

ECOLE EUROPEENNE DE BRUXELLES I-Uccle
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Guidelines for educational support

European School Brussels 1 Secondary



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SECTION I - Whole School

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 Philosophy

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 process and evolution of their learning.

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

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 disabilities and 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 to develop their full potential in an inclusive environment.

Support teachers work with class teachers from the beginning of the year to identify specific needs, create a learning plan and assess the student's achievement. Students can receive help at any time during their schooling.

EEB 1 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 guardians should therefore be open and regular.

1.3 Guidelines

The guidelines detailed in this document are based on the above philosophy. Their correct application by the European School Brussels 1 will be checked regularly to ensure that their content and spirit are being respected. These guidelines will be reviewed and updated to follow 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
- Evaluation report on the implementation of the Educational Support Policy in the European Schools - 2018-09-D-53-en-4

2. Aims and objectives of educational support

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

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, considering 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 support offered 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 - Secondary Cycle

4. Who is involved in the support?

The School Management	Sees the big picture. Is in charge. Is part of the Care Team. Works closely with the Educational Support Coordinator. Organises Support Advisory Group meetings with the help of the coordinator.
The Educational Support Coordinator	Implements support classes. Organises regular meetings with teachers and educational support assistants. Liaises with parents, particularly in preparing the support contract. Collaborates with the Care Team and organises the Advisory Group meetings with the management. Maintains an up-to-date list of students receiving support.
Support Teacher	Reference person for the student's educational support, along with the subject teacher. Defines the student's support objectives in the Individualised Learning Plan (ILP) in collaboration with the subject teacher.
SEN Assistant	It provides concrete and individual help in class according to the indications of the support teacher and the subject teacher.
Class Director / Class Teacher	As a reference person for the student and his/her parents, he/she establishes a constructive relationship with the parents in order to offer the student the necessary support to evolve and ensure his/her global pedagogical follow-up.
Subject Teachers	They communicate with support teachers and assistants to provide guidance and ensure appropriate follow-up of the student. In collaboration with the support teacher, they set goals as defined in the student's individual learning plan.
Parents	They are deeply involved in assisting and helping the team to target the support needed to develop the student's potential to the fullest. In the case of intensive support, they must provide a valid assessment report in one of the three vehicular languages (English, French or German).
The Level Advisor	He/she communicates with the student, his/her parents and the support coordinator to accompany the student in his/her educational and social path.
The Cycle Coordinator	Communicates with the student, his/her parents and the support coordinator to guide the student in his/her school path.
The School Psychologist	Works closely with the support coordinator and teachers; provides insight for a holistic treatment of the student.

Therapist	In certain cases of intensive support, the involvement of auxiliary paramedical personnel is possible. Their involvement is governed by a tripartite agreement.
External expert	External specialist who collaborates with the educational team if necessary for exchanging information.

Care Team

The Care Team is composed of the Deputy Director, the Assistant Deputy Director, the School Psychologist, the Nurses, the Educational Support Coordinator and the Level Advisors.

It 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 class teachers, support teachers as well as 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 developmental and learning needs that require therapeutic support from an external professional (e.g. speech and language therapist, occupational therapist, psychologist, etc.) chosen and paid for by the parents/legal guardians as part of a tripartite agreement may also be considered if mentioned in the medical report.

It is important to note that such arrangements should not be made as a substitute for any out-of-school therapy that a student may require. It is important to allow the student to be included in the classroom as much as possible and time spent outside the classroom should be limited.

A tripartite agreement is a contract between the school, the student's parents/legal guardians and the therapist (registered on the European Commission's list of approved therapists). This agreement is only available to ISA students and is discussed at the Support Advisory Group meetings.

The role of the school is to provide a suitable room if necessary and to organise the lesson according to the pupil's schedule. 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/legal guardians 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 pupil's legal representatives. The list of therapists is validated by the PMO (European Commission). Parents are invited to contact the educational support coordinator to have the list of therapists provided.

5. Types of educational support

5.1 Introduction : Differentiation in education

Differentiation is the planning and implementation of teaching and learning, for all children at all grade levels, that recognises individual differences in learning styles, interests, motivation and ability and takes them into account in the classroom.

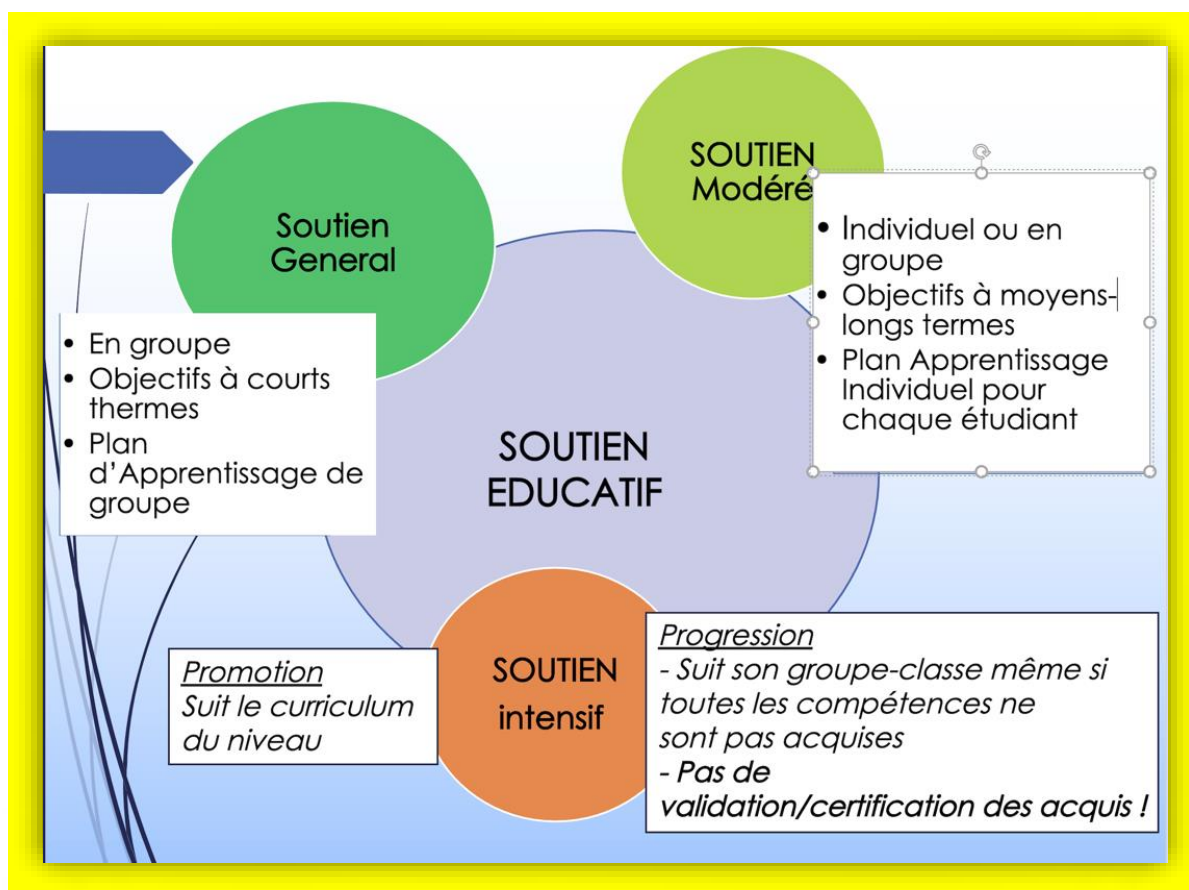
Differentiation is the foundation of effective teaching. It is essential for all pupils, including those who need support. It is the responsibility of each teacher working in the European Schools to practice it in order to meet all the needs of the pupils, and it must be carried out in the classroom.

Differentiation of instruction ensures that, in the preparation and delivery of lessons, the teacher takes into account and accommodates different learning styles and the individual needs of all students.

This involves meeting the needs of students:

- with different learning styles,
- studying in a language section different from their mother tongue,
- entering the system later, perhaps with a different curriculum and possible gaps in knowledge and/or skills,
- with a mild learning disability,
- with a diagnosis of specific educational needs,
- who are gifted or talented.

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



5.2 General Support (GS)

5.2.1 Target audience

A student may, at some point in his or her schooling, require General Support beyond the normal classroom differentiation.

This type of support is for any student who:

- may have difficulties in a specific subject area or may need to "catch up" because they came to the European School system later, have been ill or are not studying in their mother tongue or dominant language,
- may need additional help to develop effective learning strategies or study skills, or to build self-esteem and confidence.

Only students in Secondary 1 to Secondary 5 are eligible for general support.

5.2.2 Characteristics

This type of support is provided in small groups - ideally of 4 to 10 students - and outside the classroom. The groups are organised according to the needs of the students concerned. The aim is to provide an effective group environment for students to progress. A general support group is only formed when a minimum of 3 students are referred for this course.

Once the student or his/her parents/legal guardians have agreed to participate in the support, his/her attendance is compulsory.

The teacher in charge of this support group (in collaboration with the subject teacher) develops a Group Learning Plan (GLP) that details the work of the group and specifies objectives and success criteria for the group.

5.2.3 Registration

During the first few weeks of the school year, subject teachers assess their students' skills and knowledge. If a teacher feels that a student should receive General Support (GS), they can then contact the Educational Support Coordinator.

A parent/legal guardian may also apply for general support for their child. To do so, they must first contact the subject teacher. After discussion, if both parties agree, the teacher can then contact the Educational Support Coordinator.

A student may be referred for general support by a teacher outside of the registration phase. In this case, the teacher will contact the educational support coordinator who will integrate the student -if possible- into an existing general support group.

5.2.4 Procedure

After talking to the students concerned and their parents where possible, teachers refer students they feel need general support to the Office365 platform, specifying their name, class and giving a detailed justification of their request for each student.

Once the online registration phase for general support is complete, the support coordinator will create potential support groups. A minimum of 3 students is required to create a group. Students from different classes in the same section or from different sections can be grouped together. A teacher is then assigned to the support group and a timetable defined for the course. It should be noted that this process is complex as it involves considering the respective schedules of the students and the teacher. As a result, the school cannot offer parents/legal representatives the choice of the date and time of support. It may therefore happen that these support classes do not take place during a student's free period but during the lunch

break. In this case, time will be set aside during the class for students to have time to eat a meal that they bring with them. Similarly, these support classes may sometimes take place on Wednesday or Friday afternoons. If they are held on Wednesday afternoon, parents will need to arrange transportation for their child to return home. If the classes are held on Friday afternoon, the student may take the school bus at the end of the school day.

Parents/guardians receive an invitation (by email) from the support coordinator to accept or decline this general support course. This invitation specifies the time, start date and location of the course as well as the name of the support teacher.

They must then indicate by return email to the support teacher providing the course whether they accept this support course for their child or not.

The support teacher collects the names of the students who are definitively enrolled in this support course and sends them to the coordinator who enters the course in the timetable of the students and the teacher via SMS. If it appears that the number of students enrolled in this course is lower than the minimum number of 3, the creation of this support course is cancelled.

The support teacher writes a Group Learning Plan (GLP) in consultation with the subject teacher(s) and based on the needs of the students in the group and the objectives to be targeted. It is an internal working document that specifies objectives and success criteria for the group. The GLP is developed in accordance with the guidelines set out in the Policy on Educational Support in the European Schools. This document may change during the school year.

Parents/guardians of students who receive general support during a (full) school year are informed of the latter's progress via a report card at the end of each semester (thus twice a year). This report card, written by the support teacher for each student in the group, is based on his/her results in relation to the objectives set out in the GLP.

5.2.5 Discontinuation of the support course

At any time, a student may be removed from the support course at the request of the subject and support teachers if they feel that the student no longer needs support.

The attendance of the student in the support class becomes compulsory once the parents/legal guardians have given their agreement; the student will be automatically excluded from a support class after three unjustified absences. Parents will be informed by email of this decision.

Parents/legal guardians may also request that the support course for their child be discontinued by notifying the school of their decision by email.

5.3 Moderate support (MS)

5.3.1 Target audience

Moderate support is an extension of general support. It can be provided to students who need more specific support or who have moderate learning difficulties (e.g. dyslexia or dyscalculia), or to those who may need additional help to develop effective learning strategies or skills.

The pupils concerned have, except in exceptional cases, an updated medical/psychological/psychopedagogical or multidisciplinary report.

Moderate support may be given to students in S1 to S5. Students in S6 and S7 who have received moderate support in previous years and who are still in need of it according to the teachers and the educational support coordinator may also receive it.

5.3.2 Characteristics

Moderate support can be individual or provided in small groups of 2 or 3 students. Groups are organised according to the needs of the students concerned. It can be organised on a longer-term basis than general support.

5.3.3 Registration

Requests for moderate support are made by teachers. In some cases, if parents/legal guardians feel that their child needs moderate support, they can also make a request for this type of support for their child. In order to do this, they must first contact the relevant subject teacher. After discussion and if both parties agree, the teacher can then refer the child to the Educational Support Coordinator.

All requests must have a clear justification based on facts and evidence. Therefore, except in exceptional cases, a medical/psychological/psycho-educational and/or multidisciplinary report is required to implement moderate support.

5.3.4 Procedure

The teacher makes a request for moderate support by sending an email to the Educational Support Coordinator. The teacher is asked to share their professional opinion of the student's performance and the reasons for requesting moderate support.

Once the teacher has made a recommendation, the parents/legal guardians will receive an invitation to accept or decline this moderate support. Once the parents/legal guardians have accepted the moderate support for their child, the Educational Support Coordinator will arrange the support.

The educational support coordinator creates small groups (less than 3 people) or individualised support, outside the classroom, depending on the needs of the student and the availability of the teachers.

The support teacher writes an Individual Learning Plan (ILP) for each student in consultation with the subject teacher. The ILP includes specific learning objectives and criteria for assessing the student's progress, as well as criteria for evaluating the success of the support.

The student's parents/legal guardians are informed of their child's progress via a report card at the end of each term (i.e. twice a year). This report card, written by the support teacher, is based on the student's performance against the objectives set out in the ILP.

5.3.5 Discontinuation of the support course

After consultation with teachers and parents/legal guardians, moderate support may be stopped, suspended or changed to general support depending on the student's progress.

It can also be changed to intensive support type A after this change has been agreed upon at a meeting of the educational support advisory group.

**The European Schools' educational support system consists of two types of intensive support:
Intensive Support A and Intensive Support B.**

5.4 Intensive Support A (ISA)

5.4.1 Target audience

Type A Intensive support (students in promotion or students in progression) is provided for students with special educational needs, whether learning, emotional, behavioural or physical.

A student benefiting from type A intensive support follows the standard programme of their level of studies (they are then said to be in Promotion) or a program modified in its content, its schedule and/or its evaluation (they are then said to be in Progression). In the latter case, the student will move forward with his or her class group at the end of the school year even if he or she has not fully mastered the required skills, as long as this is in the interest of his or her social and educational development. Nevertheless, he/she will not benefit from the administrative validation of his/her grade.

Chapter 6.1 of this document details the differences between these statuses.

5.4.2 Features

Type A intensive support leads to the signing of an agreement between the Director and the parents/legal guardians following an advisory group meeting between the pupil's teachers, the educational support coordinator, the Director (or his/her representative) and the parents/legal guardians.

It is generally a longer-term support than other types of support.

Type A intensive support is most often on an individual basis.

Intensive support may be provided outside the classroom or during the student's own class time. Only in exceptional cases should the student miss lessons in other subjects.

5.4.3 Registration

The implementation of intensive type A support is based on a medical/psychological/psycho-educational and/or multidisciplinary report.

All decisions by the Director on admission to Intensive Support Type A are made taking into account the proposals of a Support Advisory Group.

5.4.4 Procedure

The need for Intensive Support is detected during the school year by the pupil's parents/legal representatives or their teachers. In the latter case, the parents/legal representatives may be invited by the school to consider assessing their child.

The Support Coordinator contacts the pupil's legal representatives and requests that a file be compiled which must include a detailed medical/psychological/psycho-educational and/or multidisciplinary assessment so that a Support Advisory Group meeting can be arranged. The Support Advisory Group meets to discuss how best to meet the pupil's needs and to advise the class teacher on the arrangements to be put in place. The Educational Support Coordinator will draw up the minutes of the Support Advisory Group and the Intensive Support Agreement which will be signed by the class teacher and the pupil's parents/legal guardians. Following the signing of the Intensive Support Agreement, the Educational Support Coordinator will arrange for the Intensive Support to take place.

An ILP is drafted by the support teacher(s) in consultation with the subject teacher and/or the support coordinator.

The student's parents/legal guardians are informed of their child's progress via a report card at the end of each term (i.e. twice a year). This report card, written by the support teacher, is based on the student's performance against the objectives set out in the ILP.

The Intensive Support Agreement is valid for one school year only and a full meeting of the Support Advisory Group must be held at the beginning or end of each year to commence, renew, amend or terminate intensive support.

If necessary, at the request of either party, the Support Advisory Group may meet at any time during the school year, in plenary or restricted session, to evaluate and/or amend the Intensive Support Agreement. Some newly enrolled students whose parents/legal guardians present documentation justifying type A intensive support may be admitted directly to intensive support following the procedure described above. Where the School is unable to provide an appropriate education for a child, it may declare itself unable to meet the child's needs. In this case, the Director will make a final decision taking into account the advice of the Support Advisory Group.

5.5 Intensive Support B (ISB)

5.5.1 Target audience

Type B intensive support is offered, usually for a limited period, to a pupil who does not have a specific learning disability but is temporarily unable to follow the normal curriculum due to, for example, a major

change in their schooling or a prolonged absence due to accident or illness. It is most often set up to support new pupils coming from a national system with a large language deficit.

5.5.2 Features

Depending on the student's needs, intensive support type B can be offered in the form of individual support or in a small group. In some cases, it may take place for a maximum of one semester during all or part of the courses in the subject that is the focus of this intensive type B support.

5.5.3 Registration

Students in this category are referred to the Educational Support Coordinator by teachers, parents/legal guardians, school counsellors, or cycle coordinators.

5.5.4 Procedure

Once a student has been referred, an Intensive Support Agreement is drawn up by the support coordinator and signed by the parents/legal guardians and the Director.

After signing this agreement, the support is organised.

The support teacher writes an Individual Learning Plan (ILP) for each student in consultation with the subject teacher.

The ILP includes specific learning objectives and criteria for assessing the student's progress, as well as criteria for evaluating the success of the support.

The student's parents/legal guardians are informed of their child's progress via a report card at the end of each term (i.e. twice a year). This report card, written by the support teacher, is based on the student's performance against the objectives set out in the ILP.

6. Promotion, progression and repeating a year

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.

6.1 Promotion and Progression

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 Coordinator 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.

6.2 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).

7. Support Advisory Group (SAG)

7.1 SAG Objectives

The Support Advisory Group (SAG) analyses the reasons for the request for educational support, based on the expert reports and the case history.

On the basis of the medical, psychological, psycho-pedagogical or multidisciplinary report, it decides on the measures to be taken to meet the specific needs of the pupil (e.g. special arrangements, 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 great that the school cannot provide the necessary support for the pupil. Despite the school's best efforts, it is not in the child's best interest to continue in the school. The school then declares itself unable to meet the specific needs of the pupil and recommends to the parents to seek an alternative education for their child in a school better suited and equipped to meet his/her specific needs. The final decision is made by the Director.

7.2 Calendar

The Support Advisory Group meets formally once a year at the end of the school year to evaluate, initiate, renew, or terminate the support agreement (for students in Intensive Support A).

An advisory group is also convened at the beginning of the year for new students who may benefit from intensive support (students coming from the Primary cycle and students coming from other establishments).

When deemed necessary, a meeting of the Support Advisory Group, in plenary or in restricted session, may be held at any time during the school year to discuss the student's progress, amend the proposed support or modify the support agreement.

7.3 Procedures

- During this meeting, all parties communicate their views regarding the student's situation, his/her transition to the next grade and the estimated educational needs for the following year.
- The conclusions usually include advice for the class council on promotion, progression or repeating for the year. They also indicate the estimated support to be put in place from the start of the next academic year (in and out of school) and, where appropriate, agree on the need for further diagnostic assessment.
- The date of the Support Advisory group meeting is decided by the Educational Support Coordinator in consultation with the Deputy Director and/or Director, or the student's parents/legal representatives.
- The school sends invitations to all parties involved - specifying those who will be present at the meetings - and the agenda of the meeting.
- Parents/legal representatives may invite external experts who work with the pupil in an educational context outside the school or within the school in case of a tripartite agreement.
- The Support Advisory Group meeting is chaired by the Deputy Director or the Educational Support Coordinator.
- The support inspector may be present at some meetings.
- The school psychologist and/or the educational advisor may be present depending on the needs of the student.
- A multidisciplinary approach is applied with the pupil's parents/legal representatives and experts (internal and external) present to discuss the pupil and their progress. All parties are invited to contribute to thoughts about the pupil.
- The individual needs and learning objectives of the pupil are discussed as well as any support measures and special arrangements that may be required, including a tripartite agreement or a support assistant. The discussion in the SAG will form the basis of the support agreement between the Director and the parents/legal guardians.
- Minutes are taken at the end of the meeting and distributed to all SAG members.

8. Special arrangements

Target audience and objective

- Some students may require special arrangements to enable them to access the standard curriculum.
- Special arrangements are not intended to compensate for lack of ability, but to enable a student to achieve his or her potential in the best possible conditions.
- Special arrangements can only be authorised if they are clearly related to the student's diagnosed physical, educational, and/or psychological needs.
- When assessing the student (in promotion), the teacher applies the same assessment criteria whether or not the student has special arrangements.
- Special arrangements include modified or additional requirements for written and/or oral examinations.
- A request from teachers or parents/legal guardians must be made to the Educational Support Coordinator if the pupil would benefit from special arrangements to compensate for physical or learning difficulties.
- All students with special arrangements require a medical/psychological/psycho-educational and/or multidisciplinary report justifying these arrangements:
 - for levels S1 to S5, special arrangements are decided at School level by the Deputy Director (or his/her representative). The medical, psychological, psycho-educational and/or multidisciplinary report is valid for four years,
 - for the baccalaureate cycle (levels S6 and S7), special arrangements are decided by the Central Office of the European Schools. Parents must submit a request for special arrangements by 15 October of the S5 year. This request must be supported by a medical, psychological, psycho-educational and/or multidisciplinary report dating back no more than two years at the time of the request and translated into English, French or German,
 - once a decision has been taken by the central office, no form of appeal can be made by the school or by the parents/legal guardians against this decision,
 - a full list of the special arrangements that can be requested and details of the application procedure can be found in the Provision of educational support and inclusive education in the European Schools - procedural document - [2012-05-D-15-en-12](#).

9. Communication

Consistent and effective communication between the class teacher, support teacher, assistants, parents/legal guardians, and the pupil concerned benefits the pupil's educational process, particularly for those receiving more than one type of support. All information exchanged is treated with the utmost care and confidentiality in the interests 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 be shared among the various people involved in the student's education to allow for an overview of all interventions and to monitor any educational, emotional, or behavioural changes.

Teachers and principals in EEB1 believe that when parents/legal guardians are involved in their children's education and work in partnership with the school, their children learn better and achieve more.

Communication between the school and the pupil's legal representatives must therefore be open and regular.

Parents will receive a report card each semester from the support teacher teaching their child. Parents will also have the opportunity to attend parent-teacher night and meet subject teachers, support teachers, and assistants as appropriate.

Parents/legal guardians are encouraged to seek the advice of teachers and support teacher(s) prior to any significant psychological/psychiatric appointments outside of school, in order to receive the latest information from them regarding their child's learning and behaviour.

Parents also have a supportive role to play with their child at home when homework is given as it facilitates the work done during class time. Teachers can be contacted by email or via the student's diary.

10. Application for registration

When applying for registration at EEB 1, parents/legal guardians of pupils with special needs are asked to complete the application form. Parents/legal guardians are encouraged to read this document which also explains the educational support policy. Upon request, parents/legal guardians are also asked to provide a medical/psychological/psycho-educational/multidisciplinary report. It is imperative that parents/legal guardians inform the school of any special needs the student may have, as this is in the student's best interest. Parents/legal guardians are encouraged to share any documents that may help the school to assess the situation in the best interest of the student.

Once a student in need of intensive educational support has made a request, an advisory group meeting may be convened. The meeting is attended by the deputy director, the educational support coordinator,

the educational counsellor (at secondary level), the cycle coordinator (at secondary level), the psychologist (if applicable) and one of the teachers of the class to which the pupil could be admitted. Parents/legal representatives are invited and may be accompanied by a qualified expert. The purpose of the meeting will be to discuss the pupil's special educational needs and to recommend to the Director whether or not to accept the pupil for EEB 1.

Once a student in need of educational support is enrolled at EEB1, an advisory group may be convened to discuss the student's needs and define goals and objectives for the school year.

11 Transition from primary to secondary school

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 primary to secondary education:

- The Primary Educational Support Coordinator informs the Secondary Educational Support Coordinator of any pupil receiving support who may still need it.
- The Secondary Educational Support Coordinator 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.

12 High Learning Potential Students

As educators, we are acutely aware of the broad spectrum of individual needs. While it is understandable that the focus is on students who are at risk because of a certain learning difficulty, this feeling can also be present in gifted students who require 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 appropriately. EEB1 teachers are already practising differentiation in the classroom and have also gained some professional experience in working with high potential pupils. This is an area that EEB1 is exploring further, in order to be able to develop educational programmes that cater to each individual pupil.

13 Distance Learning

In case of temporary closure of the European School Brussels 1 by decision of the Belgian government, the support:

- will not be interrupted and will be provided through the digital distance learning platform O365-Teams,
- advisory groups will be held via teams in the presence of parents and the entire teaching staff, or by written procedure.

14 Conclusion

At the European School of Brussels I, we have strived to create a flexible support system that allows for individual solutions - no two cases are the same. Our system is as inclusive as possible within the overall European Schools system, its challenges, and its constraints. At EEBI, we have an involved support team of teachers from each language section. Our aim is to use modern and open approaches in an atmosphere of respect that allows the children to better understand their strengths and needs. 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, involving all staff adhering to a model of good practice. School staff are committed to identifying and catering to the needs of pupils in the school. The aim is to create a safe, welcoming, collaborative and supportive community in which everyone is valued. This approach aims to provide a coherent response to diverse learning needs and consistent practice, wherever possible, in a culture of continuous improvement that sets high standards, monitors students' progress, and assesses their achievement. The central aim is a student-centred education for life in the world beyond school, and which incorporates a European dimension. To optimise teaching and learning, 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 parents/guardians,
- promote collaboration among teachers and create a strong support team within the EEB1,

- enable students to pursue their own learning and become independent learners to the best of their ability,
- offer a flexible support system that allows 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 to provide support in a respectful environment that allows the student to learn about individual strengths and needs.

Our ultimate goal is to help students develop their full potential, while remaining happy, confident and active learners. All students can learn. Our aim is to help them on their educational journey to become involved, active, analytical and reflective citizens of Europe in order to better understand tomorrow's world and its challenges.