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# **Educational Support and Inclusive Education Guidelines**



**European School Brussels 1  
Uccle & Berkendael  
Primary and Secondary  
A Whole School Approach**

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<b>Lexicon</b>	
<b>ISA</b>	<b>Intensive Support Type A</b>
<b>ISB</b>	<b>Intensive Support Type B</b>
<b>IS</b>	<b>Intensive Support</b>
<b>MS</b>	<b>Moderate Support</b>
<b>GS</b>	<b>General Support</b>
<b>ILP</b>	<b>Individual Learning Plan</b>
<b>GLP</b>	<b>Group Learning Plan</b>
<b>SAG</b>	<b>Support Advisory Group</b>
<b>OSG</b>	<b>Office of the Secretary General</b>
<b>HSL</b>	<b>Home School Liaison</b>

## 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 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/guardians<sup>1</sup> 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 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-10](#)

- [Provision of educational support and inclusive education in the European Schools - procedural document - 2012-05-D-15-en-14](#)
- [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](#)

## SECTION II

### 2. Aims and 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, 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.

## SECTION III

### 3. Data protection and Confidentiality

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 IV - Nursery and Primary Cycle and Secondary Cycle

### 4.1 Our Educational Support Team

Key Staff	Description	Nursery and Primary Cycle	Secondary Cycle
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.	<p><b>Deputy Director</b>  <b>Nursery/Primary</b>  <b>Berkendael:</b>  Tom CLAES</p> <p><b>Deputy Director</b>  <b>Nursery/Primary</b>  <b>Uccle:</b>  Anita ŽEPINA</p>	<p><b>Deputy Director</b>  <b>Secondary:</b>  Emilia MAKARSKA</p>
The Educational Support Coordinator	They organise regular meetings with LS teachers and SI assistants. They are in contact with the parents. 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.	<p>Nunzia Vasta  (Uccle)</p> <p><a href="mailto:nunzia.vasta@teachher.eursc.eu">nunzia.vasta@teachher.eursc.eu</a></p> <p>Tara Coffey  (Berkendael)</p> <p><a href="mailto:tara.coffey@teachher.eursc.eu">tara.coffey@teachher.eursc.eu</a></p>	<p>Stefania Righetti</p> <p><a href="mailto:stefania.righetti@eursc.eu">stefania.righetti@eursc.eu</a></p>

<b>Assistant Responsible for Special Arrangements</b>	Responsible for the coordination of procedure for requesting special arrangements for bacc cycle.		Brendan Costello <a href="mailto:brendan.costello@eursc.eu">brendan.costello@eursc.eu</a>
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<b>Care Team</b>	<p>It consists of:</p> <ul style="list-style-type: none"> <li>- the Deputy Director</li> <li>- the Assistant to the Deputy Director</li> <li>- the School Psychologist</li> <li>- the Educational Support Coordinator</li> <li>- the nurse(s)</li> <li>- the pedagogical secretary.</li> </ul>
<b>Class teacher</b>	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.
<b>Support teacher</b>	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.
<b>SEN Assistant</b>	Provides concrete and individual help in class according to the indications of the support teacher and the teacher.
<b>Other teachers</b>	Teachers of other subjects, where appropriate.
<b>Parents</b>	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).
<b>Therapist</b>	In some cases of intensive support, auxiliary paramedical staff may be involved under a tripartite agreement.
<b>Additional support</b>	External specialists collaborate with the educational team, if necessary, e.g. for the exchange of information.

#### 4.2 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 every week. 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.

#### 4.3 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).

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.

## SECTION V

### 5. Differentiation and 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.

DIFFERENTIATED TEACHING IN THE CLASSROOM		
Cycles	Nursery - Primary	Secondary
For Whom?	Pupils with different ways of learning, pupils studying in a language system other than their mother tongue, pupils entering the European School system, pupils with targeted learning difficulties.	
When?	Throughout the school year.	
How?	Individually or in groups in class under the supervision of the class teacher or subject teacher.	Varied differentiated methodologies used in class.
Procedure	Differentiated work is managed by the class or subject teacher.	
Communication School/Parents/Legal Representatives	When a child needs regular differentiation, the class/subject teacher will keep the parents/legal representatives informed that this methodology will be used.	

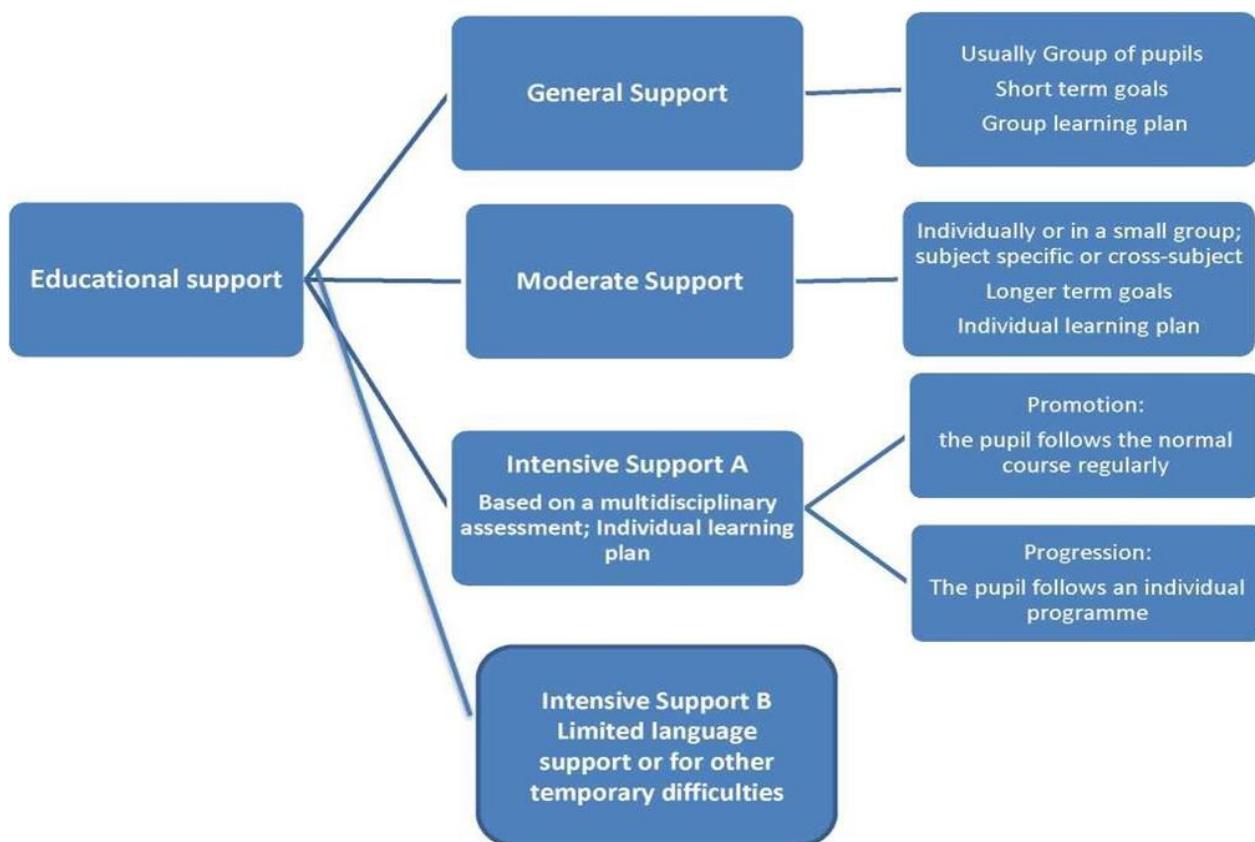
## 5.2 Educational Support

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

### 5.3 General Support

### 5.4 Moderate Support

### 5.5 Intensive Type A and Type B



### 5.3 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.

General support		
	Nursery/Primary	Secondary
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.	
How	<ul style="list-style-type: none"> <li>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).</li> <li>Support is usually organised in small groups.</li> <li>The duration depends on the needs of the students (in very close communication with the teacher), ranging from a few sessions to several months.</li> </ul>	<ul style="list-style-type: none"> <li>Support lessons (45 minutes) outside of regular class times. Arranged with the parents' agreement (obtained by the subject teacher).</li> <li>Organised in small groups of no fewer than 3 and no more than 10.</li> <li>The groups are organised according to the needs of the students and attendance is compulsory.</li> <li>These courses can be initiated at any point in the school year but</li> </ul>

	<ul style="list-style-type: none"> <li>Occasional help can also be provided throughout the year, inside or outside the classroom.</li> </ul>	<p>usually do not start before mid-October.</p>
<p><b>Procedure</b></p>	<ul style="list-style-type: none"> <li>Requests for General Educational Support are made by teachers or parents.</li> <li>Teachers start the first weeks of school by assessing pupils' skills and knowledge.</li> <li>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.</li> <li>A Group Learning Plan (GLP) is developed by the support teachers in consultation with the teacher.</li> <li>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.</li> <li>The GLP is signed by the main teacher, the support teacher and the Deputy Director.</li> <li>Parents are regularly informed of the child's progress by the class teacher and/or the support teacher.</li> <li>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.</li> <li>The GLP is kept in the student's file.</li> </ul> <p>If general support proves insufficient, another form of support could be considered.</p>	

**Contact person: Class teacher / Support teacher**

## 5.4 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.

Moderate support		
	Nursery/Primary	Secondary
<b>For whom/ in what case</b>	The student has mild learning difficulties and receives more targeted support (on a case-by-case basis).	
<b>How</b>	<ul style="list-style-type: none"> <li>Support lessons (30 or 45 minutes) in or out of class are arranged with the parents' agreement (Moderate Support Agreement Form).</li> <li>The duration depends on the needs of the pupil but usually lasts longer than general support and can even last the entire school year.</li> <li>The support lesson can be given individually or in small groups.</li> <li>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.).</li> </ul>	<ul style="list-style-type: none"> <li>Support lessons (45 minutes) outside of regular class times.</li> <li>Can be individual or small groups of 3 – 4 students.</li> <li>Can be organised on a longer-term basis than general support.</li> <li>The classes are organised according to the needs of the students and attendance is compulsory.</li> <li>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.).</li> </ul>
<b>Procedure</b>	<ul style="list-style-type: none"> <li>Requests for Moderate Educational Support are made by teachers or parents.</li> </ul>	

- 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.

**Contact person: Class teacher / Support teacher**

## 5.5 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.

Intensive Support Type A		
	Nursery/Primary	Secondary
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"><li>• Support lessons of 30 or 45 minutes in or out of class can be arranged.</li><li>• In nursery, P1, and P2, the support lasts 30 minutes, and in</li></ul>	<ul style="list-style-type: none"><li>• Support lessons of 45 minutes for students in or out of regular class time can be arranged. Only in exceptional cases should</li></ul>

	<p>P3, P4, and P5 primary, it is 45 minutes.</p> <ul style="list-style-type: none"> <li>• Individually or in groups of 2 students (if beneficial to both students).</li> <li>• Duration according to the needs of the student but generally over the whole school year.</li> <li>• 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.</li> <li>• Support measures may include <ul style="list-style-type: none"> <li>▫ Support hours inside and outside the classroom</li> <li>▫ Assistance in and/or outside the classroom *</li> <li>▫ Schedule adjustments</li> <li>▫ Adjustments to the programme</li> <li>▫ Adjustments in the classroom</li> <li>▫ Tripartite agreements (intervention of an external therapist during school hours).</li> </ul> </li> </ul> <p>* Some IS students may also need the support of a support assistant. This support may take place in class</p>	<p>students miss lessons in other subjects.</p> <ul style="list-style-type: none"> <li>• Longer-term support.</li> <li>• Usually on an individual basis but if deemed beneficial can be in very small groups.</li> <li>• 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.</li> <li>• Support measures may include: <ul style="list-style-type: none"> <li>- Support hours inside and outside the classroom</li> <li>- Assistance in and/or outside the classroom *</li> <li>- Schedule adjustments</li> <li>- Adjustments to the programme</li> <li>- Adjustments in the classroom</li> <li>- Tripartite agreements (intervention of an external therapist during school hours).</li> </ul> </li> </ul> <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>
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	<p>and/or outside of class, depending on the needs of the student.</p>	
<p><b>Procedure</b></p>	<p><u>New cases</u></p> <ul style="list-style-type: none"> <li>• The decision to offer ISA can be taken at different times during the school year.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.)</li> <li>• A meeting called the Support 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.).</li> <li>• Support can start as soon as the consent document from the parents is received and the agreement is signed.</li> <li>• The intensive support agreement is reviewed at the end of each school year.</li> <li>• The support teacher, in agreement with the class teacher, informs the parents of the student's progress.</li> <li>• Pupil records are kept by the support coordinator and updated regularly.</li> </ul>	

Existing cases:

Support is set up at the beginning of the school year, based on the conclusions of the latest Support 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 in finding a school that is better suited to the child's particular needs.

**Contact person: Support coordinator / support teacher / teacher**

**Type B intensive support**

	<b>Nursery/Primary</b>	<b>Secondary</b>
	<ul style="list-style-type: none"><li>• In some cases*, an intensive support agreement (Type B) may be put in place without or before a multidisciplinary assessment.</li><li>• This agreement is short-term and limited to the school year.</li><li>• Once the assessment has been completed and (if necessary) the</li></ul>	<ul style="list-style-type: none"><li>• This type of support is offered for a limited period of time.</li><li>• Usually offered to a pupil who does not have a multi-disciplinary report but is unable to follow the normal curriculum due to, for example, a major change in their</li></ul>

	<p>Intensive Support Agreement B can be transformed into an Intensive Support Agreement A.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>Contact person: Support Coordinator / Support Teacher / Teacher</b></p> <p><i>* at the request of teachers or parents</i></p>	<p>schooling or prolonged absence due to illness.</p> <ul style="list-style-type: none"> <li>• It is most often set up to support new pupils coming from national systems with a large language deficit.</li> <li>• Usually, small groups and usually for a maximum of one semester.</li> </ul>
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## 5.6 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.

## SECTION VI

### 6. Support Advisory Group (SAG)

#### 6.1 Objectives of the Support Advisory Group

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.

#### 6.2 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.

### 6.3 Procedure

- 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.

## SECTION VII

### 7. Assessment and promotion and repeating a year

#### 7.1. Principles for assessment and promotion

For the assessment and promotion of pupils receiving educational support but following a standard curriculum, the provisions in Chapter IX of the General Rules will apply. In accordance with Article 57 a) and Article 61 of the General Rules, all decisions concerning promotion to the year above are taken by the Class council.

#### 7.2. Progression without promotion

The rules related to progression without promotion are set out in chapter 5 of the Policy on the Provision of Educational Support.

Educational Support aims to enable the pupil to reach the levels of performance and develop the competences required for all pupils.

If pupils with special educational/additional needs do not meet the conditions to be promoted normally, they may progress with their class group for as long as this is beneficial to the pupil's social and academic development. In that case, this is referred to as progression without promotion. From a formal point of view, the pupil who progresses without promotion remains 'non-promoted' (for example, with a view to integration into another school system). A pupil can be in progression for several years or for a short period within a school year.

Progression without promotion applies to pupils who will/do not follow the standard but a modified curriculum. The decision must be taken for the benefit of the pupil's learning development and should establish the possibilities for the pupil to get back to the standard curriculum.

The request for a pupil to follow a modified curriculum can come from teachers, EdSup coordinator or parents/pupil's legal representatives. The school organises a SAG meeting to analyse the pupil's situation, the accommodations and measures of support put in place before the proposal and what further support and or accommodations reasonably could be put in place within the curriculum. Based on this analysis, the SAG provides a concrete proposal to the

Director, underpinning that there are no remaining reasonable alternatives within the curriculum, who takes the final motivated decision.

Classroom accommodations or special arrangements do not entail the establishment of a modified curriculum. Classroom accommodations or Special Arrangements are put in place to allow the pupil to follow the standard curriculum and, therefore, will not lead to progression without promotion. For example, if a pupil has difficulty concentrating for long periods or difficulty with writing, the pupil may have more time to complete assignments or shortened assignments. The pupil follows the same curriculum, developing the same competences but with adaptations to accommodate her/his special needs.

A modified curriculum implies the establishment of learning objectives in different area/areas of the curriculum, substantially different from those prescribed in the standard curriculum, and specifically selected to meet the pupil's needs. It changes what the pupil is expected to learn (fundamental learning objectives for the year/grade level) and is not connected with how competences are developed and demonstrated/assessed nor with the way it is presented.

When pupils follow a modified curriculum, the ILP should:

- a) identify the grade level of the adaptation.
- b) reflect, in detail, the modifications to the curriculum (noting which subjects and what grade level those adaptations correspond to).
- c) be organised so that the pupils learn to the best of their ability and as much of the typical grade level curriculum as possible.
- d) Whenever possible, establish measures and support that could help the pupil meet the expected requirements for his/her study level and be able to access the standard curriculum again.

Pupils having benefited from progression without promotion may return to a 'standard curriculum' and be promoted to a higher class/grade when they show that the minimum requirements for their promotion have been met.

When the class/subject teacher or the support team considers that the pupil has reached the requirements to be promoted to the next grade level, a Class Council is convened to take the formal decision. The Class Council may be convened during the school year.

In the evaluation reports of pupils in progression without promotion, only the modified subjects/areas/learning objectives will have a modified assessment scale. All the subjects/areas of the standard curriculum will follow the standard assessment grading.

The decision to establish a modified curriculum for a specific pupil must be in the ultimate interest of the child. It must be an informed decision taken by the director with the involvement of parents/legal representatives and, whenever possible, the concerned pupil.

All parties must be aware of the legal and educational implications of such a decision, namely in what certification is concerned.

When a pupil in progression reaches the end of each cycle (after the primary cycle, after S3 S5), the SAG analyses the pupil's learning situation. The SAG provides relevant information to the Class Council, which will assess the pupil's situation, namely the competences acquired by the pupil in reference to the assessment standards in the European Schools. Based on this assessment, the Class Council establishes the pupil's corresponding level of attainment.

Parents/legal representatives may require the assessment of the pupil's level of attainment when they intend their child to move to a school outside the European Schools system.

A promotion from S5 to S6 is only possible when the pupil has covered all the curriculum in S5.

All candidates to the European Baccalaureate must have followed a full curriculum of S6 and S7 in Secondary to be eligible for the Baccalaureate diploma. Pupils will only be promoted to S7 if they have been duly promoted to S6.

### **7.3 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).

## SECTION VIII

### 8. Transitions

#### 8.1 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.

#### 8.2 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.

#### 8.3 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.

## SECTION IX

### 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. In order to have an effective communication, all people participating in the student's education are requested to handle all information in a confidential manner and share information on a need to know basis. Documents related to educational Support are confidential and kept in the student's Educational Support file.

In 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 track any pedagogical, emotional, or behavioural changes.

The teaching and management staff of EEB1 believe that when parents/legal guardians are involved in their children's education and work in partnership with the school, this creates the optimum learning environment, and healthy exchange enhances the child's progress. 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 most recent 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, the student's agenda, SMS and Teams (in the case of secondary cycle pupils).

## **SECTION X**

## 10. Applications and Enrolment

### 10.1 Applying 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 assess the situation in the best interest of the student.

When applying for enrolment in EEB1, parents of pupils with special needs should make the best possible arrangements for their child's educational support by:

- Indicating all needs on the registration form,
- attaching a detailed diagnosis and/or a multidisciplinary medical-psychological-pedagogical assessment (in DE/EN/FR),
- contacting the school management for further information (if necessary).

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.

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.

## 10.2 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-10.](#)

## SECTION XI

### 11. Special Arrangements

#### 11.1 Information

- 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.
- All students with special arrangements require a medical/psychological/psycho-educational and/or multidisciplinary report justifying these arrangements:

#### 11.2 Procedure for request of special arrangements from S1 to S5

- For levels S1 to S5, special arrangements are decided at School level by the Deputy Director (or their representative). The medical, psychological, psycho-educational and/or multidisciplinary report is valid for four years,

#### 11.3 Procedure for request of special arrangements in S6 and S7 (BAC cycle)

- 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,
- all special arrangements approved by the OSG will be put in place for the two years of the BAC cycle,

- 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-14.](#)

#### **11.4 Classroom accommodations**

Depending on their needs, students may require different accommodations. The European Schools offer accommodations in learning and assessment situations.

The European Schools will promote the use of assistive technology/compensatory technology (devices, applications, and software) and other accommodations to those pupils with special educational needs who may require them to enable them to access education on an equal basis with others.

## SECTION XII

### 12. Gifted Students

As educators, we are very aware of the broad spectrum of individual needs. While it is understandable that focus is placed on students who are experiencing frustration due to a certain learning difficulty, this frustration can also be present in those students who are gifted, and thus may also need special attention when it comes to their learning programme. Gifted students have a capacity for talent, creativity and innovative ideas, but they will only excel if we support them to learn in an appropriate way.

**Giftedness or high ability is currently defined in terms of the following traits:**

- above-average intellectual ability, with regard to both general and specific skills. Although the traditional yardstick has been the presence of an intelligence quotient of over 130 (100 being the average), in recent years this criterion has been extended and loosened to include the assessment of other equally important indicators:
- high dedication and commitment to tasks: perseverance, interest, resilience, self-confidence, etc.
- high levels of creativity, flexibility and originality in asking questions, responding to and solving problems and difficulties that arise (European Economic and Social Committee, 2013).

It should be not confounded with advanced/high performant pupils who do not demonstrate other characteristics associated with gifted pupils/children.

Teachers at EEB1 already practice differentiation in the classroom and have also had some experience with projects that target students with high potential.

Refer to the document Gifted pupils in the European Schools (2023-01-D-29-en-4)  
(See: [Provision of Educational Support and Inclusive Education in the European Schools – Procedural Document](#))

## **SECTION XIII**

### **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.

## SECTION XIV

### 14. 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 increasingly more inclusive 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**

The European Schools aim at having fully qualified Support Teachers with qualifications and experience in the area of Educational Support/Inclusive Education/special educational needs.

Seconded and Locally recruited teachers who provide Educational Support will have the proper qualification and experience as established in the document Profile of Teaching Staff involved in Educational Support. In addition to the competences established for all teachers, they have the specific qualifications, knowledge, and skills to provide effective Educational Support responding to the different learning and special education needs.

The qualifications of seconded teachers must be recognised by the appointing country. The national inspectors must confirm the qualifications of locally recruited teachers. For that purpose, the school management sends the diplomas and certificates to the national inspector for approval.

#### **The Support teacher:**

- works with pupils who need Educational Support and who have special educational needs (learning, emotional, behavioral and/or physical needs);
- provides General support to small groups in or outside the classroom as well as Moderate and Intensive support in small groups or individual support in or outside the classroom;
- Informs the teachers of the student in case of IS about the difficulties and the arrangements for the student.
- Uses appropriated differentiated teaching methods and support pupils in

developing appropriate learning strategies using adapted teaching material;

- undertakes detailed observation and assessment and supports Class and Subject teachers in early identification of educational support needs;
- decides on the most appropriate teaching strategies for the pupil, in consultation with the class or subject teacher and any other professionals working with the pupil;
- writes a GLP for the group receiving General support and an ILP for each pupil receiving moderate or intensive support in cooperation with the class/subject teacher;
- liaises and works under the coordination of the Educational Support Coordinator;
- liaises and cooperates with the Class or Subject teachers and the other members of the team during the learning process, advising them on the various learning profiles of pupils with specific learning needs and special education needs and innovative approaches in teaching and learning to cater for those needs;
- liaises with external experts and therapists working under tripartite agreement
- evaluates the pupil's progress;
- keeps records of achievement in order to have accessible information when needed;
- liaises with parents about the child's progress and needs;
- attends meetings and training work;
- takes responsibility for his/her continuous professional development, including reflecting on the (own) practice and continually learning and updating their knowledge.

(2019-12-D-39-en-6 Profile of Teaching Staff involved in Educational Support and Guidelines on their Appointment and Recruitment)

### c) Educational Support 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 [2024-06-D-14-en-4](#).

The SEN Assistant:

- Adheres to the policies and procedures of the European School,
- Works in a team and maintain a cooperative and respectful relationship with team members.
- Maintains confidentiality in working.

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- Participates in meetings organised by the Management or their delegates.
- Participates, with the teachers, in parents' evenings and information meetings.
- Participates in training days.
- Participates in in-service training courses.
- In addition, he/she may be assigned administrative duties by the Management, according to the

school's needs.

- Participates in the different activities contributing to the pupil's general education.
- Participates in school visits and trips when requested to do so by the Management.
- Participates in supervision during recreation periods.
- Supervises the class temporarily when the class teacher is unavailable.
- Supervises and assist with a group's activity after it has received the teacher's instructions.

- Prepares the room, take care of the room and maintain a clean environment.
- Prepares teaching equipment and material for the SEN pupil.
- Assists the teachers in planning, preparing and assisting the SEN pupil during his/her classroom activities
  - Provides practical assistance with record-keeping of the SEN pupil's work.
  - Monitors the SEN pupil's work and help him/her, if need be, by providing additional explanations.
  - Promotes the SEN pupil's good behaviour by using positive discipline techniques.
  - Observes the SEN pupil's behaviour and development and communicate the observations made to the teachers.
  - Accompanies the SEN pupil and put him/her on the bus and collect him/her when he/she gets off the bus.
  - Helps the SEN pupil to move around from place to place in the school, particularly on arrival and on departure and whenever the need arises.
  - Helps the SEN pupil with his/her clothes on arrival, on departure and whenever the need arises.
  - Participates in the practicalities of ensuring that the SEN pupil eats and drinks, during the morning and afternoon breaks and at lunch time.
  - Helps the SEN pupil to eat his/her meals.
  - Takes the SEN pupil to the toilet.

- Takes the SEN pupil to the restroom and supervise his/her rest when necessary or scheduled.

#### **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.

#### **e) School Psychologists**

School Psychologists play an important role in the organisation and functioning of Educational Support. The role of the School Psychologists may range from:

- ▶ collaborate/intervene in setting up accessible learning environments
- ▶ develop activities of early detection and prevention of learning difficulties/disabilities/ disorders,
- ▶ support teachers and other support staff on putting in place measures of Intensive Support and Special Arrangements and or/classroom accommodations,
- ▶ facilitate/establish contact with external experts/resource centers-local or national- participation in the SAG.

The School Psychologists will collaborate with the Educational Support Coordinator in the process of advising Educational Support staff on the implementation of specific learning strategies.

The roles and duties of the Psychologists will be clarified in the document Role, Duties and Work Frame of Psychologists in the European Schools (document in development).

## Material resources - Facilities and Equipment

The fulfilment of accessibility standards, as well as the necessary and updated technologies and material resources, must be assured in order to enable the access and participation of all pupils in the learning process on an equal basis with others.

To that purpose, the Accessibility Policy (2021-02-D-12-en-6 Accessibility Policy in the European Schools) guides the different levels of the system, including the Schools, in preventing, identifying, and addressing eventual barriers that may hinder a pupil's full participation in education.

The quality of the environment has an important impact on learning. The school will offer appropriate rooms with enough suitable assistive and compensatory technological equipment and material for support activities. The Schools should also be equipped with the necessary resources to ensure the conditions required for the provision effective of Educational Support in the context of distance teaching and learning when needed.

<sup>1</sup> Further details can be found on the website of the Office of the Secretary General [http://schola-europaea.eu/cei/file/call3\\_EN.pdf](http://schola-europaea.eu/cei/file/call3_EN.pdf)

## Annex 2

### 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 language.