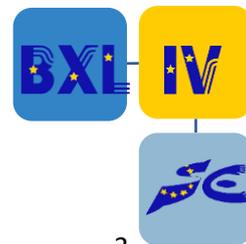




**Schola Europaea  
European School Brussels IV (Laeken)**

# **LOCAL POLICY FOR EDUCATIONAL SUPPORT: GUIDELINES**

Revised on the 18<sup>th</sup> of May, 2020



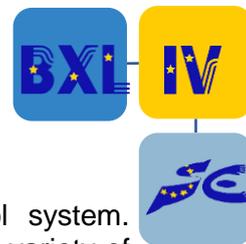
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## 1. Legal framework

The Educational Support guidelines of the European School Brussels IV respects the legal framework determined by the decision making bodies of the European Schools:

FRAMEWORK DOCUMENTS	
General Rules of the European Schools	2014-03-D-14-en-8 <a href="https://www.eursc.eu/BasicTexts/2014-03-D-14-en-8.pdf">https://www.eursc.eu/BasicTexts/2014-03-D-14-en-8.pdf</a>
Policy on the Provision of Educational Support in the European Schools	2012-05-D-14-en-9 <a href="https://www.eursc.eu/Documents/2012-05-D-14-en-9.pdf">https://www.eursc.eu/Documents/2012-05-D-14-en-9.pdf</a>
Provision of Educational Support in the European School – Procedural document	2012-05-D-15-en-12 <a href="https://www.eursc.eu/Documents/2012-05-D-15-en-12.pdf">https://www.eursc.eu/Documents/2012-05-D-15-en-12.pdf</a>
Report on “inclusive education in the European Schools”	2018-09-D-28-en-4 <a href="https://www.eursc.eu/Documents/2018-09-D-28-en-4.pdf">https://www.eursc.eu/Documents/2018-09-D-28-en-4.pdf</a>
Evaluation Report on the Implementation of the Educational Support Policy in the European Schools	2018-09-D-53-en-4 <a href="https://www.eursc.eu/Documents/2018-09-D-53-en-4.pdf">https://www.eursc.eu/Documents/2018-09-D-53-en-4.pdf</a>
Guidelines for Decisions on Discontinuation of Studies of Pupils with Special Educational Needs	2019-06-D-14-en-4
Guidelines for Decisions on the Enrolment of Pupils with Special Educational Needs	2019-06-D-10-en-4
Template for the request for Special arrangements for the European Baccalaureate	2014-09-D-12
Tripartite agreement Memorandum – RE: Reminder of certain arrangements for the support services provided by therapists for pupils with special educational needs	2016-09-M-5-en



## 2. Differentiation

Differentiation forms the basis of effective teaching in the European School system. Differentiated teaching is aimed at meeting the pupils' individual needs by using a variety of teaching approaches, methods and activities. This is the responsibility of every teacher working in the European Schools and must be common classroom practice.

EEB4 has a proactive policy to improve differentiation by encouraging the exchange of "good practice" between teachers through peer-to-peer training and shadowing. Trainings by external experts are also organised on this topic. Teachers foresee different strategies for differentiation (by content, by production, by process, by organisation, etc.) in their forward planning. During statutory inspections, teachers are assessed on their ability to differentiate.

Where normal differentiation in the classroom is not sufficient, the European School system has established a range of support structures to help pupils with learning difficulties, learning disabilities or other problems access the entire curriculum so that no child is left behind.

## 3. EEB4 values and educational support

Our educational support guidelines and actions need to be consistent with our multi annual plan:

[https://eeb4.be/wp-content/uploads/2020/04/2.4.1\\_-1-EN-Plan-pluriannuel-2018-2020.pdf](https://eeb4.be/wp-content/uploads/2020/04/2.4.1_-1-EN-Plan-pluriannuel-2018-2020.pdf)

In this sense, assuring pupils' wellbeing is one of the foundations of our support structures. We will work on pupils' motivation, self-esteem and in creating a safe and caring atmosphere for our pupils.

Another important aspect is fostering pupils' independence and autonomy. To that end, the use of digital tools and resources will play an important role.

The vision of the EEB4 implies a strong sense of community. Psychologists, advisors, teachers, assistants and the management are all working together to support our pupils. We are also convinced that in order to learn well, pupils must feel included and consider themselves as part of the social fabric of the school.

Frank and open communication with parents and legal representatives is also a crucial aspect. We aim at a continuous improvement in the cooperation and partnership with parents both individually and through the APEEE. Different channels and frequent occasions for the exchange of information and ideas have been established for that.

## 4. Respect for confidentiality

EEB4 will spare no effort to put in place all the necessary measures to ensure the confidentiality of information shared by the families, pupils or external specialists in compliance with the General Data Protection Regulations (GDPR) See here: <https://eeb4.be/data-protection/>

The school reserves the lawful right to contact competent external institutions (CLB, PMS, Youth Protection Service, etc.) in the event that the confidential information provided raised serious health, safety or security concerns regarding our pupils.



Pupils' educational support files are safely stored. They are only accessible to the authorised staff members who commit to safeguard their confidentiality.

## 5. Early identification of Special Educational Needs

The special Educational Needs of a pupil should be identified at the earliest possible moment in a child's schooling. The early identification of pupils' needs and the early provision of adequate remedial measures can lead to improved achievement.

At EEB4, teachers use various resources for timely identification of pupils' educational needs. It has to be noted that information gathered at enrolment is not always comprehensive enough. New pupils deserve a special attention.

### References:

- *Provision of Educational Support in the European Schools - Procedural document - 2012-05-D-15-en-12 (A6)*
- *Evaluation Report on the Implementation of the Educational Support Policy in the European Schools - 2018-09-D-53-en-4 (cf. 5.1.2; 7.1)*

## 6. Cycle transtion

### Nursery to Primary

- Nursery teachers must notify the Educational Support Coordinator of any pupils who have received support and/or continue to need support as they move to primary.
- Future P1 teachers should attend end-of-year SAG meetings organised for M2 pupils who will continue to receive educational support in P1.
- The future P1 class/support teacher should attend the Class Council M2 in June.

### Primary to Secondary

- The primary coordinator shares all the information regarding pupils in the different support areas with the secondary coordinator.
- The secondary coordination attends the P5 End of Year Advisory Groups and P5 Class Councils. The secondary coordination meets with the primary school psychologist.
- The Coordination of Primary Support arranges with assistants and Support teachers of P5 lesson observations and walks to the Secondary buildings to discover the Secondary environment for the most severe INT A cases.
- Observations of the most severe pupils INT A cases who will go to Secondary are carried by the assistant SEC who will be probably in charge after the move to Secondary.
- The secondary coordinator passes on the information relating to P5 pupils to the s1-s3 cycle coordinator, to the educational advisor of S1 and to the S1 class teachers.

**Reference:** *Provision of Educational Support in the European Schools. Procedural document - 2012-05-D-15-en-12 (cf. 3.1, 5.2)*

## 7. Types of Educational Support

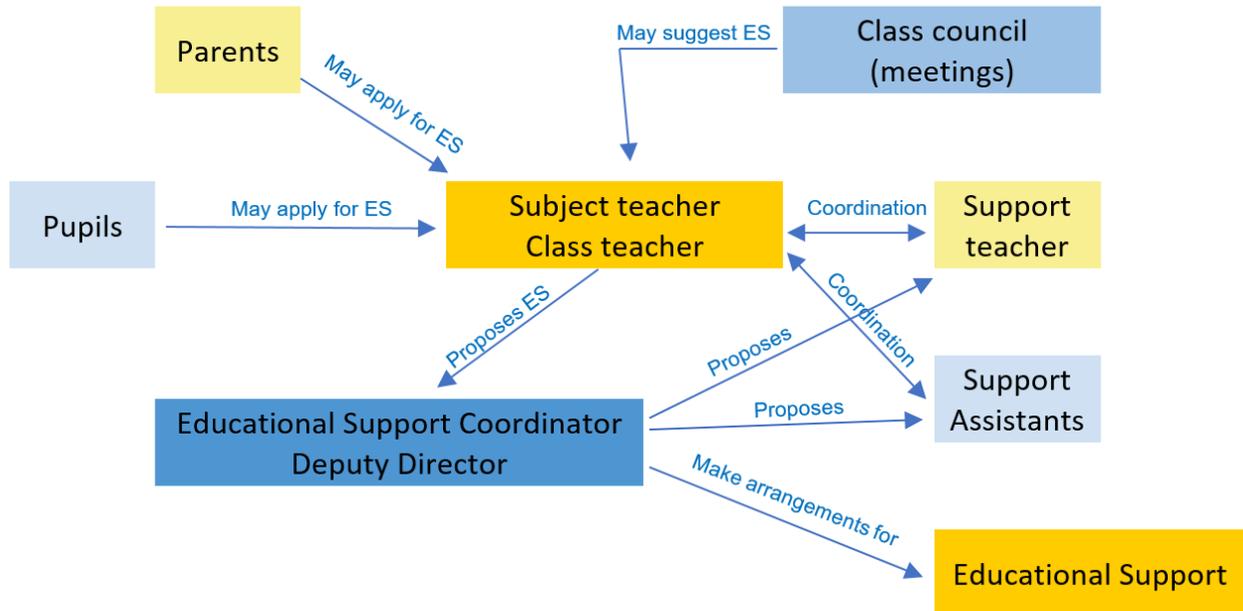
Types of support	Duration	Start	Concerns	Support settings (courses & arrangements)
<b>General</b>	6-8 weeks or more	From September or October At any moment of the year	Any pupil who faces <b>academic difficulties</b> Priority is given to the main subjects	<ul style="list-style-type: none"> <li>• Subject boost in small groups</li> <li>• Support delivered in or outside the classroom, during the normal daily timetable (in Secondary, during the free periods)</li> </ul>
<b>Moderate</b>	1 year unlimited	ASAP if the pupil is already known After diagnosis (external expert report, recommended) and/or SAG-meeting	Pupils with <b>moderate learning difficulties</b> Pupils experiencing difficulty accessing the curriculum due to language issues, concentration problems or other reasons	<ul style="list-style-type: none"> <li>• Subject lessons, methodological support, learning to learn clinics</li> <li>• 1 on 1 or in small groups</li> <li>• Special arrangements</li> <li>• Support delivered in or outside the classroom, during the normal daily timetable (in Secondary, during the free periods)</li> </ul>
<b>Intensive A</b>	1 year unlimited	From the first day if the pupil is already known (assistant). After diagnosis and/or SAG-meeting.	Pupils with <b>severe learning difficulties or learning disabilities</b> Pupils with an illness or syndrome hinders learning. Pupils who needs daily help and assistance to make school life easier (physically or emotionally handicapped).	<ul style="list-style-type: none"> <li>• Targeted educational support to address learning, emotional, or behavioral needs</li> <li>• Subject 1 on 1 or small group</li> <li>• Special arrangements</li> <li>• Possibly an assistant (part time or full time).</li> <li>• Support delivered in or outside the classroom, during the normal daily timetable</li> </ul>
<b>Intensive B</b>	6 weeks or longer depending on the learning needs	After approval of the Director or his representatives.	<b>New pupils</b> A pupil without particular special educational needs but missing parts of the European School curriculum due to <b>different circumstances</b> (change of school, long term absence, etc.)	<ul style="list-style-type: none"> <li>• Intensive language support courses to enable the pupil to access the ES curriculum.</li> <li>• 1 on 1 or small groups.</li> <li>• Support delivered in or outside the classroom, during the normal daily timetable (in Secondary, during the free periods)</li> </ul>

*Reference: Provision of Educational Support in the European School - Procedural document - 2012-05-D-15-en-12*

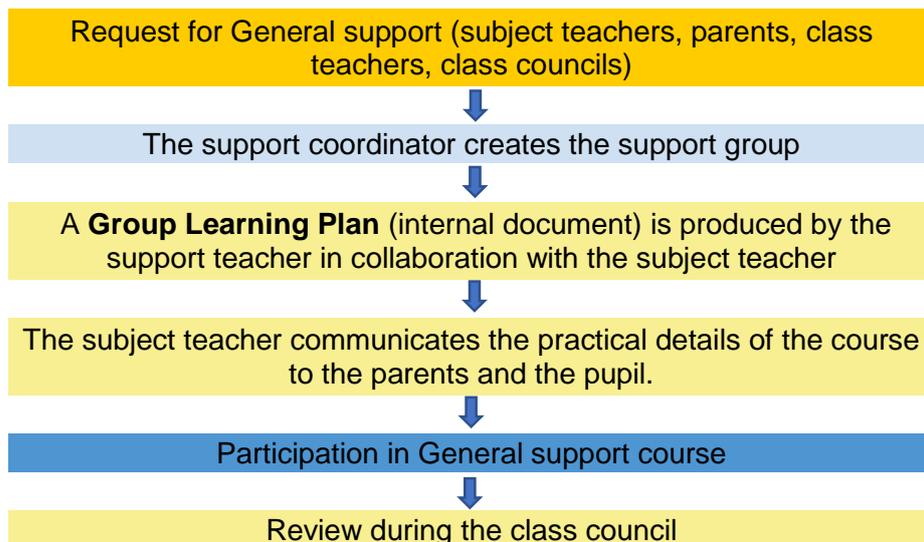
## 8. Requesting Educational Support

Parents, pupils, teachers can take initiative to request educational support. For some forms of educational support, reports from external experts are necessary.

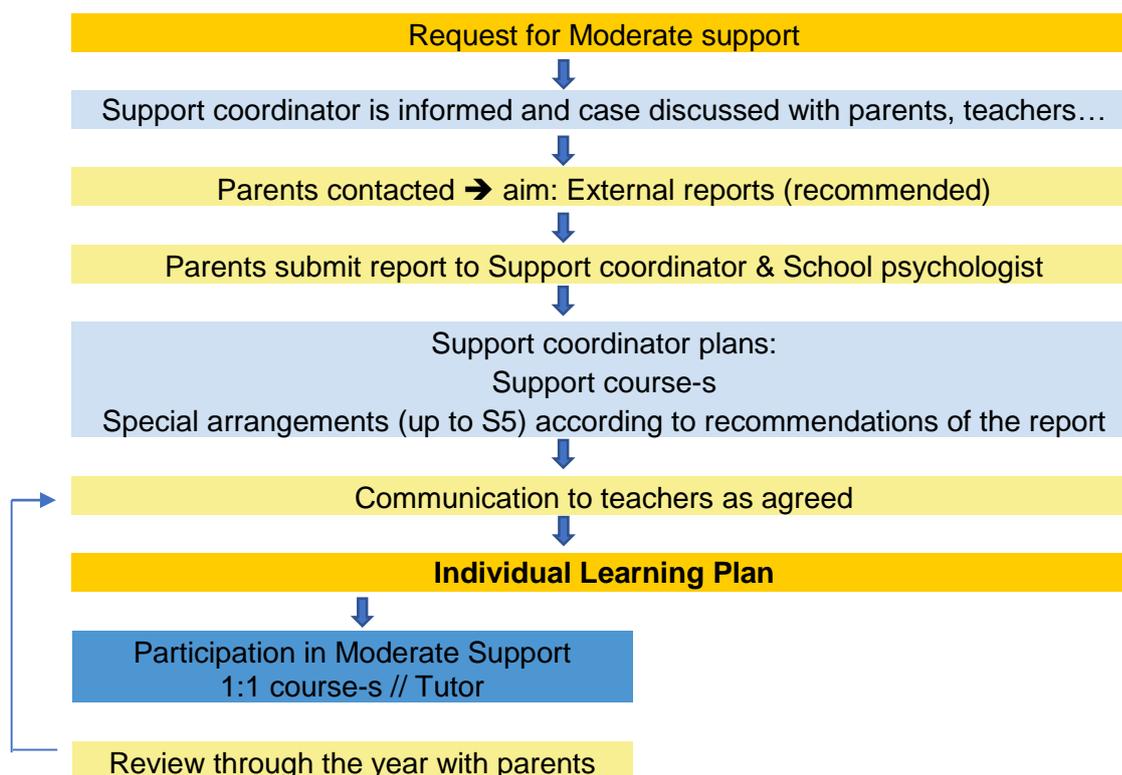
For new pupils, if reports are included in the enrolment file, EEB4 will take the initiative to contact the parents.



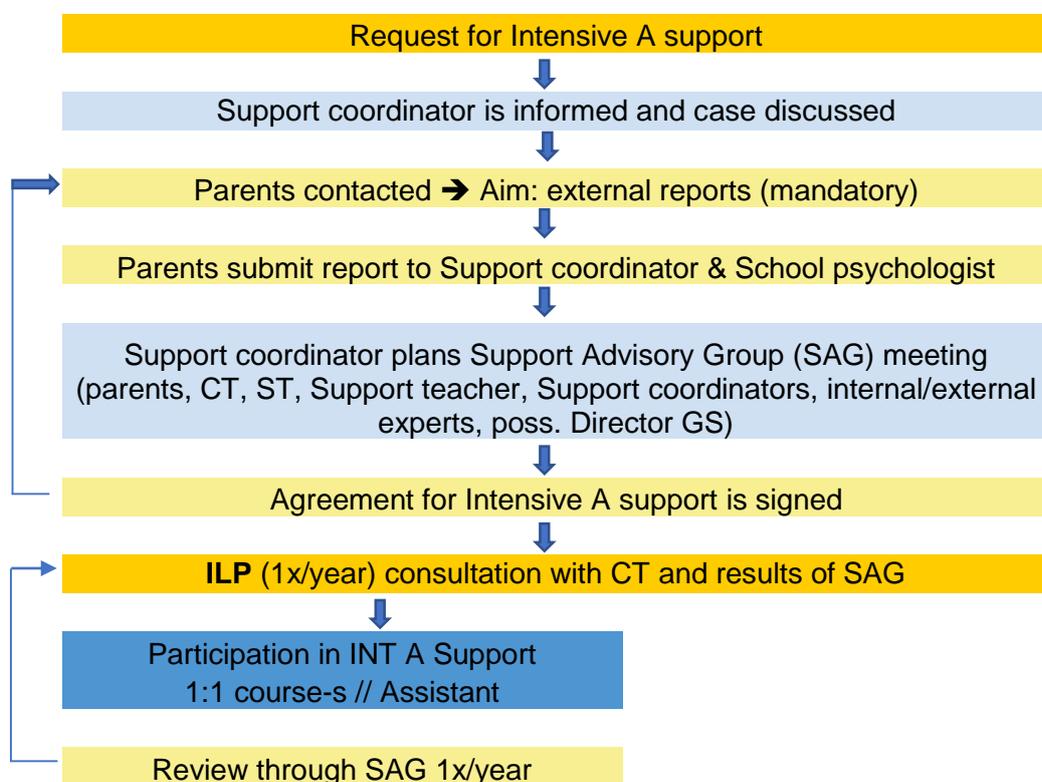
### 8.1. Procedure for General Support



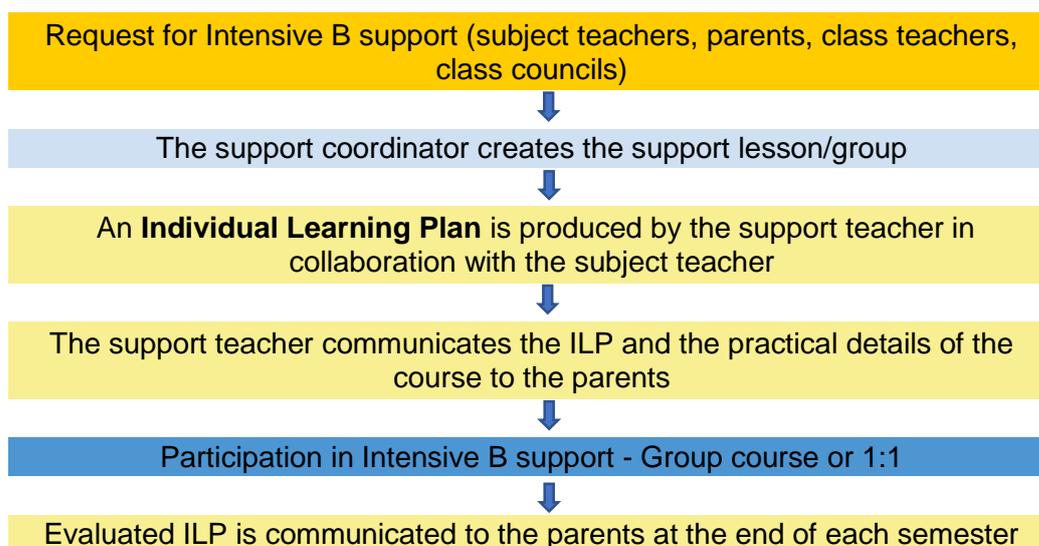
## 8.2. Procedure for Moderate Support



## 8.3. Procedure for Intensive A support



## 8.4. Procedure for Intensive B support



## 9. Actions for high-potential or gifted pupils

<b>Condition</b>	<ul style="list-style-type: none"> <li>• The pupil's learning potentials are not challenged.</li> <li>• The pupil feels frustrated at school, demotivated, and even at risk of dropping out.</li> </ul>
<b>Procedure</b>	<p>Actions towards HP or gifted pupils can take place in various forms:</p> <ul style="list-style-type: none"> <li>• Privileged tutoring with a volunteer teacher;</li> <li>• Free audition of other courses (with the agreement of the teachers concerned);</li> <li>• Meetings with the support coordination to define and monitor needs;</li> <li>• Academic enrichment courses (within budgetary constraints);</li> <li>• Organization and methodology courses;</li> <li>• Support to participate in projects (competitions, Olympiads etc)</li> <li>• Allowed to take more periods than the maximum regulated.</li> </ul> <p>Subject to sufficient documentation and a positive advisory opinion from the Advisory Group or the management, the Class Council may deliberate on the desirability of early promotion, provided it does not prejudice the pupil's development.</p>

### References:

- *Provision of Educational Support in the European School - Procedural document - 2012-05-D-15-en-12 (cf. 1.2; A6)*
- *Policy on the Provision of Educational Support in the European Schools - 2012-05-D-14-en-9 (cf. 1.2)*

At EEB4, every pupil receives the support that corresponds to his or her individual profile. High-potential and gifted pupils should be given adequate challenges. The support of these pupils is just as important as the support of pupils with other special needs.

## 10. Special arrangements

### 10.1. Special arrangements for S1 to S5

<b>Condition</b>	If a pupil has a physical and/or learning disability, whether temporary or permanent and provides a recent (2 years old maximum) comprehensive multi-disciplinary report, he can require arrangements to access the standard curriculum, a computer in the classroom, etc. and also special arrangements in regards to the examination situations at any time, as needed.
<b>Decision</b>	The decision is taken by the school for all pupils and specifically by the Advisory Group for Intensive A pupils.

**References:**

- *Provision of Educational Support in the European Schools - Procedural document - 2012-05-D-15-en-12 (cf. 1.3)*
- *Policy on the Provision of Educational Support in the European Schools - 2012-05-D-14-en-9 (cf. 1.3)*

### 10.2. Special arrangements for S6 & S7 (Baccalaureate cycle)

<b>Condition</b>	If a pupil has a physical and/or learning disability, whether temporary or permanent and provides a recent (2 years old maximum) comprehensive multi-disciplinary report, he can require arrangements to access the standard curriculum, a computer in the classroom, etc and also special arrangements in regards to the examination situation.
<b>Procedure &amp; Decision</b>	<ul style="list-style-type: none"> <li>• The request (+ the report) must reach the school by October 15 of the year S5.</li> <li>• Newly arrived pupils have the opportunity to submit an application after this deadline.</li> <li>• For certain special arrangements (<i>cf. 3rd document below from I1 to I14</i>): the decision is taken by the Secretary General of the European Schools, after approval by the school, on the basis of a supporting file including a report by a specialist meeting the valid criteria.</li> <li>• For other arrangements (<i>cf 3rd document below from D1 to D6</i>): the decision is taken by the school on the basis of a supporting file including a report by a specialist meeting the valid criteria.</li> </ul>

**References:**

- *Provision of Educational Support in the European School - Procedural document - 2012-05-D-15-en-12 (cf. 1.3)*
- *Policy on the Provision of Educational Support in the European Schools - 2012-05-D-14-en-9 (cf. 1.3)*
- *Arrangements for Implementing the Regulations for the European Baccalaureate (Applicable for the Year 2020 European Baccalaureate session) - Annex VII*
- *Procedure for the requesting of special arrangements in the European Baccalaureate - 2015-05-D-12-en-18*

EEB4 ensures that special arrangements recommended in the multi-disciplinary report are optimally implemented. All teachers receive a list of the special arrangements prepared by the support coordinator at the beginning of the school year and a reminder before the B-tests/exams.

## 11. Support Advisory Group

<b>Members</b>	<ul style="list-style-type: none"> <li>• The pupil's parents.</li> <li>• The Deputy Head or his delegate (support coordinator) who chairs the meeting.</li> <li>• The support coordinator.</li> <li>• The class teacher, L1, L2 and mathematics teachers.</li> <li>• The school psychologists and the support assistants.</li> </ul>
<b>Meeting</b>	<p>The SAG meets at least once a year:</p> <ul style="list-style-type: none"> <li>• At the end of the school year in order to organise the transition to next year and to give an opinion to the class council on promotion or other matters.</li> <li>• At the start of the convention for new pupils in order to specify the special arrangements in place for the support.</li> <li>• At any time in order to take new elements into account.</li> </ul>
<b>Procedure</b>	<ul style="list-style-type: none"> <li>• A Formal invitation is issued by the school.</li> <li>• Minutes are drawn up by the support coordinator.</li> <li>• During the Advisory group, the intensive support A convention is signed.</li> <li>• On the basis of the medical, psychological, psycho-pedagogical or multi-disciplinary report, the Support Advisory Group formulates measures to meet the pupil's special needs, to assess his or her situation and progress.</li> <li>• The minutes are made available upon request.</li> </ul>

**Reference:**

*Provision of Educational Support in the European Schools - Procedural document - 2012-05-D-15-en-12 (Annex 1)*

At EEB4, in order to facilitate a smooth transition from P5 to S1, the Deputy Director of Nursery and Primary and the Nursery/Primary Educational Support Coordinator, will organise SAG meetings in cooperation with the Secondary Educational Support Coordinator and the school psychologists, to facilitate the transfer of information relating to individual pupils' strengths, challenges and learning plans. Similar arrangements are in place for transition from nursery to primary.

## 12. Tripartite agreements

<b>Condition</b>	<ul style="list-style-type: none"> <li>Intensive A or Moderate Support pupil - presenting a report justifying such a need - can benefit from the follow-up of a specialist in the school and during school hours</li> <li>These specialists - paramedical auxiliary staff, therapists (essentially speech therapists and other therapists) - are chosen and paid for by the parents.</li> </ul>
<b>Procedure</b>	<ul style="list-style-type: none"> <li>Time slots are decided with the parents, in accordance with the pupil's free periods (e.g. one or two periods per week).</li> <li>An agreement must be signed between the school, the parents and the therapist (included in the list of EE-approved therapists).</li> <li>The list of therapists is validated by the PMO (European Commission). Parents are invited to contact the educational support coordinator or the school psychologist to request the approved list of therapists. Parents can request reimbursements for the therapist's services under the Joint Sickness Insurance System (JSIS) of the European Institutions.</li> </ul>

**Reference:**

*Provision of Educational Support in the European Schools - Procedural document - 2012-05-D-15-en-12 (3.1.4)*

At EEB4, the school psychologists can guide parents in the choice of specialists.

## 13. Reorientation – Transition to other schools

It is important to be aware that the European Schools are mainstream education establishments. However, at EEB4 we aim at being as inclusive as possible within the limits of our regulations and the available resources and expertise. Should we be not prepared to meet the educational needs of a pupil at a given moment, we will open a frank dialogue with the parents and we will try to help them explore different possibilities of school reorientation.

To this end, we will try to establish cooperation with local, regional or national community services.

**Reference:**

*Policy on the Provision of Educational Support in the European Schools - 2012-05-D-14-en-9 (cf. 1.5)*

## 14. Pupils' absences

Attendance to educational support classes is mandatory. Unjustified absences from the support classes may have the same consequences as those in regular classes.

**Reference:**

*General Rules of the European Schools - 2014-03-D-14-en-8 (cf. 30)*

At EEB4, the advisors keep a close eye on the pupil's attendance to the support courses and inform the parents on a regular basis in case of absence. But repeated absenteeism may lead to exclusion from support classes.

## 15. Pupils' evaluation

The evaluation criteria are not adapted for pupils with educational support. The attainment targets remain the same for all pupils.

If at the end of the school year pupils fail to reach the attainment targets in several areas of the curriculum they may be proposed to continue to the following school year "in progression". In the case, they reach the attainment targets at a certain moment, then promotion can be granted.

Pupils in intensive support A may be proposed an adapted learning plan in one or more subjects or even significant modifications in the curriculum (*see document below, article 1.4.3a*). The future implications of this decision must be communicated to the pupil's legal guardians by the Educational Support Coordinator before signing the Intensive Support Agreement.

### References:

- *Provision of Educational Support in the European School - Procedural document - 2012-05-D-15-en-12 (cf. 1.2 and 5)*
- *Policy on the Provision of Educational Support in the European Schools - 2012-05-D-14-en-9 (cf. 5)*
- *General Rules of the European Schools - 2014-03-D-14-en-8 (cf. 57 and 61)*

At EEB4, formative assessment has been developed to evaluate the progress of the pupils in progression in order to keep them motivated throughout the school year.

## 16. Learning Environment in EEB4

Here at EEB4, Educational Support is delivered in a variety of ways inside and outside the classroom. The school has invested in:

- ✚ Special rooms for the delivery of educational support with integrated learning tools and materials, and also, spaces where pupils can rest, listen to music, read and work. These multi-sensory / time-out rooms bring positive effects in pupils who struggle with sensory-overload. They better manage their emotions, thereby improving focus so they can learn and interact with others.
- ✚ Specific furniture and materials in classrooms to support learning:
  - ✓ Our "**Vélo-bureaus**" facilitate pedaling while reading or writing, thereby increasing pupils' attention, resulting in better memorisation and overall concentration, particularly for pupils who experience ADHD, allowing them to focus more easily and channel their energy.
  - ✓ **Standing and adjustable desks** are available across all cycles which foster adaptability, organization and ease of operation with the goal of enhancing pupils' learning and concentration.
  - ✓ **Psychomotoric cushions** for sensomotoric training (interplay between the nervous system and muscle system) are also available to foster the conditions which support learning. These cushions are very effective for our pupils who experience difficulty with concentration, coordination, joint stability and movement sequences in general.



## 19. The Support Teams

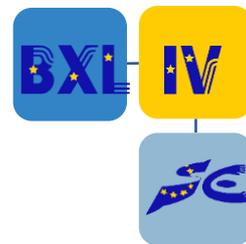
NURSERY AND PRIMARY CYCLES		
<b>Deputy Director</b>	Martin McGrath	<a href="mailto:lae-deputy-director-nursery-and-primary-cycle@eursc.eu">lae-deputy-director-nursery-and-primary-cycle@eursc.eu</a>
<b>Assistant to the Deputy Director</b>	Niina Viima	<a href="mailto:niina.viima@eursc.eu">niina.viima@eursc.eu</a>
<b>Educational Support Coordinator</b>	Marjolaine Fuminier	<a href="mailto:LAE-SEN-PRI@eursc.eu">LAE-SEN-PRI@eursc.eu</a>
<b>School Psychologists</b>	Madeleine Mentior (section DE ; s4, s5, s6 (sauf section NL))	<a href="mailto:madeleine.mentior@eursc.eu">madeleine.mentior@eursc.eu</a>
	Marie-Charlotte Van der Mersch (m1, m2, p1, p2, p3, p4, p5, s7 (sauf sections DE et NL))	<a href="mailto:marie-charlotte.van-der-mersch@eursc.eu">marie-charlotte.van-der-mersch@eursc.eu</a>
	Terry Vervondel (section NL ; s1, s2, s3 (sauf section DE))	<a href="mailto:terry.vervondel@eursc.eu">terry.vervondel@eursc.eu</a>

SECONDARY CYCLE		
<b>Deputy Director</b>	Sandra Maset Calpe	<a href="mailto:lae-deputy-director-secondary-cycle@eursc.eu">lae-deputy-director-secondary-cycle@eursc.eu</a>
<b>Assistant to the Deputy Director</b>	Daniela Mutes	<a href="mailto:LAE-ASSISTANT-DEPUTY-DIRECTOR-SECONDARY-CYCLE@eursc.eu">LAE-ASSISTANT-DEPUTY-DIRECTOR-SECONDARY-CYCLE@eursc.eu</a>
<b>Educational Support Coordinator</b>	Claire Ponceau	<a href="mailto:claire.ponceau@teacher.eursc.eu">claire.ponceau@teacher.eursc.eu</a>
<b>School Psychologists</b>	Madeleine Mentior (section DE ; s4, s5, s6 (sauf section NL))	<a href="mailto:madeleine.mentior@eursc.eu">madeleine.mentior@eursc.eu</a>
	Marie-Charlotte Van der Mersch (m1, m2, p1, p2, p3, p4, p5, s7 (sauf sections DE et NL))	<a href="mailto:marie-charlotte.van-der-mersch@eursc.eu">marie-charlotte.van-der-mersch@eursc.eu</a>
	Terry Vervondel (section NL ; s1, s2, s3 (sauf section DE))	<a href="mailto:terry.vervondel@eursc.eu">terry.vervondel@eursc.eu</a>

## 20. Appendices

### 20.1. Composition of the Support Advisory Group

SUPPORT ADVISORY GROUP	
Nursery and Primary	Secondary
Chair: Director or his/her delegate	Chair: Director or his/her delegate
Teachers: <ul style="list-style-type: none"> <li>• class teacher</li> <li>• other teachers involved (where appropriate)</li> <li>• L1 teacher</li> <li>• support teacher</li> <li>• support assistant</li> <li>• support coordinator</li> </ul>	Teachers : <ul style="list-style-type: none"> <li>• class teacher</li> <li>• teachers of the subjects concerned (where appropriate)</li> <li>• L1 teacher</li> <li>• support teacher</li> <li>• support assistant</li> <li>• support coordinator</li> <li>• cycle coordinator (where appropriate)</li> <li>• educational adviser (where appropriate)</li> </ul>
Specialists : <ul style="list-style-type: none"> <li>• school psychologist</li> <li>• school doctor/nurse (if necessary)</li> <li>• other specialists (if necessary)</li> </ul>	Specialists : <ul style="list-style-type: none"> <li>• school psychologist</li> <li>• school doctor/nurse (if necessary)</li> <li>• other specialists (if necessary)</li> </ul>
The parents/legal representatives of the pupil concerned, who may be accompanied by a qualified specialist.	The parents/legal representatives of the pupil concerned, who may be accompanied by a qualified specialist.
Liaison between two teaching levels: <ul style="list-style-type: none"> <li>• Inclusion of M2 teacher where a child has started P1</li> <li>• the primary teacher, where appropriate, to liaise when the child moves up to the primary</li> <li>• one or more secondary cycle teachers, where appropriate, to liaise when the pupil moves up to the secondary</li> </ul>	Liaison entre cycles : <ul style="list-style-type: none"> <li>• the primary teacher, where appropriate, to liaise when the child moves up to S1</li> </ul>



## 20.2. Model template of Intensive Support Agreement



### **INTENSIVE SUPPORT AGREEMENT**

Agreement has hereby been reached between

Manuel BORDOY, Director

and

, parent/ legal representative

, parent/ legal representative

Having regard to Articles 1-7 of this Agreement

Having regards to the General Rules of the European Schools

Having regard to the Policy on the Provision of Educational Support in the  
European Schools

On the provision of Intensive Educational Support

for \_\_\_\_\_, born on \_\_\_\_\_

Pupil in year \_\_\_\_ of nursery primary secondary, \_\_\_\_\_ language section

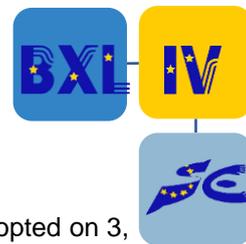
for the period between \_\_\_\_\_ and \_\_\_\_\_

A new fact or a fact unknown at the time of stipulation may lead to revision of this Agreement.

In Brussels , Date:

Director

Parent/legal representative



## Articles of this Agreement:

**Article 1:** Pursuant to the decisions of the Board of Governors of the European Schools adopted on 3, 4 and 5 December 2012 on the provision of educational support in the European Schools, in accordance with the implementing rules for the admission of pupils with special needs into Intensive Support, the purpose of this Agreement is to define the responsibilities of the contracting parties, the conditions in which the admission into Intensive Support can take place and the Individual Learning Plan to be foreseen.

Intensive support is provided for pupils with special educational needs: learning, emotional, behavioural or physical needs. Whenever the intervention of an external therapist is needed (essentially speech therapists and psychomotor therapists), the provision is organised on the basis of a tripartite agreement between the School, the parents/guardians and the therapist.

**Article 2:** With a view to a pupil's admission into Intensive Support, the contracting parties hereby undertake to supply all the information required for proper definition of his/her special needs and of the special measures to be arranged.

Pupils with special needs will be admitted to the European School and will receive Intensive Support, provided that their special educational needs allow them to follow a mainstream or specially adapted course of study. The School may declare itself incompetent to admit a pupil whose special educational needs are such that it is unable to offer the support required. In that case, the School may refuse admission or continuation of integration into a mainstream school environment.

**Article 3:** This Agreement determines the type of admission (full or partial) and the Support planned, which may be provided in class or outside class in collective form to small groups of pupils with similar needs or in individual form.

It provides for a certificate, mentioning the subjects where assessment is normal and those subject to appropriate certification.

**Article 4:** A clause may be added to this Agreement to extend its scope to other aspects of the admission/integration of the pupil concerned, with the explicit agreement of the contracting parties. The Agreement is individual and outcomes will be evaluated and reviewed at the end of the school year or at the end of the period during which the support has been provided. It will be used as a basis for the criteria and the decision on progression and certification at the end of the school year.

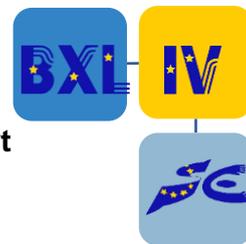
**Article 5:** This Agreement includes the individual learning plan of the pupil in question. The proposal will be drawn up in detail by the teaching and supervisory team of the class concerned.

**Article 6:** Under this Agreement, the pupil's admission/integration into the school will normally be for the whole of the school year. It must therefore be drawn up at the time of admission, after a possible observation period. If necessary, the Agreement may be adapted during the school year on a proposal from the Support Advisory Group.

**Article 7:** If an application for admission into Intensive Support is rejected, an appeal may be lodged with the Secretary-General of the European Schools within fifteen calendar days of notification of the decision.

The Secretary-General must take a decision within one month of the date of reception of the appeal.

In the event of disagreement with the decision of the Secretary-General, a contentious appeal may be lodged with the Complaints Board, subject to the conditions laid down in Chapter XI of the General Rules of the European Schools.



### 20.3. Model template for Individual Learning Plan for Moderate Support



CONFIDENTIAL

#### MODERATE SUPPORT – INDIVIDUAL LEARNING PLAN

<b>Name pupil:</b>	<b>Date of birth:</b>
<b>Section:</b>	<b>Class:</b>
<b>Languages spoken at home:</b>	<b>Dominant language:</b>
<b>Second language:</b>	<b>Class teacher:</b>
<b>Date:</b>	<b>Support teacher:</b>

<b>Description of the pupils' special needs</b>
<b>Strengths</b> (academic, social/ emotional/ personality/ extra curricula)
<b>Challenges</b> (weaknesses, difficulties)
<b>Type of support</b> (Inside/outside – When/exact time? – Where?)
<b>Date(s) of review</b>

### MODERATE SUPPORT

Objectives of moderate support (Specify, what aspect(s) of the subject/learning area is been targeted?)	Methods (Materials) (What methods / materials are used to reach the objectives?)	Assessment (What tools / tests are used to assess progress?)	Progress		
			Needs more practice (NMP)	Nearly achieved (NA)	Achieved (A)
1.			Date NMP	Date NA	Date A
2.			Date NMP	Date NA	Date A
3.			Date NMP	Date NA	Date A
4.			Date NMP	Date NA	Date A
5.			Date NMP	Date NA	Date A
6.			Date NMP	Date NA	Date A

## 20.4. Model template for Individual Learning Plan for Intensive Support



CONFIDENTIAL

### INTENSIVE SUPPORT - INDIVIDUAL LEARNING PLAN

<b>Name pupil:</b>	<b>Date of birth:</b>
<b>Section:</b>	<b>Class:</b>
<b>Languages spoken at home:</b>	<b>Dominant language:</b>
<b>Second language:</b>	<b>Class teacher:</b>
<b>Date:</b>	<b>Support teacher:</b>

<b>Description of the pupils' special needs</b>
<b>Strengths</b> (academic, social/ emotional/ personality/ extra curricula)
<b>Challenges</b> (weaknesses, difficulties)
<b>Pupil's interests and learning styles</b>

<b>Diagnosis</b>				
<b>Date of last medical/ psychological and/or multi-disciplinary report</b>				
<b>School history</b> (schools attended, repeating a year etc.)			<b>Medical needs</b> (for allergies, diabetes etc.)	
<b>Actual Intervention by specialists</b>	<b>IN SCHOOL</b>	<b>OUTSIDE SCHOOL</b>	<b>TIME ALLOCATED</b>	<b>Comments</b>
Speech/language				
Motor skills				
Physical				
Occupational				
Counselling				
Psychologist				
Medical treatments, doctors				
Other				

## Adaptations

<p>The following adaptations are used:</p> <p><b>Curriculum adaptations:</b></p> <p>1. Individual subject :</p>	<p><b>Classroom adaptations</b></p>	<p><b>In class</b></p>	<p><b>Homework</b></p>	<p><b>Assessment</b></p>
<p>2. Subjects not taken:</p> <p>3. Other:</p>	<p>Additional time            Computer/laptop            Calculator            Reduced homework questions            Amended seating            Buddy system            Mind maps            Audio books            Visual learning aids            Teacher's notes provided            Alternative assessment            Assess content not spelling            Separate room for testing            Other</p>			
<p><b>Timetable changes:</b></p> <p><b>Comments:</b></p>	<p><b>Special arrangements for exams or tests</b></p> <p>Additional time            Computer/laptop            Calculator            Scribe            Reader            Separate room            Amended seating            Supervised rest breaks            Other</p> <p><b>School report</b></p> <p>School report/Semester report contains adapted assessment</p>			

### INTENSIVE SUPPORT

<b>Objectives of intensive support</b> (Specify, what aspect(s) of the subject/learning area is been targeted?)	<b>Methods (Materials)</b> (What methods are used to reach the objectives?)	<b>Assessment</b> (What tools / tests are used to assess progress?)	<b>Progress</b> Needs more practice (NMP) Nearly achieved (NA) Achieved (A)		
1.			Date NMP	Date NA	Date A
2.			Date NMP	Date NA	Date A
3.			Date NMP	Date NA	Date A
4.			Date NMP	Date NA	Date A
5.			Date NMP	Date NA	Date A
6.			Date NMP	Date NA	Date A