

## EEB3 : Educational Support Policy

### Internal procedure teachers / Levels of support nursery and primary cycles / Management of educational support, internal documentation and communication

#### 1. Internal procedure teachers

Our support policy is based on the official document: 2012-05-D-15-en-9 "Provision of Educational Support in the European Schools – Procedural document", approved by the Board of Governors in December 2012.

The philosophy of the Educational Support Policy is that any child may need a form of support. Only the intensity of support differs.

We distinguish between :

1. General support
2. Moderate support
3. Intensive support

KEY PERSONNEL		
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DIFFERENTIATED CLASS TEACHING	
<b>When</b>	Throughout the school year
<b>How</b>	Individual or group
<b>Procedure</b>	Differenciated work is managed by the class teacher
<b>Communication School/Parents</b>	When applicable, class teachers will always inform parents/pupil's legal representatives

**If more support is needed :**

GENERAL SUPPORT	
<b>When</b>	From the beginning of October to the start of the May holiday
<b>How</b>	<b>Group support</b> : in or out of class
<b>Procedure</b>	Based on a request made during the end of year class council, <b>or</b> following initial evaluations made during the month of September, <b>or</b> when necessary at any other moment during the school year. The Group Learning Plan (GLP) is created by the support teacher in consultation with the class teacher and the support coordinator
<b>Who provides General support</b>	The support teacher and/or the support coordinator in liaison with the class teacher
<b>Communication School/Parents</b>	The class teacher, support teacher and/or support coordinator inform the parents on the start of the general support. At the beginning of Octobre, the parents/the legal representatives of the pupil need to check the indications in SMS: JL1 first language, JL2 second language, JMA mathematics, JEP Physical education

**If more support is needed :**

MODERATE SUPPORT	
<b>When</b>	From September on : based on the request made during end of year class council linked to difficulties evident of the school report <b>Or</b> From the start of December on : after the <i>carte scolaire</i> meeting based on the evaluations made during the first part of the school year
<b>How</b>	<b>Individual support</b> : in or out of class
<b>Procedure</b>	The support teacher and/or the support coordinator in cooperation with the class teacher create the Individual Learning Plan (ILP).
<b>Who provides Moderate support</b>	The support teacher and/or the support coordinator in liaison with the class teacher
<b>Communication School/Parents</b>	The class teacher, support teacher and/or support coordinator inform the parents in writing on the start of the moderate support. At the beginning of October, the parents/the legal representatives of the pupil need to check the indications in SMS: KL1 first language, KL2 second language, KMA mathematics, KEP Physical education

**If more support is needed :**

<b>INTENSIVE SUPPORT A</b>	
<b>When</b>	Approved at the end of the school year by the SAG (Support Advisory Group) or during the school year if the specific educational needs (learning, behavior, emotional,...) are recognized by the pedagogical team.
<b>How</b>	Individual support : in class or out of class with a support teacher and/or with an assistant in class (intensive support assistant profile, reference 2011-07-D1-FR1) and/or therapeutic care (speech therapist, psychomotricity , ...in the form of a tripartite convention)
<b>Procedure</b>	<b>A multi-disciplinary report*</b> written by an expert (medical, psychological, psycho- pedagogical, ..) needs to be transmitted by the parents/legal representatives to the educational team. The GPA written by the educational team is based on the expert report and proposed in the SAG meeting, in order that the intensive support convention can be signed.
<b>Who provides Intensive support</b>	<ul style="list-style-type: none"> <li>- Intensive support A is managed by the support teacher and/or support coordinator in liaison with the class teacher (educational support).</li> <li>- Support coordinator/ class teacher/ intensive support assistant</li> <li>- External therapist (tripartite convention: school/therapist/legal representatives)</li> </ul>
<b>Communication School/Parents</b>	Parents/pupil's representatives are invited to a meeting by the Deputy Director and the educational team : support teacher and/or support coordinator, class teacher, school psychologist and possibly other external experts. The convention is signed on the basis of the ILP. The parents/ legal representatives receive a copy of the ILP. The latter also need to verify in SMS the following indications: XL1 first language, XL2 second language, XMA mathematics, XEP Physical education

<b>INTENSIVE SUPPORT B</b>	
<b>When</b>	Intensive support B is given on a short term basis in order to support the educational needs which are not specifically diagnosed. The support is given to pupils new in the European School system who experience significant difficulties when starting school.
<b>How</b>	Individual short term basis /in class or out of class with support teacher

<b>Procedure</b>	This is initiated once parents/legal representatives have signed a copy of the ISB agreement in a meeting with the Deputy Director, the support coordinator the class teacher and Parents/pupil's representatives
<b>Who provides Intensive support</b>	Intensive support B is managed by the class teacher in liaison with the support teacher or assistant, possibly also external therapists.
<b>Communication School/Parents</b>	Parents/pupil's representatives are invited to a meeting by the Deputy Director at which the intensive support teacher/coordinator and the class teacher are also present. Intensive support is explained and discussed. Indications in SMS : YL1 first language, YL2 second language, YMA mathematics, YEP Physical education