



**SUPPORT POLICY
IN
NURSERY AND PRIMARY**

**AT
THE EUROPEAN SCHOOL
BRUSSELS IV**

September 2016

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1. Introduction

Our support policy is based on the official document: **2012-05-D-15-en-11** "*Provision of Educational Support in the European Schools – Procedural document*", approved by the Board of Governors in April 2016.

The document can be found on the X-drive of our school (file: SUPPORT).

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

2. Educational Support

The philosophy of the Educational Support Policy is that every child needs a form of support. Only the intensity of support differs. We distinguish:

- A. General Support
- B. Moderate Support
- C. SWALS (Intensive Support B)
- D. Intensive Support A

A. General Support

When:

- The child has difficulties in a particular aspect of a subject or needs to 'catch-up';
- The child needs help with acquiring effective learning strategies or study skills.

How:

- In or outside the classroom;
- In small groups (individually in exceptional cases);
- Short term support.

Procedure:

- On request of the class teacher or the parents;
- The Group Learning Plan (GLP) is created by the class teacher and the support teacher;
- The records are kept by support teacher (with copy to the support coordinator);
- The class teacher regularly informs the parents about the progress of the child.

B. Moderate Support

When:

- The child has a mild learning difficulty or a need of more targeted support;
- The child has difficulties in accessing the curriculum due to language issues.

How:

- In or outside the classroom;
- In small groups or individual;
- Longer term support;
- Special arrangements may be considered.

Procedure:

- On request of the class teacher or in individual cases of the parents;
- The Support coordinator organises/monitors the structure of the support regarding group- or individual support and the availability of teachers.

- The Individual Learning Plan (ILP) is created by the class teacher and the support 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 about the progress of the child.

C. SWALS (Intensive Support B)

When:

- The Intensive Support B is provided for a pupil or group of pupils without diagnosed special educational needs, for example, in the form of intensive language support for a pupil or a group of pupils unable to access the normal curriculum.
- The intensive Support B is mostly allocated for pupils who do not have their own language section in the school (SWALS).

How:

As mentioned under “Moderate Support”.

Procedure:

- As mentioned under “Moderate Support”.

D. Intensive Support

When:

- For children with special educational needs (learning, emotional, behavioural or physical).

How:

- In or outside the classroom;
- In small groups or individual;
- Short, middle or long term support;
- Special arrangements may be considered / Tripartite agreements.

Procedure:

- On written request of the parents to the director;
- The parents send an expert assessment / multidisciplinary report to the director. The report should not be older than 2 years;
- The school organizes a Support Advisory Group meeting (SAG) / during this meeting a decision is taken on the kind of support;
- The Intensive Support Agreement is signed by the parents and the director;
- The Individual Learning Plan is created by the class teacher and the support teacher;
- The records are kept by the support teacher (with a copy to the support coordinator);
- The class teacher regularly informs the parents about the progress of the child
- An SAG evaluation meeting is held at least 1x a year and if needed more often.

3. Procedures Intensive Support

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

Depending the case, the time of the year and the needs of the pupil we distinguish the following Intensive Support procedures (see annex I):

1. New cases / start of the school year;
2. Existing cases / middle of the school year;
3. Existing cases / end of the school year.

4 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 Nursery to the Primary cycle:

- The nursery teacher informs the future P1 class/support teacher about any pupil who has received support and/or who might continue to need support.
- The future P1 class/support teacher attends the Class Council Maternelle 2 in June.
- The future P1 class/support teacher attends the Support Advisory Group meeting in June.

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 future secondary class teacher 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.
- 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 section class teacher work together and ensure that any relevant information is passed on to subject teachers.

Transition from one class teacher to another class teacher:

- Talk to the previous teacher and to the support teacher.
- Read the child's dossier.
- Contact the parents of the child at the beginning of term.
- Check if other teachers (Language 2, Sports, Religion, etc.) are aware of the support of the child.
- Contact the support coordinator in case of any question.
- Read the official support documents (X-drive – Support file).

5. Support Forms

The following forms are used:

- General Support / Group Learning Plan
- Moderate Support / Individual Learning Plan
- SWALS (Intensive B) / Individual Learning Plan
- Intensive Support / Individual Learning Plan
- Review Form

All the forms (in English and French) can be found on the X-drive in the file SUPPORT.

Annex I

3.1 Intensive Support procedure for new cases / start of the school year

Phase	Action	Who	When
1	Meeting between class teacher and parents to discuss the child's needs and to establish whether the Intensive Support procedure should be followed. Class teacher informs parents about the Intensive Support procedure.	class teacher parents	September
2	The parents will be informed about the following issues: <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 should not be older than 2 years. 	class teacher support coordinator deputy director parents	September
3	External assessment of the child by a specialist.	specialist	October
4	The parents send their request for Intensive Support and the written report of the assessment, by a specialist, to the deputy director.	parents	October
5	If necessary: preparation meeting with the deputy director, support coordinator, support teacher and class teacher.	deputy director support coordinator class teacher support teacher	October
6	The deputy director sets a date for the Support Advisory Group Meeting. Administration send an invitation to all participants.	deputy director administration	October
7	Class teacher sends, by e-mail, a summary of the points to be discussed at the Support Advisory Group meeting, to deputy director and support coordinator.	class teacher	1 week before the official meeting
8	Official Support Advisory Group Meeting with all participants.	deputy director support coordinator parents class teacher support teacher <i>Where appropriate:</i> inspector other teachers specialists	October

3.2 Intensive Support procedure for existing cases / middle of the school year

Phase	Action	Who	When
1	The support coordinator: - Sends an e-mail to all class and support teachers involved, with the question if the current ILP should be revised or could be preserved.	support coordinator	January
2	If the current ILP should be revised: - The procedure for existing cases will be followed from phase 6 to 11.	all participants	January / February
3	If the current ILP could be preserved: - The class teacher invites the parents in order to review the development of the child. - If necessary, the support teacher can be present.	class teacher support teacher parents	January / February
4	Mid-term update of Intensive Support ILP: Class teacher and support teacher make an update of the ILP (February – June) and send it to the support coordinator. The support coordinator is monitoring the ILP updates and taking care of the filing into the pupil's dossier.	class teacher support teacher support coordinator	

3.3 Intensive Support procedure for existing cases / end of the school year

Phase	Action	Who	When
1	The support coordinator and deputy director set dates for the end of the year Support Advisory Group Meetings. Administration sends invitations to all participants.	deputy director support coordinator administration	May June
2	The procedure for existing cases will be followed from phase 6 to 11.	all participants	May June
3	The new class teacher and the support teacher adapt the ILP. The support starts as soon as possible. The support coordinator monitors the case.	class teacher support teacher support coordinator	September

Support Calendar European School Brussels IV 2016 - 2017

	GENERAL SUPPORT	MODERATE SUPPORT / SWALS	INTENSIVE SUPPORT
AUGUST SEPTEMBER	<ul style="list-style-type: none"> • <i>General Support Coordinator</i> explains support procedures to new colleagues during the introduction day • <i>General Support Coordinator</i> organizes Support Meeting (date tbc) • <i>Previous class teacher and current class teacher</i> exchange information about General Support children according to the list 'Conseil de Classe' • <i>Support teacher, in collaboration with class teacher, fills General Support list</i> • <i>Class teacher</i> informs parents of General Support children • <i>Support teacher</i> makes a schedule proposal for General Support; informs/discusses the schedule with General Support Coordinator • <i>Support teacher</i> starts of General Support 	<ul style="list-style-type: none"> • <i>Moderate Support Coordinator</i> explains support procedures to new colleagues during the introduction day • <i>Moderate Support Coordinator</i> organizes Support Meeting (date tbc) • <i>Previous class teacher and current class teacher</i> exchange information about Moderate Support / SWALS children according to the list 'Conseil de Classe' • <i>Support teacher, in collaboration with class teacher, fills Moderate Support / SWALS list</i> • <i>Class teacher</i> informs parents of Moderate Support / SWALS children • <i>Support teacher</i> makes schedule proposal for Moderate Support/SWALS; informs/discusses the schedule with Moderate Support Coordinator • <i>Support teacher</i> starts Moderate/SWALS Support 	<ul style="list-style-type: none"> • <i>Intensive Support Coordinator</i> explains support procedures to new colleagues during the introduction day • <i>Intensive Support Coordinator</i> organizes Support Meeting (date tbc) • <i>Previous class teacher and current class teacher</i> exchange information between about Intensive Support children according to the list 'Conseil de Classe' • <i>Class teacher</i> informs other teachers about the child receiving Intensive Support (Religion, European Hours, L2, Sports) • <i>Support teacher</i> makes schedule proposal for Intensive Support; informs/discusses the schedule with Intensive Support Coordinator • <i>Support teacher</i> starts Intensive Support

	GENERAL SUPPORT	MODERATE SUPPORT / SWALS	INTENSIVE SUPPORT
OCTOBER	<ul style="list-style-type: none"> • <i>Support teacher, in collaboration with class teacher, prepares Group Learning Plan (GLP) for period October – December</i> • GLP is reviewed by the General Support Coordinator • <i>Support teacher updates the General Support list with children, identified during the period October – December</i> 	<ul style="list-style-type: none"> • <i>Support teacher, in collaboration with class teacher, prepares Individual Learning Plans for Moderate Support / SWALS (ILP MS) for period October - December</i> • <i>Class teacher sends ILP MS / SWALS to parents</i> • <i>Parents sign ILP MS / SWALS</i> • <i>Class teacher sends ILP MS / SWALS forms to Moderate Support Coordinator</i> • <i>Moderate Support Coordinator + Deputy Head sign ILP MS / SWALS forms</i> • <i>Secretary files the forms in pupils' personal dossiers</i> • <i>Support teacher updates the Moderate Support / SWALS list with children, identified during the period October – December</i> 	<ul style="list-style-type: none"> • <i>Intensive Support Coordinator sends ILP of previous year to class teacher</i> • <i>Class teacher, in collaboration with support teacher, updates ILP IS</i> • <i>Class teacher sends updated ILP IS to Intensive Support Coordinator</i> • <i>Intensive Support Coordinator checks ILP IS, sends it to Deputy Head nursery/primary and Head of the school to sign</i> • <i>Secretary sends signed Intensive Support ILP IS + IS Convention to the parents</i> • <i>Intensive Support Coordinator organizes Support Advisory Group meetings for new cases</i> • <i>Intensive Support Coordinator organizes internal meetings if necessary (exchange of information)</i>

	GENERAL SUPPORT	MODERATE SUPPORT / SWALS	INTENSIVE SUPPORT
NOVEMBER DECEMBER	<ul style="list-style-type: none"> • <i>General Support Coordinator</i> guides support teachers and class teachers • <i>General Support Coordinator</i> organizes Support meeting (date tbc) 	<ul style="list-style-type: none"> • <i>Moderate Support Coordinator</i> guides support teachers and class teachers • <i>Moderate Support Coordinator</i> organizes Support meeting (date tbc) 	<ul style="list-style-type: none"> • <i>Intensive Support Coordinator</i> guides support teachers and class teachers • <i>Intensive Support Coordinator</i> organizes Support meeting (date tbc)
JANUARY	<ul style="list-style-type: none"> • <i>Support teacher</i> updates the General Support list for the period January - June • <i>Support teacher</i> updates the Group Learning Plan for the period January - June • <i>Support teacher</i> sends the updated GLP + General Support list to General Support Coordinator • <i>Support teacher</i> makes new schedule proposal (if necessary) for General Support; informs/discusses the schedule with General Support Coordinator 	<ul style="list-style-type: none"> • <i>Class teacher, in collaboration with support teacher</i>, updates the ILP MS / SWALS for the period January – June • <i>Class teacher</i> invites parents to review the progress of child and discuss the updated ILP • <i>Parents</i> sign the updated ILP • <i>Class teacher</i> sends signed ILP to Moderate Support Coordinator • <i>Moderate Support Coordinator + Deputy Head</i> sign ILP MS / SWALS forms • <i>Secretary</i> files the forms into students’ personal dossiers • <i>Support teacher</i> makes new schedule proposal (if necessary) for Moderate Support/SWALS; informs/discusses the schedule with Moderate Support Coordinator 	<ul style="list-style-type: none"> • <i>Class teacher, in collaboration with support teacher</i>, updates the ILP IS for the period January – June • <i>Class teacher</i> invites parents to review the progress of child and discuss the updated ILP IS • <i>Parents</i> sign the review form + updated ILP IS • <i>Class teacher</i> sends signed review form + updated ILP IS to Intensive Support Coordinator • <i>Intensive Support Coordinator</i> checks the forms and sends them to the Deputy Head to sign • <i>Secretary</i> files the forms into students’ personal dossiers • <i>Intensive Support Coordinator</i> organizes Support Advisory Group meetings on request of teachers / parents

	GENERAL SUPPORT	MODERATE SUPPORT / SWALS	INTENSIVE SUPPORT
FEBRUARY MARCH	<ul style="list-style-type: none"> • <i>General Support Coordinator</i> guides support teachers and class teachers 	<ul style="list-style-type: none"> • <i>Moderate Support Coordinator</i> guides support teachers and class teachers 	<ul style="list-style-type: none"> • <i>Intensive Support Coordinator</i> guides support teachers and class teachers • <i>Intensive Support Coordinator, in collaboration with Support Coordinator Secondary</i> organizes Advisory Group meetings for P5 students
APRIL	<ul style="list-style-type: none"> • <i>Section Meetings: Support teacher</i> discusses support in general and recommendations for repeating the year in particular • <i>General Support Coordinator</i> organizes Support meeting (date tbc) 	<ul style="list-style-type: none"> • <i>Section Meetings: Support teacher</i> discusses the support in general and recommendations for repeating the year in particular • <i>Moderate Support Coordinator</i> organizes Support meeting (date tbc) 	<ul style="list-style-type: none"> • <i>Section Meetings: Support teacher</i> discusses the support in general and recommendations for repeating the year in particular • <i>Intensive Support Coordinator</i> organizes Support meeting (date tbc)
MAY JUNE	<ul style="list-style-type: none"> • <i>Class teacher and Support teacher</i> fill the 'Conseil de Classe' form 	<ul style="list-style-type: none"> • <i>Class teacher and Support teacher</i> fill the 'Conseil de Classe' form 	<ul style="list-style-type: none"> • <i>Class teacher and Support teacher</i> fill the 'Conseil de Classe' form • <i>Intensive Support Coordinator</i> organizes Advisory Group Meetings for all Intensive Support children • <i>Parents</i> sign Support Convention in cases of continuation of Intensive Support