



**SUPPORT POLICY
IN
SECONDARY**

**AT
THE EUROPEAN SCHOOL
BRUSSELS IV**

**March 2017
Version 1.5**

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1. Introduction

Our Support policy is based on the official document available in the three official languages:

- [2012-05-D-15-en-11](#) : *Provision of Educational Support in the European Schools – Procedural document*
- [2012-05-D-15-fr-11](#) : *Offre de Soutien éducatif dans les Écoles européennes – Document procédural*
- [2012-05-D-15-de-11](#) : *Bereitstellung von pädagogischen Unterstützungsmaßnahmen an den Europäischen Schulen – Verfahrensdokument*

The school will offer in-service training in relation to Learning Support to staff on a regular basis (pedagogical Day, In school workshops).

In this document, we describe the three types of support programs and special arrangements and their procedures, at the European School Brussels IV.

The philosophy of the Educational Support Policy is that any child may need a form of support. In addition to the differentiation that takes place in the classrooms, EEB4 also offers three kinds of support:

- A. General Support
- B. Moderate Support
- C. Intensive Support A, Intensive Support B

During the school year 2016-17 EEB4 has set up a High Potential Support Program.

2. General Support

When:

- The child has difficulties in a specific aspect of a subject or needs to 'catch-up';

How:

- Outside the subject class;
- In small groups (Generally of 15 or less if possible);
- In very exceptional cases the support may be provided for one individual student.*
- Short term support.

Procedure:

- On request of the subject teacher or the parents via the subject teacher;
- The General Support Coordinator informs the Subject teacher, who in turn informs the parents and the students about the class, teacher, time and room.
- The Group Learning Plan (GLP) is created by the support teacher in consultation with the subject teacher; It includes targets and success criteria.
- The records are kept by support teacher (with copy to the support coordinator);
- The support teacher regularly informs the parents and support coordinator about the progress of the child.

* in EEB4 these 'exceptional cases' will be evaluated by the Deputy Director, Educational Support Coordinator, General Support Coordinator and school Psychologist, who will decide whether or not individual support is to be provided.

3. Moderate Support

When:

- The child has a moderate learning difficulty (dyslexia, dyscalculia...) or a need of more targeted support (on a case-by case analysis*);

How:

- Outside the subject class;
- In small groups or individually (if possible);
- It might be provided for a longer term than General support;
- Special arrangements may be considered**.

Procedure:

- On request of the Subject Teacher or parents;
- A meeting will be organised in September (for new students) between the parents, the Moderate Support Coordinator and the Deputy Director, supported by the school Psychologist if necessary.
- Parents should be aware that the school hires qualified teachers by subject. According to the regulations, these teachers will not be selected based solely on special needs certification. The school will do its utmost best to find teachers to teach support classes, however this depends on availability and scheduling.
- Support class time/room/teacher and type(s) of special arrangements are communicated by the Moderate Support Coordinator to parents / Support Teacher / Educational Advisors / Class Teacher / Subject Teacher / Support Team. The Educational Advisor informs the student about all changes of the schedule.
- For students already following the Moderate Support Programme in the current school year, the Moderate Support Coordinator will contact each family at the end of the school year, in June, to review the progress made and plan, if recommended, support for the next school year
- If changes to the support already provided are recommended, a review meeting may be convened in September.
- The Moderate Support Coordinator will inform teachers of the specific learning difficulty (if agreed with parents at the meeting) and of any special arrangements agreed.
- The Individual Learning Plan (ILP) is created by the support teacher in consultation with the subject teacher;
- The ILP is signed by all participants;
- The records are kept by the support teacher (with a copy to the support coordinator)
- The class teacher regularly informs the parents and support coordinator about the progress of the child;

* in EEB4 these 'case-by-case analyses' will be evaluated by the Deputy Director, Educational Support Coordinator, Moderate Support Coordinator and school Psychologist, who will decide whether or not targeted moderate support is to be provided.

** in EEB4 these 'special arrangements' will be considered if they are based on a multi-disciplinary report clearly stating the need for such arrangements and provided by the parents' professional evaluations. The decision will be made by the Deputy Director, Educational Support Coordinator, Moderate Support Coordinator and School Psychologist, who will decide whether or not targeted moderate support is to be provided (Additional testing time, use of a computer, use of a calculator). These arrangements can be decided locally up until the end of S5 only and later by the board of Inspectors. Further special arrangements may only be considered under the Moderate and Intensive Support Programme.

4. Intensive Support (A & B)

4.1. General information

When:

- (Intensive A) For children with special educational needs - learning, emotional, behavioural or physical;

- (Intensive B) The student has difficulties in accessing the curriculum due to language issues; however, the student does not have a specific learning problem. This can also be subject specific support.

How:

- In or outside the classroom;
- In small groups or individual;
- Short, middle or long term support;
- Special arrangements may be considered* (See Annex4 Model Template)
- Tripartite agreements may be established with outside parties.
- Intensive B is offered a maximum of 6 weeks with a possible extension of 6 weeks. A maximum of 2 hours per week is offered.

Procedure:

- On written request of the parents to the director;
- For intensive support A: The parents send an expert assessment / multidisciplinary report to the director. The report must not be older than 2 years at the time it is submitted.
- The school organizes a Support Advisory Group meeting (SAG) / during this meeting a decision is taken on the kind of support which will be offered;
- The Intensive Support Agreement is signed by the parents and the director;
- The Individual Learning Plan is created by the support teacher and the subject teachers;
- The records are kept by the support teacher (with a copy to the support coordinator);
- The class teacher regularly informs the parents and the support coordinator about the progress of the child
- An SAG meeting is held at least once per year and if needed more often.

* in EEB4 these 'Special arrangements' will be evaluated by the Deputy Director, Educational Support Coordinator, Intensive Support Coordinator and school Psychologist, who will decide which special arrangements are appropriate. These arrangements can be decided locally up until the end of S5 only and later by the board of Inspectors. Students in S5 must follow the full curriculum and fulfill the same criteria as all students in order to be promoted to S6. If a student's curriculum is adapted in S6, it is not possible to resume the standard curriculum, either during S6 or between S6 and S7. Any student entering for the European Baccalaureate must have completed the full curriculum.

4.2. Detailed procedure

4.2.1. Admission procedure to EEB4 for pupils with severe special needs

Please refer to the general admission procedure for the European Schools.

4.2.2. Admission procedure to Intensive Support Programme

To ensure that the Intensive Support will be successful, it is very important that the school follows a consistent procedure.

Depending on the case, the time of the year, and the needs of the student, we distinguish between the following Intensive Support procedures:

1. New cases / start (middle) of the school year
2. Existing cases / end of the school year.

4.2.2.1. Intensive Support procedure for new cases / start (or middle) of the school year Procédure SEN pour des cas nouveaux / début de l'année scolaire

Phase	Action / Action	Who / Qui	When / Quand
1	<p>Meeting between support coordinator and parents to discuss the child's needs and to establish whether the Intensive Support procedure should be followed. The support coordinator informs the parents about the Intensive Support procedure. Teachers will then be invited by the coordinator to view the files and familiarize themselves with the case.</p> <p><i>Réunion entre le coordonnateur soutien et parents pour discuter les besoins d'enfant et d'établir si on procède avec le procès Soutien Intensif. Le coordonnateur soutien informe les parents sur la procédure Soutien Intensif. Les professeurs seront invités par le coordonnateur à consulter les dossiers afin de se familiariser avec l'affaire.</i></p>	<p>Support coordinator</p> <p><i>Coordonnateur Soutien Intensif</i></p>	<p>September</p> <p><i>Septembre</i></p>
2	<p>The parents will be informed about the following issues:</p> <ul style="list-style-type: none"> - Necessity of a detailed diagnoses, and where appropriate on a multidisciplinary medical-psychological-pedagogical assessment by an external expert (a statement is not sufficient); - The parents need to ensure this document is available well before the SAG meeting takes place. - The assessment must not be older than 2 years. - This documentation must be regularly updated and not be more than two years old. In case of permanent and unchanging disability and when the Support Advisory Group agrees, no retesting other than regular updates will be required. <p>(For a request for special arrangements in the European Baccalaureate, the updated medical/psychological/psycho-educational and/or multidisciplinary report will be required. Documentation should not be more than two years old, i.e. should not be dated earlier than April S3 and not later than April S5.)" (4.4.2)</p> <ul style="list-style-type: none"> • Parents should be aware that the school hires qualified teachers by subject. According to the regulations, these teachers will not be selected based solely on special needs certification. The school will do its utmost best to find teachers to teach support classes, however this depends on availability and scheduling. <p><i>Les parents seront informés par des points suivants:</i></p> <ul style="list-style-type: none"> - <i>Remise d'un diagnostic détaillé, le cas échéant sur un bilan médicaux-psycho-pédagogique pluridisciplinaire, effectué par un expert externe (un certificat n'est pas suffisant),</i> - <i>Les parents doivent s'assurer que ce rapport soit remis longtemps en avance de la réunion.</i> - <i>Le bilan ne peut pas être plus ancien que 2 ans.</i> 	<p>Support Coordinator Deputy Director Parents</p> <p><i>Directeur adjoint Coordonnateur Support Parents</i></p>	<p>September</p> <p><i>Septembre</i></p>

3	<p>External assessment of the child by an independent specialist.</p> <p><i>Évaluation externe d'enfant par un spécialiste.</i></p>	<p>Specialist</p> <p><i>Spécialiste</i></p>	<p>September</p> <p><i>Septembre</i></p>
4	<p>The parents send their request for Intensive Support and the written report of the assessment, by a specialist, to the Deputy Director.</p> <p><i>Les parents envoient, leur demande pour Soutien Intensif et le rapport écrit du bilan, du spécialiste, au Directeur adjoint.</i></p>	<p>Parents</p> <p><i>Parents</i></p>	<p>September</p> <p><i>Septembre</i></p>
5	<p>If necessary: Preparation meeting with the Deputy Director, Support Coordinator, Support Teacher and Class Teacher.</p> <p><i>Si nécessaire: Réunion de préparation avec le Directeur adjoint, le Coordinateur SEN, l'Enseignant SEN et le Titulaire de la classe.</i></p> <p>"Pupils receiving Intensive Support will be consulted about the type of support needed, before it is put in place. As far as possible the pupil's views will be taken into account. " (2.7)</p>	<p>Deputy Director Support Coordinator Class Teacher Support Teacher</p> <p><i>Directeur adjoint Coordinateur du Soutien Titulaire de la classe l'enseignant du support</i></p>	<p>As needed</p> <p><i>Si besoin.</i></p>
6	<p>The Deputy Director sets a date for the Support Advisory Group Meeting. The administration sends an invitation to all participants.</p> <p><i>Le Directeur adjoint fixe une date pour la réunion du Groupe Conseil Soutien. L'Administration envoie une invitation à tous les participants.</i></p>	<p>Deputy Director Administration</p> <p><i>Directeur adjoint Administration</i></p>	<p>As needed.</p> <p><i>Sur demande de la direction</i></p>
7	<p>Official Support Advisory Group Meeting with all participants.</p> <p><i>Réunion officielle du Groupe Conseil du Soutien avec toutes les participants.</i></p>	<p>Deputy Director Support Coordinator Parents ClassTeacher L1 & Maths Teachers School Psychologist <i>Where appropriate:</i> Support Inspector Other teachers Specialists</p> <p><i>Directeur adjoint Coordinateur Soutien Parents Titulaire de la classe Enseignants L1& Mathématiques Psychologue de l'école</i></p>	<p>As needed.</p> <p><i>Sur demande de la direction.</i></p>

		<p>Le cas échéant: <i>Inspecteur Support</i> <i>Autres enseignants</i> <i>Spécialistes</i></p>	
8	<p>During the Support Advisory Group (SAG) meeting The Support Advisory Group, chaired by the Deputy Director or his\her delegate:</p> <ul style="list-style-type: none"> - Analyses the grounds of the application, on the basis of the expert reports and on the case history; - Based on the multi-disciplinary report, formulates special measures to meet the student’s special needs (arrangements concerning special equipment, teaching material, individual support); - Reaches one of the following conclusions: <ol style="list-style-type: none"> 1. Moderate Support is the most suitable form of provision; 2. The case is an Intensive Support case; or 3. The disabilities are so serious that the school is unable to take responsibility. <p>The Support Coordinator or Secretary takes the minutes.</p> <ul style="list-style-type: none"> - All participants sign the attendance list. - With the parents’ agreement, the SAG will be audio recorded. This recording will be used exclusively for writing the meeting minutes and will then be destroyed. <p>After the meeting</p> <ul style="list-style-type: none"> - The Support Teacher\assistant writes the Individual Learning Plan (ILP) and sends it to the Deputy Head. A signed hard copy is hand-delivered to the the Support Coordinator. - Parents may receive a copy of the ILP upon request. - The parents sign the first page of the Intensive Support Form. <p>Pendant la réunion du Groupe Conseil <i>Le Groupe Conseil, présidé par le Directeur adjoint ou son délégué:</i></p> <ul style="list-style-type: none"> - <i>Analyse la justification de la demande sur base des expertises et de l’anamnèse du cas ;</i> - <i>Formule des mesures susceptibles de répondre aux besoins spécifiques de l’élève (arrangements concernant équipement spécial, matériel didactique, accompagnement individuels);</i> - <i>Peut arriver aux conclusions suivantes:</i> <ol style="list-style-type: none"> 1. <i>Les mesures d’aides rentrent dans le cadre du Soutien Modéré;</i> 2. <i>Le cas est un cas du Soutien Intensif;</i> 3. <i>Il s’agit de troubles si graves que l’école ne peut pas assumer la responsabilité.</i> <p><i>Le coordinateur du Soutien prend le procès-verbal.</i></p>	<p>Deputy Director Support Coordinator Parents Class Teacher SEN Teacher <i>Where appropriate:</i> SEN Inspector Other teachers Specialists</p> <p>Assistant Support Teacher</p> <p><i>Directeur adjoint</i> <i>Coordinateur du Soutien</i> <i>Parents</i> <i>Titulaire de la classe</i> <i>Enseignant du Support</i> <i>Le cas échéant:</i> <i>Inspecteur du Support</i> <i>Autres enseignants</i> <i>Spécialistes</i></p>	

	<ul style="list-style-type: none"> - <i>Tous les participants signent la feuille de présence.</i> <p>Après la réunion</p> <ul style="list-style-type: none"> - <i>l'enseignant de soutien écrit le plan d'apprentissage individuel (PAI) et l'envoie au Directeur adjoint et au coordinateur du Soutien.</i> - <i>Les parents signent la première page du Formulaire Soutien Intensif.</i> 	<i>L'assistante Enseignant du Support</i>	
9	<p>The Deputy Director submits the minutes of the Support Advisory Group meeting to the Director, who takes the final decision on the measures to be implemented.</p> <p><i>Le Directeur adjoint soumet le procès-verbal de la réunion du Groupe Conseil SEN au Directeur, qui prend la décision finale.</i></p>	<p>Deputy Director Director</p> <p><i>Directeur adjoint Directeur</i></p>	<p>October</p> <p><i>Octobre</i></p>
10	<p>If Intensive support has been decided:</p> <ul style="list-style-type: none"> - The Deputy Director or his/her delegate informs all participants; - The ILP is placed in a confidential support file for the student; - The support starts as soon as possible; - The Support Coordinator monitors the case. <p><i>Si Soutien Intensif a été décidé :</i></p> <ul style="list-style-type: none"> - <i>Le Directeur adjoint ou son délégué informe tous les participants;</i> - <i>L'administration envoie une copie du plan d'apprentissage individuel (PAI) aux parents et l'autre est enregistrée dans le dossier individuel de l'enfant;</i> - <i>Le soutien commence dès que possible;</i> - <i>Le Coordonnateur du Soutien surveille le cas.</i> 	<p>Deputy Director Administration Support Coordinator Support Teacher</p> <p><i>Directeur adjoint Administration Coordinateur du Support Enseignant du Support</i></p>	<p>October</p> <p><i>Octobre</i></p>

4.2.2.2. Intensive Support procedure for existing cases / end of the school-year - Procédure Soutien Intensif pour des cas existants / fin de l'année scolaire

Phase	Action / Action	Who / Qui	When / Quand
1	<p>The Support Coordinator :</p> <ul style="list-style-type: none"> - Sends an e-mail to all assistants and Support teachers involved, with the request to prepare an ILP for the next school year. <p><i>Le coordinateur du Soutien:</i></p> <ul style="list-style-type: none"> - <i>Envoie un e-mail à tous les enseignants de soutien et les assistantes impliqués avec le message de préparer un PAI pour la prochaine année scolaire .</i> 	<p>Support Coordinator</p> <p><i>Coordinateur du Soutien</i></p>	<p>May 1</p> <p><i>1 Mai</i></p>

2	<p>The Support Teacher and the Assistant write an ILP and send it, by e-mail, to Deputy Director. A signed hard-copy is handed to the Support Coordinator.</p> <p><i>L'Enseignant du Soutien et l'assistant écrivent un PAI et l'envoie, par e-mail, au Directeur adjoint et Coordinateur du Soutien.</i></p>	<p>Class Teacher SEN Teacher</p> <p><i>Titulaire de la classe Enseignant du Support</i></p>	<p>May 15</p> <p><i>15 mai</i></p>
3	<p>The Deputy Director sets dates for the Support Advisory Group meetings. Administration sends invitations to all participants.</p> <p><i>Le Directeur adjoint fixe des dates pour les réunions du Groupe Conseils. Administration envoie des invitations à tous les participants.</i></p>	<p>Deputy Director Administration</p> <p><i>Directeur adjoint Administration</i></p>	<p>June 1</p> <p><i>1 Juin</i></p>
4	<p>The procedure for existing cases will be followed from phase 6 to 10.</p> <p><i>La procédure pour les cas existants sera suivi de la phase 6 à 10.</i></p>	<p>All the participants</p> <p><i>Tous les participants</i></p>	<p>June</p> <p><i>Juin</i></p>
5	<p>The (incoming) assistant and the Support Teacher adapt the ILP. The support starts as soon as possible. The Support coordinator monitors the case.</p> <p><i>Le (nouveau) assistante et l'enseignant de Soutien adaptent le PAI. Le soutien commence dès que possible. Le Coordinateur du soutien surveille le cas.</i></p>	<p>Assistant Support Teacher Support Coordinator</p> <p><i>Le nouveau assistante Enseignant du Support Coordinateur du Support</i></p>	<p>September</p> <p><i>Septembre</i></p>

5. Transition of Support pupils between classes and cycles

To carry out a smooth transition between classes and cycles and to ensure that all relevant information is passed on to the next class/support/subject teacher, the following steps will be taken at the end of the school year:

Transition from the Primary to the Secondary cycle:

- The primary support coordinator informs the secondary support coordinator of the pupils who have received support and/or who may continue to need support.
- The secondary support coordinator and the Deputy Director attend the Support Advisory Group meetings for P5 pupils and ensure that all relevant information is passed on to all secondary class/subject teachers at the beginning of the school year. The S1 class teachers go to the P5 class councils to ensure that all relevant information is passed on to all secondary class/subject teachers at the beginning of the school year in S1.
- In order to ensure that the needs of pupils studying in a language section which does not correspond to their mother tongue are met, their Language 1 and SWALS Coordinator work together and ensure that any relevant information is passed on to subject teachers.

In September, the Transition Coordinator and Cycle Coordinator arrange a transition meeting between class teachers.

6. Support Forms

The support forms can be found in Annex 2 :

[2012-05-D-15-en-11](#) : *Provision of Educational Support in the European Schools – Procedural document*

[2012-05-D-15-fr-11](#) : *Offre de Soutien éducatif dans les Écoles européennes – Document procédural*

[2012-05-D-15-de-11](#) : *Bereitstellung von pädagogischen Unterstützungsmaßnahmen an den Europäischen Schulen – Verfahrensdokument*

- General Support / Group Learning Plan
- Moderate Support / Individual Learning Plan
- Intensive Support / Individual Learning Plan

7. Support Provisions for the Baccalaureate Cycle

Phase	Action/Action	Who/Qui	When/Quand
1	Parents are informed at the SAG that they will need to submit an updated medical/psychological/psycho-educational and/or multidisciplinary report by April 30 in S5.	Support Coordinator	Support Advisory Group
2	Request forms for special arrangements in S5	Parent/Legal Guardian Learning Support Coordinator	By 30 April
3	Parental requests for Special arrangements forwarded to the Central Office School Special Arrangements to be communicated to Central Office	Assistant Director and Learning Support Coordinator	By 15 May
4	Decision on Special	Board of Inspectors	Latest last week of

	Arrangements	or Support inspector for Secondary Cycle	the school year
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Please pay attention to the following subjects :

- Only members of the Board of Inspectors are entitled to grant support provisions for the Baccalaureate Cycle.
- If deadlines are missed, no special arrangements can be granted;
- Need to introduce an updated multi-disciplinary report;
- Use the right forms;
- Although the school advises the inspectors, the final decision about what arrangements will be granted rests solely with the Inspector.

8. Additional information

Tests are always made on computers provided by the school and equipped with the type of keyboard normally used by the student (QWERTY, AZERTY etc)"

- . Personal Computers are not allowed.
- A support class is considered official mandatory school time. Two un-excused absences result in an immediate exclusion from the Support Class for the student.
- EEB4 values time for relaxation and time for lunch. Only in exceptional cases, a support class will be scheduled during recess or the lunch period
- The organisation of a support class depends on the availability of an appropriate teacher and the timetable of the student.