



# **General Guidelines for Educational Support**

## **European School Brussels 1**



**NURSERY/PRIMARY CYCLE**

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## **PART I**

### **1. INTRODUCTION**

#### **1.1 Background**

The European School is a multilingual and multicultural framework where the primacy of the student's dominant language is preserved to the greatest extent possible. It offers only one type of general education, in which learning conditions become more and more demanding from year to year. This unique academic path, with very cognitive and abstract learning, is validated by the acquisition of a European Baccalaureate Diploma. Different types and levels of support have been set up in order to provide appropriate support to students with specific learning needs and difficulties in order to enable them to develop and progress according to their potential and integrate successfully, while accessing the standard curriculum as much as possible.

Differentiation is the foundation of any education targeting the needs of student; it is essential for all students, not just those who need support. Differentiated instruction must take place in the classroom, and every European School teacher bears this in mind when considering our students' needs.

Differentiation is the implementation for each student, at all levels of study, of individualized planning that takes into account differences in learning style, interests, motivation and aptitude. It can take the form of setting up adaptations within the classroom.

#### **1.2 Our approach**

The educational support of the European School Brussels 1 aims at students' academic success by promoting their self-esteem and development. The goal is to help students become self-reliant learners, be able to utilize multiple resources, understand their strengths and weaknesses, and to set realistic and achievable goals in learning process and evolution.

The School provides direct support to students with special needs, particularly in the areas of languages (native or foreign), mathematics, social integration and self-esteem or behavior.

EEB1 will continue to strive to help each student develop their human potential and sense of dignity and self-worth. Our teaching will continue to strive to be student-centered. Everything possible will be done to help students, including those with disabilities and special educational needs, to develop their personality, talents and creativity to their full potential. The aim of educational support is to work towards maximizing academic and social development and move towards inclusion. While we all come from different countries, educational systems and philosophies, our common goal is to see each student entrusted to us develop their full potential in an inclusive environment.

Support teachers work from the beginning of the year in collaboration with classroom teachers to identify specific needs, create a learning plan, and evaluate student achievement. Students can receive support at any time during their schooling.

EEB 1 is convinced that students achieve more when their parents/legal representatives<sup>1</sup> are actively involved in their education and work in partnership with the school. Communication between the school and the student's legal representatives must therefore be open and regular.

### **1.3 Guidelines**

The guidelines being presented are based on the approach explained above. The implementation of these guidelines will be reviewed regularly, to ensure that their content is adhered to and up to date. Adjustments will be made as needed along with official changes issued by the Board of Governors and/or the Joint Teaching Committee. This document highlights the common practice for educational support at EEB1.

### **1.4 Relevant documents on which guidelines are based**

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<sup>1</sup> The term 'parents' refers both to parents and legal representatives throughout the document.

In order to provide the most effective assistance possible, EEB1 relies on the directives of the Board of Governors which appear in the following documents:

- 2012-05-D-14-en-9 “Policy on the Provision of Educational Support in the European Schools”
- 2012-05-D-15-en-11 “Provision of Educational Support in the European Schools – Procedural document”
- General Rules of the European Schools

## **2. Aims and Objectives of Educational Support**

The policy document regulating educational support in the European Schools states that the aim of educational support is ‘to ensure appropriate help for pupils having special educational needs or experiencing difficulties at any point of their school career’. In line with this, EEB1 advocates a 'whole school approach' to special educational needs which involves all staff adhering to a model of best practices. The staff at the school is committed to identifying and providing for the needs of the student who attend. It is about creating a secure, accepting, collaborative and stimulating community in which everyone is valued. Through adopting the whole school approach, EEB1 can cater for students with diverse needs in a more comprehensive manner.

This approach aims at a cohesive response to diverse learning needs and solid implementation, as far as possible. Ideally, this needs to be achieved in a culture of ongoing improvement which sets high expectations, monitors students’ progress and actively discusses student achievement. The goal is a student-centered education for life in the world beyond school, incorporating a European perspective. In order to optimize the teaching and learning process, it is vital to:

- set achievable targets which promote self-esteem and a positive attitude towards learning;
- encourage differentiation, supporting the learning process;
- work in partnership with students and their parents/legal representatives;
- promote collaboration among teachers;
- enable students to monitor their own learning and become independent learners on their own;

The aim of this document is to provide a framework for all those with a role in education at EEB1. The document is intended to offer information about how educational support is organized at EEB1. At the onset, it should be stated that the school will make decisions in the best interests of the child, whilst considering the opinions' of the different stakeholders. This is a 'living' and 'flexible' document which will be regularly reviewed and amended so as to continue improving the provisions offered to students with special needs.

### **3. Confidentiality**

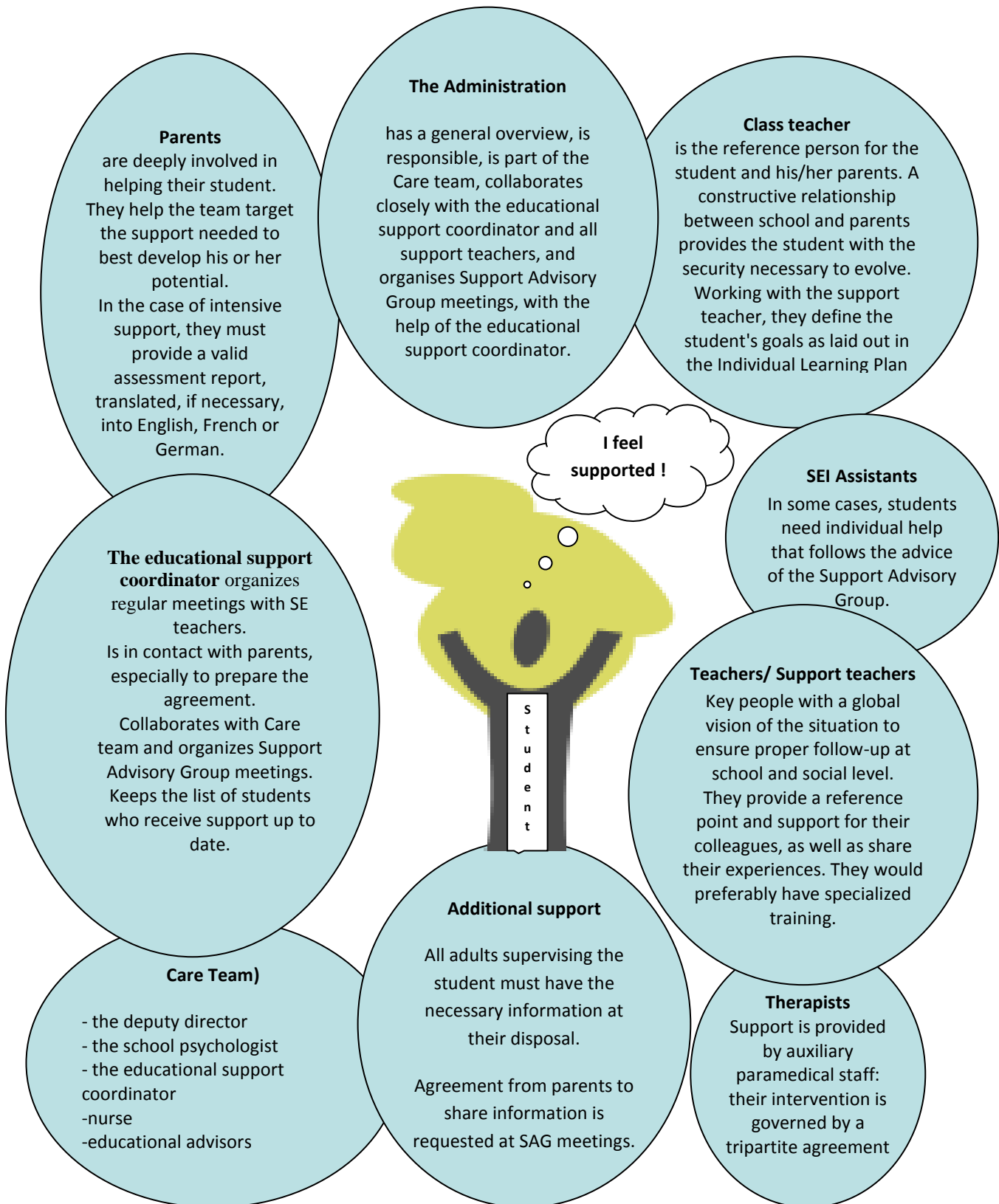
EEB1 aims to protect the child at all times. The child is placed at the heart of the learning process and all measures will be taken to provide a safe and secure environment. The school is mindful that it is in a position of trust by all stakeholders and there is a general expectation that a professional approach will be used in matters of confidentiality. EEB1 will continue to strive to use, hold and safeguard information received by the students or referred to them – confidential information may be shared on a need to know basis, justified in the best interest of the child.

For instance, when a child, who is a minor, shares confidential information, this will be kept as such unless there is a threat of harm to self, harm to others or harm being done to the same child. In this case, the school will need to refer to the relevant agencies to safeguard the well-being of the child or any other third parties.

EEB1 has a duty of care and responsibility towards students and is committed to respect their privacy and comply with the data protection regulations. All the employees are concerned about the confidentiality but especially those employed at EEB1 in the health profession 1 are governed by their ethical and confidentiality regulations.

You will find more details on the way the school process the data by consulting the Privacy Statement available on [school's](#) website.

## 4. Who's Involved



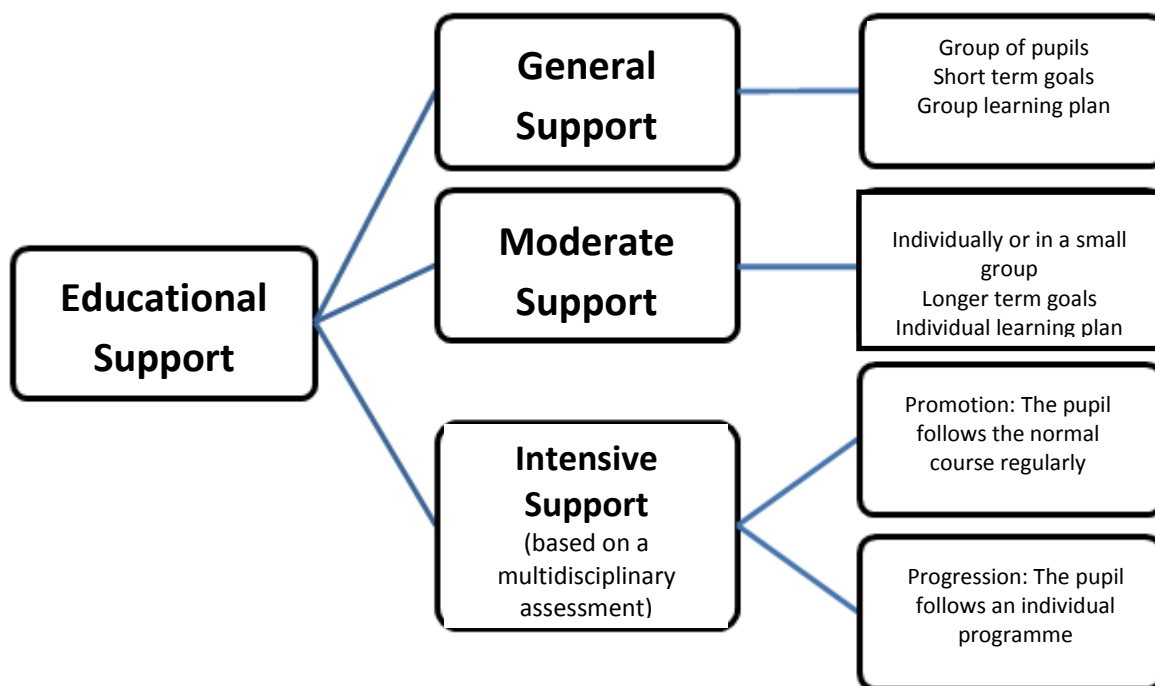
## PART II: EEB 1 NURSERY AND PRIMARY CYCLE

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## 5. Types of Educational Support

Where differentiation in the classroom is not sufficient, the school provides different types of educational support: general support, moderate support, and intensive support.



### 5.1 General Support

Any student may encounter difficulties in a specific part of a subject or need to "catch-up" in general. Students may need additional help to develop learning strategies or skills that work well, or build esteem and self-confidence. This short-term support should preferably be provided in small groups, inside or outside the classroom. The Group Learning Plan (GLP) is developed by the support teacher in collaboration with the class teacher and kept up by the support teacher.

In the nursery and primary, a flexible General Support Team has been organised with the aim of early intervention, and being as inclusive as possible. General Support should become widely part of the classroom structure. This approach allows the building up of a close cooperation between the class and support teachers as well as with the pupils who will be familiar with the support measures as part of their daily routine.

In order to communicate this approach and to inform parents to the full, the school hands out a 'General Support Agreement' to all parents. Parents who decide not to sign the 'General Support Agreement' will then be contacted by the support teacher before any support intervention, should it be needed.

The possibility of general support is introduced to all parents at the beginning of the school year (during the parent/teacher meeting). By signing the 'General Support Agreement', parents give their consent for timely support intervention. This allows the class and support teacher to increase the methods of differentiation within the class or, by organising little groups, to include support measures inside and outside the classroom and in general to intervene as quickly as possible when the need occurs. A Group Learning Plan is created, and parents are informed regularly about the child's progress. The intervention of the support teacher should help in establishing whether there is a need for further regular support.

### **5.1.1 Information**

Teachers will start off the first few weeks of school evaluating the skills and knowledge of the students.

### **5.1.2 Procedure**

The parents/legal representatives will receive an invitation to accept General Support.

Once parents have accepted the learning support, the LS teacher will organize a small group of pupils to establish support sessions. Support teachers write a group learning plan (GLP) in case of long-term General Support in consultation with the subject teacher based on the needs of the individuals in the group and the skills that need to be met. This is an internal, working document based on the objectives set out in the request form. It encompasses the aims that are set, the strategies and resources required, and the assessment used. The document is subject to change, will evolve over time and ultimately forms the basis of the review document for every student in the group.

## **5.2 Moderate Support**

### **5.2.1 Information**

Moderate Support can be provided for students in need of more targeted support or those with a moderate learning difficulty (e.g. dyslexia or dyscalculia) or for those who may need additional help with acquiring effective learning strategies or skills. Moderate support can be individual or in a small group depending on the student's needs. Groups are organized by focusing on the needs of the students concerned. Moderate support is an extension of General Support.

### **5.2.2 Procedure**

The parents will be contacted should the need for support be more specific and regular/ longer term. Following their consent (Moderate Support Consent Form) support lessons are organised in-or-outside the classroom, either individually or in small groups. An Individual Learning Plan will be created and the individual learning objectives will be evaluated throughout the year. The parents will receive a copy of the Learning Plan and are required to sign the original copy that will be kept by the support teacher and filed in the pupil's file. The support teacher will inform parents regularly about the pupil's progress.

## **5.3 Intensive Support**

### **5.3.1 Information**

The educational support system of the European Schools has two types of intensive support: intensive support A and B. Intensive support A is applicable in most cases.

In fewer cases, some may require a 'Type B' intensive support convention. These are usually linked to an intensive, rather short-term need, not necessarily related to a diagnosis (for example in case of significant changes during schooling). Intensive support B can then be extended as intensive support A on the basis of a multidisciplinary assessment (see <https://www.eursec.eu/Documents/2012-05-D-15-en-11.pdf> for further details).

Intensive Support (A) is provided to help the pupil develop his or her skills, following a review of the specific individual needs of the pupil by one or more experts and the signing of a convention between the pupil, director and parents. All pupils receiving intensive support have an Individual Learning Plan. It is created by the support teacher in collaboration with the class teacher and on the basis of the multidisciplinary assessment(s).

Support can be organized in small groups or individually depending on the specific needs of the pupil with a learning disability, disorder, or who is experiencing significant behavioural or emotional difficulties.

### **5.3.2 Procedure**

#### For new cases:

Any identified special educational needs or other relevant information should be communicated to the school by the parents/legal representatives during the enrolment process, or as soon as these are known. The pupil and parents might then be invited to the school to assess the situation.

Once the school has evaluated the needs of the child, a Support Advisory Group Meeting is convened where parents will meet the Deputy Director, educational support coordinator, psychologist, class teacher, and the support teacher to discuss the pedagogical needs of the pupil.

In some cases, the Advisory Group Meeting might also conclude that the school *cannot* meet the specific needs of the child. The Director will then inform the parents/legal representatives accordingly by means of a formal letter in which the appeal procedure against the Director's decision will be indicated. The school assists the parents as much as possible to find a school which is better suited to the child's specific needs.

#### For existing cases:

The support is put in place at the beginning of the school year, based on the conclusions of the last Support Advisory Group Meeting (end of previous school year). The support and class teachers review the Individual Learning Plan, which is then communicated to the Educational support coordinator. With this the Educational

support coordinator draws up the updated Intensive Support Convention for the school year.

When the document is ready, the parents are invited to sign it at the Nursery-Primary School secretariat and can request to view the document beforehand. Finally, it is signed by the parents/legal representatives and the Director of the school, usually by mid-November at the latest.

For all cases:

Throughout the year, communication between the class teacher, the support teacher and the parents should take place via emails or meetings. Parents are informed on a regular basis on the pupil's progress.

Regular meetings take place three times a year: after the fall holidays and at the end of the first semester between parents, support and class teacher; and at the end of the second semester with all members of the Support Advisory Group.

Additional meetings can be organized if necessary at the request of the parents or the school. Where necessary, a meeting at the beginning of the school year can be organised between parents, class, and support teachers. This generally takes place without the presence of the deputy director or educational support coordinator.

Parents are encouraged to request feedback from both the class teacher and the support teacher prior to any important psychological/psychiatric intervention outside of the school to receive the most recent educational and behavioural updates.

Finally at the 'Support Advisory Group Meeting' (also known as *Groupe Conseil*), consisting of the deputy director, the educational support coordinator, the school psychologist (when necessary and available), the class and second language teachers, as well as the support teacher and assistant (when appropriate), is organised at the end of the school year to discuss the overall progress of the child. During this meeting, all parties communicate their views on the child's situation and discuss the transition at the end of the school year as well as the estimated support needed for the next year.

The conclusions include some advice for the class council on promotion, progression, or repeating the year. They also state the estimated support to be put in place as of

September (in school and outside), and if necessary, any agreements on further diagnostics.

In some cases, the specific needs of a child exceed the support possibilities of the school and a change of schooling is discussed with the parents. The Advisory Group Meeting might conclude that the school cannot meet the specific needs of the pupil. The Director will inform the parents accordingly by means of a formal letter in which the appeal procedure against the Director's decision will be indicated. The school assists the parents as far as possible in finding a school which is better suited to the child's specific needs.

Intensive support is provided to pupils with specific learning needs, whether in terms of learning, emotional, behavioural or physical.

## 6. Student Advisory Group

### **During the Support Advisory Group meeting (*Groupe Conseil*)**

The Advisory Group meeting, chaired by the Deputy Director or his/her delegate:

- Analyses the grounds of the application for intensive educational support, on the basis of the expert reports and on the case history;
- Based on the multi-disciplinary report, formulates special measures to meet the pupil's special needs (arrangements concerning special equipment, teaching material, individual support);
- Reaches one of the following conclusions:
  1. General/ Moderate Support is the most suitable form of provision;
  2. The case is an Intensive Support case;
  3. The school cannot meet the special educational needs of the child.

The Educational support coordinator takes the minutes.

### **After the meeting**

In some cases the Intensive Support Convention can already be signed at the end of the meeting. In other cases, the Educational support coordinator includes the information and conclusions of the meeting in the Intensive Support Convention and the parents/legal representatives are invited to sign it at a later date.

Parents may ask the Educational support coordinator or School Secretary to receive a copy beforehand in order to view the document.

A copy of the signed document will be sent to the parents.

## 7. Transitions

### 7.1. At the end of each school year

#### Promotion / Progression / Repeating a year (as part of intensive support)

In intensive support, there are three options at the end of the school year. Promotion, repetition, and *progression*, which is an additional option.

#### Promotion

The pupil is promoted to the next higher class by having succeeded in following the standard programme for the level of his/her grade. Some specific provisions are possible but the skills required at the end of the grade concerned are acquired. The specific provisions needed are usually included in the multidisciplinary review and are included in the Intensive Support Agreement (e.g. extra time during testing).

#### Repeating

In some cases, repeating a grade may be considered in the best interest of the pupil. This is discussed at the Support Advisory Group meeting and all aspects (academic, social, emotional) need to be addressed.

#### Progression

In certain cases, a pupil will move forward with his class-group despite not having fully met the required competences - this will only occur as long as it is in the best interest of his/her social and academic development.

This is called progression without promotion. Any pupil who has benefited from a progression without promotion can return to "standard" promotion to the next highest grade if s/he demonstrates having acquired the minimum proficiencies of his/her level of studies.

The final decision is taken by the class council based on the information provided by the class teacher, the support teacher, as well as other stakeholders, taking into account the conclusions of the last Support Advisory Group meeting.

## **8. Between Cycles**

Close communication between the school cycles is important to allow a successful transition from Nursery to Primary and from Primary to Secondary. Of course confidentiality must be respected as much as possible but shall not hinder communicating important information.

### Nursery → Primary

The transition from Nursery to Primary school is prepared throughout the year, and due to the strong support team at EEB1 with one or two specific support teachers per language sections, there is a constant information exchange. The support teachers intervene both in Nursery and Primary and are therefore a valuable resource to ensure a continuous follow-up.

The support teacher is also present at all class councils (all levels) of his/her language section and is in charge of keeping a record of the established documents. S/he is in charge of passing the relevant information to the new teacher, even if the Nursery and Primary teachers prepare the transition as well.



## 9. PROCEDURES

	<b>Nursery/Primary</b>
<b>General Support (SEG)</b>	<p><u>When:</u> the child has additional needs beyond classroom differentiation in a particular aspect of a subject or needs to catch-up,</p> <p><u>How:</u></p> <ul style="list-style-type: none"> <li>• Support lessons (30 or 45 minutes) inside or outside the class can be organized with parents' agreement (generally given in the beginning of the school year).</li> <li>• Support is generally organised in small groups.</li> <li>• Duration will depend on the pupils' needs (in very close communication with the teacher), lasting from a few sessions to several months; support may also be given occasionally throughout the year inside or outside of the classroom.</li> </ul>
	<p><u>Procedure:</u></p> <ul style="list-style-type: none"> <li>• The parents/legal representatives receive the consent form (usually at the beginning of the school year).</li> <li>• The class teacher and support teacher analyse the need and determine the support and inform the parents.</li> <li>• A group learning plan with objectives is created by the support teacher.</li> <li>• The records are kept by the support teacher, who regularly informs the parents and the teachers about the progress of the pupil.</li> </ul> <p><b>Person(s) to contact: child's class and support teachers</b></p>

<b>Nursery/Primary</b>	
<b>Moderate Support (SEM)</b>	<p><u>When:</u> the child has a mild learning difficulty and receives more targeted support (on a case-by case basis).</p> <p><u>How:</u></p> <ul style="list-style-type: none"> <li>• Support lessons (30 or 45 minutes) in-or-outside the class are organised with the parents' agreement (Moderate Support Agreement Form).</li> <li>• The support lesson can be given individually or in small groups.</li> <li>• The duration depends on the pupil's need but generally lasts over a longer period, perhaps even the whole school year.</li> <li>• Special arrangements in line with the curriculum may be considered (additional time, adapted homework, slight differentiation in quantity, organisation: seating in class, adapted materials, etc.).</li> </ul>
	<p><u>Procedure:</u></p> <ul style="list-style-type: none"> <li>• Requested by the teacher or parents/legal representatives, analysed by the support teacher.</li> <li>• The Moderate Support Agreement Form is signed by the parents, class and support teacher, and deputy director.</li> <li>• An individual learning plan with objectives (including methods and evaluation tools) is made by the support teacher and class teacher.</li> <li>• The records are kept by the support teacher, who regularly informs the parents and the teachers about the progress of the pupil.</li> <li>• The consent form and ILP (Individual Learning Plan) are added to the pupil's file.</li> </ul> <p><b>Person to contact: child's class and support teachers</b></p>

	<b>Nursery/Primary</b>
<b>INTENSIVE SUPPORT A (SEI-A)</b>	<p><u>When:</u> the pupil has special educational needs that require more support than can be given within the classroom or with General/Moderate Support.</p> <p><u>How:</u></p> <ul style="list-style-type: none"> <li>• Support lessons 1:1 (30 or 45 minutes) inside or outside the class can be organized with parental consent.</li> <li>• Individually or in a group of 2 pupils (if beneficial to both pupils).</li> <li>• duration depending on the pupil’s need but generally over the whole school year .</li> <li>• An individual <u>Intensive Support agreement</u> is made by the Educational support coordinator in close collaboration with the Deputy Director, class and support teacher of the pupil, and is based on a <u>multidisciplinary assessment</u>.</li> <li>• Support measures can include: <ul style="list-style-type: none"> <li>○ support hours inside and outside the class</li> <li>○ assistance in-and-outside the class</li> <li>○ timetable adjustments</li> <li>○ curriculum adjustments</li> <li>○ classroom adjustments</li> <li>○ tripartite Agreements (intervention by an external therapist during school hours).</li> </ul> </li> </ul> <p><u>Procedure:</u></p> <ul style="list-style-type: none"> <li>• A possible need for Intensive Support can be communicated either by the parents or by the school (teachers, school psychologist etc.).</li> <li>• For the Intensive Support a multidisciplinary assessment will be required and the school (Support teacher, psychologist, Educational support coordinator) can give guidance and useful information (contacts, procedures,</li> </ul>

	<b>Nursery/Primary</b>
	<p>etc.)</p> <ul style="list-style-type: none"> <li>• The support is then analysed by the Educational support coordinator based on the multidisciplinary assessment(s), observation(s) in school, and communicated to the parents.</li> <li>• An Advisory Group Meeting is held to decide on the support to be put in place and the Intensive Support Agreement including all relevant information (organisation of support in school and outside, individual learning plan and special arrangements) can be signed.</li> <li>• The Support can start as soon as the agreement is signed.</li> <li>• The Intensive Support Agreement is re-evaluated at the end of every school year.</li> <li>• The records are kept by the support teacher, who regularly informs the parents and teachers about the pupil's progress.</li> </ul> <p><b>Person to contact: child's class and support teachers or Educational support coordinator</b></p>

	<b>Nursery/Primary</b>
<b>INTENSIVE SUPPORT B (SEI-B)</b>	<p>In certain cases* an Intensive Support Agreement can be put in place without or prior to a multidisciplinary assessment. This convention is limited in time, usually not more than 3 months. Once an assessment has been made and (if needed) the Intensive-Support-B-Agreement can be turned into an Intensive-Support-A-Agreement.</p> <p>The procedure also includes a Team Advisory Meeting, and signing of the Intensive Support Agreement before the support can start.</p> <p style="text-align: center;"><b>Person to contact: child’s class and support teachers or Educational support coordinator</b></p> <p><i>* upon request by the teachers/ psychologist/parents</i></p>

## **PART III**

### **10. Concluding Remarks**

Part I of this document gave a generic introduction to the structure of educational support at EEB 1. Part II A (nursery/primary) and Part II B (secondary) aimed at giving more in depth and practical details about how educational support functions in each sector.

Before we conclude this document, we would also like to speak of other generic and important issues that relate to both sectors.

### **11. Communication**

Consistent, effective communication between the class teacher, the support teacher, the assistants, the parents/legal representatives, and the student concerned benefits the student's pedagogical process, especially for students receiving more than one type of support. All information must at the same time be handled with the utmost care for confidentiality in the interests of the student (see section on confidentiality)

In cases when the student receives support or therapy outside of the school, it is imperative that this information be shared between the different people involved in the student's education to allow having an overview of all interventions and to track any pedagogical or emotional/behavioural changes.

In order to have an effective communication, all people participating in the student's education are requested to handle all information in a confidential manner and share information on a need to know basis. Documents related to educational support are confidential and kept in the student's Educational Support file in the Educational Support Office. The working documentation (for example the Individual Learning Plan) is also kept by the support teacher since they would have been the ones who wrote the ILP or GLP. This information is kept confidential and not circulated. It will be processed exclusively in the interest of the well-being of the child.

The teaching and management staff of EEB1 believe that when parents/legal representatives are involved in their student's education and work in partnership with the school, their student learns and achieves more.

It is important to encourage parental understanding and involvement at an introductory meeting at the beginning of the school year. It is also important to have formal and informal parent-teacher meetings during the school year, so that parents are fully informed of the student's progress.

Parents will receive a report by February and June from the support teacher teaching their child. Parents will also have the opportunity to attend parents' evening and meet with the support teachers, as well as subject teachers.

Parents/legal representatives are encouraged to ask for feedback from teachers and the support teacher/s prior to any important psychological/psychiatric appointment outside of the school, to receive the most recent educational and behavioural updates.

Parents also have a role to play in supporting their child at home when homework is given, as this supports the work done at school. Communication can also be done through the student's agenda.

## **12. Applications and Enrolment**

When applying for entry to EEB 1, parents/legal representatives of students with special needs are invited to fill out the application form. Parents/legal representatives of students with special needs can also ask for a meeting with the educational support coordinator, who will explain the types of educational support available in EEB1 as well as how it is organised. In this way, the parents/legal representatives are in a better position to decide if the school fits the student's needs. During this meeting, the differences and implications of progression and promotion will be explained. However, parents/legal representatives are encouraged to read this document, which also explains the differences between the two. On application, the parents/legal representatives are also requested to provide an assessment report of the student's needs and recommendations (see Annex 1). It is imperative that the parents/legal representatives inform the school of any special needs the student may have, as this is in

his/her best interest. Parents/legal representatives are urged to share any documentation that can help the school assess the situation in the best interest of the student.

Once a student who requires intensive educational support applies, a support student advisory group meeting may be called. This will consist of the deputy director, the educational support coordinator, the Educational Advisor (in secondary school), the Cycle Coordinator (in secondary school), the psychologist and one of the current year group class teachers of the section the student may be placed in. The parents/legal representatives are invited to attend and may be accompanied by a qualified expert. The aim of the meeting will be to discuss the special educational needs of the student and to make a recommendation to the Director on whether or not to accept the student at EEB 1.

Once a student who requires educational support is enrolled at EEB 1, a student advisory group may be called to discuss the needs of the student and to set out goals and objectives for the school year.

### **13. Individual Learning Plan (ILP)**

The individual learning plan sets out the objectives in a particular subject for a particular student or group of students and also sets out the criteria that will be used to evaluate the student's progress. For students who continue with support from one year to the next, the support teacher will consult the previous year's ILP, discuss the student's needs with the current subject teacher and then the support teacher will draw up an ILP for the subject he or she is teaching. A hard copy is given to the educational support coordinator to be placed in the student's dossier. Once the ILPs are completed, the educational support coordinator draws up the Intensive Support Agreement for students receiving intensive support. The Agreement will be signed by the parents and the Director of EEB 1. Students receiving moderate and general support will also have an ILP or a GLP as the case may be.

In some cases, the specific needs of a student exceed the support possibilities of the school and a change of schooling can be discussed together with the parents/legal representatives. When a school cannot provide an appropriate education for a student it can declare itself unable to meet the student's needs.



#### **14. Transitions (from primary to secondary)**

Close communication between the cycles is important to allow a successful transition from Primary to Secondary levels. While confidentiality needs to be respected as much as possible, it is understood that certain information needs to be shared on a need to know basis.

The transition from year 5 Primary school (P5) to year 1 Secondary school (S1) is also prepared throughout the year. For students with an Intensive Support Agreement, the Support Advisory Group is held in P5 (around March/April). The educational support coordinator from Secondary school is invited to this meeting, as well as the S1 cycle coordinator and the S1 educational advisor. The Secondary educational support coordinator informs the parents/legal representatives during this meeting about the educational support system in Secondary school.

The Secondary educational support coordinator ensures that all relevant information is passed on to all secondary class/subject teachers at the beginning of the school year. In EEB 1 secondary this is done through the Educational Advisor. The educational support coordinator informs the educational advisors of the SEN cases in their particular year group and in turn the educational advisors inform all the teachers of each student concerned.

The Secondary educational support coordinator organises a Support Advisory Group for all S1 students with an Intensive Support Agreement A at the beginning of the school year.

For students who receive Moderate Support the information is passed on during the end-of-year class council where the S1 educational advisor and cycle coordinator are present. An additional exchange of information is organised by the class and support teachers within their language section.

The Secondary Educational support coordinator organises another Support Advisory Group Meeting for all S1 pupils with an Intensive Support Agreement A at the beginning of the school year. For pupils who receive General or Moderate Support the information is passed on during the class council where the S1 educational advisor and level coordinator are

present. The exchange of additional information is organised by the class and support teachers within their language section.

## 15. Care Team

The Care Team allows for the exchange of relevant information (often including cases of educational support) in a confidential way to inform the key people in school and divide tasks.

Present at these meetings (every 2 weeks or more) are:

- Deputy Head Nursery/Primary school (administrative authority, organization)
- School psychologist (emotional state , contact with parents)
- School nurse (medical and social + feedback to school doctor)
- Pedagogical secretary (schedules, disciplinary issues)
- Educational support coordinator (teaching, learning and administrative organization)

Each member is frequently in contact with the class teachers, support teachers, LII, as well as the IES assistants, parents, assistance services, and the external specialists at school, depending on his/her function. Staff members are encouraged to contact the Care Team if they have a concern or question about a pupil.

The purpose of these meetings is to take into account the behavior and needs of pupils requiring special attention, and to strive to respond to them in the most appropriate way.

## 16. GIFTED STUDENTS

As educators, we are very aware of the broad spectrum of individual needs. While it is understandable that focus is placed on students who are experiencing frustration due to a certain learning difficulty, this frustration can also be present in those students who are gifted, and thus may also need special attention when it comes to their learning programme. Teachers at EEB1 already practice differentiation in the classroom and have also had some experience with projects that target students with high potential. This is an area which EEB1 wishes to explore and research more so as to be able to develop educational programmes that cater for each and every student.

## **17. TRIPARTITE AGREEMENTS WITH THERAPISTS**

There might be students whose development and learning needs require special support given by paramedical staff. The provision will be organized on the basis of a tripartite agreement. This agreement is only available for ISA students and is discussed at the Support Advisory Group (SAG) meetings.

This is a contract established between the school, the parents/legal representatives of the student and the therapist (included in the list of therapists approved by the EE) in order to ensure a follow-up by the specialist (speech therapist, psychologist, physical therapist, etc) within the school and during school hours. This can be implemented on the basis of a report for pupils under the intensive support A agreement. This type of support should therefore be discussed at the Student Advisory Group meetings.

The school's role is to possibly make available a suitable room and organize the lesson in the student's timetable. Priority is always given to the school regarding scheduling of service. The therapist will receive a flat-rate payment made by the school only for attendance to each Support Advisory Group meeting.

The choice of therapist will be made solely by the parents/legal representatives from a list of therapists, which is established following an open call for expression of interest launched by the European Schools. The therapist will provide his/her services completely independently and will set the cost of the said services freely in discussion with the pupil's legal representatives. The list of therapists is validated by the PMO (European Commission). Parents are invited to contact the educational support coordinator so that the list of therapists is provided. Parents can request reimbursements for the therapist's services under the Joint Sickness Insurance System (JSIS) of the European Institutions.

## **18. Conclusion**

At EEBI, we have endeavored to create a flexible support system that allows for individual solutions – no two cases are alike. Our system is as inclusive as possible within the overall European Schools system and its challenges and constraints. At EEBI, we have a committed

support team of teachers in each language section. Our aim is to use up-to-date and open approaches in a respectful environment that allow children to learn about their individual strengths and needs. In order to achieve this, close cooperation and communication between parents and the school is essential.

EEB 1 advocates a 'whole school approach' to special educational needs which involves all the staff adhering to a model of good practice. The staff of the school is committed to identifying and providing for the needs of the students in the school. It is about creating a secure, accepting, collaborating, stimulating community in which everyone is valued. This approach aims at a cohesive response to diverse learning needs and a consistent practice, as far as possible, in a culture of ongoing improvement which sets high expectations, monitors student's progress and discussion of student achievement. The central aim is a student-centered education for life in the world beyond the school, incorporating a European dimension. In order to optimize the teaching and learning it is vital to:

- set achievable targets which promote self-esteem and a positive attitude to learning;
- encourage differentiation, supporting the learning process;
- work in partnership with students and parents/legal representatives;
- promote collaboration among teachers and create a strong support team in EEB 1;
- enable students to monitor their own learning and become independent learners within their own ability;
- offer a flexible support system that allows individual solutions;
- try to be as inclusive as possible, all the while following the regulations and procedures of the European School system;
- reinforce differentiation inside classrooms;
- have a modern and open approach to support in a respectful environment that allows the student to learn about individual strengths and needs.

## **19. Final Thought**

Our ultimate goal is to help students develop their full potential while being happy, self-confident and active learners. All students can learn. It is our aim to help them in this educational journey to be content, active, communicative, analytical, and reflective European citizens.

## 20. USEFUL LINKS

1. <https://www.eursc.eu/Documents/2012-05-D-15-en-11.pdf>
2. <https://www.eursc.eu/Documents/2012-05-D-15-fr-11.pdf>
3. <https://www.eursc.eu/Documents/2012-05-D-14-en-9.pdf>
4. <https://www.eursc.eu/Documents/2012-05-D-14-fr-9.pdf>
5. [www.eursc.eu](http://www.eursc.eu)
6. [www.eeb1.com](http://www.eeb1.com)

## Annex 1

### a. The educational support coordinator

The Director/deputy director will appoint one or more educational support coordinators. The purpose of coordination in the schools is to organise and implement the educational support policy successfully and efficiently. Such coordination will include:

- assisting the Director/deputy director in providing educational support;
- liaising on educational support between cycles;
- harmonizing educational support provision within and across language sections;
- identifying needs for in-service training in the educational support area;
- playing an active part in organising educational support and in-service training;
- compiling support data;
- keeping a record of all students receiving General, Moderate or Intensive Support;
- keeping and storing confidential documents, GLPs and ILPs in line with privacy regulation;.
- recommending, in consultation with other professionals, working with the student(s) when there is no further need for educational support;
- acting as a contact point for parents, students, staff and, if necessary, other experts and informing them of students' educational needs;
- contributing to harmonization of educational support within the ES system.

The educational support coordinator will have good management skills, a good knowledge of different languages, as well as qualifications and, whenever possible, experience in teaching students with diverse needs. Coordinators' duties will be modified in accordance with the particular conditions in each school. They will be clearly defined in the job description. The coordinator will have a key administrative and pedagogical role. The ES does not recommend or require a time allocation for an educational support coordinator to carry out

the responsibilities of the position. The time allocation will reflect each school's particular needs. Schools need to familiarize themselves with the role of the educational support coordinator as outlined in this document and make a sound decision regarding time for the educational support coordinator. The time allocated should be sufficient to perform the job effectively and professionally.

b. Support Teachers

Seconded teachers (class teachers and subject teachers) who offer support lessons will be expected to have proper qualifications for the cycle and/or subject which they are teaching, recognised by the appointing country. The person will preferably have additional qualifications, experience or aptitude for teaching students with diverse needs. Locally recruited teachers will have the proper qualifications expected for the cycle and/or subject which they are teaching. The diplomas and certificates will be sent to the national inspector for approval. The person will preferably have additional qualifications, experience, or aptitude for teaching students with diverse needs. The support teacher:

- will use appropriate differentiated teaching methods;
- will undertake detailed observation and assessment;
- will decide on the most appropriate teaching strategies for the student, in consultation with the class or subject teacher and any other professionals working with the student;
- will write a GLP for the group receiving General Support and an ILP for each student in cooperation with the class/subject teacher 2012-05-D-15-en-11 12;
- will liaise and cooperate with class or subject teachers and the other members of the team during the learning process;
- will evaluate the student's progress;
- will keep records of achievement in order to have accessible information when needed;
- will liaise with parents about the student's progress and needs.

### c. Support Assistants

Support assistants have an important role in supporting students and in the work done by the teachers. The assistant's role includes good communication skills, flexibility, patience, self-initiative and discretion. If, for some reason, an assistant is not present, the student will be integrated into the class. The role and responsibilities of support assistants are specified in the Job description of a SEN Assistant document (2011-07-D-1 / Annex III to document 2011-01-D-57). The job description includes:

1. Adhering to the policies and procedures of the European School;
2. Working in a team and maintain a cooperative and respectful relationship with team members;
3. Maintaining confidentiality in working;
4. Participating in the different activities contributing to the student's general education;
5. Participating in meetings organised by the Management or their delegates;
6. Participating in school visits and trips when requested to do so by the Management;
7. Participating, with the teachers, in parents' evenings and information meetings;
8. Participating in training days;
9. Participating in in-service training courses;
10. Assisting the teachers in planning, preparing and assisting the SEN student during his/her classroom activities;
11. Prepare the room, and maintain a clean environment;
12. Providing practical assistance with record-keeping of the SEN student's work;
13. Participating in supervision during recreation periods;
14. Supervising the class temporarily when the class teacher is unavailable;



15. Supervising and assisting with a group's activity, after having received the teacher's instructions;
16. Monitor the SEN student's work and help him/her, if need be, by providing additional explanations;
17. Preparing teaching equipment and material for the SEN student;
18. Promoting the SEN student's good behavior by using positive discipline techniques;
19. Observing the SEN student's behavior and development and communicating the observations made to the teachers,
20. Accompanying the SEN student and putting him/her on the bus and collecting him/her when s/he gets off the bus;
21. Helping the SEN student to move from place to place in the school, particularly on arrival and on departure and whenever the need arises,
22. Helping the SEN student with his/her clothes on arrival, departure, and whenever the need arises;
23. Participating in the practicalities of ensuring that the SEN student eats and drinks during the morning and afternoon breaks and at lunch time;
24. Helping the SEN student to eat his/her meals;
25. Taking the SEN student to the lavatory and supervising his/her rest, when necessary or scheduled;
26. In addition, he/she may be assigned administrative duties by the Management, according to the school's needs, particularly should the SEN student happen to be absent.

#### d. Therapists

There might be students whose development and learning needs require special support given by paramedical auxiliary staff (essentially speech and physical therapists). The provision will be organised on the basis of a tripartite agreement. The school's role is to make a suitable room available to the student and to the professional whose services are used, to

agree on a timetable, to take account of class activities and to provide coordination and monitor student's development through meetings of the Support Advisory Group. Paramedical auxiliary staff provides services and is paid directly by parents. Only for attendance at each meeting of the Support Advisory Group, at the school's request, will the member of the paramedical auxiliary staff receive a flat-rate payment made by the school.

- e. Support Advisory Group (see section 6 for primary and section 7 for secondary)