

Guidelines

for educational support

European School Brussels 1 - Uccle

Nursery / Primary



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SECTION I

1. introduction

1.1 General information

The European School is a multilingual and multicultural setting where the primacy of the child's mother tongue is preserved as much as possible.

It offers a single type of general education, where learning conditions become increasingly demanding. This unique academic pathway, involving highly cognitive and abstract learning, culminates in the issuing of the European Baccalaureate diploma.

Inclusive education is the guiding principle of the European Schools. It serves a diverse and mobile school population and offers diverse and flexible approaches to teaching and learning, adapted to children with different learning profiles.

The European Schools work with families from the moment pupils are enrolled to ensure that the individual needs of each child are met, requiring reasonable adjustments, support or challenges to help them achieve their full potential.

Different types and levels of support are organised to ensure appropriate help and equal opportunities for all pupils, including those with special educational needs who are experiencing difficulties at any stage of their education and gifted pupils, to enable them to develop and progress in line with their potential.

1.2 Our approach

Educational Support at the European School Brussels 1 aims to guide the academic success of students by promoting their self-esteem and development. The aim is to help students to become autonomous learners, to

be able to use a variety of resources, to understand their strengths and weaknesses and to set realistic and achievable goals in the learning process and progression.

EEB 1 will continue to strive to help each student develop their human potential, sense of dignity, and self-esteem. Our teaching will continue to strive to be student-centred. Every effort will be made to help students (including those with special educational needs) to develop their personalities, talents and creativity to the fullest. Educational support is aimed at maximising academic and social development and moving towards inclusion. Although 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.

From the beginning of the year, the support teachers work in collaboration with the teachers to identify the specific needs of each pupil. They put in place the appropriate support if necessary and carry out an individualised learning plan which allows the subsequent evaluation of the student's results and progress. Students can receive support at any time during their schooling.

EEB1 believes that pupils achieve better results when their parents/guardians¹ are actively involved in their education and work in partnership with the school. Communication between the school and the pupil's legal representatives should therefore be open and regular.

1.3 Guidelines

The guidelines detailed in this document are based on the philosophy set out above. Their correct application by the European School Brussels I will be checked regularly to ensure that their content and spirit are being respected. These guidelines will be reviewed and updated in line with changes decided by the Board of Governors and/or the Joint Teaching Committee.

1.4 Relevant documents on which the guidelines are based

In order to provide the most effective assistance possible, EEB1 relies on the guidelines of the Board of Governors of the European Schools which are contained in the following documents:

- Policy on educational support and inclusive education in the European Schools - 2012-05-D-14-en-9
- Provision of educational support and inclusive education in the European Schools - procedural document - 2012-05-D-15-en-12
- SEN Assistant Profile Description - 2011-07-D-1-en-1
- Action Plan for Educational Support and Inclusive Education - 2018-12-D-34-en-5
- Report on Inclusive Education in the European Schools - 2018-09-D-28-en-4

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

- Evaluation report on the implementation of the Educational Support Policy in the European Schools - 2018-09-D-53-en-4

2. Objectives of educational support

The policy document on educational support in the European Schools states that the aim of educational support is "to provide appropriate support for pupils with special educational needs or difficulties at any stage of their school career". To this end, EEB1 advocates a 'whole school approach' to special educational needs, which involves all staff adhering to a model of best practice. School staff are committed to identifying and providing for the needs of the student. The aim is to create a safe, welcoming, collaborative and stimulating community in which everyone is valued. By adopting the whole school approach, EEB1 is able to provide for students with various needs in a more comprehensive manner.

This approach aims to provide a coherent response to various learning needs and strong implementation wherever possible. Ideally, this goal should be achieved within a culture of continuous improvement that sets high expectations, monitors student progress, and actively discusses student outcomes. The aim is a student-centred education for a life beyond the school that incorporates a European perspective. In order to optimise the teaching and learning process, it is essential to:

- set achievable goals that promote self-esteem and a positive attitude towards learning,
- encourage differentiation by supporting the learning process,
- work in partnership with students and their parents/guardians,
- promote collaboration among teachers,
- enable students to do their own learning and become independent learners.

This document aims to provide a framework for all those involved in education at EEB1. It is intended to provide information on how educational support is organised at EEB1. From the outset, it should be made clear that the school will make decisions in the best interests of the child, taking into account the views of the various stakeholders. This is a 'living' and 'flexible' document which will be regularly reviewed and amended to continue to improve the provision of support to students with special needs.

3. Data protection

EEB1 ensures good governance in Educational Support. The staff members of the European Schools processing personal data will do so only in an authorised manner and are bound by a duty of confidentiality. In the course of assessing and planning Educational Support and providing the most suitable educational provision, the European Schools collect the following pupil's personal and sensitive information:

- personal information (such as name, address, contact details, date of birth, parent/legal representative(s) and contact details, gender),
- details of learning difficulties/disabilities/special educational needs,
- information about physical or mental health,
- information from schools attended previously.

Data processing activities are handled only by European Schools staff members with a legitimate need to access the pupils and legal representatives/parents' personal data, for the pedagogical activities described above in full compliance with GDPR.

Further details of how the school handles personal data can be found in the privacy statements available on the school's website.

<https://www.eeb1.com/en/privacy-statements/>

SECTION II - Nursery and Primary Cycle

4. Stakeholders involved in support

The School Management	Has an overview, is part of the Care Team, works closely with the Education Support Coordinator and all support teachers and organises Support Advisory Group meetings with the help of the coordinator.
Care Team	It consists of: - the Deputy Director, - the Assistant to the Deputy Director, - the School Psychologist, - the Educational Support Coordinator, - the nurse(s), - the pedagogical secretary.
The Educational Support Coordinator	They organise regular meetings with LS teachers and SI assistants. They are in contact with the parents, especially to prepare the agreement. They collaborate with the Care Team and organise meetings of the Advisory Group with the school management. They Maintain an up-to-date list of students receiving support.
Class teacher	Reference person for the student and his/her parents. They ensure a constructive relationship between the school and the parents in order to offer the pupil the necessary security to develop.
Other teachers	Teachers of other subjects, where appropriate.
Support teacher	Reference person for the student's educational support with the class teacher. They define the student's support objectives in the Individualized Learning Plan (ILP) in collaboration with the class teacher.
SEN Assistant	Provides concrete and individual help in class according to the indications of the support teacher and the teacher.
Parents	They are deeply involved in support. They help the team to target the support needed to best develop the student's potential. In the case of intensive support, they must provide a valid assessment report in one of the three vehicular languages (English, French or German).
Therapist	In some cases of intensive support, auxiliary paramedical staff may be involved under a tripartite agreement.
Additional support	External specialists collaborate with the educational team, if necessary, e.g. for the exchange of information.

Care Team

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

Each member is in frequent contact with classroom teachers, support and L2 teachers as well as SEN assistants, parents, support services, and specialists outside the school, depending on their function. Staff members are encouraged to contact the Care Team if they have a concern or question about a student.

The Care Team meets regularly every two weeks. The purpose of these meetings is to consider the behaviour and needs of students requiring special attention and to strive to respond in the most appropriate way possible.

Tripartite agreements with therapists

Some pupils may have educational needs that require therapeutic support (mentioned in the assessment) from an external professional (e.g. speech and language therapist, occupational therapist, psychologist, etc.). A tripartite agreement is a contract between the school, the student's parents and the therapist. This agreement is only available to SIA students and is discussed at the Advisory Group meetings.

The role of the school is to provide a suitable room and to organise the lesson according to the student's schedule. It is important to allow the pupil to be included in the class as much as possible and the time spent outside the class should be limited. Priority is always given to the school in planning the service. The school will coordinate and monitor the student's progress.

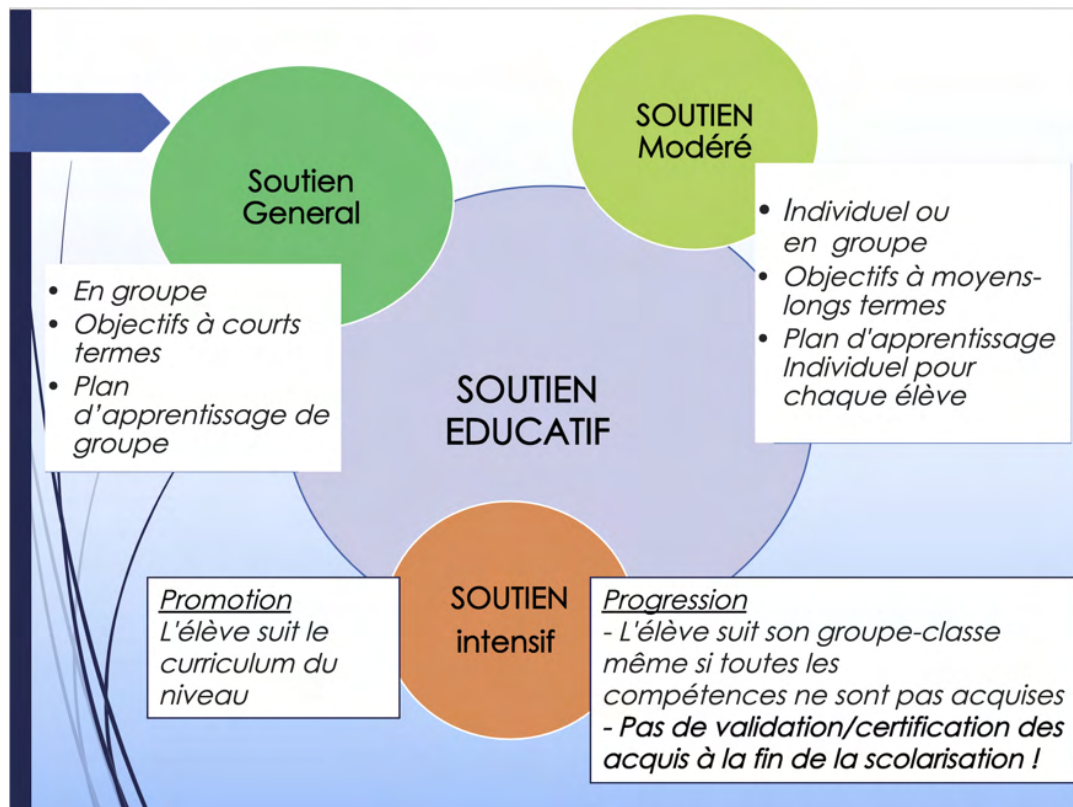
The choice of the therapist will be made solely by the parents from a list of therapists, drawn up following an open call for expression of interest issued by the European Schools. The therapist will provide his or her services independently and will freely determine the cost of these services in consultation with the student's parents. The list of therapists is validated by the PMO (Pay Master's Office) of the European Commission. Parents are invited to contact the educational support coordinator to obtain a list of therapists.

5. Types of educational support

5.1 Differentiation in Education

Differentiation is the foundation of all education that targets the different forms of student learning and is essential for all students, not just those with special needs. Differentiated instruction takes place in the classroom. It is implemented for each student, at all grade levels with diversified planning considering the differences in learning styles, interests, motivation, and abilities of all students.

Where classroom differentiation is not sufficient, the school provides different types of teaching support: general support, moderate support and intensive support.



5.1 General Support

In nursery and primary school, a general support team is organised with the aim of intervening quickly and being as inclusive as possible. General support is an integral part of the classroom structure. This approach allows for close cooperation between the class and the support teachers, as well as with the pupils who become familiar with the support measures in their daily activities. This allows the classroom teacher and the support teacher to increase the methods of differentiation within the classroom by organising small groups, including support measures inside and outside the classroom and, in general, intervening as quickly as possible, if necessary.

Nursery/Primary General support	
For whom/ in what case	Any student who may be struggling in a specific area of a subject or needs to 'catch up' in general. They may need extra help to develop learning strategies, skills that work well, or to develop their self-esteem and confidence.

<p>How</p>	<ul style="list-style-type: none"> • Support lessons (30 or 45 minutes) in or out of class are arranged with the parents' agreement (usually given at the beginning of the school year). • Support is usually organised in small groups. • The duration depends on the needs of the students (in very close communication with the teacher), ranging from a few sessions to several months. • Occasional help can also be provided throughout the year, inside or outside the classroom.
<p>Procedure</p>	<ul style="list-style-type: none"> • Requests for General Educational Support are made by teachers or parents. • Teachers start the first weeks of school by assessing pupils' skills and knowledge. • The possibility of general support is presented to all parents at the beginning of the school year (at the parent/teacher meeting). By signing the "<i>General Support Agreement</i>", parents give their consent for a support intervention. Parents who decide not to sign the "<i>General Support Agreement</i>" will then be contacted by the support and/or class teacher prior to any support intervention, if applicable. • A Group Learning Plan (GLP) is developed by the support teachers in consultation with the teacher. • The GLP is a working document that includes the objectives set, the strategies and resources required, and the assessment used. The document is subject to change, evolves over time and forms the basis of the review document for each student in the group. • The GLP is signed by the main teacher, the support teacher and the Deputy Director. • Parents are regularly informed of the child's progress by the class teacher and/or the support teacher. • The support coordinator, who is informed of the general support updates in each section, receives a scanned copy of the GLP and the list of students. • The GLP is kept in the student's file. <p>If general support proves insufficient, another form of support could be considered.</p> <p style="text-align: center;">Contact person: Class teacher / Support teacher</p>

5.3 Moderate Support

Moderate support may be provided to students who need more focused support, who have moderate learning difficulties or who may need additional help to develop effective learning strategies or skills. Moderate support can be one-on-one or in small groups, depending on the needs of the student. Moderate support is an extension of general support.

Nursery/Primary Moderate support	
For whom/ in what case	The student has mild learning difficulties and receives more targeted support (on a case-by-case basis).
How	<ul style="list-style-type: none"> • Support lessons (30 or 45 minutes) in or out of class are arranged with the parents' agreement (Moderate Support Agreement Form). • The duration depends on the needs of the pupil but usually lasts longer than general support and can even last the entire school year. • The support lesson can be given individually or in small groups. • Special arrangements in line with the curriculum may be considered (extra time, adapted homework, slight differentiation in quantity, seating arrangements in class, adapted materials, etc.).
Procedure	<ul style="list-style-type: none"> • Requests for Moderate Educational Support are made by teachers or parents. • Teachers inform parents and, with their consent (Moderate Support Consent Form), support lessons are arranged in or out of class, individually or in small groups. • An Individual Learning Plan (ILP) is developed by the support teacher in collaboration with the class teacher. The objectives and individual assessment methods and tools are defined and reviewed throughout the year. • The ILP is signed by the main teacher, the support teacher and the deputy head teacher. A copy is kept in the student's file and a copy is sent to the parents. • The support coordinator is informed of the updates of the moderated support in each section, receives a scanned copy of ILP and the list of students. • The teacher and/or support teacher informs the parents regularly about the pupil's progress. <p style="text-align: center;">Contact person: Class teacher / Support teacher</p>

5.4 Intensive Support

The European Schools' education support system includes two types of intensive support:

- Intensive Support A (ISA)
- Intensive Support B (ISB)

Intensive Support A is provided to help the pupil develop his/her skills, following a review of the pupil's specific individual needs by one or more experts, and the signing of an agreement between the deputy director and the parents. All pupils receiving intensive support have an individual learning plan which is written by the support teacher in collaboration with the teacher and based on a multidisciplinary assessment.

Intensive support A is applicable in most cases.

Intensive support type B Some students may need a type B agreement related to a rather short-term intensive need which is not always linked to a diagnosis (e.g. in case of major changes in schooling). Intensive support type B can then be extended as intensive support A on the basis of a multidisciplinary assessment.

Nursery/Primary Intensive Support Type A	
For whom/ In what case	<p>Pupils with special educational needs that require more support than general/moderate support, and justified by a medical/psychological/psycho-educational and/or multidisciplinary report.</p> <p>Support can be organised according to the specific needs of the pupil, whether it is a learning difficulty, a specific disorder or significant behavioural or emotional difficulties.</p>
How	<ul style="list-style-type: none"> • Support lessons of 30 or 45 minutes in or out of class can be arranged. • In nursery, P1, and P2, the support lasts 30 minutes, and in P3, P4, and P5 primary, it is 45 minutes. • Individually or in groups of 2 students (if beneficial to both students). • Duration according to the needs of the student but generally over the whole school year. • The support coordinator develops the intensive support agreement in close cooperation with the deputy director, the class teacher and the student's support teacher, based on a multidisciplinary assessment. <ul style="list-style-type: none"> • Support measures may include <ul style="list-style-type: none"> ▫ Support hours inside and outside the classroom ▫ Assistance in and/or outside the classroom * ▫ Schedule adjustments ▫ Adjustments to the programme ▫ Adjustments in the classroom ▫ Tripartite agreements (intervention of an external therapist during school hours). <p>* Some IS students may also need the support of a support assistant. This support may take place in class and/or outside of class, depending on the needs of the student.</p>

Procedure

New cases

- The decision to offer ISA can be taken at different times during the school year.
- The class teacher and the support teacher inform the support coordinator of a pupil's need for intensive support, who initiates the request and presents it to the parents. In some cases, this request may be initiated by the parents themselves. It is essential that there is a prior discussion with the teaching team.
- In order to make the decision, the medical/psychological/psycho-educational and/or multidisciplinary report must be sent to the support coordinator by the parents.
- The support coordinator, in collaboration with the pedagogical team and on the basis of multidisciplinary assessments and observations at school, discusses and proposes the measures to be implemented (volume of support hours, assistance, accommodation, etc.)
- A meeting called the Advisory Group is organised to propose to the parents the intensive support to be put in place and to sign the agreement which includes all relevant information (organisation of in-school and out-of-school support, individual learning plan and special arrangements, check-ups to be repeated/outside support to be put in place, etc.).
- Support can start as soon as the consent document from the parents is received and the agreement is signed.
- The intensive support agreement is reviewed at the end of each school year.
- The support teacher, in agreement with the class teacher, informs the parents of the student's progress.
- Pupil records are kept by the support coordinator and updated regularly.

Existing cases:

Support is set up at the beginning of the school year, based on the conclusions of the latest Advisory Group meeting (end of the previous school year). The support teachers and the class teachers discuss the individual learning plan, which is then communicated to the educational support coordinator. On this basis, the support coordinator draws up the updated intensive support agreement for the current school year.

When the document is ready, it is signed by the parents and the school director, usually by mid-November at the latest.

In some cases, following an Advisory Group, the school may also conclude that it cannot continue to meet the child's special needs. The school will assist the parents as much as possible to find a school that is better suited to the child's special needs.

Contact person: Support coordinator / support teacher / teacher

Nursery/Primary Type B intensive support

- In some cases*, an intensive support agreement (Type B) may be put in place without or before a multidisciplinary assessment.
- This agreement is short-term and limited to the school year.
- Once the assessment has been completed and (if necessary) the Intensive Support Agreement B can be transformed into an Intensive Support Agreement A.
- The procedure also includes a consultative meeting of the Advisory Group and signing of the Type B Intensive Support Agreement before the start of support.

Contact person: Support Coordinator / Support Teacher / Teacher

** at the request of teachers or parents*

Individual Learning Plan (ILP)

The Individual Learning Plan sets out the subject-specific objectives for a student and the criteria that will be used to assess that student's progress. For students who continue to receive support from one year to the next, the support teacher will consult the previous year's ILP, discuss the student's needs with the teacher and then develop an ILP which will be forwarded to the support coordinator to be placed in the student's support file. Once the ILP is completed, the Support Coordinator will draw up the Intensive Support Agreement for the student receiving intensive support. The agreement will be signed by the parents and the Director of EEB1.

6. Support Advisory Group (Advisory Group)

Composition of the Support Group Council

President	The Director and/or his/her delegate
Inspectors	If necessary, the school may request the assistance of the inspector in charge of support for the nursery and primary cycles, the pupil's national inspector or the inspector of the school's home country.
Support Coordinator	The nursery-primary cycle Support Coordinator.
Teachers	-Class teacher -Support teacher -Other teachers involved (if any)

	-Support assistant (if applicable)
Country experts	-School doctor (if necessary) -School psychologist (if necessary) -Other specialists (if necessary)
The parents	The parents of the pupil concerned, possibly accompanied by a qualified specialist.
Linking cycles	-Primary transition, nursery teacher/P1 teacher and LS teachers. -Transition to Secondary, Primary/Secondary Educational Support Coordinators and, where appropriate, the S1 Pedagogical Advisor and Primary/Secondary Psychologists

7. Transitions

7.1 Transition between cycles

All pupils need to adapt positively to the new cycle in order to maintain their well-being and to ensure that their learning process is coherent and continuous. This is particularly important for students who are benefiting from adjustments, including special assessment arrangements and/or other educational support. The school should put in place a transition plan which ensures that all relevant information and documents are effectively shared and discussed between the parties in the different cycles involved in the pupils' learning process.

Transition from the Nursery cycle to the Primary cycle:

- nursery teachers inform the Educational Support Co-ordinator of any pupil who has received support and may still need it,
- the Support Co-ordinator and the prospective class teacher (where possible) attend meetings of the Nursery 2 Support Advisory Group and ensure that all relevant information is passed on to all class/subject / support Teachers in the primary school.

Transition from the Primary cycle to the Secondary cycle:

- the Primary Educational Support Co-ordinator informs the Secondary Educational Support Co-ordinator of any pupil receiving support who may still need it. - The Secondary Educational Support Co-ordinator and the future secondary teacher (where possible) attend meetings of the P5 Support Advisory Group and ensure that relevant information is circulated to all class/subject teachers in the secondary cycle,
- for Intensive Support A, a SAG meeting at the end of P5 prepares the support and arrangements to be used from S1 onwards; any changes to the support arrangement during S1 should be discussed at a SAG meeting,

- to ensure that the needs of students studying in a language section other than their mother tongue are met, their Language I teacher and section teacher will work together to ensure that all relevant information is shared with subject teachers.

7.2 Principles of evaluation and promotion

The provisions of Chapter IX of the General Regulations apply to pupils who receive Educational Support but follow the full school curriculum in all its requirements. In accordance with Article 57 a) and Article 61 of the General Regulations, all decisions concerning promotion to the next year are taken by the Class Council.

7.2 Progression without promotion

The rules on progression without promotion are set out in Chapter 5 of the Policy on the Provision of Educational Support. The aim of educational support is to enable students to achieve the levels of performance and develop the skills required of all students. If a pupil does not meet the conditions for normal promotion, he or she may progress with his or her class group for as long as this is beneficial to the pupil's social and academic development. In this case, we speak of progression without promotion. From a formal point of view, a pupil who progresses without promotion remains "non-promoted" (for example, with a view to integration into another school system). A student may be progressing for several years or for a short period during a school year. Progression without promotion applies to pupils who do not follow the standard curriculum but a modified curriculum. The decision must be made in the interest of the student's learning development and must set out the student's options for returning to the standard programme. The request for a pupil to follow a modified programme may come from teachers, the Educational Support Co-ordinator or the pupil's parents/legal representatives. The school will arrange a SAG (Support Advisory Group) meeting to analyse the pupil's situation, the arrangements and support in place prior to the proposal and additional support and/or the arrangements that could reasonably be put in place as part of the curriculum. On the basis of this analysis, the SAG provides a concrete proposal to the Principal, arguing that there are no reasonable alternatives within the curriculum. The Director makes the final decision, with justification. Classroom adjustments or special arrangements do not imply the implementation of a modified curriculum. Classroom or special arrangements are put in place to enable the student to follow the standard curriculum and, therefore, do not lead to progression without promotion. For example, if a student has difficulty concentrating for long periods or has difficulty with writing, they may be given more time to complete homework or have shorter assignments. The student follows the same programme, develops the same skills but with adaptations to meet their specific needs. A modified curriculum involves setting learning objectives in one or more areas of the curriculum that are substantially different from those prescribed in the standard curriculum, and specifically chosen to meet the student's needs. It modifies what the student is expected to learn (core learning objectives for the grade/level) and is not related to how skills are developed and demonstrated/assessed or how they are presented.

Where a pupil is following a modified curriculum, the ILP must:

- a) identify the grade level of the adaptation,
- b) reflect the changes made to the curriculum, in detail (indicating the subjects and grade level to which these adaptations correspond),
- c) be organised in such a way that the pupil learns, to the best of his/her ability and as far as possible, the standard curriculum corresponding to his/her school level,
- d) wherever possible, put in place measures and support which could help the pupil to meet the requirements expected for his or her level of study and to be able to access the standard curriculum again.

Any pupil who has advanced by progression without promotion may return to a "standard programme" and be promoted to a higher class/level when he/she demonstrates that the minimum requirements for promotion have been met. Where the class/subject teacher or support team considers that the student has met the requirements for promotion to the next level, a Class Council is convened to make the formal decision. The Class Council may be convened during the school year. In the assessment reports for students progressing without promotion, only the modified subjects/areas/learning objectives will have a modified assessment scale. All subjects/areas of the standard programme will follow the standard marking system. The decision to establish a modified curriculum for a specific pupil must be in the best interest of the child. It must be an informed decision taken by the principal with the involvement of the parents/legal representatives and, wherever possible, the pupil concerned.

When a pupil in progression without promotion reaches the end of each cycle (after the primary cycle, after S3 and S5), the SAG analyses the pupil's learning situation. The SAG provides ongoing information to the Class Council, which will evaluate the pupil's situation, i.e. the competences acquired by the pupil with reference to the assessment standards in the European Schools. On the basis of this assessment, the Class Council establishes the pupil's corresponding level. Parents/legal representatives may request an assessment of the pupil's level if they intend to transfer their child to a school outside the European Schools system. Promotion from S5 to S6 is only possible when the student has covered the whole of the S5 programme. All candidates for the European Baccalaureate must have completed a full programme of S6 and S7 in secondary education in order to be eligible for the Baccalaureate diploma. A student will only be promoted to S7 if he/she has been duly promoted to S6.

7.2 Repeating a year

At the end of a school year, following the recommendations of the last Advisory Group, when the level of competencies attained does not guarantee a normal continuation of learning, the Class Council may decide to have the student repeat the year; in this case, the decision must be justified. For more information on Class Councils and promotion, please refer to the General Rules of the European Schools (2014-03- D-14-en-11).

8. Communication

Throughout the year, communication between the various participants is done through the various communication channels available (diary, email, etc....) or in person.

It is important to encourage the participation of parents in the introductory meetings at the beginning of the school year. During these meetings, parents meet their child's teaching staff and are informed about the organisation of the current school year.

It is also important to organise formal and informal meetings between parents and the teaching team during the school year so that parents are fully informed of the student's progress.

The support meetings provided for in the Regulation take place three times a year:

- after the autumn holidays (Oral School Report),
- at the end of the first half of the year (End of First Half Council Group),
- at the end of the second semester with all members (Support Council Group).

Additional meetings can be arranged, if necessary, at the request of parents or the school. This is usually done in the absence of the Deputy Director and/or the Educational Support Coordinator.

In terms of support, teachers meet with parents at least twice a year to evaluate the Individual Learning Plan (ILP) in place.

The school report is also an important tool for communicating the student's progress. Parents will receive a report (Carnet Scolaire) in February and June.

Prior to any significant psychological/psychiatric intervention outside of school, parents are encouraged to seek feedback and observations on the latest educational and behavioural updates from the class teacher and support teacher.

However, all information must be treated with the utmost confidentiality in the interest of the student (see section on confidentiality).

In cases where the student is receiving support or therapy outside of school, it is imperative that this information is shared between the different people involved in the student's education to allow for an overview of all interventions and to monitor any educational, emotional, or behavioural changes.

9. Applications and registration

When applying for enrolment in the ES, parents of pupils with special needs are invited to make the best possible arrangements for their child's educational support:

- to indicate this on the registration form,
- to attach a detailed diagnosis and/or a multidisciplinary medical-psychological-pedagogical assessment (in DE/EN/FR),
- contact the school management for further information (if necessary).

It is imperative in the interests of the pupil that parents inform the school of any special needs.

Parents can contact the educational support coordinator who will explain the types of educational support available at EEB1 and its organisation.

The differences and implications of progression and promotion will also be presented.

However, parents/guardians are encouraged to read this document, which also explains the differences between the two options.

In this way, parents can better assess whether the school is meeting the needs of the student.

Once a request for a pupil in need of intensive educational support is accepted, an Advisory Group with the whole educational team (deputy director, support co-ordinator, class teacher, support teacher, assistant) is organised with the aim of discussing the pupil's special educational needs and setting up the educational support.

- **Non-inclusion of the pupil.** The European Schools do not offer a fully inclusive education system. This means that in some cases, despite the best efforts of the school, it is not in the child's best interest to continue his/her education. This may occur either before the child's admission or during the child's schooling. The school must be able to ensure the educational and social integration of the pupil. If this is not the case, the school, on the advice of the Advisory Group, has the right to declare itself unable to meet the pupil's needs and to recommend to the parents that they seek another solution for their child's education in an establishment better suited and equipped to meet his or her specific needs. In such cases, the school will assist the parents to the extent that is reasonable. Policy on educational support in the European Schools - [2012-05-D-14-en-9](#).

10. Gifted students

As educators, we are very aware of the broad spectrum of individual needs. While it is understandable that the focus is on students who are weak because of a certain learning difficulty, this feeling can also be present in gifted students who need special attention when it comes to their learning programme. Gifted students have a capacity

for talent, creativity and innovative ideas, but they will only excel if we help them to learn in the right way. Teachers in EEB1 are already practising differentiation in the classroom and have also gained some professional experience in working with high potential students. This is an area that the EEB1 is lately exploring further, so that we can develop educational programmes that are tailored to the individual student.

11. Distance learning

In view of the containment and social distancing measures taken by the Belgian government and their implementation by the EEB1, our school organises distance learning for the whole school community.

In terms of support, it is expected that:

- the support is uninterrupted and is provided via the digital distance learning platform,
- advisory groups are conducted remotely via Teams in the presence of parents and the entire teaching team,
- the agreement (two copies) and the Individual Learning Plan are sent to the parents so that they can sign a copy and return it to the school.

12. Conclusion

At the EEB1, we have an inclusive and flexible educational support system in place, as much as possible, allowing for individual solutions as each case is unique. At EEB1, we have a support team of teachers from each language section who use modern and open approaches, in an environment of respect allowing students to become familiar with their strengths and needs. To achieve this, close cooperation and communication between parents and the school is essential.

The EEB1 advocates a 'whole school approach' and focuses on creating a safe, welcoming, collaborative and stimulating community in which everyone is valued. This approach aims to provide a coherent response to diverse learning needs and consistent practice.

To optimise teaching and learning, it is essential to:

- set achievable goals that promote self-esteem and a positive attitude to learning,
- encourage and reinforce differentiation by supporting the learning process,
- work in partnership with pupils and parents,
- promote collaboration between teachers and create a strong support team within the EEB 1,

- enable students to follow their own learning and become independent learners within their own capabilities,
- offer a flexible support system allowing for individual solutions,
- try to be as inclusive as possible while respecting the rules and procedures of the European School system,
- have a modern and open approach in a respectful environment that allows the student to learn about individual strengths and needs.

Final thought

Our aim is to help students develop their full potential, while remaining happy, confident, active learners. All students can learn. Our mission is to help them, in this educational journey, to become satisfied, active, communicative, analytical, and reflective European citizens.

Annex 1 Stakeholder profiles

a) The educational support coordinator

The Director/Deputy Director will appoint one or more educational support coordinators. The aim of the coordination in schools is to organise and implement the educational support policy successfully and efficiently.

This coordination will include:

- assisting the Director/Deputy Director in providing educational support,
- liaising on educational support between cycles,
- harmonising the provision of educational support within and between language sections,
- identifying the needs for further training in the field of educational support,
- actively participating in the organisation of educational support and further training,
- collecting supporting data,
- keeping a register of all pupils receiving general, moderate or intensive support,
- Keeping and storing confidential documents, GLPs and ILPs in accordance with the General Data Protection Regulation,
- recommending, in consultation with other professionals, to work with the student(s) when educational support is no longer required,
- acting as a contact point for parents, pupils, staff and, if necessary, other experts and to inform them of the educational needs of the pupils,
- contributing to the harmonisation 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, where possible, experience in teaching pupils with diverse needs. The tasks of the coordinators will be modified according to the particular conditions of each school. They will be clearly defined in the job description. The coordinator will have an essential administrative and pedagogical role. The ES does not recommend or require that an educational support coordinator has a certain amount of time to fulfil the responsibilities of the post. The time allocation will reflect the particular needs of each school. Schools should familiarise themselves with the role of the learning support coordinator as described in this document and make a sound decision about the time allocated to the learning support coordinator. The time allocated should be sufficient to do the job effectively and professionally.

In the nursery and primary cycle, the educational support coordinator works in collaboration with all support stakeholders. All support teachers have the role of communicating with the stakeholders in the section, liaising with the educational support coordinator, organising the implementation of support in their section, organising and following up all compilation of support data, and participating in all meetings related to support in their section

b) support teachers

Seconded teachers (class teachers and subject teachers) who offer support courses will need to have appropriate qualifications for the cycle and/or subject they teach, recognised by the appointing country. The person will preferably have additional qualifications, experience or ability to teach pupils with diverse needs.

Locally recruited teachers should have the required qualifications for the cycle and/or subject they teach. Diplomas and certificates will be sent to the national inspector for approval. The person will preferably have additional qualifications, experience or ability to teach pupils with diverse needs.

The support teacher will:

- use appropriate differentiated teaching methods;
- conduct a detailed observation and evaluation;
- 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;
- draft a GLP for the group receiving general support and an ILP for each pupil in cooperation with the class/subject teacher
- liaise and collaborate with all team members, including the main or subject teacher, during the learning process;
- assess the student's progress;
- keep records of achievements so that information is available when needed;
- liaise with parents about the student's progress and needs.

c) IS Assistants

Support assistants have an important role in supporting students and the work done by teachers. The role of the assistant includes good communication skills, flexibility, patience, personal initiative and discretion. If, for any reason an assistant is not present, the student will be integrated into the class.

The role and responsibilities of the support assistants are specified in the job description of an IS assistant ([201107-D-1 / Annex III of document 2011- 01-D-57](#)).

The job description includes:

- adhere to the policies and procedures of the European School,
- work as a team and maintain a cooperative and respectful relationship with team members,
- maintain the confidentiality of the work,
- participate in the various activities contributing to the student's general education,
- participate in meetings organised by the Management or their delegates,
- participate in school visits and trips when requested by the Management,
- participate, together with teachers, in parents' evenings and information meetings,
- participate in training days,
- participate in continuing education courses,
- to help teachers plan, prepare and support the IS student during classroom activities,

- prepare the room and maintain a clean environment,
- provide practical assistance in keeping records of the student's IS work,
- participate in supervision during break time,
- temporarily supervise the class when the main teacher is not available,
- supervise and assist the activity of a group, after receiving instructions from the teacher,
- monitor the work of the IS student and assist him/her, if necessary, with further explanations,
- prepare equipment and teaching materials for the IS student,
- promote good behaviour of the IS student by using positive discipline techniques,
- observe the behaviour and development of the IS student and report observations to teachers,
- accompany the IS student, put him/her on the bus and collect him/her when he/she gets off the bus,
- assist the IS student to move around the school, particularly on arrival and departure and whenever the need arises,
- help the IS student to dress on arrival, departure and whenever the need arises,
- participate in the practical aspects of ensuring that the SEN student eats and drinks during morning and afternoon breaks and at lunchtime,
- help the IS student to eat their meals,
- take the IS student to the toilet and supervise his/her rest, if necessary or scheduled,
- in addition, he/she may be entrusted with administrative tasks by the Management, depending on the needs of the school, in particular in case of absence of the IS student.

d) Therapists

Some pupils may need support for their development and learning from paramedical support staff (mainly speech therapists and psychomotor therapists). Their intervention is governed by a tripartite agreement. The school's role is limited to providing a suitable room for the student and the professional whose services are required, agreeing on a timetable, considering classroom activities and ensuring coordination and monitoring of the student's development through the Support Advisory Group meetings.

The paramedic works as a freelancer and is paid directly by the parents. A lump sum payment for the paramedic is provided exclusively for individual participation in the meetings of the Support Advisory Group at the request of the school.

Annex 2 Criteria for the medical / psychological / psychoeducational / multidisciplinary report

Criteria for the medical / psychological / psychoeducational / multidisciplinary report

(point 4.4.2 of the document "Provision of educational support in the European Schools - Procedural document):

- it must be legible, written on letterhead, dated and signed,
- specify the title, name and professional references of the expert(s) who carried out the assessment and diagnosed the student,
- through the medical/psychological/psychopedagogical or multidisciplinary report, clearly specify the nature of the student's medical and/or psychological disorders, his/her needs and the tests or techniques used to establish a diagnosis,
- the learning disability report 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 medical/psychological report should specify the medical/psychological needs of the student and their impact on learning (evidence-based teaching),
- all reports should include a summary or conclusion and should include indications of any necessary adjustments and, where appropriate, teaching and learning recommendations to be provided to the school,
- the file should be regularly updated and should not be older than two years. In cases of permanent and stable disability and with the agreement of the Support Advisory Group, regular updates may be made without the need for further testing,
- in the case of a request for special arrangements for the European Baccalaureate, a fully updated medical/psychological/psychopedagogical and/or multidisciplinary report is required. The file must not be more than two years old, i.e. it must not have been submitted before April during S3 school year or after April during S5 school year,
- in exceptional, unforeseeable and duly documented circumstances (serious illness, accident, new enrolments, etc.) and only in such cases, the request for special arrangements may be made after the expiry of the above deadline. The request must be accompanied by a complete file specifying the reasons on which it is based,
- to avoid any risk of conflict of interest, the expert who assesses a pupil cannot be a member of the European Schools' staff or a member of the pupil's family,
- accompany the report with a translation into English, French or German if the original is not written in one of the three vehicular languages.

