

Educational Support Guidelines EEB2

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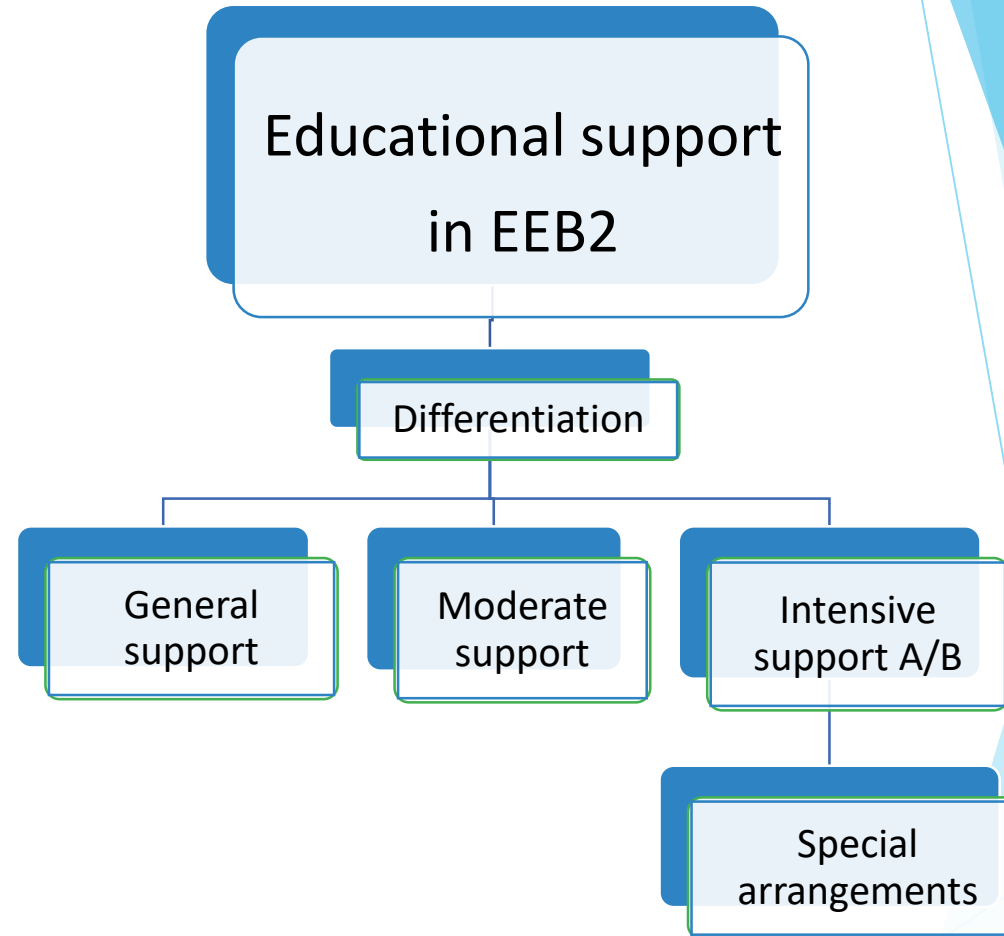
School philosophy

- ▶ *“Educated side by side, untroubled from infancy by divisive prejudices, acquainted with all that is great and good in the different cultures, will be borne in upon them as they mature that they belong together. Without ceasing to look to their own lands with love and pride, they will become in mind Europeans, schooled and ready to complete and consolidate the work of their fathers before them, to bring into being a united and thriving Europe.”*
- ▶ As expressed above, in a quote from the European School Document 2012-05-D-14-en-9, Policy on the Provision of Educational Support in the European Schools, the school philosophy of EEB2 is also based on: **respect and valuation of each and every member of the school community, despite the personal differences between languages, cultures, religions, opinions, interests, abilities, disabilities, etc.** In the EEB2 we believe that cooperation, diligence and mutual understanding are the core elements for growing together and becoming stronger and wiser human beings.
- ▶ *“The European School is a multilingual and multicultural environment in which the primacy of a child’s mother tongue is safeguarded wherever possible. The European School offers a single type of general academic education, in which learning conditions become increasingly demanding. This single academic pathway, involving highly cognitive and abstract learning, leads to the award of the European Baccalaureate diploma. Different forms and levels of support are provided, designed to ensure appropriate help for pupils having special educational needs or experiencing difficulties at any point in their schooling in order to allow them to develop and progress according to their potential and to be successfully integrated. (2012-05-D-14-en9)”*

Differentiation

- ▶ These guidelines place considerable emphasis on the central importance of appropriate classroom-based intervention (whether or not learning support teaching is involved) in addressing the needs of all children.
- ▶ Differentiation means planning and executing teaching for all children in all classes taking account of individual differences in learning styles, interests, motivation and aptitude, and reflecting these differences in the classroom.
- ▶ Differentiation forms the basis of effective and inclusive education. All pupils need and benefit from it - the ones who have specific or general learning difficulties as well as the gifted ones. The aim of differentiated teaching is to meet the pupils' educational needs, and it is the responsibility of every teacher working in the European Schools and must be common classroom practice.
- ▶ Different educational needs that must be met could be, for example:
 - ▶ pupils with different learning styles
 - ▶ pupils studying in a language section which does not correspond to their mother tongue
 - ▶ pupils arriving in the system at a later stage who have followed a different curriculum and/or whose knowledge and skills show possible gaps
 - ▶ pupils with a mild learning difficulty
 - ▶ pupils with a diagnosed special educational need
 - ▶ gifted and talented pupils

- ▶ The school is able to meet the needs of most students in the classroom with differentiated strategies. However, when differentiation is not sufficient in order to meet the pupil's needs, the EEB2 provides a range of other support structures. The support is meant to be flexible and the need of the quantity and quality is to be assessed and confirmed regularly.
- ▶ The range of support is described in broad categories although children do not always fall neatly into these boxes. The different types of support include general, moderate and intensive support (see fig.1).



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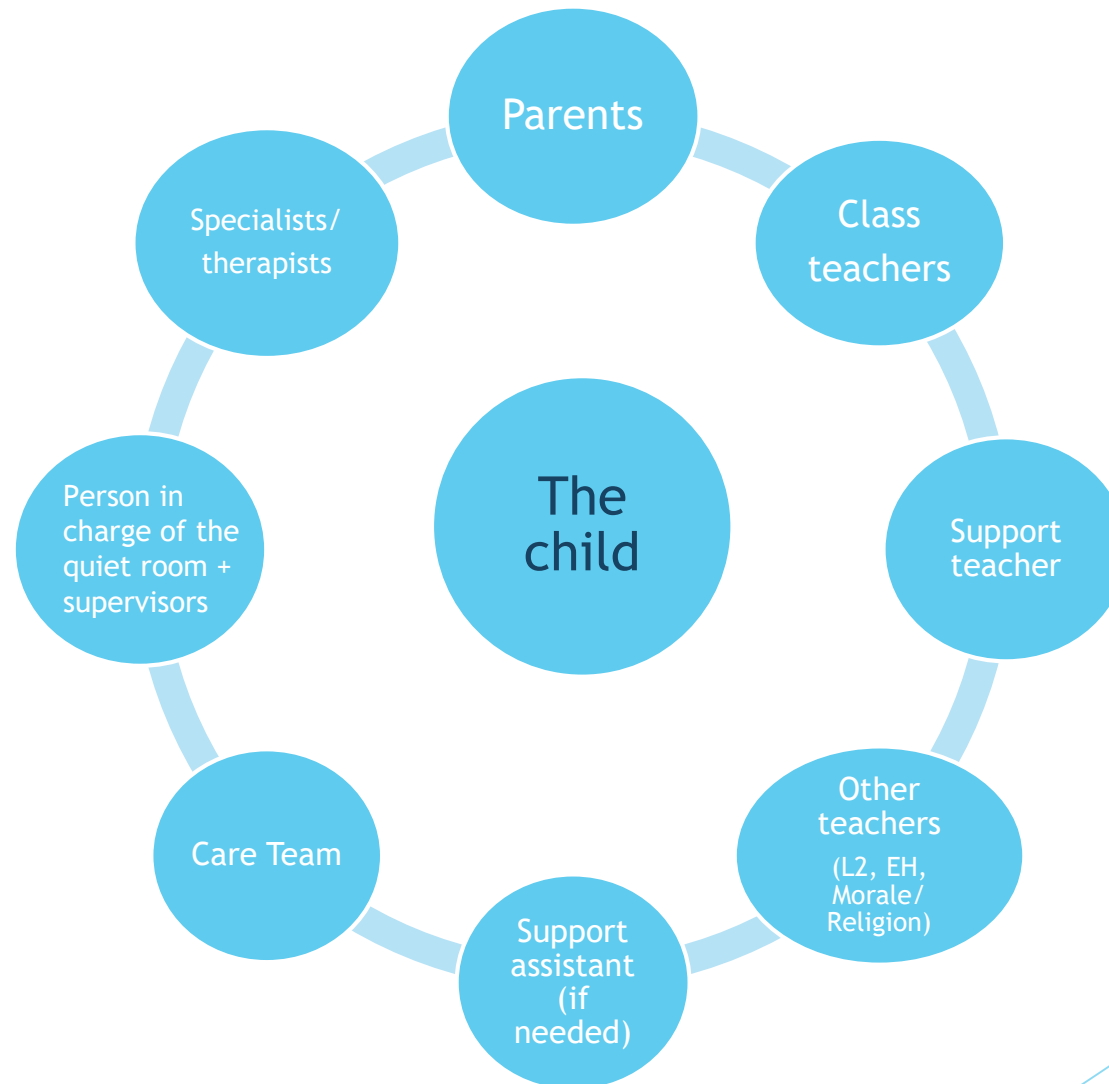
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Secondary
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Nursery/Primary key actors

Pupil centered approach



Role of the key actors

Pupil centered approach

▶ Parents:

- ▶ Parents are fully involved in the child's development. They play a central role when it comes to help the child develop all their potential.
- ▶ When enrolling their child, they communicated important information in order to set up a support program adapted to the pupil's needs.
- ▶ If the child needs **intensive support**, they must deliver a multidisciplinary assessment support by a team of experts to the school, accompanied by a translation if appropriate.

▶ Specialists / multidisciplinary team:

- ▶ In charge of the assessments necessary to better understand how the child learns.
- ▶ By sharing forces and weaknesses in the report, they contribute to supporting parents, the form teacher, the support teacher and assistant in order to set up strategies to help the child in the best way.

▶ Therapist:

- ▶ Paramedical auxiliary offering support outside the school or at school (in this case, a tripartite agreement is signed beforehand.)

Care team

- ▶ The Care team gathers:
 - ▶ the Deputy-director
 - ▶ His assistant
 - ▶ The Support Coordinator
 - ▶ the School Psychologist
 - ▶ Together with teachers, support teachers and assistants, parents, coordinator quiet room, administrative staff, external professionals and also pupils all through the school year.
- ▶ The main underlying principle is the team work alongside with clear definition of roles and constant analysis of the question **with a pupil centered approach.**



Teachers' and support team

▶ Class teacher:

- ▶ Primary contact person for the pupil and the parents.
- ▶ Determines together with the support teacher if the child should benefit from additional help in or outside the classroom.
- ▶ Liaises with the different (general, moderate, intensive) support teachers and assistants.

▶ Support teacher

- ▶ Reference person for the pupil and the parents.
- ▶ Key person for the wellbeing of the child, he/she listens to the pupil's difficulties and does all he/she can to remedy them in the best way, using appropriate tools according to the needs.
- ▶ Supports the form teacher by sharing best practices.

▶ Assistant

- ▶ Sometimes, for intensive support, the child can benefit from the help of an assistant during the class.

Other participants

▶ At school

- ▶ Teacher L2, EH, Morale/religion, Sport
 - ▶ Must be keep informed by the parents, the form teacher and the support coordinator of the specific needs of the child to take them into account during the classes.
- ▶ Supervisor in the courtyard
- ▶ Person in charge of the quiet room
 - ▶ Informs the parents of incidents occurring at school. Welcomes the children for which the lunch playtime is too long.

▶ Outside the school

- ▶ Tutors
- ▶ Babysitters
- ▶ Grand-parents
- ▶ Instructors (daycare, extracurricular activities)
- ▶ All other persons taking care of the child must have relevant information to improve the pupil's personal development.

Secondary: roles and responsibilities in educational support provision

- ▶ The effective implementation of educational support is central to the achievement of the aims and outcomes outlined earlier.
- ▶ In order to develop and implement the school's plan on educational support the collaboration and consultation of several members of the school community is necessary,
- ▶ Within our team we have experienced professionals with specialized expertise in pedagogical support and mediation of learning and cognitive disabilities,
- ▶ Working to support students who are gifted is also central to our goal as is providing the right level of challenge for every student.
- ▶ The Board of Management, the principal teacher, class teachers, the learning support coordinators, the learning support teachers, and assistants, the therapists, psychologists, parents and relevant professionals have all a role to play..
- ▶ For more detailed information about the roles and responsibilities of the staff involved in educational support please refer to the document 2012-05-D-15.

Process for early identification of the child's need

- ▶ There are many ways in which a pupil's additional learning needs may be identified. These include:
 - ▶ Admissions procedures
 - ▶ Information from the pupil's previous school
 - ▶ Comments made by the pupil
 - ▶ Parental concerns
 - ▶ Class/Subject teacher concerns through ongoing teacher assessments and observations
 - ▶ Formal teacher assessments
 - ▶ Concerns raised at year group, or class council meetings
 - ▶ Whole year group assessment indicating a gap in knowledge and/or skills.

Types of educational support

Nursery/Primary

General

- ⓐ Short-term support
- ⓐ At the class teacher's request
- ⓐ In group
- ⓐ Inside or outside the classroom

Moderate

- ⓐ Middle- or long-term support
- ⓐ At the form teacher's request
- ⓐ In group or individually
- ⓐ Inside or outside the classroom
- ⓐ Document: ILP (Individual learning plan)

Intensive

- ⓐ Long-term (ISA) or short-term (ISB) support
- ⓐ At the class teacher's or the parents' request
- ⓐ Individually (sometimes as a pair)
- ⓐ Minutes: determined by the LSI convention
- ⓐ Documents:
 - ⓐ Multidisciplinary assessment (ISA)
 - ⓐ ILP (individual learning plan)

Types of support - Secondary

GENERAL SUPPORT

▶ Description

- ▶ Regardless of the overall cognitive profile or average academic success, any pupil may encounter difficulties or need to catch up in a specific aspect of a subject. The reasons may be very different and vary from the pupil's late arrival in the school to illness or challenges caused by not being able to study in his/her mother tongue. The need for General Support may also arise from a mild or temporary lack of learning strategies or study skills.
- ▶ General Support is normally provided in groups, in or outside the classroom. The duration of General Support varies and is decided on a case by case basis. The specific targets and planning of the general support are set and noted in the Group Learning Plan (GLP) by the support teacher, in collaboration with the subject teacher. The Group Learning Plan is kept by the Support Coordinator.

▶ Procedure

- ▶ Requests for General Support usually come from teachers. The need for support has to be clearly specified and also indicated in the pupil's learning results and grades. Should a parent/a legal representative believe that general support is needed for their child they should first discuss it with the pupil's teacher. If the teacher is in agreement with the parent/legal representative, the teacher will refer the pupil to the Educational support coordinator for General support.
- ▶ The parents will be informed about the recommendation of educational support for their child. When the educational support is provided to the pupil, the parents/legal representatives need to answer in writing whether they accept the proposal or not.
- ▶ Once the Educational Support Coordinator is informed about the need for General Support, he/she starts to find out how to create small groups, whenever possible, depending on the availability of support teachers. In very exceptional cases, General Support may be provided for an individual pupil.
- ▶ The support teacher writes the Group Learning Plan together with the class/subject teacher. Parents are regularly informed of pupil's progress regarding the support provided. When General Support lasts one semester or more, the support teacher writes an evaluation for each pupil in the end of each semester and sends it directly to the parents by email copying the Educational Support Coordinators into the message.

MODERATE SUPPORT

▶ Description

- ▶ Moderate support is an extension of General Support and is provided when pupils are in need of more targeted support, or in the case of moderate learning difficulty. It can be provided for pupils who e.g. are suffering from challenges with accessing the curriculum due to language issues, concentration problems or other reasons.
- ▶ Moderate Support is provided either in small groups or individually, in or outside the classroom depending on pupil's needs and the availability of teachers. The duration of Moderate Support might be longer than of General Support, and each pupil gets an Individual Learning Plan (ILP; Appendix 4).

▶ Procedure

- ▶ Teachers request Moderate Support for their pupils. In some cases, the request can also be done by the parents of the pupil. In this case parents should first discuss it with the pupil's teacher. If the teacher is in agreement with the parent/legal representative, the teacher will refer the pupil for Moderate support.
- ▶ The need for Moderate Support has to be indicated by clearly justified reasons, which cannot be contradictory to the pupil's overall grades and learning results.
- ▶ The parents will be informed about the recommendation of Moderate Support for their child. When the Moderate Support is provided to the pupil, the parents need to answer in writing whether they accept the proposal or not.
- ▶ Once the Support Coordinator is informed about the need for Moderate Support, he/she creates small groups, or arranges individual support in or outside the classroom depending on pupil's needs and the availability of support teachers.
- ▶ The support teacher writes an Individual Learning Plan together with the class/subject teacher. The ILP includes specific learning objectives and criteria for evaluating pupil's progress and the success of the support. Parents are regularly informed of pupil's progress regarding the support provided. The support teacher writes an evaluation for each pupil in Moderate Support at the end of each semester (Appendix 2) and sends it directly to the parents by email copying the Educational Support Coordinators into the message.

INTENSIVE SUPPORT

▶ Description

- ▶ Intensive Support A can be provided to a pupil only following an expert assessment, comprising of a medical/psychological/psycho-educational and/or multidisciplinary report, justifying the pupil's special individual needs, and the signing of an agreement between the Director, his or her delegates and the parents.
- ▶ Intensive Support A is provided for pupils with special educational needs: learning, emotional, behavioral and/or physical needs.
- ▶ Intensive support is individualised support. It is given in very small groups with pupils who have similar problems or occasionally individually.

▶ Procedure

- ▶ Early identification is essential, especially in the cases when Intensive Support is needed. The need for Intensive Support is identified either on enrolment or during the school year by pupil's parents or teachers. On enrolment, when it seems clear that a pupil may need Intensive Support A, the Director or his/her delegate will decide to convene a meeting of the Support Advisory Group to consider whether the school is able to meet the pupil's needs.
- ▶ As the European Schools are not able to provide a fully inclusive education system, there may be occasions where despite the school's best efforts, continuing education in the European School is not the best interest of the pupil. In such cases, the school can declare itself unable to meet the pupil's needs and the Director takes the final decision, taking the Support Advisory Group's opinion into account.
- ▶ When a question of a possible need for intensive support arises during the pupil's schooling, either teachers or parents make a written request for Intensive Support to the Support Coordinator. The Support Coordinator contacts the parents and requests a medical/psychological/psycho-educational/multidisciplinary report in order to get exact and detailed information about the pupil's special needs. The assessment report must meet all the criteria outlined in the appendix.
- ▶ When the assessment report is ready and delivered to the school, the parents are invited to the Support Advisory Group meeting to discuss how best to meet the pupil's needs and to sign the Intensive Support Agreement together with the Director and/or his delegate. The Intensive Support Agreement is valid for one academic year only, and the need to renew the agreement should be evaluated by the end of the academic year.
- ▶ Following the signing of the Intensive Support Agreement the Support Coordinator organizes the Intensive Support and any arrangements required and ensures that all the relevant information is available for all the teachers involved in the pupil's education.
- ▶ Following diagnostic assessment the educational support coordinator discusses the outcomes of the assessment with the pupil's class or principal teacher, the support teacher(s), the subject teachers, and the parents in the context of a Support Advisory Meeting. Consideration is given to the type of intervention that best meets the pupil's needs and agreement is reached on the strategy.
- ▶ The support teacher writes an ILP in cooperation with the subject/class teacher. He/she sends an intensive support evaluation report to the pupil's parents/legal representatives at the end of both Semesters.

Add Intensive B Secondary

- ▶ In some exceptional cases, the Director may decide to provide a pupil intensive support on a short-term basis without diagnosed special educational needs (Intensive Support B or ISB). The reasons for ISB can be for example, intensive language support for a pupil or a group of pupils to help them to access the normal curriculum.
- ▶ Either the teachers, the parents or the cycle coordinators may make a written request for short-term Intensive Support for the pupil.
- ▶ Once/If the need for the support is accepted and recommended, the parents are informed about it, and they sign an agreement stating the reasons, nature and the length of the Intensive Support to be given, together with the Director.
- ▶ The Support Coordinator organizes the Intensive Support B, in or outside the classroom, depending on the pupil's needs and the availability of teachers.

SPECIAL ARRANGEMENTS

▶ General information

- ▶ Special arrangements consist of an adaptation of the conditions during oral and written examinations so as to compensate for the specific needs of the pupil. They are designed to allow a student to achieve his/her potential in the fairest conditions possible and to allow students to access the curriculum. They are not intended to compensate for a lack of ability. Special arrangements can only be authorized when they are clearly related to the student's diagnosed physical and/or psychological need(s). All students receiving special arrangements require a medical/psychological and/or multi-disciplinary report explaining the justification for special arrangements (see appendix 2).
- ▶ When assessing the student the teacher uses the same standard of assessment (chapter Ix, General Rules <http://www.eursec.eu>) for all students regardless of whether a student has received a diagnosis or if she receives special arrangements.

▶ S1→ S5

- ▶ Requests for Special Arrangements in s1-s5 must be discussed in the context of a Support Advisory Meeting. They must be clearly justified in an updated medical/psychological or multi-disciplinary report, in either French, German or English which fulfils the criteria outlined in Appendix 2. The decision to grant special arrangements in s1-s5 is taken by the school Director, taking the Support Advisory Group's decision into account. The granting of a particular arrangement in years s1-s5 does not necessarily mean that it will be granted in the European Bacculaureate cycle.

▶ S6/S7: BAC Cycle

- ▶ Requests for special arrangements in the BAC cycle must be made using a common application form template at the end of S4 or at the beginning of S5. They must be accompanied by an updated medical/psychological or multi-disciplinary report, in either French, German or English (see Appendix for the full criteria). The application form, together with the assessment report must be sent to the Educational Support Coordinator by the 15th of October at the latest (in the year when the pupils are in S5). The requests are assessed by a team of experts at the European Bacculaureate Unit. Their decision on the granting of special arrangements is communicated to the school by the end of April on the year when the pupils are in S5. No complaint or appeal about a decision taken on the granting or refusal of special arrangements may be lodged without prejudice to Article 12.1, laying down arrangements for complaints about and appeals against the Bacculaureate examination. Requests will not be considered after the deadline unless due to exceptional and/or unforeseeable situations (e.g. serious illness, accident, newly enrolled pupils etc).

Procedures for admitting to support programmes - Nursery and Primary

▶ New pupils

- ▶ The support coordinator is the reference person for all questions regarding educational support.
- ▶ The class teacher is the primary contact person and determines
 - ▶ In general or moderate support cases, the class teacher acts together with the support teacher.
 - ▶ In intensive support cases, a written request from the parents as well as a multidisciplinary assessment are necessary.

▶ Existing pupils

- ▶ General and moderate support are provided by the support teachers' of the section. The class teacher requests the support at any moment of the year. The child receives the support he needs.
- ▶ Intensive support is provided by specialized support teachers.
 - ▶ The parents need to request it and complete the request document.
 - ▶ Parents provide the multidisciplinary assessment to the support coordinator who will guide them through the process.

Procedures for admitting to support programmes - Secondary

There are many ways in which a pupil's additional learning needs may be identified. These include:

- ▶ Admissions procedures
- ▶ Information from the pupil's previous school
- ▶ Comments made by the pupil
- ▶ Parental concerns
- ▶ Class/Subject teacher concerns through ongoing teacher assessments and observations
- ▶ Formal teacher assessments
- ▶ Concerns raised at year group, or class council meetings
- ▶ Whole year group assessment indicating a gap in knowledge and/or skills.

Policy concerning gifted pupils

Gifted and highly motivated pupils are always challenged in class **through differentiation (in the class).**

- ▶ Pupils are challenged through the participation in cross-section and cross-school competitions across several areas of the curriculum.
- ▶ Subject teachers are responsible for the participation to competitions in their subject area.

Transition procedures

▶ Nursery → Primary

- ▶ The nursery teachers meet with the Care team together with the future P1 class teacher. They communicate central information for the pupils having or likely to have difficulties.
- ▶ The nursery and P1 teachers organize a meeting during the month of June to discuss all pupils.

▶ Primary → Secondary

- ▶ Transition is a process which requires time and commitment; it is not a one-off event.
- ▶ The Educational Support departments work across the Primary and Secondary schools, ensuring as smooth a transition as possible between the stages.
- ▶ Meetings are held in the Spring term to discuss transition and whether/how the support needs of individual students can continue to be met in the Secondary School.
- ▶ Visits to the secondary school to help orientate incoming or new pupils are organized.

Tripartite agreements

- ▶ When a child needs a therapy and the parents think that it is in their child's best interest to follow the therapy at school, they can call a specialist at school.
- ▶ The parents then have to send an email to the support coordinator who will facilitate the access to the list of persons likely to help their child and provide the form to fill in.
- ▶ The parents then contact the professional of their choice. The specialist provides the schedule to the coordinator after consulting the form teacher.
- ▶ The coordinator drafts the tripartite agreement and provides a room where the therapy can take place.
- ▶ The agreement is signed by the parents, the director and the specialist. The parents pay the specialist directly.

Procedure to enable transfers to schools outside the ES system

▶ Nursery/primary

The parents are accompanied in the process of looking for a school that is better adapted to their child's needs. Several meetings allow to guide them by putting them in contact with schools and professionals. Here are a few examples of such meetings:

- ▶ Meeting Care team + class teacher
- ▶ Meeting parents + Care Team
- ▶ Contacting PMS
- ▶ Meeting Support teachers
- ▶ Liaising with specialists
- ▶ Finding / proposing other schools
- ▶ Meeting with the management

▶ Secondary

- ▶ When the school cannot provide an appropriate education for a child it can declare itself unable to meet the child's needs.
- ▶ In such cases, the Director takes the final decision, taking the Support Advisory Group's opinion into account. The school will help the parents to seek for an alternative school for the child.
- ▶ The parents may also suggest a change of school for their child themselves
- ▶ Transfers to another school are seen as a process not an event and they are carefully planned for. The key to the success of transfers lies in the preparation and planning
- ▶ The transfers are discussed with children, parents, subject teachers, support teachers, therapists and psychologists in the context of both formal and informal meetings
- ▶ Planning and preparation for transfers may involve a range of different elements, which are likely to include:
 - ▶ □ establishing relationships
 - ▶ □ sharing information
 - ▶ □ visits
 - ▶ □ creating continuities
 - ▶ □ preparation in the setting
 - ▶ □ psychological support
 - ▶ □ follow up

Appendix - Criteria for reports

Reports must:

- ▶ Be legible, on headed paper, signed and dated
- ▶ State the title, name and professional credentials of the expert(s) who has/have undertaken the evaluation and diagnosis of the pupil.
- ▶ Provide a clear diagnosis according to DSM-V or ICP-10.
- ▶ State the nature of the pupil's medical/ psychological/psycho-educational needs.
- ▶ Contain a summary or conclusion stating the special arrangements required as well as where appropriate, recommendations for teaching/ learning for the school's consideration.
- ▶ Reports for learning disorders need to describe the pupil's strengths and difficulties through standardized scores (cognitive assessment) and their impact on learning (educational evidence) and the tests or techniques used to arrive at the diagnosis.
- ▶ Reports for medical/psychological issues need to specify the pupil's medical/psychological needs and their impact on learning (educational evidence).
- ▶ The report must be regularly updated, and it must not be more than two years old. In case of a permanent and stable disability and based on an agreement signed during the Support Advisory Meeting, it is possible to provide regular updates without the need to pass new tests.
- ▶ All requests for special arrangements in the European Baccalaureate cycle must be accompanied by a justifying comprehensive updated medical/psychological/psycho-educational or multi-disciplinary report. The report must be less than two years old at the time of application for special arrangements (it must not be dated earlier than October when in year S3 and not later than October when in year S5).
- ▶ Requests for special arrangements will not be considered after the deadline unless due to exceptional and/or unforeseeable circumstances (e.g. serious illness, accident, newly enrolled pupils etc). Late requests must be fully justified and documented.
- ▶ In order to avoid possible conflict of interests, the expert assessing pupils will be neither an employee of the European Schools nor a relative of the pupil.
- ▶ If not written in one of the working languages, the report must be accompanied by a translation into French, English or German.

Notes:

A request for a spell checker because of severe dyslexia requires a Standard Score of 85 or less on a standardized academic achievement test in reading and/or writing.

A request for a simple arithmetic calculator, whenever no calculator at all would be allowed, because of diagnosed severe dyscalculia, requires a Standard score of 85 or less on a standardized academic achievement test in Maths; for students who have been diagnosed with severe dyslexia, severe ADHD or severe working memory deficits it requires a standard score of 85 or less on a standardized cognitive test.