offers only one type of general education, in which learning conditions become more and more demanding from year to year. This unique academic path, with very cognitive and abstract learning, is validated by the acquisition of a European Baccalaureate Diploma. Different types and levels of support have been set up in order to provide appropriate support to students with specific learning needs and difficulties in order to enable them to develop and progress according to their potential and integrate successfully, while accessing the standard curriculum as much as possible.

Differentiation is the foundation of any education targeting the needs of student; it is essential for all students, not just those who need support. Differentiated instruction must take place in the classroom, and every European School teacher bears this in mind when considering our students' needs.

Differentiation is the implementation for each student, at all levels of study, of individualized planning that takes into account differences in learning style, interests, motivation and aptitude. It can take the form of setting up adaptations within the classroom.

1.2 Our approach

The educational support of the European School Brussels 1 aims at students' academic success by promoting their self-esteem and development. The goal is to help students become self-reliant learners, be able to utilize multiple resources, understand their strengths and weaknesses, and to set realistic and achievable goals in learning process and evolution.

The School provides direct support to students with special needs, particularly in the areas of languages (native or foreign), mathematics, social integration and self-esteem or behavior.

EEB1 will continue to strive to help each student develop their human potential and sense of dignity and self-worth. Our teaching will continue to strive to be student-centered. Everything possible will be done to help students, including those with disabilities and special educational needs, to develop their personality, talents and creativity to their full potential. The aim of educational support is to work towards maximizing academic and social development and move towards inclusion. While we all come from different countries, educational systems and philosophies, our common goal is to see each student entrusted to us develop their full potential in an inclusive environment.

Support teachers work from the beginning of the year in collaboration with classroom teachers to identify specific needs, create a learning plan, and evaluate student achievement. Students can receive support at any time during their schooling.

EEB 1 is convinced that students achieve more when their parents/legal representatives¹ are actively involved in their education and work in partnership with the school. Communication between the school and the student's legal representatives must therefore be open and regular.

1.3 Guidelines

The guidelines being presented are based on the approach explained above. The implementation of these guidelines will be reviewed regularly, to ensure that their content is adhered to and up to date. Adjustments will be made as needed along with official changes issued by the Board of Governors and/or the Joint Teaching Committee. This document highlights the common practice for educational support at EEB1.

1.4 Relevant documents on which guidelines are based

In order to provide the most effective assistance possible, EEB1 relies on the directives of the Board of Governors which appear in the following documents:

¹ The term 'parents' refers both to parents and legal representatives throughout the document.

- 2012-05-D-14-en-9 “Policy on the Provision of Educational Support in the European Schools”
- 2012-05-D-15-en-12 “Provision of Educational Support in the European Schools – Procedural document”
- General Rules of the European Schools

2. Aims and Objectives of Educational Support

The policy document regulating educational support in the European Schools states that the aim of educational support is ‘to ensure appropriate help for pupils having special educational needs or experiencing difficulties at any point of their school career’. In line with this, EEB1 advocates a 'whole school approach' to special educational needs which involves all staff adhering to a model of best practices. The staff at the school is committed to identifying and providing for the needs of the student who attend. It is about creating a secure, accepting, collaborative and stimulating community in which everyone is valued. Through adopting the whole school approach, EEB1 can cater for students with diverse needs in a more comprehensive manner.

This approach aims at a cohesive response to diverse learning needs and solid implementation, as far as possible. Ideally, this needs to be achieved in a culture of ongoing improvement which sets high expectations, monitors students’ progress and actively discusses student achievement. The goal is a student-centered education for life in the world beyond school, incorporating a European perspective. In order to optimize the teaching and learning process, it is vital to:

- set achievable targets which promote self-esteem and a positive attitude towards learning;
- encourage differentiation, supporting the learning process;
- work in partnership with students and their parents/legal representatives;
- promote collaboration among teachers;
- enable students to monitor their own learning and become independent learners on their own;

The aim of this document is to provide a framework for all those with a role in education at EEB1. The document is intended to offer information about how educational support is organized at EEB1. At the onset, it should be stated that the school will make decisions in the best interests of the child, whilst considering the opinions' of the different stakeholders. This is a 'living' and 'flexible' document which will be regularly reviewed and amended so as to continue improving the provisions offered to students with special needs.

3. Confidentiality

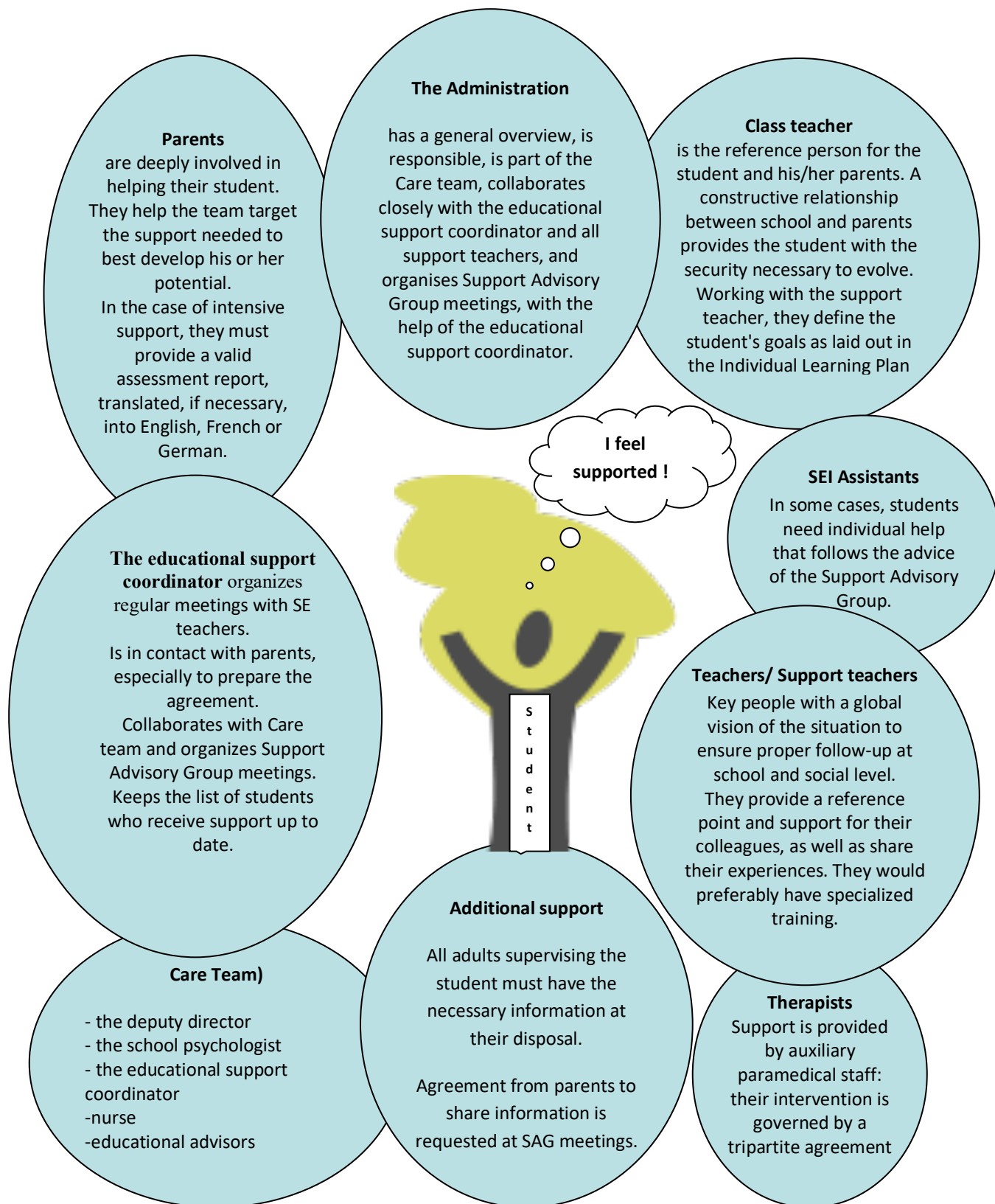
EEB1 aims to protect the child at all times. The child is placed at the heart of the learning process and all measures will be taken to provide a safe and secure environment. The school is mindful that it is in a position of trust by all stakeholders and there is a general expectation that a professional approach will be used in matters of confidentiality. EEB1 will continue to strive to use, hold and safeguard information received by the students or referred to them – confidential information may be shared on a need to know basis, justified in the best interest of the child.

For instance, when a child, who is a minor, shares confidential information, this will be kept as such unless there is a threat of harm to self, harm to others or harm being done to the same child. In this case, the school will need to refer to the relevant agencies to safeguard the well-being of the child or any other third parties.

EEB1 has a duty of care and responsibility towards students and is committed to respect their privacy and comply with the data protection regulations. All the employees are concerned about the confidentiality but especially those employed at EEB1 in the health profession 1 are governed by their ethical and confidentiality regulations.

You will find more details on the way the school process the data by consulting the Privacy Statement available on [school's](#) website.

4. Who's Involved

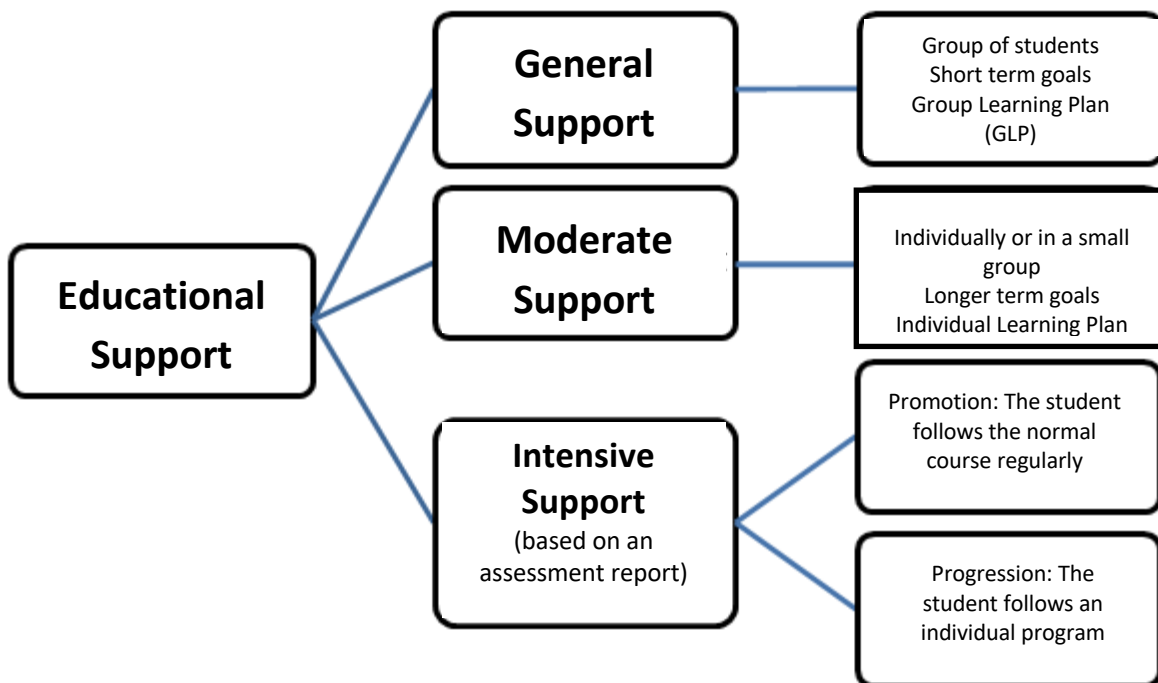


PART II (B): EEB 1 SECONDARY CYCLE

5.	TYPES OF EDUCATIONAL SUPPORT
5.1	General Support
5.1.1	Information
5.1.2	Admission
5.1.3	Procedure
5.2	Moderate Support
5.2.1	Information
5.2.2	Admission
5.2.3	Procedure
5.3	Intensive Support
5.3.1	Intensive Support A (ISA)
5.3.1.1	Information
5.3.1.2	Admission
5.3.1.3	Procedure
5.3.1.4	Documentation
5.3.2	Intensive Support B (ISB)
5.3.2.1	Information
5.3.2.2	Admission
5.3.2.3	Procedure
6.	PROMOTION and REPEATING
6.1	Promotion and Progression
6.2	Repeating
7.	SUPPORT ADVISORY GROUP (SAG)
8.	SPECIAL ARRANGEMENTS
8.1	Information
8.2	Procedure for request of special arrangements from S1 up to S5
8.3	Special arrangements for S6 and S7 (BAC cycle)
9.	PROCEDURES
	ANNEX 1 : Template of Support Report
	ANNEX 2: Criteria for medical, psychological, psychopedagogical or multidisciplinary report

1. Types of educational support

Where differentiation in the classroom is not sufficient, the school provides different types of educational support: General Support, Moderate Support and Intensive Support.



5.1 General Support

Any student may encounter difficulties in a specific part of a subject or need to catch up in general. Students may need additional help to develop learning strategies or skills that work well, or build esteem and self-confidence. This form of support should preferably be provided in groups, inside or outside the classroom. The Group Learning Plan (GLP) is developed by the support teacher in collaboration with the class teacher and kept up by the support teacher.

5.1.1 Information

Teachers will start off the first few weeks of school evaluating the skills and knowledge of the students. If a teacher is of the opinion that a student would benefit from support, then the teacher can refer them via an online system.

General Support is provided for students who may experience difficulties in a particular aspect of a subject where differentiation in the classroom is not sufficient. Groups are organised by focusing on the needs of the students concerned. Group size will vary, but groups are only formed once a minimum of 3 students are assigned; this is to ensure an effective group environment that can lead to further progress. General Support is provided from S1 to S5.

5.1.2 Admission

In the secondary school, it is the subject teacher who identifies whether or not a student is in need of support after they have formed an opinion regarding their skills and the challenges they face.

Once subject teachers have referred students for General Support, all attempts will be made to allocate a teacher to the group. It is to be emphasised that this process is highly complex and involves timetables for a large number of students and teachers. A majority of these support lessons will generally be in the lunch break. Students will be given time to eat a packed lunch that they will bring from home. Such support lessons may also be on Wednesday or Friday afternoons. If the lessons are on a Wednesday afternoon, parents would need to provide transport for their child to arrive home. If the lessons are on a Friday afternoon, then the student can wait for the school bus at the end of the school day. The school cannot offer the parents/legal representatives an option of dates and times. Parents/legal representatives may refuse the General Support lesson and may also consider supporting the student at home.

Should a parent/legal representative believe that their student needs General Support, they should first discuss the issue with the subject teacher. In this way, if both parties are in agreement, the teacher will be able to refer the student for General Support. Requesting

support does not guarantee that the student will receive it, as this depends on teacher availability and timetable compatibility.

5.1.3 Procedure

- The subject teacher will fill out and sign an official support request form online.
- ~~General Support is organised for students during their free periods (this depends on teacher availability)~~
- The parents/legal representatives will receive an invitation to accept or decline General Support.
- Once the parents/legal representatives have accepted, and a group of 3 students can be formed, then the educational support coordinator will look for a teacher, and establish a schedule.
- Once the general support lesson is organized, it will be introduced into a student's timetable. The parents/legal representatives need to keep a regular check on timetable changes, so that their child is informed when the change in the timetable has taken place..
- Students from different classes in one section can share a support session.
- Students from different sections or within a section can share a support session.
- Support teachers write a group learning plan (GLP) in case of General Support in consultation with the subject teacher/s based on the needs of the individuals in the group and the objectives that need to be aimed at. This is an internal, flexible, working document based on the objectives set out in the request form. The GLP will be drafted in line with the guidelines set in the Policy document regulating educational support in the European schools. The document is subject to change, will evolve over time and ultimately forms the basis of the review document for every student in the group.
- For those who receive General Support for an entire school year, the student's parents will receive two reviews - one in February and the other in June.

5.2 Moderate Support

5.2.1 Information

Moderate Support can be provided for students in need of more targeted support or those with a moderate learning difficulty (e.g. dyslexia or dyscalculia) or for those who may need

additional help with acquiring effective learning strategies or skills. Moderate support can be individual or in a small group depending on the student's needs. Groups are organised by focusing on the needs of the students concerned. Moderate support is an extension of General Support.

5.2.2 Admission

Teachers may request Moderate Support. If parents/legal representatives believe their child needs support, it is very important that the issue is discussed with the subject teacher in the first instance. It is very important to have the subject teacher's recommendation for support, since the subject teacher has to work in close collaboration with the support teacher. All requests need to have a clear justification based on facts and evidence.

Recommendations contained in a medical/psychological, psycho-educational or multidisciplinary report are taken into consideration when such a report is presented to the educational support coordinator.

Moderate support is given from S1 to S5, and in S6 and S7 to students who have received moderate support in previous years and still require it based on the professional opinion of his/her subject teacher, support teacher and the educational support coordinator.

5.2.3 Procedure

- Teachers request moderate support by sending an email (see email address provided at the end of this document) to the educational support coordinator. The teacher is invited to share his/her professional opinion about the student's progress and reasons for requesting moderate support.
- Parents/legal representatives may also make a request. However, it is advisable that they first speak with the subject teacher. If parents/legal representatives *do* make a referral, they need to provide clear justification for their request. If an assessment has been carried out, this can be presented with the request. It is important that the subject teacher be in agreement with the recommendation for moderate support.
- Once a teacher has made a recommendation, an invitation for support will be sent to the parents/legal representatives. Once the parents/legal representatives have

accepted the moderate support lesson for their child, the educational support coordinator will start to organise the lesson.

- The educational support coordinator will create small groups (can be less than 3 in the case of moderate support), inside or outside the classroom depending on the student's needs and availability of teachers.
- When a support teacher has been found for the group or individual, an Individual Learning Plan (ILP) or Group Learning Plan (GLP) will be written by the support teacher after consultation with the subject teacher.
- The ILP or GLP will include specific learning objectives and criteria for evaluating a student's progress and criteria for evaluating success..
- The support teacher produced a report on the pupil's achievements to be shared with parents/legal representatives.
- The student's parents/legal representatives are informed of the student's progress twice a year (by February and by June).

5.3 Intensive Support

Intensive Support (for students on promotion or progression) is provided to students with specific learning needs, whether in terms of learning, emotional, behavioral or physical.

The educational support system of the European Schools has two types of Intensive Support: Intensive Support A and B.

5.3.1 INTENSIVE SUPPORT A (ISA)

5.3.1.1 Information

Intensive Support type A (ISA) is provided on the basis of a medical/psychological/psycho-educational and/or multidisciplinary report (see Appendix 1 for the criteria of assessments) produced by an expert, justifying the student's special individual needs and including the signing of an agreement between the director and the parents/legal representatives. Intensive Support is provided for students with special educational needs such as learning, emotional, behavioral or physical needs (see also the document 'Provision of Educational support in the European Schools – Procedural document' (2012-05-D-15-EN-11). Intensive Support is provided in order to help the student to develop his/her skills, according to the

assessment of the specific individual needs of the student, carried out by one or more experts and the signing of an agreement between the director and the parents / legal representatives.

Students can follow the standard or modified curriculum. In the latter situation, a student will move forward with his/her class-group despite not having fully met the required proficiencies – this will only occur as long as it is in the best interest of his/her social and academic development.

5.3.1.2 Admission

The provision of Intensive Support type A requires a detailed medical/psychological /psycho-educational and/or multidisciplinary assessment (criteria see 4.4.2, Procedural document, <http://www.eurisc.eu>) and the signing of a support agreement between the school and the parents/legal representatives of the student. The support advisory group reviews the support agreement on an annual basis and again during the school year if any party deems it necessary. Some students who are newly enrolled but whose parents/legal representatives present documentation that merit Intensive Support type A, are admitted directly to the programme once the procedure has been adhered to in advance of admission.

5.3.1.3 Procedure

- Parents/legal representatives or teachers need to write to the educational support coordinator and request SEI A support for their student.
- A copy of the latest assessment report needs to be attached.
- The educational support coordinator will organise a Support Advisory Group meeting where the student's needs will be discussed and a plan of support drawn up.
- Teachers may also notice that a student is in need of an assessment due to serious challenges in the learning process. Parents/legal representatives may be invited to consider assessing their child. If the assessment is carried out and presented to the school, the process explained in 4.3.1.3 will be initiated.

5.3.1.4 Documentation

- A written request from the teacher or the parents/legal representatives of the student to the educational support coordinator and/or deputy director
- A formal assessment from a medical/ psychological/psycho-educational and/or multidisciplinary service
- A signed agreement incorporating an Individual Learning Plan (ILP) for each student

5.3.2 INTENSIVE SUPPORT B (ISB)

An Intensive Support type B agreement may be necessary in some cases. These are usually linked to an intensive short-term need not necessarily related to a diagnosis (for example in case of major changes during schooling). Intensive Support B can then be extended and changed over to Intensive Support A on the basis of a multidisciplinary assessment (see procedure explained above).

All students receiving Intensive Support B will have an Individual Learning Plan (ILP). This is written by the support teacher in collaboration with the subject teacher, and on the basis of the assessment reports.

5.3.2.1 Information

Intensive Support type B (ISB) is provided in exceptional circumstances, and on a short-term basis only. The director may decide to provide Intensive Support B for a student without special educational needs, for example, in the form of intensive language support for a student who is unable to access the standard curriculum. This support is normally applicable to students who are new to the school and need language support.

5.3.2.2 Admission

Students who are in this category are referred to the educational support coordinator by teachers, parents/legal representatives, educational advisors, or cycle coordinators.

5.3.2.3 Procedure

The same procedure and documentation applies as for intensive support A.

6. PROMOTION AND REPEATING

6.1 Promotion and Progression

Most students are on promotion. Promotion means that a student has reached the expected level of their year and thus have successfully completed the academic year, and the Class Council in June decides that they can be promoted to the year above.

Most students who receive Intensive Support A will be on promotion. However, there will be a few who may benefit from being on progression. What is progression?

Being 'in progression' means that the student has not reached the expected level of achievement, but can still follow the scholastic programme of his or her class year group. Any pupil having benefited from progression without promotion may return to a 'standard curriculum' and be promoted to a higher class if s/he shows that the minimum requirements for his/her study level have been met. Promotion from S5 to S6 is only possible when the pupil has followed the full curriculum and met its requirements. All European Baccalaureate candidates must have followed the full S6 and S7 curriculum in order to qualify for award of the Baccalaureate diploma.

A student may be on progression and be on an Intensive Support agreement. This will be established for students who need to follow a modified curriculum in very specific subjects (individual objectives) even though they can accompany their group-class without being promoted. This can only be done when it is established that it is in the interest of their social and academic development.

The document 'General Rules of the European Schools' (2014-03-D-14-en-7) states that,

“As laid down in the provision of Educational Support in the European Schools, the cases of students with special educational needs with an adapted curriculum shall be considered with reference to the criteria set out in the agreement; the Support Advisory Group shall propose arrangements for progress and for the continuation of schooling to the Class Council. The student’s legal representatives will receive an achievement certificate giving details of the progress made.” (General Rules of the European Schools, 2014-03-D-14-en-7)

Decisions on promotion (or progression) to the year above shall be taken at the end of the school year by the relevant Class Council in accordance with Article 18 of the General Rules of the European Schools. The Class Council shall not reach a decision solely on the basis of the results achieved by the student in each subject, but on the basis of the overall picture of the student as it emerges from all the information available to it. Parents/legal representatives shall ensure that they communicate, during the school year, any relevant information that is likely to influence the general image of the student. The outcome of the Class Council's assessment cannot be challenged on the basis of opinions given by psychologists, therapists, experts, or any other third party outside the European Schools (consult the General Rules of the European Schools document 2014-03-D-14-en-7 for further information).

6.2 Repeating

The Class Council at the end of a school year, may also decide that it is in the best interest of the child to repeat the school year just completed. For further information about Class Councils and promotion, kindly consult the General Rules of the European Schools (2014-03-D-14-en-7).

7. Support Advisory Group (SAG)

The SAG (also commonly referred to as the Group Conseil) is chaired by the deputy director or his/her delegate. The SAG analyses the grounds of the application for educational support, on the basis of the expert reports and on the case history. Based on the medical, psychological, psycho-educational or multi-disciplinary report, SAG formulates measures to meet the student's special needs (for example - arrangements concerning special equipment, teaching material, individual support...etc.) and reaches one of the following conclusions:

1. General/ Moderate Support is the best option;
2. Intensive Support is the best option;

3. The special educational needs are so challenging that the school cannot provide the necessary support for the student and the student may require a different educational set up which addresses his or her special needs.

The SAG is organised at the end of the school year, to discuss the overall progress of the student (also at the beginning of the year for all new S1 intensive support students). During this meeting, all parties communicate their view on the student's situation, the end-of-year transition, and the estimated support needs for the next year. The conclusions generally include advice for the class council on promotion, progression, or repeating the year. They also state the estimated support to be put in place as of September (in school and outside) and, if necessary, any agreements on further diagnostic assessment.

The main functions of the SAG are:

- The Support Advisory Group meets officially once a year to evaluate, initiate, renew, or terminate the support agreement. (for Intensive Support A students).
- When deemed necessary, a meeting of the Support Advisory Group, in either plenary or restricted session, may be held at any point during the school year to discuss the student's progress, to evaluate the support and/or amend the support agreement.
- This is usually decided by the educational support coordinator in consultation with the deputy director and/or Director, or the parents/legal representatives of the student.
- The school issues invitations to all the parties involved, outlining those that will be present at the meetings and the agenda for each meeting.
- Parents/legal representatives are encouraged to invite external experts who are working with the student in an educational context outside the school (or within the school on the Tripartite Agreement, see section 17).
- The Support Advisory Group meeting is chaired by either the deputy director or the educational support coordinator.
- The support inspector may be present at some of the meetings.
- The school's psychologist and/or the educational advisor may be present, depending on the student's needs.

- A multidisciplinary approach is applied with the student's parents/legal representatives and both internal and external experts present to discuss the student and their progress. All parties are invited to contribute.
- The student's individual learning needs and objectives are discussed, along with the support measures and special arrangements that may be needed, including Tripartite Agreements and a support assistant if necessary. The discussion in the SAG will form the basis for the Agreement between the Director and the parents/legal representatives.
- Minutes are taken at the meetings and distributed to all members of the SAG.
- In exceptional cases, when the school cannot provide an appropriate education for a student, it can declare itself unable to meet his/her needs. It may be believed that another school structure would be more beneficial for the child concerned. In such cases, the Director makes the final decision, taking the Support Advisory Group's opinion into consideration.

8. SPECIAL ARRANGEMENTS

8.1 Information

- Some students may need special arrangements in order to allow a student access to the standard curriculum.
- They are not intended to compensate for lack of ability, but to allow a student to achieve his/her potential in the fairest conditions possible.
 - Special arrangements can only be authorized when they are clearly related to the student's diagnosed physical, educational and/or psychological need(s).
 - When assessing the student (on promotion), the teacher uses the same standards of assessment (Chapter IX, General Rules <http://www.eursc.eu>) regardless of whether a student has a diagnosis or if s/he receives special arrangements or not.
- Special arrangements include changed or additional conditions during the written and/or oral examinations.
- A request by teachers or parents/legal representatives should be made to the educational support coordinator in the case where a student would benefit from a special arrangement in order to compensate for a physical or learning difficulty.
- More than one arrangement can be applied for.

· All students receiving special arrangements require a medical/psychological/psycho-educational and/or multidisciplinary report (details see 4.4.2 of Procedural document <http://www.eursec.eu/de/European-Schools/studies-certificates/educational-support>)

explaining the justification for the special arrangement/s.

- Each application will be treated on its own merit. The Deputy Director (or his or her delegate) takes the final decision whether or not to allow for special arrangements (in S1 to S5), and to define for which subjects these can be used.
- Special arrangements for the BAC cycle (year S6 and S7) are applied for in year S5 and, again, the parents/legal representatives of the students receiving such arrangements will be informed by the school well in advance of the deadline in order to present an updated medical, psychological, psycho-educational and/or multidisciplinary report valid for the BAC cycle (year S6 and S7). The report should not date back more than two years from the date of the time of application for special arrangements in S5. A report that has expired can be updated rather than a new assessment carried out.
- Some special arrangements for the BAC cycle (year S6 and S7) will be granted by the school (after informing the Central Office of the European Schools) and others will be decided upon by the Central Office of the European Schools. Once a decision has been taken by the Central Office, there is no form of appeal that can be made either by the school or the parents/legal representatives.

- If a new student comes to the school in S5, S6, or S7 exceptions can be made by way of special arrangements, if there is a diagnosed physical, educational and/or psychological need(s). However, in the BAC cycle it is always the central office who needs to decide on whether special arrangements are given or not.
 - The assessment report provided must be translated into English, French or German.
 - Normally such assessment reports include tests. The assessment must specify the techniques and the tests used to define the specific difficulties of the student. This assessment must also include the academic positioning of the pupil with regard to average scores. It is very important for the assessment report to include results of tests and not solely the names of tests carried out. The recommendations for special arrangements must be defined in a precise manner (eg, additional time, use of computer etc.).

- For the students receiving Intensive Support type A (ISA) these arrangements will be discussed at the Support Advisory Group meetings.
- Some students receiving special arrangements do not receive Educational Support in school.
- Extraordinary special arrangements can also be considered but these can only be implemented if the school can accommodate them.
- All special arrangements are recorded in the student's file.
- The generic list of special arrangements that can be applied for is enclosed in the Procedural document <http://www.eurasc.eu>).

8.2 Procedure for request of special arrangements from S1 up to S5

Please refer to

<https://www.eurasc.eu/Documents/2012-05-D-15-en-12.pdf>

and

<https://www.eurasc.eu/en/European-Schools/studies/educational-support>

8.3 Special arrangements in S6 and S7 (BAC cycle)

Please refer to

<https://www.eurasc.eu/Documents/2012-05-D-15-en-12.pdf>

and

<https://www.eurasc.eu/en/European-Schools/studies/educational-support>

9. PROCEDURES

Secondary	
General Support (SEG)	<p>When:</p> <p>When the student has additional needs beyond classroom differentiation in a particular aspect of a subject or needs to catch up, support outside the class can be recommended by the teacher. If a parent is concerned about their student’s performance and feels that support is needed, they are encouraged to speak to the subject teacher and if there is agreement, the teacher can refer the student for General Support class.</p> <p>How:</p> <ul style="list-style-type: none"> • On request of the subject teacher. • In small groups (Generally a minimum of 3 and a maximum of 15 students) • Depending on the students’ needs it can last from 1 to 10 months • 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 students’ progress. • The records are kept by the support teacher, who regularly informs the parents/legal representatives and the subject teacher about the progress of the student. <p>The support teacher creates a written evaluation which will be given to the parents/legal representatives together with the report at the end of each semester.</p>
	<p>Procedure:</p> <ul style="list-style-type: none"> • The teacher recommends a student for General Support.

	Secondary
	<ul style="list-style-type: none"> • The parents/legal representatives receive an invitation (see Annex 3) to accept or decline General Support lessons for their student. • Once the parents/legal representatives accept, the group is formed depending on availability of teachers and timetables, and as long as at least three students have accepted. • The group is assigned to a support teacher. • Parents need to keep check of their child's timetable as the lesson will be placed there. • The subject teacher and support teacher analyse the needs and determine the support to be given. • A group learning plan with objectives and success criteria is made by the support teacher together with the subject teacher. • The records are kept by the educational support coordinator. The support teacher informs the parents/legal representatives about the student's progress at the end of each semester.

	Secondary
Moderate Support (SEM)	<p>When:</p> <p>the student has special needs in a particular aspect and requires more targeted support (on a case-by case analysis). Moderate support can be short- or long-term for students with moderate learning difficulties. An assessment report is not compulsory. No Intensive Support Agreement is formulated and there is no Support Advisory Group.</p> <p>How:</p> <ul style="list-style-type: none"> • Support lessons outside the class are organised with the parents/legal representatives' agreement. • The support lesson can be given individually or in small groups. • The duration depends on the student's need but generally lasts over a longer period/ the whole school year.

Procedure:

- Requested by the teacher or parents/legal representatives, with clear justification and documentation if available as to why this support would be beneficial and is needed.
- If the teacher recommends the support, the parents/legal representatives are invited to accept the start of the moderate support.
- The support teacher will consult with the subject teacher to establish objectives in accordance with student's needs.
- An individual learning plan with specific learning objectives and criteria for evaluating the student's progress and the success of the support is made by the support teacher.
- The teacher informs the parents/legal representatives about the progress of the student at the end of each semester.
- The records are kept by the educational support coordinator. The ILP (Individual Learning Plan) are added to the student's file.

	Secondary
INTENSIVE SUPPORT A (SEI-A)	<p>When:</p> <p>the student has special educational needs that require more support than can be given within the classroom and with General/ Moderate Support and when an assessment report (see Annex 1 for criteria of assessment report) justifying the need for intensive support has been provided to the school.</p> <p>How:</p> <ul style="list-style-type: none"> • One-on-one support lessons in or outside class can be organised with parents/legal representatives' agreement • Individually or in a group of 2 students (if beneficial to both students) • duration depending on the student's need, but generally over the whole school year • An individual <u>Intensive Support Agreement</u> is made by the educational support coordinator in collaboration with the deputy director, teachers, as well as based on a medical, psychological, psychoeducational and/or <u>multidisciplinary assessment</u>. • Support measures can include: <ol style="list-style-type: none"> 2. support hours outside the class 3. assistance inside the class 4. timetable adaptations 5. curriculum adaptations 6. classroom adaptations 7. special arrangements

Secondary

8. tripartite Agreements (intervention by an external therapist during school hours).

Procedure:

- A need for possible Intensive Support can be communicated either by the parents/legal representatives or teachers (including educational advisors, cycle coordinators and school psychologist).
- For Intensive Support a medical, psychological, psycho-educational and/or multidisciplinary assessment (see Annex 1 for criteria of reports) will be required and the school (support teacher, psychologist, educational support coordinator) can give guidance and useful information (contacts, procedures, etc.).
- The support request is then analysed by the educational support coordinator based on the multidisciplinary assessment(s), observations in school, and in communication with the parents/legal representatives.
- A Support Advisory Group meeting is held to evaluate the student's performance and to agree on the support to be put in place.
- The educational support coordinator organises the support lesson recommending a support teacher.
- The support teacher consults the assessment report and in consultation with the subject teacher writes an Individual Learning Plan with specific learning objectives, and criteria for evaluating pupil's progress and the success of the support.
- The support teacher will give feedback to parents/legal representatives on progress made.
- Parents will receive a report on the student's's achievements at the end of each semester.
- The Intensive Support Agreement is re-evaluated at the end of every school year.

Secondary

When:

Short term Intensive Support can be given for special, justified reasons (for example, arrival half way through the school year, illness, severe family situations, etc).

How:

This type of support can be given once a week or more over a short period of time, and is generally one-on-one, though a small group can be formed if it is considered to be pedagogically advantageous to the students.

Procedure:

- Teachers (including educational advisors, cycle coordinators, and the school psychologist) or parents/legal representatives can request this support with their justification. No assessment report is needed.
- Parents are informed that this support has been recommended for their child.
- The Director and the parents/pupil's representatives sign an agreement stating the reasons, nature and length of the Intensive Support to be given.
- The support teacher writes an ILP for each pupil in cooperation with the subject teacher including specific learning objectives and criteria for evaluating pupil's progress and the success of the support.
- A report on the pupil's achievements is sent to the parents/legal representatives at the end of each semester.
- If, at a later stage, an assessment report is thought necessary, the student will then become an Intensive A student and an Intensive Support Agreement will be drawn up, and the IES A procedure will follow.

INTENSIVE SUPPORT B
(SEI-B)

Annexes for EEB 1 Secondary

Annex 1

Template of Support Report sent to Parents twice a year

ECOLE EUROPEENNE 1 UCCLE

BULLETIN SEM / SEI / SEG

Année Scolaire 20XX-20XX School Year

Bulletin JANVIER – JANUARY Report

Nom d'élève - Surname of Student	
Prénom d'élève - Name of Student	
Classe - Class Année et Section - Year and Section	
Matière faisant l'objet d'un support Subject receiving support in	
Nom de professeur - Name of teacher	

Commentaires

Annex 2

Criteria for the medical / psychological / psycho-pedagogical / multidisciplinary report:

(point 4.4.2 of the document "Offer of Educational Support in the European Schools - Procedural Document"):

- It should be legible, written on letterhead, dated and signed;
- Specify the title, name and professional references of the expert (s) who conducted the assessment and diagnosed the student;
- Through the medical / psychological / psycho-pedagogical or multidisciplinary report, clearly specify the nature of the student's medical and / or psychological disorders, his or her needs and the tests or techniques used to make a diagnosis;
- The report for learning disabilities should describe the student's strengths and difficulties (cognitive assessment) and their impact on learning (evidence-based education) as well as the tests and techniques used to make a diagnosis.
- The report for medical / psychological problems must specify the student's medical / psychological needs and their impact on learning (evidence-based education):
- All reports need a summary or conclusion and should include indications of the necessary adjustments and, where appropriate, teaching / learning recommendations to be provided to the school;
- The file must be regularly updated and must not be more than two years old. In the case of permanent and stable disability and with the agreement of the Support Advisory Group, regular updates can be made without re-testing;
- In the event of a request for special provisions for the European Baccalaureate, a fully updated medical / psychological / psycho-pedagogical and / or multidisciplinary report is required. The file must not be older than two years, i.e. it must not have been filed before April of the 3rd secondary or after April of the 5th secondary;
- In exceptional, unpredictable, and duly documented circumstances (critical illness, accident, new registrations, etc.) and *only* in these cases, the request for special provisions may be made after the expiration of the period specified above. The application must be accompanied by a complete file specifying the grounds on which it is based;
- To avoid any risk of conflict of interest, the expert who evaluates a student cannot be a member of the staff of the European Schools or a family member of the student;
- Accompany the report with an English, French or German translation if the original is not written in one of the lingua franca.

PART III

10. Concluding Remarks

Part I of this document gave a generic introduction to the structure of educational support at EEB 1. Part II A (nursery/primary) and Part II B (secondary) aimed at giving more in depth and practical details about how educational support functions in each sector.

Before we conclude this document, we would also like to speak of other generic and important issues that relate to both sectors.

11. Communication

Consistent, effective communication between the class teacher, the support teacher, the assistants, the parents/legal representatives, and the student concerned benefits the student's pedagogical process, especially for students receiving more than one type of support. All information must at the same time be handled with the utmost care for confidentiality in the interests of the student (see section on confidentiality)

In cases when the student receives support or therapy outside of the school, it is imperative that this information be shared between the different people involved in the student's education to allow having an overview of all interventions and to track any pedagogical or emotional/behavioural changes.

In order to have an effective communication, all people participating in the student's education are requested to handle all information in a confidential manner and share information on a need to know basis. Documents related to educational support are confidential and kept in the student's Educational Support file in the Educational Support Office. The working documentation (for example the Individual Learning Plan) is also kept by the support teacher since they would have been the ones who wrote the ILP or GLP. This information is kept confidential and not circulated. It will be processed exclusively in the interest of the well-being of the child.

The teaching and management staff of EEB1 believe that when parents/legal representatives are involved in their student's education and work in partnership with the school, their student learns and achieves more.

It is important to encourage parental understanding and involvement at an introductory meeting at the beginning of the school year. It is also important to have formal and informal parent-teacher meetings during the school year, so that parents are fully informed of the student's progress.

Parents will receive a report by February and June from the support teacher teaching their child. Parents will also have the opportunity to attend parents' evening and meet with the support teachers, as well as subject teachers.

Parents/legal representatives are encouraged to ask for feedback from teachers and the support teacher/s prior to any important psychological/psychiatric appointment outside of the school, to receive the most recent educational and behavioural updates.

Parents also have a role to play in supporting their child at home when homework is given, as this supports the work done at school. Communication can also be done through the student's agenda.

12. Applications and Enrolment

When applying for entry to EEB 1, parents/legal representatives of students with special needs are invited to fill out the application form. Parents/legal representatives of students with special needs can also ask for a meeting with the educational support coordinator, who will explain the types of educational support available in EEB1 as well as how it is organised. In this way, the parents/legal representatives are in a better position to decide if the school fits the student's needs. During this meeting, the differences and implications of progression and promotion will be explained. However, parents/legal representatives are encouraged to read this document, which also explains the differences between the two. On application, the parents/legal representatives are also requested to provide an assessment report of the student's needs and recommendations (see Annex 1). It is imperative that the parents/legal representatives inform the school of any special needs the student may have, as this is in

his/her best interest. Parents/legal representatives are urged to share any documentation that can help the school assess the situation in the best interest of the student.

Once a student who requires intensive educational support applies, a support student advisory group meeting may be called. This will consist of the deputy director, the educational support coordinator, the Educational Advisor (in secondary school), the Cycle Coordinator (in secondary school), the psychologist and one of the current year group class teachers of the section the student may be placed in. The parents/legal representatives are invited to attend and may be accompanied by a qualified expert. The aim of the meeting will be to discuss the special educational needs of the student and to make a recommendation to the Director on whether or not to accept the student at EEB 1.

Once a student who requires educational support is enrolled at EEB 1, a student advisory group may be called to discuss the needs of the student and to set out goals and objectives for the school year.

13. Individual Learning Plan (ILP)

The individual learning plan sets out the objectives in a particular subject for a particular student or group of students and also sets out the criteria that will be used to evaluate the student's progress. For students who continue with support from one year to the next, the support teacher will consult the previous year's ILP, discuss the student's needs with the current subject teacher and then the support teacher will draw up an ILP for the subject he or she is teaching. A hard copy is given to the educational support coordinator to be placed in the student's dossier. Once the ILPs are completed, the educational support coordinator draws up the Intensive Support Agreement for students receiving intensive support. The Agreement will be signed by the parents and the Director of EEB 1. Students receiving moderate and general support will also have an ILP or a GLP as the case may be.

In some cases, the specific needs of a student exceed the support possibilities of the school and a change of schooling can be discussed together with the parents/legal representatives. When a school cannot provide an appropriate education for a student it can declare itself unable to meet the student's needs.

14. Transitions (from primary to secondary)

Close communication between the cycles is important to allow a successful transition from Primary to Secondary levels. While confidentiality needs to be respected as much as possible, it is understood that certain information needs to be shared on a need to know basis.

The transition from year 5 Primary school (P5) to year 1 Secondary school (S1) is also prepared throughout the year. For students with an Intensive Support Agreement, the Support Advisory Group is held in P5 (around March/April). The educational support coordinator from Secondary school is invited to this meeting, as well as the S1 cycle coordinator and the S1 educational advisor. The Secondary educational support coordinator informs the parents/legal representatives during this meeting about the educational support system in Secondary school.

The Secondary educational support coordinator ensures that all relevant information is passed on to all secondary class/subject teachers at the beginning of the school year. In EEB 1 secondary this is done through the Educational Advisor. The educational support coordinator informs the educational advisors of the SEN cases in their particular year group and in turn the educational advisors inform all the teachers of each student concerned.

The Secondary educational support coordinator organises a Support Advisory Group for all S1 students with an Intensive Support Agreement A at the beginning of the school year.

For students who receive Moderate Support the information is passed on during the end-of-year class council where the S1 educational advisor and cycle coordinator are present. An additional exchange of information is organised by the class and support teachers within their language section.

The Secondary Educational support coordinator organises another Support Advisory Group Meeting for all S1 pupils with an Intensive Support Agreement A at the beginning of the school year. For pupils who receive General or Moderate Support the information is passed on during the class council where the S1 educational advisor and level coordinator are

present. The exchange of additional information is organised by the class and support teachers within their language section.

15. Care Team

The Care Team allows for the exchange of relevant information (often including cases of educational support) in a confidential way to inform the key people in school and divide tasks.

Present at these meetings (every 2 weeks or more) are:

- Deputy Head Nursery/Primary school (administrative authority, organization)
- School psychologist (emotional state , contact with parents)
- School nurse (medical and social + feedback to school doctor)
- Pedagogical secretary (schedules, disciplinary issues)
- Educational support coordinator (teaching, learning and administrative organization)

Each member is frequently in contact with the class teachers, support teachers, LII, as well as the IES assistants, parents, assistance services, and the external specialists at school, depending on his/her function. Staff members are encouraged to contact the Care Team if they have a concern or question about a pupil.

The purpose of these meetings is to take into account the behavior and needs of pupils requiring special attention, and to strive to respond to them in the most appropriate way.

16. GIFTED STUDENTS

As educators, we are very aware of the broad spectrum of individual needs. While it is understandable that focus is placed on students who are experiencing frustration due to a certain learning difficulty, this frustration can also be present in those students who are gifted, and thus may also need special attention when it comes to their learning programme. Teachers at EEB1 already practice differentiation in the classroom and have also had some experience with projects that target students with high potential. This is an area which EEB1 wishes to explore and research more so as to be able to develop educational programmes that cater for each and every student.

17. TRIPARTITE AGREEMENTS WITH THERAPISTS

There might be students whose development and learning needs require special support given by paramedical staff. The provision will be organized on the basis of a tripartite agreement. This agreement is only available for ISA students and is discussed at the Support Advisory Group (SAG) meetings.

This is a contract established between the school, the parents/legal representatives of the student and the therapist (included in the list of therapists approved by the EE) in order to ensure a follow-up by the specialist (speech therapist, psychologist, physical therapist, etc) within the school and during school hours. This can be implemented on the basis of a report for pupils under the intensive support A agreement. This type of support should therefore be discussed at the Student Advisory Group meetings.

The school's role is to possibly make available a suitable room and organize the lesson in the student's timetable. Priority is always given to the school regarding scheduling of service. The therapist will receive a flat-rate payment made by the school only for attendance to each Support Advisory Group meeting.

The choice of therapist will be made solely by the parents/legal representatives from a list of therapists, which is established following an open call for expression of interest launched by the European Schools. The therapist will provide his/her services completely independently and will set the cost of the said services freely in discussion with the pupil's legal representatives. The list of therapists is validated by the PMO (European Commission). Parents are invited to contact the educational support coordinator so that the list of therapists is provided. Parents can request reimbursements for the therapist's services under the Joint Sickness Insurance System (JSIS) of the European Institutions.

18. Conclusion

At EEBI, we have endeavored to create a flexible support system that allows for individual solutions – no two cases are alike. Our system is as inclusive as possible within the overall European Schools system and its challenges and constraints. At EEBI, we have a committed

support team of teachers in each language section. Our aim is to use up-to-date and open approaches in a respectful environment that allow children to learn about their individual strengths and needs. In order to achieve this, close cooperation and communication between parents and the school is essential.

EEB 1 advocates a 'whole school approach' to special educational needs which involves all the staff adhering to a model of good practice. The staff of the school is committed to identifying and providing for the needs of the students in the school. It is about creating a secure, accepting, collaborating, stimulating community in which everyone is valued. This approach aims at a cohesive response to diverse learning needs and a consistent practice, as far as possible, in a culture of ongoing improvement which sets high expectations, monitors student's progress and discussion of student achievement. The central aim is a student-centered education for life in the world beyond the school, incorporating a European dimension. In order to optimize the teaching and learning it is vital to:

- set achievable targets which promote self-esteem and a positive attitude to learning;
- encourage differentiation, supporting the learning process;
- work in partnership with students and parents/legal representatives;
- promote collaboration among teachers and create a strong support team in EEB 1;
- enable students to monitor their own learning and become independent learners within their own ability;
- offer a flexible support system that allows individual solutions;
- try to be as inclusive as possible, all the while following the regulations and procedures of the European School system;
- reinforce differentiation inside classrooms;
- have a modern and open approach to support in a respectful environment that allows the student to learn about individual strengths and needs.

19. Final Thought

Our ultimate goal is to help students develop their full potential while being happy, self-confident and active learners. All students can learn. It is our aim to help them in this educational journey to be content, active, communicative, analytical, and reflective European citizens.

20. Useful links

1. <https://www.eursc.eu/Documents/2012-05-D-14-fr-9.pdf>
2. <https://www.eursc.eu/Documents/2012-05-D-15-fr-12.pdf>
3. <https://www.eursc.eu/Documents/2012-05-D-14-en-9.pdf>
4. <https://www.eursc.eu/Documents/2012-05-D-15-en-12.pdf>
5. www.eursc.eu
6. www.eeb1.com

Annex 1

a. The educational support coordinator

The Director/deputy director will appoint one or more educational support coordinators. The purpose of coordination in the schools is to organise and implement the educational support policy successfully and efficiently. Such coordination will include:

- assisting the Director/deputy director in providing educational support;
- liaising on educational support between cycles;
- harmonizing educational support provision within and across language sections;
- identifying needs for in-service training in the educational support area;
- playing an active part in organising educational support and in-service training;
- compiling support data;
- keeping a record of all students receiving General, Moderate or Intensive Support;
- keeping and storing confidential documents, GLPs and ILPs in line with privacy regulation;.
- recommending, in consultation with other professionals, working with the student(s) when there is no further need for educational support;
- acting as a contact point for parents, students, staff and, if necessary, other experts and informing them of students' educational needs;
- contributing to harmonization of educational support within the ES system.

The educational support coordinator will have good management skills, a good knowledge of different languages, as well as qualifications and, whenever possible, experience in teaching students with diverse needs. Coordinators' duties will be modified in accordance with the particular conditions in each school. They will be clearly defined in the job description. The coordinator will have a key administrative and pedagogical role. The ES does not recommend or require a time allocation for an educational support coordinator to carry out

the responsibilities of the position. The time allocation will reflect each school's particular needs. Schools need to familiarize themselves with the role of the educational support coordinator as outlined in this document and make a sound decision regarding time for the educational support coordinator. The time allocated should be sufficient to perform the job effectively and professionally.

b. Support Teachers

Seconded teachers (class teachers and subject teachers) who offer support lessons will be expected to have proper qualifications for the cycle and/or subject which they are teaching, recognised by the appointing country. The person will preferably have additional qualifications, experience or aptitude for teaching students with diverse needs. Locally recruited teachers will have the proper qualifications expected for the cycle and/or subject which they are teaching. The diplomas and certificates will be sent to the national inspector for approval. The person will preferably have additional qualifications, experience, or aptitude for teaching students with diverse needs. The support teacher:

- will use appropriate differentiated teaching methods;
- will undertake detailed observation and assessment;
- will decide on the most appropriate teaching strategies for the student, in consultation with the class or subject teacher and any other professionals working with the student;
- will write a GLP for the group receiving General Support and an ILP for each student in cooperation with the class/subject teacher 2012-05-D-15-en-11 12;
- will liaise and cooperate with class or subject teachers and the other members of the team during the learning process;
- will evaluate the student's progress;
- will keep records of achievement in order to have accessible information when needed;
- will liaise with parents about the student's progress and needs.

c. Support Assistants

Support assistants have an important role in supporting students and in the work done by the teachers. The assistant's role includes good communication skills, flexibility, patience, self-initiative and discretion. If, for some reason, an assistant is not present, the student will be integrated into the class. The role and responsibilities of support assistants are specified in the Job description of a SEN Assistant document (2011-07-D-1 / Annex III to document 2011-01-D-57). The job description includes:

1. Adhering to the policies and procedures of the European School;
2. Working in a team and maintain a cooperative and respectful relationship with team members;
3. Maintaining confidentiality in working;
4. Participating in the different activities contributing to the student's general education;
5. Participating in meetings organised by the Management or their delegates;
6. Participating in school visits and trips when requested to do so by the Management;
7. Participating, with the teachers, in parents' evenings and information meetings;
8. Participating in training days;
9. Participating in in-service training courses;
10. Assisting the teachers in planning, preparing and assisting the SEN student during his/her classroom activities;
11. Prepare the room, and maintain a clean environment;
12. Providing practical assistance with record-keeping of the SEN student's work;
13. Participating in supervision during recreation periods;
14. Supervising the class temporarily when the class teacher is unavailable;
15. Supervising and assisting with a group's activity, after having received the teacher's instructions;

16. Monitor the SEN student's work and help him/her, if need be, by providing additional explanations;
17. Preparing teaching equipment and material for the SEN student;
18. Promoting the SEN student's good behavior by using positive discipline techniques;
19. Observing the SEN student's behavior and development and communicating the observations made to the teachers,
20. Accompanying the SEN student and putting him/her on the bus and collecting him/her when s/he gets off the bus;
21. Helping the SEN student to move from place to place in the school, particularly on arrival and on departure and whenever the need arises,
22. Helping the SEN student with his/her clothes on arrival, departure, and whenever the need arises;
23. Participating in the practicalities of ensuring that the SEN student eats and drinks during the morning and afternoon breaks and at lunch time;
24. Helping the SEN student to eat his/her meals;
25. Taking the SEN student to the lavatory and supervising his/her rest, when necessary or scheduled;
26. In addition, he/she may be assigned administrative duties by the Management, according to the school's needs, particularly should the SEN student happen to be absent.

d. Therapists

There might be students whose development and learning needs require special support given by paramedical auxiliary staff (essentially speech and physical therapists). The provision will be organised on the basis of a tripartite agreement. The school's role is to make a suitable room available to the student and to the professional whose services are used, to agree on a timetable, to take account of class activities and to provide coordination and monitor student's development through meetings of the Support Advisory Group.

Paramedical auxiliary staff provides services and is paid directly by parents. Only for attendance at each meeting of the Support Advisory Group, at the school's request, will the member of the paramedical auxiliary staff receive a flat-rate payment made by the school.