EEB2 SECONDARY

EDUCATIONAL SUPPORT AND

INCLUSIVE EDUCATION

GUIDELINES

5 APPENDICES

5.1 APPENDIX 1 – CRITERIA FOR MEDICAL/PSYCHOLOGICAL/MULTI-DISCIPLINARY REPORT

5.2 APPENDIX 2 – LIST OF SPECIAL ARRANGEMENTS

Part 1. Introduction

1.1. 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, a quote from the European School Document ***2012-05-D-14, Policy on the Provision of Educational Support and Inclusive Education in the European Schools***, the school philosophy of EEB2 is based on: respect and valuation of each and every member of the school community, notwithstanding the personal differences between languages, cultures, religions, opinions, interests, abilities, 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. **We are guided by the principles of Inclusive Education; we embrace the vision of different and diverse students who benefit from learning and growing together.**

"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).

1.2. Overview

The primary purpose of these guidelines is to provide teachers, parents, and other interested persons, with a summary of the principles, approaches and terminology which are used in the Secondary school to help to accommodate all learners and support pupils to achieve their full

potential. The Educational Support Guidelines reflect the changes and advances that have taken place in education in recent years. The guidelines comprise a flexible, dynamic, and responsive working document that may be updated during the year to reflect changes that occur within the school, and changes in the provision of educational support put in place by the Board of Governors and/or the Joint Teaching Committee.

1.3. Legislation and official policy documents

The Board of Governors /Teaching Committee has a key role in developing, supporting, and monitoring school policy on educational support and special needs. It oversees the development and implementation of our school policy on educational support. The Board ensures that the school policy is in line with the policy covering the provision of educational support across all the European schools.

The Educational Support guidelines of the European School Brussels II respect the legal framework determined by the decision-making bodies of the European Schools. The framework is outlined in the following documents:

OFFICIAL DOCUMENTS	
General Rules of the European Schools	https://www.eursc.eu/BasicTexts/2014-03-D-14-en-11.pdf
Policy on the Provision of Educational Support in the European Schools	https://www.eursc.eu/Documents/2012-05-D-14-en-10.pdf
Provision of Educational Support in the European Schools – Procedural document	https://www.eursc.eu/Documents/2012-05-D-15-en-13.pdf
Action Plan Educational Support and Inclusive Education	https://www.eursc.eu/Documents/2018-12-D-34-en-5.pdf
Report on Inclusive Education in the European Schools	https://www.eursc.eu/Documents/2018-09-D-28-en-4.pdf
Evaluation Report on the Implementation of the Educational Support Policy in the European Schools	https://www.eursc.eu/Documents/2018-09-D-53-en-4.pdf

Part 2. Principles and Aims of Educational Support & Inclusive Education

2.1. Principles

Effective educational support & inclusive education are based on the following principles:

- Having an effective whole-school policy and parental involvement
- Prevention of failure
- Provision of early intervention
- Varied, flexible learning environments to account for the diversity of learners
- Allocation of resources towards pupils in greatest need

In order to be successful in tackling the problem of low achievement among pupils the school:

- Places a high priority on the enhancement of classroom-based learning and on the prevention of learning difficulties at all levels within the school

- Supports pupils experiencing low achievement and/or learning difficulties through a team approach which involves the pupils themselves, their teachers, parents and relevant support personnel such as psychologists and speech and language therapists
- Draws up and implements whole-school policy on educational support
- Establishes effective home-school partnerships
- Implements early intervention programmes, including support teaching
- Develops and implements an individual learning programme (ILP) for each pupil in receipt of intensive or moderate support, based on an assessment of needs and a specification of learning targets for the pupil. These programmes are drawn up and implemented collaboratively by the pupil's subject teacher(s) and learning support teacher(s).

2.2. Aims and Expected Outcomes

The principal aim of educational support and inclusive education is to optimize the teaching and learning process in order to enable pupils with different learning profiles to achieve adequate levels of proficiency in different areas of the curriculum. Central to this process is the enhancement of classroom-based learning; it may include support by educational support teachers, assistants and therapists outside the classroom or in the classroom, as appropriate. The provision of educational support for pupils also aims:

- To enable pupils to participate in the full curriculum for their class level (whenever possible)
- To develop positive self-esteem and positive attitudes about school and learning
- To enable pupils to monitor their own learning and become independent learners
- To provide support teaching and additional support and resources for pupils with different learning needs, profiles or styles
- To involve parents in supporting children's learning through effective parent-school communication
- To promote collaboration among teachers in the implementation of whole-school policy on educational support
- To establish early intervention programmes and other programmes to enhance learning and to prevent/reduce difficulties

The expected outcomes of educational support for pupils with low achievement/learning difficulties or different learning styles/profiles can be described as follows:

- Improved learning
- Enhancement of basic skills and learning strategies to a level which enables the pupils, whenever possible, to participate in the full curriculum
- The achievement of adequate levels of competency by the pupils
- The application of independent learning strategies by the pupils resulting in commitment to and involvement in their own learning, positive attitudes to school and high levels of self-esteem
- Partnership between teachers, learning support teachers and parents in planning, and implementing learning support for the pupils
- The implementation of a system at whole-school level to monitor the progress of the pupils receiving support

Part 3. Organization of Educational Support

3.1 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 well as providing the right level of challenge for every student. The Board of Governors, the principal teacher, class teachers, the learning support coordinators, the learning support teachers, the assistants, the therapists, psychologists, parents/legal representatives and relevant professionals have all a role to play. For detailed information about the roles and responsibilities of the staff involved in educational support please refer to the document 2012-05-D-15. The contact details of the staff involved in the provision of educational support can be found on the school's website.

3.2 Strategies for preventing learning difficulties

3.2.1. Identifying and selecting pupils for learning support

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.

3.2.2. Enrolment of pupils with additional learning needs

It is mandatory that the parents provide the school with all the relevant information including the pupil's level of academic attainment, previous educational support and/or special educational needs. It is the responsibility of parents to guarantee that the information given is correct.

3.3. Types of educational support

Educators are constantly seeking effective ways to meet the needs of all learners, so that every student can experience success. When students learn differently or have specific talents, teachers are required to identify their learning needs and intervene. This intervention may be in the form of specific teaching in any instance, or it may be over a longer, more sustained period.

Teachers are responsible for creating the best possible learning environment for all students, through effective screening, progress monitoring, and data-based decision-making processes. They utilize a framework of intervention which is described below.

3.3.1. Differentiation & Access to Learning on an Equal Basis

These guidelines place considerable emphasis on the crucial importance of appropriate classroom-based intervention in addressing the needs of all children.

In order to meet the needs of every pupil in the classroom, teachers are encouraged to follow the Universal Design for Learning (UDL) principles and framework. The aim is to have more engaging and equitable classrooms by providing pupils with flexible means to reach specific goals.

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 and flexible, varied and accessible learning environments. However, when this 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, the quantity and the quality of learning support 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). Fig.2 summarizes the role and responsibilities of the educators involved in the provision of educational support and inclusive education.

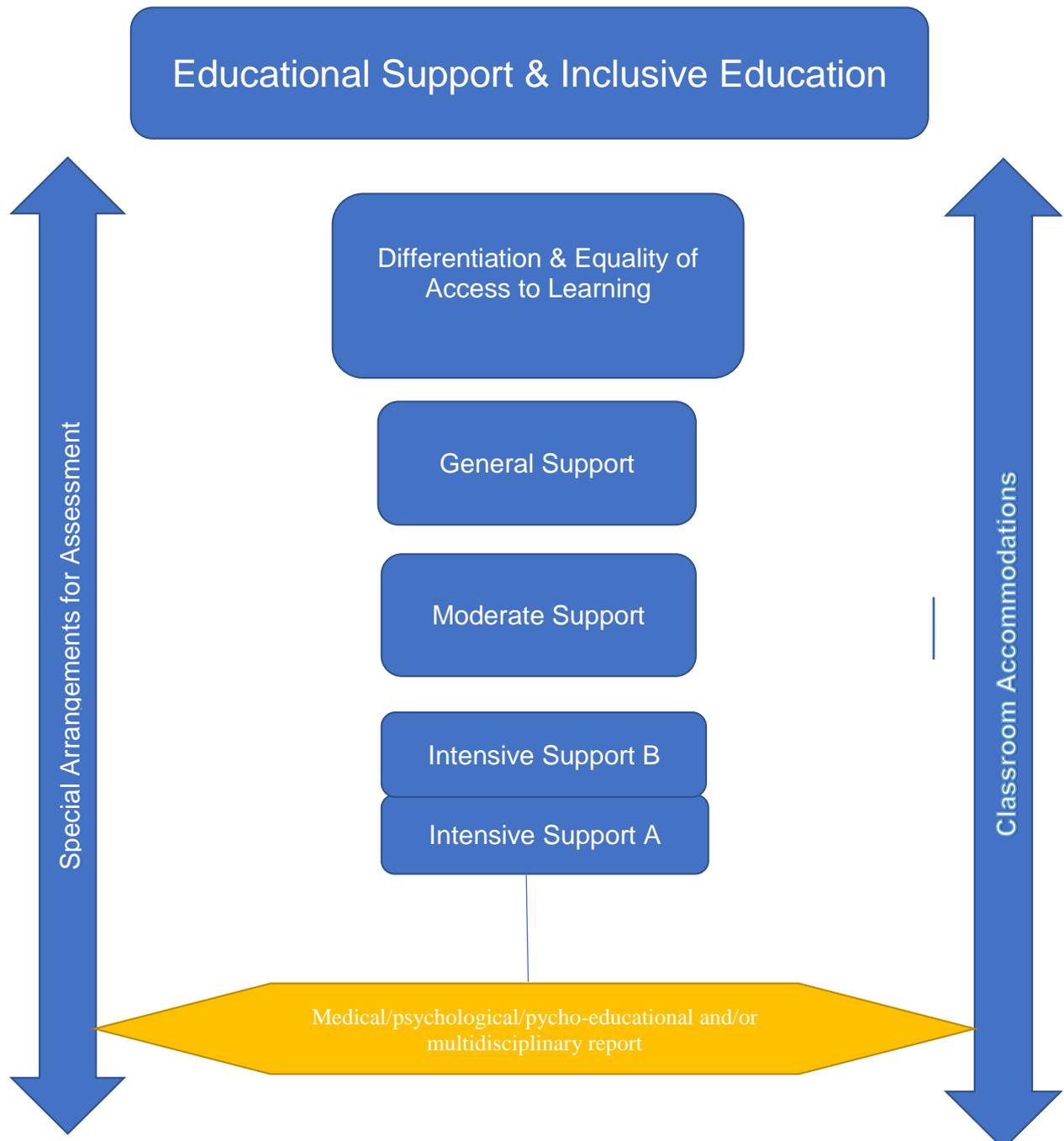Fig.1. Framework for educational support

Fig.2. Roles and Responsibilities for Educational Support and Inclusive Education in Secondary school

Key actors	Summary of Roles & Responsibilities
Director	Ultimately responsible for the implementation of Educational Support & Inclusive Education across the school. Involves the relevant team of professionals. May delegate her responsibilities to the school Management or to other school members.
School Management	Ensures that teachers implement effective strategies for supporting the individual needs of the children. Appoints locally recruited staff and ensures that teachers have the necessary qualifications and experience to promote accessible learning environments and differentiation.
Subject & Principal Teachers	Responsible for differentiation, applying special arrangements and classroom accommodations as needed, liaising with relevant staff. Also involved in early identification of learning needs/difficulties.
Educational Support Coordinators	Responsible for organising and monitoring the implementation of the educational support policy.
Educational Support Teachers	Fully qualified support teachers with specific qualifications, knowledge or experience in Educational Support and Inclusive Education. Provide general, moderate, or intensive support. Look after pupils' individual needs and provide regular feedback on pupils' progress to subject teachers, parents, and other relevant staff. In charge of drafting group or individual learning plans. Work closely with subject teachers to provide the best learning experience for the pupil in or outside the class. May liaise with Educational Support Assistants, as needed.
Educational Support Assistants	Directly involved in supporting the pupils or in supporting the teachers in class or in specific activities. Work closely with the Educational Support Teachers and the Educational Support Coordinators.
Cycle Coordinators	Responsible for advising on subject/section/year group choices that best complement the learning and pathway profile of the pupils. May be involved in suggesting Intensive B support for pupils arriving late in the system.
Educational Advisers	Involved in monitoring the social, academic and emotional well-being of the pupils.
Therapists	Pupils on intensive support may benefit from the intervention of therapists (speech, behavioural, psychomotor etc), who provide their services to pupils in school on the basis of a Tripartite Agreement.

School Psychologists	Support pupils on a social, emotional, behavioural, and academic level. Facilitate contact with external experts. Work closely with parents, educators and other relevant professionals to provide safe, healthy, and supportive learning environments.
Health Care Team	Play a key role in managing the daily needs of pupils with a medical condition.
Administration	In charge of official written communication/documentation relative to Educational support. Organise SAG meetings and send the relevant information to inform parents, working closely together with the Educational Support Coordinators.
Pupils	The pupils' view on their specific needs or type of support required is taken into account, as far as possible.
Parents/Legal representatives	Play an active role by providing relevant, up-to-date information and actively interacting/communicating with the teachers and other relevant stakeholders.
External Professionals	Are often involved in assessing pupils outside school and providing the medical/psychological/psycho-educational and/or multidisciplinary report. They may collaborate with the educational team to exchange information and provide additional specific support outside school. They may also be invited to participate to SAG meetings.
Care TEAM	Members of the CARE TEAM include the Assistant Deputy Director, the school Psychologists, the Educational Support Coordinator, the Educational Advisor representative and members of the Health Care team. They meet once a week to share, in a confidential manner, information about pupils who need specific attention. The aim is to plan and later implement the most appropriate solutions to support these pupils.

3.3.2. General Support

3.3.2.1. DESCRIPTION

Regardless of the overall learning profile or average academic success, any pupil may encounter difficulties or need to catch up on a specific aspect of a subject. The reasons may be quite 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.

3.3.2.2. PROCEDURE

Requests for General Support usually come from teachers. The need for support must be clearly specified and 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 an 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.

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.

The support teacher writes the Group Learning Plan together with the class/subject teacher. Parents are regularly informed of pupils' progress regarding the support provided. When General Support lasts one semester or more, the support teacher writes an evaluation for each pupil at the end of each semester and sends it directly to the parents by email copying the Educational Support Coordinators into the message.

3.3.3 Moderate Support

3.3.3.1. DESCRIPTION

Moderate support is an extension of General Support; it is provided when pupils need more targeted support, or in the case of moderate learning difficulties. It can be provided for pupils who, for e.g., are suffering from challenges with accessing the curriculum due to language issues, concentration problems, moderate dyslexia, 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 that of General Support, and each pupil gets an Individual Learning Plan.

3. 3. 3. 2. PROCEDURE

Teachers request Moderate Support for their pupils. In some cases, the request can also be made by the parents of the pupil. The need for Moderate Support can be justified by a medical/psychological/psycho-educational and/or multi-disciplinary report (see Appendix 1 for criteria of the report), and it must be reflected in the pupil's overall grades and learning results. When the request for moderate support is issued by the school, parents are informed about the recommendation of Moderate Support for their child.

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 the 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 pupils' progress regarding the support provided. The support teacher writes an evaluation for each pupil in Moderate Support at the end of each semester and sends it directly to the parents by email copying the Educational Support Coordinators into the message.

3.3.4. Intensive Support

3. 3. 4. 1. *INTENSIVE SUPPORT A (ISA)*

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 abilities, and the signing of an agreement between the Director and the parents.

Intensive Support A is provided for pupils with special educational needs: learning, emotional, behavioral and/or physical needs.

Intensive support is individualized support. It is given in small groups with pupils who have similar learning needs 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 pupils' legal representatives or teachers.

When a question of a need for intensive support arises during the pupil's schooling, 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 to get exact and detailed information about the pupil's special needs. The report must meet the criteria outlined in appendix 1.

When the assessment report is ready and delivered to the school, the parents are invited to the Support Advisory Group (SAG) meeting to discuss how best to meet the pupil's needs and to sign the Intensive Support Agreement together with the Director. The SAG agrees on a proposal taking into consideration the view of the participants, and the assessments and recommendations of the medical/psychological/psycho-educational and/or multi-disciplinary report. The Director takes the final decision based on the proposal of the SAG. 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 classroom or special arrangements required (e.g.

accommodations in learning and assessment situations) and ensures that all the relevant information is available for all the teachers involved in the pupil's education.

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.

There may be occasions where despite the school's best efforts, continuing education in the European School is not in the best interest of the pupil. In such cases, other educational options should be considered, and the Director takes the final decision, taking the Support Advisory Group's opinion into account.

Progression, Assessment, Promotion and the Modified Program

The aim of educational support in EEB2 is to enable the pupil to reach the levels of performance required for all pupils.

Most pupils in the European Schools are on promotion, which means they follow the normal curriculum, and that, with or without educational support, they can reach the expected level and successfully complete the academic year. At the end of the academic year, the Class Council decides to promote the pupil to the year above.

However, in some cases, when the pupil's challenges and skills do not enable his/her progress in the expected way, it might be in the best interest of a pupil to follow a modified (or adapted) curriculum. The modified/adapted curriculum can be applied from one to all the subjects that the pupil is studying.

When the pupil is following a modified curriculum, he/she will be promoted only if he/she meets the expected requirements for his/her study level as defined in the General Rules of the European Schools and in the assessment criteria for the different subjects.

In the case when the pupil is not promoted, he/she may progress with his/her class group for as long as it is beneficial to his/her social and academic development. In that case, this is referred to as progression without promotion.

The agreement of a pupil's modified/adapted curriculum is made and signed between the parents and the Director during the Support Advisory Group meeting.

The support teacher writes a Modified ILP for the pupil, in cooperation with the subject/class teachers.

The pupil's progress in the Modified Curriculum must be evaluated, and the parents are kept informed regularly. The support teacher writes an Intensive Support Evaluation at the end of both semesters and sends it directly to the parents by email, copying the Support Coordinator into the message.

In the cases where the pupil has progressed without promotion, he/she may return to a standard curriculum and be promoted to the year above if he/she is able to show that the minimum requirements for his/her study level have been met.

Promotion from S5 to S6 is only possible when the pupil has followed the standard curriculum and met its requirements. In the Baccalaureate Cycle, all pupils must follow the standard curriculum to qualify for the Baccalaureate diploma.

3. 3. 4. 2. INTENSIVE SUPPORT B

Description

In some exceptional cases, the Director may decide to give 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.

Procedure

Teachers, parents, or 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.

3.3.5. Tripartite Agreements

This is an agreement between the school, the parents of a pupil on Intensive Support A and a therapist to work on the school premises. Parents ask the school to choose a therapist who is registered with the school, and they pay for the fees. The school provides the premises for the sessions. This agreement is only available for ISA students and is discussed at the SAG meetings.

3.3.6. Gifted Pupils

It is crucial for the school to meet the learning and well-being needs of high potential learners. Gifted or highly motivated pupils are always challenged in class through differentiation. The growth and achievement of high potential leaners is enhanced through collaboration and effective communication with parents, the school community and external stakeholders, where necessary. In secondary school, gifted or high potential pupils are often challenged through participation in cross-section and cross-schools' competitions across several curriculum areas. This fosters high-ability interaction amongst gifted pupils. Subject teachers are responsible for the participation in competitions in their subject area.

3.3.7. Reasonable Accommodation

Students with disabilities or specific learning needs may require reasonable adjustments in learning and assessment situations to have equal access to the school's education programme and activities.

3.3.7.1. Accommodations in learning situations & in the classroom

Reasonable accommodations are reasonable modifications of the learning environment that eliminate, as much as possible, physical, or instructional barriers to learning encountered by the student with special educational needs. Accommodations are individualized and dependent on the specific disability or disabilities. Classroom accommodations may include providing enlarged handouts, use of assistive technology, course materials in alternative format, permission to take rest breaks, etc.

The granting of Reasonable accommodations will be discussed on a case-by-case basis with the student's parents/legal representatives, the teachers, and the pupil, when

applicable. Parents/Legal Representatives must provide a medical/psychological/psycho-educational and/or multidisciplinary report to the school (see Appendix 1 for report criteria), justifying the need for accommodations in learning situations.

3.3.7.2. Universal & Special Arrangements for assessments

General information

Universal Arrangements are available to all pupils in assessment activities. These may include booklets with formulas in scientific subjects, or electronic versions of text for example.

Special arrangements consist of an adaptation of the conditions during oral and written assessments 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 which justifies the request for special arrangements (see appendix 1 for the criteria of the report).

When assessing the student, the teacher uses the same standard of assessment (chapter Ix, General Rules http://www.eursc.eu) for all students, regardless of whether a student has received a diagnosis or if he/she receives special arrangements.

Applying for Special Arrangements from S1 to S5

Requests for Special Arrangements in s1-s5 must be discussed with parents and teachers, or when applicable, in the context of a Support Advisory Meeting. The request for special arrangements must be clearly justified in an updated medical/psychological or multi-disciplinary report, in either French, German or English which fulfills the criteria outlined in Appendix 1. The school Director decides on the granting of special arrangements for S1 to S5 pupils, considering the diagnosis, the recommendations of the report, and the point of view of the relevant people involved.

The granting of a particular arrangement in years s1-s5 does not necessarily mean that it will be granted in the European Baccalaureate cycle.

Procedure for requesting Special Arrangements in the BAC cycle

Usually, Special arrangements in S6 and S7 will be allowed only when similar arrangements have been used in previous year(s). This does not apply to newly enrolled pupils or when new information that grants special arrangements are suddenly emerged.

Requests for special arrangements (see full list in Appendix 2) in the BAC cycle must be made using a common application form template (Document 2014-09-D-15) 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 1 for the full criteria), which fully justifies the request.

The Request for Special Arrangement form, together with the medical/psychological/psycho-educational and/or multidisciplinary report(s) on which it is based 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).

In S6 an S7, certain special arrangements can be directly authorized by the Director. However, the majority of special arrangements' requests require the approval of the inspector in charge of Special Arrangements; they can only be authorized by the Board of Inspectors for the secondary cycle or by the inspector. Their decision on the granting of special arrangements is communicated to the school by the end of April of 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 Baccalaureate 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.).

The special arrangements request procedure is fully described in the procedural document on the 'Provision of Educational Support and Inclusive Education in the European Schools' (2012-05-D-15).

3.4. Monitoring the progress of individual pupils/Continuation-discontinuation of educational support

Pupils who are in receipt of educational support are monitored regularly in relation to the attainment of short- and/or longer-term objectives by the learning support teacher(s) and learning support assistant, when applicable.

Regular communication between the learning support teacher and the pupil's legal representatives should be maintained, so that the pupil's progress can be reviewed, and necessary adjustments made. Parents are invited to consult learning support teachers towards the end of each term to discuss the pupil's progress. A written review of the pupils' progress is shared with parents/legal representatives, at the end of each semester. This review should inform the decision on the level of support that the pupil will need in the future.

Part 4. Strategies for communicating and recording information

4.1. Transition between cycles and schools

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. The S1 cycle coordinators have specific responsibilities for Primary-Secondary school liaison. They arrange visits to the Secondary school to help orientate incoming or new pupils.

Where students join the Secondary School from another educational setting, information is sought through discussion with parents and pupils, and (with parental permission) from the child's previous school, in order to build up as clear a picture as possible of individual needs.

Where a student transfers to another school, the Educational Support Coordinator will liaise, if required, with the new setting, provided permission to do so has been granted by the student and the parents/legal representatives.

4.2. Approaches to involving parents/legal representatives

The EEB2 promotes the active involvement of parents. Parents/legal representatives have an important role to play, they have **rights** and **responsibilities** in the education of their child. The educational support team works in partnership with parents in order to help children who are experiencing low achievement, learning disabilities or specific challenges.

Parents/legal representatives are welcome to arrange an appointment to discuss their child's progress with the class teacher, learning support teacher or Educational Support Coordinator at any time when they feel concerned, or have information they would like to share that could affect their child's learning.

For children who have a diagnosis, parents are invited to discuss the outcomes of the diagnosis; they are involved also with implementing elements of the ILP, by sharing insights into the child's development and learning difficulties, by discussing the outcomes of the assessment. Parent of pupils in receipt of educational support are encouraged to contact the learning support teacher if any difficulties arise within during a term and to attend a meeting at the end of each term with the teacher to review the child's progress in achieving the learning targets set out in the learning plan. The school recognizes the importance of family/legal representatives' involvement and a consistent approach between home and school.

Learning Support progress is included in the Semester 1 and 2 school reports and parents are able to discuss their child's progress at parents' evening.

Activities are regularly organized to increase the involvement of parents of pupils in supporting their children's learning. In the past such activities have included information sessions on the following topics;
- The purpose and procedures of the school's educational support service
- Gifted pupils and differentiation
- A day in the life of a pupil with dyslexia
- The use of tablets for DYS students

4.3 Resources for educational support

The school is drafting a list of resources that are available in the school for educational support. A procedure for repairing/replacing the resources is in place.

The school is committed to the training of learning support teachers/assistants and subject teachers. Principal teachers, subject teachers, learning support teachers and assistants are invited to participate in in-service training with particular reference to methods and approaches designed to prevent or alleviate learning difficulties. Both online and in-situ training is made available.

4.4 Cooperation with local community support services

The school has links to some external services provided in Brussels to support students with special needs. These usually include:
- Educational psychology services (e.g. CHS etc)
- Parent support services (e.g. ADHD)
- Education welfare services (Centres Psycho-Médicaux Sociaux PMS)
- Speech and language therapy

Specific training for staff focused on the needs of particular pupils may be commissioned. Similarly, it may be necessary to regularly access specialist advice to provide effective provision for a pupil.

4.5 Accessibility & Physical Environment

The EEB2 is committed to providing an accessible environment, which values and includes all pupils, staff, parents, and visitors regardless of their education, physical, sensory, social, spiritual, emotional, and cultural needs.
We aim to ask about any disability or health condition in early communications with new parents and carers as part of our school admission procedure. There are disabled toilet facilities available. The school has internal emergency signage and escape routes are clearly marked. Where access is a challenge for physically impaired pupils, we seek expert advice for identified individual needs. We consult with experts when new situations regarding pupils with disabilities are experienced.

At present, the number of students enrolled in the school is larger than the number of students the school is designed to accommodate. The overcrowding has an impact on the environmental and teaching/learning conditions of the school. Several strategies are currently being considered to ease overcrowding, at the school and Board of Governors levels.

4.6 Timetabling for educational support teaching

When time-tabling educational support lessons, the school must take into consideration the pupil's right to access the full curriculum (except for pupils on the modified program) and the schedule of the learning support teacher. Learning support lessons in Secondary school usually take place in addition to the pupil's regular class. For some pupils, the possibility of combining support in different areas within the same learning support lesson is considered.

4.7 Record keeping

The ILPs of pupils who receive intensive or moderate support and other relevant documents such as the medical/psychological/psycho-educational or multi-disciplinary reports, are kept confidentially in the pupil's educational support files. These files are kept in a secure location (a locked filing cabinet in the Educational Support Coordinator's room). These records help with the planning and the recording of achievement and progress. Access to these files is restricted on a need-to-know basis and it is only given to the staff directly working with the pupil, after obtaining parental/legal representative consent.

The school has been collecting information about students with special education needs and/or low academic achievement and submitting it to the Board of Governors/Joint Teaching Committee every year. Data on the support of general, moderate, and intensive support is used to support evidence-based policy development and future planning related to students with disability and/or low academic achievement. The data is published annually on the www.eursc.eu portal. The information is collected in accordance with Data Protection Policy.

4.8 Reviewing/revising school policy of educational support

A comprehensive review and revision of the elements of the planning dealing with educational support should take place every two to three years, considering the views of the Board of Governors, the principal/class teacher, the learning support teacher(s), other teachers, and the pupils in the school. The review's outcome leads to a revision of the school plan and changes in specific practices as appropriate.

4.9 Confidentiality and Data Protection Policy

The school is committed to the protection of personal information and complies with applicable privacy legislation and policies. When student information is provided to the Board of Governors for the purposes of policy development, that information does not explicitly identify any student. Student names or student identifiers are not provided. Before handling and/or releasing confidential information, the school must receive permission from the pupil's legal/representative, and access to confidential information is limited on a need-to-know basis. Documentation is kept/recorded with respect to confidentiality and the General Data Protection Regulations. The information/documentation related to Educational Support is stored in a secure/locked area or on secure servers to ensure the safety of the information. Once the retention period has passed, all sensitive documents are deleted/shredded in a timely manner.

5. Appendices

5.1. Criteria for medical/psychological/psycho-educational/multidisciplinary report

- 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 this 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.

5.2. List of 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;

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) Extra-time maximum of 25 % 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%Error! Bookmark not defined. of extra time can be granted 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...);

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.