

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		
Deputy Director of Nursery / Primary	Mr Xavier Verriest	IXL-DEPUTY-DIRECTOR-NURSERY-AND-PRIMARY-CYCLE@eursc.eu
School Psychologist	Ms. Anne Sophie Génicot	anne-sophie.genicot@eursc.eu
Section Support Coordinator	CS Martina Klimova DE Manuela Hafner EL Filitsa Prepoutsidou EN Isabelle Mallia ES Amparo Castellano FR Jocelyne Darrieux NL Christel Bruyninx	martina.klimova@teacher.eursc.eu manuela.hafner-cojocariu@teacher.eursc.eu garifallia.prepoutsidou@teacher.eursc.eu isabelle.mallia@teacher.eursc.eu amparo.castellano@teacher.eursc.eu jocelyne.darrieux@teacher.eursc.eu christel.bruyninx@teacher.eursc.eu
Main Support Coordinator	Ms. Delphine Mourgues	delphine.mourgues@eursc.eu

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

If more support is needed :

GENERAL SUPPORT	
When	From September to June of the school year.
How	Group support : in or out of class
Procedure	Based on a request made during the end of year class council, or following initial evaluations made during the month of September, or 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
Who provides General support	The support teacher and/or the support coordinator in liaison with the class teacher
Communication School/Parents	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	
When	From September on : based on the request made during end of year class council linked to difficulties evident of the school report Or 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
How	Individual support : in or out of class
Procedure	The support teacher and/or the support coordinator in cooperation with the class teacher create the Individual Learning Plan (ILP).
Who provides Moderate support	The support teacher and/or the support coordinator in liaison with the class teacher
Communication School/Parents	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 :

INTENSIVE SUPPORT A	
When	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.
How	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)
Procedure	A multi-disciplinary report* written by an expert (medical, psychological, psycho- pedagogical...) needs to be transmitted by the parents/legal representatives to the deputy Director of nursery and primary, to the school psychologist, to the support coordinator. 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.
Who provides Intensive support	<ul style="list-style-type: none"> - Intensive support A is managed by the support teacher and/or support coordinator in liaison with the class teacher (educational support). - Support coordinator/ class teacher/ intensive support assistant - External therapist (tripartite convention: school/therapist/legal representatives)
Communication School/Parents	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

INTENSIVE SUPPORT B	
When	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.
How	Individual short term basis /in class or out of class with support teacher
Procedure	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
Who provides Intensive support	Intensive support B is managed by the class teacher in liaison with the support teacher and or assistant, possibly also external therapists.
Communication School/Parents	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

Criteria for the medical/psychological/psycho-educational/multidisciplinary report:

Be legible, on headed paper, signed and dated

- State the title, name and professional credentials of the expert(s) who has/have undertaken the evaluation and diagnosis of the pupil
- Through medical/psychological/psycho-educational or multidisciplinary report, state specifically the nature of the pupil's medical and/or psychological needs and the tests or techniques used to arrive at the diagnosis
- Report for learning disorders need to describe the pupil's strengths and difficulties (cognitive assessment) and their impact on learning (educational evidence) and the tests or techniques used to arrive at the diagnosis.
- Report for medical/psychological issues need to specify the pupil's medical/psychological needs and their impact on learning (educational evidence).
- All reports need a summary or conclusion and stating the accommodations required as well as where appropriate, recommendations for teaching/learning for the school's consideration.
- This documentation must be regularly updated and not be more than two years old. In case of permanent and unchanging disability and when the Support Advisory Group agrees, no retesting other than regular updates will be required.
- Documentation should not be more than two years old, i.e..
- Solely in exceptional situations which are unforeseeable and duly attested (serious illness, accident, newly enrolled pupils etc.) the request for the granting of special arrangements in the European Baccalaureate may be submitted after the deadline indicated above. The request must be accompanied by full documentation setting out the grounds on which it is based.
 - In order to avoid possible conflict of interests, the expert assessing pupils will be neither an employee of the European School nor a relative of the pupil.
- If not written in one of the working languages, be accompanied by a translation into French, English or German
- In case of permanent and unchanging disability and when the Support Advisory Group agrees, no retesting other than regular updates will be required.

2. Roles of the key support personnel

Section Support coordinator

- To be the point of contact for parents, students, classroom teachers, educational staff, and external therapists
- Provide all relevant information, in accordance with Data Protection rules, concerning the educational needs of students.
- Keep and archive confidential documents (PAG and PAI)
- Keep a record of all students who have received general, moderate or intensive support
- Ensure the pedagogical and administrative tasks of students for whom the coordinator is also an intensive support teacher

Intensive support teacher

- Review and write the ILP with the classroom teacher and support coordinator
- Co-write the ILPs with the classroom teacher: end of September or as soon as a new student starts in the support program
 - Manage ILP's: learning objective, methodology, success criteria, work sample, possible revision as needed, write an annual review of support for moderate and intensive
 - Communicate all relevant information, in accordance with Data Protection rules, concerning the educational needs of pupils to classroom teachers and support coordinators

Class teacher with an intensive assistant

- Review and write the ILP with the support coordinator
- Communicate all useful information to the IS assistant: learning objectives, resource and methodology used, success criteria, evaluation criteria, progress (to be reworked, almost achieved, achieved)
- Supervise the IS assistant in accordance with his job description (Ref 2011-07-D1-Fr1)
- Ensure a record of the tasks carried out under the supervision of the IS assistant and Communicate it if necessary to parents/legal representatives and the school administration



ECOLE EUROPEENNE DE BRUXELLES III
EUROPEAN SCHOOL BRUSSELS III
EUROPÄISCHE SCHULE BRÜSSEL III

Intensive Support Assistant

<https://www.eursc.eu/Documents/2011-07-D-1-en-1.pdf>