
ÉCOLE EUROPÉENNE DE BRUXELLES II
EUROPEAN SCHOOL OF BRUSSELS II
EUROPÄISCHE SCHULE BRÜSSEL II





Educational Support & **Inclusive** Education in EEB2 Secondary

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Objectives

- To provide an overview of the Educational Support offered at EEB2 secondary school
- To **introduce the new Educational Support guidelines** for EEB2 secondary school
- To **explain who to contact when you need more information on Educational Support**
- To **answer any questions related to Educational Support**





Educational Support & Inclusive Education: Goals & Principles

- **Principle: Inclusive Education**
- **Vision:** Different & diverse pupils who benefit from learning and working together
- Children have **different abilities**, potential and learning styles.
- In order to help students access the European school programme, the European Schools offer **different forms and levels of support**.
- The overall objective is to try to accommodate all learners and to support pupils to achieve their full potential.
- **The support structure is flexible: support varies as pupils develop and their needs change.**
- **Teachers work in partnership with parents.**
- **The aim is to work towards becoming a fully inclusive school.**



Types of support offered

1. Differentiation & Access to Learning on an Equal Basis
2. Educational Support:
 - General Support
 - Moderate Support
 - Intensive Support
 - ◇ Type A
 - ◇ Type B
3. Special Arrangements



Differentiation & Access to Learning on an Equal basis

- Importance of classroom-based interventions in addressing the needs of all learners
- Teachers are encouraged to offer more engaging and equitable classrooms by providing pupils with flexible means to reach specific goals: Universal Design for Learning (UDL).
- Planning and execution of teaching and learning for all children in all classes **taking into account individual differences**
- Take into account the different needs of the pupils and especially:
 - ◇ SWALS
 - ◇ New in European system
 - ◇ Gaps/Learning difficulties
 - ◇ Gifted or talented...





What is General Support?

- To help pupils who are experiencing mild difficulties in a particular subject
- Normally provided in groups (3-10 pupils), in or outside the classroom
- Variable in **duration** according to the pupil's needs (1 month to whole school year)
- Specific targets and planning of the General Support noted in the Group Learning Plan (GLP) by the support teacher, in collaboration with the subject teacher
- The request is made by the subject teachers (send an email to the Educational Support Coordinator).
- If the parents request General Support, they first need to **discuss with the subject teacher**.





General Support: Procedures

1. Teachers refer students by contacting the Educational Support Coordinator via email
2. The Educational Support Coordinator checks if it is possible to set up a group (minimum 3 pupils, availability of support teachers, etc.).
3. If the group is set up, the Educational Support Coordinator proposes the support to the parents.
4. Support teachers send parents **reports** for Semester 1 and 2.





What is Moderate Support?

- An extension of General Support
- For pupils who have mild or moderate learning difficulties
- Individual, pair or small group
- Request is made by the **subject teacher**
- The student may have an **assessment** report.



Moderate Support: Procedures

1. A **request** is made by the subject teacher(s) or by the parents after having carried out an **assessment report**.
2. If it is possible to organise the support, the Educational Support Coordinator offers the support to the parents after consulting with the relevant teachers and checking the availability of support teachers.
3. Support teachers write **ILPs** (Individual Learning Plans) in collaboration with subject teachers.
4. Support teachers send parents support evaluation **reports** for Semester 1 and 2.





Intensive Support (Type A)

- **Individualised** (1 to 3 pupils with similar needs)
- For pupils diagnosed by means of a **medical/psychological/psycho-educational and/or multidisciplinary report**
- Recent assessment must be translated into French, English or German
- Terms and modality of the support agreed upon in a **Support Advisory Meeting**
- The school will also take into consideration the **Special Arrangements** recommended in the assessment report.
- **Tripartite Agreements**
- **Modified programme**(for students in progression)



Intensive Support: Procedures

1. A request is made by the **subject teacher or the parents** after having carried out a **medical/psychological/psycho-educational and/or multidisciplinary report**.
2. Normally the support is given on an **individualised** basis (one or two-three pupils with similar needs).
3. A Support **Advisory group** is organised.
4. A **Support Advisory Agreement** is signed.
5. Support teachers write an ILP together with the subject teacher(s). The ILP is sent to the parents.
6. Support teachers send parents an Intensive Support **report** for Semesters 1 and 2.



Intensive Support (Type B)

- Given in exceptional circumstances
- **Short-term**
- A student may not have special needs but still be in need of **Intensive Support**.
- For example, new students who are unable to access the curriculum due to not knowing a **language** well.
- Parents or teachers request the support; the decision to grant Intensive Support B is taken in a Support Advisory Meeting. A convention is signed.



Reasonable Accommodations

- Accommodations in learning situations and in the classroom

- Such as enlarged handouts, assistive technology, course materials in alternative format, permission for rest breaks, etc.

- Universal Arrangements

- Available to all pupils in assessment situations: e.g. booklets with formulas in science subjects, electronic versions of texts, etc.



Special Arrangements for tests & examinations

- A student with diagnosed special needs may benefit from **Special Arrangements** for tests, examinations and/or other forms of assessment.
- To compensate for **physical or learning difficulty**
Ex: Additional time, use of a computer...
- Special Arrangements are only authorized when they are clearly related to the pupil's diagnosed needs by means of a **medical/psychological/psycho-educational and/or multidisciplinary report** justifying these Special Arrangements.
- S1 to S5: It is the school that decides on Special Arrangements being given.
- S6 and S7: **Some Special Arrangements can be decided by the Director, others require the approval of the Board of Inspectors (Secondary) or the Inspector responsible for support (Secondary). Requests for Special Arrangements for the BAC cycle must be made by 15/10 of the year preceding entry into the BAC cycle → During S5.**



Who offers Educational Support?

- Some teachers are specialised support teachers and they only give Educational Support lessons (this is usually the case for Intensive or Moderate Support).
- Some subject teachers also do support (General or Moderate Support).
- Teachers giving support lessons must have access to the subject teacher's annual **planning**.
- **Collaboration between the subject teacher and the support teacher is necessary.**
- All teachers giving support develop a **Group Learning Plan** (for General Support) or an **Individual Learning Plan** (for Moderate and Intensive Support).
- Teachers of pupils who receive Intensive Support must participate in Support Advisory Meetings when invited to attend.



Main documents regulating Educational Support

- Policy on the Provision of 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-13](#)
- General Rules of the European Schools
- These documents can be found on www.eursc.eu.



Criteria for the medical/psychological/ psycho-educational and/or multidisciplinary reports

- 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.
- Through medical/psychological/psycho-educational or multidisciplinary report, state specifically the nature of the pupil's medical and/or psychological needs and the tests or techniques used to arrive at the diagnosis.
- Report for learning disorders needs to describe the pupil's strengths and difficulties (cognitive assessment where relevant), their impact on learning (educational evidence), and the tests or techniques used to arrive at the diagnosis.
- Report for medical/psychological issues needs to specify the pupil's medical/psychological needs and their impact on learning (educational evidence).
- The medical/psychological/psycho-educational and/or multidisciplinary report must include the raw scores for tests with quantitative results and qualitative results for tests where only these exist, and the conclusion on how they relate to the average results. The tests should be standardised at international or national level.
- All reports need a summary or conclusion stating the accommodations required and, where appropriate, recommendations for teaching/learning for the school's consideration.
- A medical/psychological/psycho-educational and/or multidisciplinary report must be regularly updated and not be more than **four years old** or when the pupil changes cycle.
- In case of permanent and unchanging disability (and when the SAG agrees), no retesting other than regular updates will be required. For a request for Special Arrangements in the European Baccalaureate, the completely updated medical/psychological/psychoeducational and/or multidisciplinary report will be required. Documentation should not be more than two years old, i.e. should not be dated earlier than October in S3 and not later than October in S5.
- In order to avoid possible conflict of interests, the expert assessing pupils will be neither an employee of the European School nor a relative of the pupil.
- If not written in one of the working languages, be accompanied by a translation into French, English, or German.



Special Arrangements

- a) Separate room for the test/examination/assessment
- b) Change of seating arrangements
- c) Taking of medication and/or refreshment in the case of a medical condition, for example, diabetes
- d) An assistant to provide physical care for a pupil to ensure their well-being and safety. This assistant may not be a relative of the pupil or the teacher of the subject that is being examined.
- e) The use of a specific learning aid which is normally used in class, for example, a magnifying glass; a hearing aid; use of FM hearing system, coloured overlay; a low vision aid; coloured lenses, etc.
- f) For colour-blind pupils, colours can be substituted with words on the test/examination paper or a reader can name the colours for the pupil.
- g) A maximum of 25% of extra time for situations of pupils with duly justified dyslexia
- h) Modifications to the format of the assessment: size of paper and font, contrast, alignment, line spacing, spatial presentation and printed pages. A paper and digital Braille version of the exams may also be made available.
- i) Additional time can be granted to pupils whose working pace is affected by their condition. A maximum of 25% of extra time can be granted for examinations
- j) Rest period(s) – During this time, a pupil may not read, write or take notes of any kind and may leave the room under supervision
- k) For deaf or hard of hearing pupils, questions and instructions during oral exams are given in writing, exercises using audio files or videos are replaced by written exercises or pupils receive a script of audio file or video...



Special Arrangements

- l) Written answers for oral examinations for pupils who have severe difficulties in oral expression
- m) Use of a computer or laptop or any approved device and the correspondent approved software to replace handwriting for pupils diagnosed with dyslexia, dysgraphia or any other disorder affecting written expression. The school ensures that any computer/laptop being used is cleared of stored information and the spell check function and is not connected to the Internet. It should be noted that in examinations, other than language examinations, content/skills and not language errors are assessed.
- n) Use of a simple arithmetic calculator, whenever no calculator at all would be allowed because of dyscalculia
- o) Disregard of spelling mistakes in language tests/exams in cases of severe dyslexia in case a spellchecker is not granted
- p) A communicator to assist a deaf or hard of hearing pupil through sign language or lip speaking. Arrangements that may be replaced by technology. The pupil must be familiar with the technology before using it in assessment situations.
- q) Use of a spell checker or any specific approved software in case of dyslexia. This request has to be confirmed by the school.
- r) Approved speech-to-text and text-to-speech software/device or a scribe to transcribe the pupil's dictated answers word for word and to read back the pupil's answers when necessary because of dyslexia.
- s) An audio recording of answers where a scribe is not available.
- t) Approved text-to-speech software/device or a reader to read the assessment paper and to read back the answers because of dyslexia.
- u) Approved software/applications or a prompter to assist a pupil with severe concentration difficulties or neurological disability in paying attention to the assessment tasks.





Questions? Please contact:

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Thank you!

