

# Educational Support Guidelines



## European School Brussels III A Whole School Approach

## CONTENTS

1.		Introduction
	1.1	Background
	1.2	Our approach
	1.3	Guidelines
	1.4	Relevant documents on which the Guidelines are based
2.		Aims and objectives of Educational Support
3.		Confidentiality
4.		Educational Support: Nursery & Primary and Secondary cycle
	4.1	Our Educational Support Teams
5.		Differentiation
6.		Types of Educational Support at EEB3
	6.1	General Support
	6.2	Moderate Support
	6.3	Intensive Support A
	6.4	Intensive Support B
7.		Transitions
	7.1	Promotion and progression
	7.2	Repeating
	7.3	Transition between cycles
8.		Communication
9.		Applications and Enrolment
10.		Discontinuation of Studies at EEB3
11.		Individual Learning Plan (ILP)
12.		Support Advisory Group (SAG)
13.		Special arrangements
	13.1	Information
	13.2	Procedure for request of special arrangements from S1 to S5
	13.3	Special arrangements in S6 and S7 (Bac cycle)
14.		Care Team
15.		Gifted students
16.		Tripartite agreements with therapists
17.		Conclusion
18.		Final thought
19.		Useful links
<b>Annex 1</b>		a) The Educational Support Coordinator b) Support teachers c) SEN Assistants d) Therapists
<b>Annex 2</b>		<b>Criteria for the medical / psychological / psycho-pedagogical / multidisciplinary report</b>

**ISA:** Intensive Support A  
**ISB:** Intensive Support B  
**IS:** Intensive Support  
**MS:** Moderate Support  
**GS:** General Support  
**ILP:** Individual Learning Plan  
**GLP:** Group Learning Plan  
**SAG:** Support Advisory Group  
**SEN:** Special Educational Needs

## 1. Introduction

### 1.1 Background

The European School offers 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 that, according to Article 4.7 of the Convention of the European Schools, should include "measures to facilitate the reception of children with special educational needs", in which learning conditions become more and more demanding from year to year. This unique academic path, with 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. The diversity of backgrounds of the children in the European Schools system pays and involves particular attention to children with special needs, for whom there are no other alternatives for schooling in their native language (L1) in the country of residence and if they have not acquired linguistic competence in a language utilised by any school in the host country.

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.

### 1.2 Our approach

The educational Support of the European School Brussels 3 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 the learning process and evolution.

The School provides support to students with special needs in a variety of subjects/areas.

EEB3 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-centred. Everything possible will be done to help all students, 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 school year in collaboration with class teachers to identify specific needs, create a learning plan, and evaluating student achievement. Students can receive support at any time during their schooling. A request for support can also be initiated by the parents or legal representatives at any point in the school year. This request will be evaluated by the Educational Support Coordinator and the teachers concerned or by the Support Advisory Group if the student concerned has a medical/psychological/psycho-educational and/or multidisciplinary report indicating Intensive Support needs.

Where appropriate, individualized strategies for the different difficulties encountered by the students will be defined in Individual Learning Plans (ILP).

EEB3 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.

---

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

### 1.3 Guidelines

The guidelines being presented are based on the European Schools system rules and are in line with the approach explained above. The implementation of these guidelines will be reviewed regularly, to ensure that they are compliant and 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 EEB3. The aim of these guidelines is not to repeat the content of the official documentation prepared by the Office of the Secretary-General of the European Schools but to explain to the school community how Educational Support is organised at EEB3 in line with the official documents.

### 1.4 Relevant documents on which the Guidelines are based

In order to provide the most effective assistance possible, EEB3 follows the directives of the Board of Governors which appear in the following documents:

- **Policy on the Provision of Educational Support in the European Schools** - [2012-05-D-14-en-9](#)
- **Provision of Educational Support in the European Schools - Procedural document** - [2012-05-D-15-en-12](#)
- **Core elements of School Specific Guidelines on Educational Support** - [2019-06-D-9-en-4](#)

## 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, EEB3 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, EEB3 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-centred education for life in the world beyond school, incorporating a European perspective and values. 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;

Educational support in both cycles is normally arranged horizontally if there is more than one student, that is, the support is given to a particular year group. However, there may be circumstances when the support given to more than one student is organised vertically if it is considered pedagogically beneficial.

The aim of this document is to provide a framework for all those with a role in education at EEB3. The document is intended to offer information about how educational Support is organized at EEB3. At the onset, it should be stated that the School will make decisions in the best interests of the child, whilst taking into consideration a medical/psychological/psycho-educational and/or multidisciplinary report and considering the opinions of the different stakeholders. This is a 'living' and 'flexible' document which will be regularly reviewed and amended, so as to ensure compliance with the European Schools system rules and to continue improving the provisions offered to students with special needs.

### 3. Confidentiality - Respect of personal data

EEB3 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 and respect of personal data. EEB3 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 self-harm, harm to others or harm being done to the same child. In this case, the School will need to refer to the relevant national agencies to safeguard the well-being of the child or any other third parties.

EEB3 has a duty of care and responsibility towards students and is committed to respect their privacy. The School will comply with the EU General Data Protection Regulation.

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

### 4. Educational Support: Nursery and Primary Cycle and Secondary cycle

#### 4.1 Our Educational Support Teams

EEB3 have a varied and experienced Educational Support team who works for the well-being and development of each student.

Key staff		
Nursery and Primary Cycle		
Deputy Director	Xavier Verriest	<a href="mailto:IXL-DEPUTY-DIRECTOR-NURSERY-AND-PRIMARY-CYCLE@eursc.eu">IXL-DEPUTY-DIRECTOR-NURSERY-AND-PRIMARY-CYCLE@eursc.eu</a>
Assistant Deputy Director N &P	Delphine Mourgues	<a href="mailto:delphine.mourgues@eursc.eu">delphine.mourgues@eursc.eu</a>
School Psychologist	Anne Sophie Génicot	<a href="mailto:anne-sophie.genicot@eursc.eu">anne-sophie.genicot@eursc.eu</a>
Educational Support Coordinator	Georgia Gkolfinopoulou	<a href="mailto:georgia.gkolfinopoulou@teacher.eursc.eu">georgia.gkolfinopoulou@teacher.eursc.eu</a>
Educational Support Linguistic Section Leader	CS - Martina Klimova DE - Manuela Hafner EL - Filitsa Prepoutsidou EN - Isabelle Mallia ES - Maria Ángeles García Castro FR - Jocelyne Darrieux NL - Christel Bruyninx	<a href="mailto:martina.klimova@teacher.eursc.eu">martina.klimova@teacher.eursc.eu</a> <a href="mailto:manuela.hafner@teacher.eursc.eu">manuela.hafner@teacher.eursc.eu</a> <a href="mailto:cojocariu@teacher.eursc.eu">cojocariu@teacher.eursc.eu</a> <a href="mailto:filitsa.prepoutsidou@teacher.eursc.eu">filitsa.prepoutsidou@teacher.eursc.eu</a> <a href="mailto:isabelle.mallia@teacher.eursc.eu">isabelle.mallia@teacher.eursc.eu</a> <a href="mailto:maria.garcia-castro@teacher.eursc.eu">maria.garcia-castro@teacher.eursc.eu</a> <a href="mailto:jocelyne.darrieux@teacher.eursc.eu">jocelyne.darrieux@teacher.eursc.eu</a> <a href="mailto:christel.bruyninx@teacher.eursc.eu">christel.bruyninx@teacher.eursc.eu</a>
Secondary cycle		
Deputy Director	Peter Garry	<a href="mailto:IXL-DEPUTY-DIRECTOR-SECONDARY-CYCLE@eursc.eu">IXL-DEPUTY-DIRECTOR-SECONDARY-CYCLE@eursc.eu</a>
Assistant Deputy Director S	Vanessa Verdonckt	<a href="mailto:vanessa.verdonckt@eursc.eu">vanessa.verdonckt@eursc.eu</a>
School Psychologist	Suzanne Nimax	<a href="mailto:suzanne.nimax@eursc.eu">suzanne.nimax@eursc.eu</a>
Educational Support Coordinator	Anne D'Haese	<a href="mailto:anne.dhaese@teacher.eursc.eu">anne.dhaese@teacher.eursc.eu</a>
Assistant Educational Support Coordinator	Jackie Corriette	<a href="mailto:jackie.corriette@teacher.eursc.eu">jackie.corriette@teacher.eursc.eu</a>
Assistant Educational Support Coordinator responsible for Special Arrangements	Sylvain Bello	<a href="mailto:sylvain.bello@teacher.eursc.eu">sylvain.bello@teacher.eursc.eu</a>

## 5. Differentiation

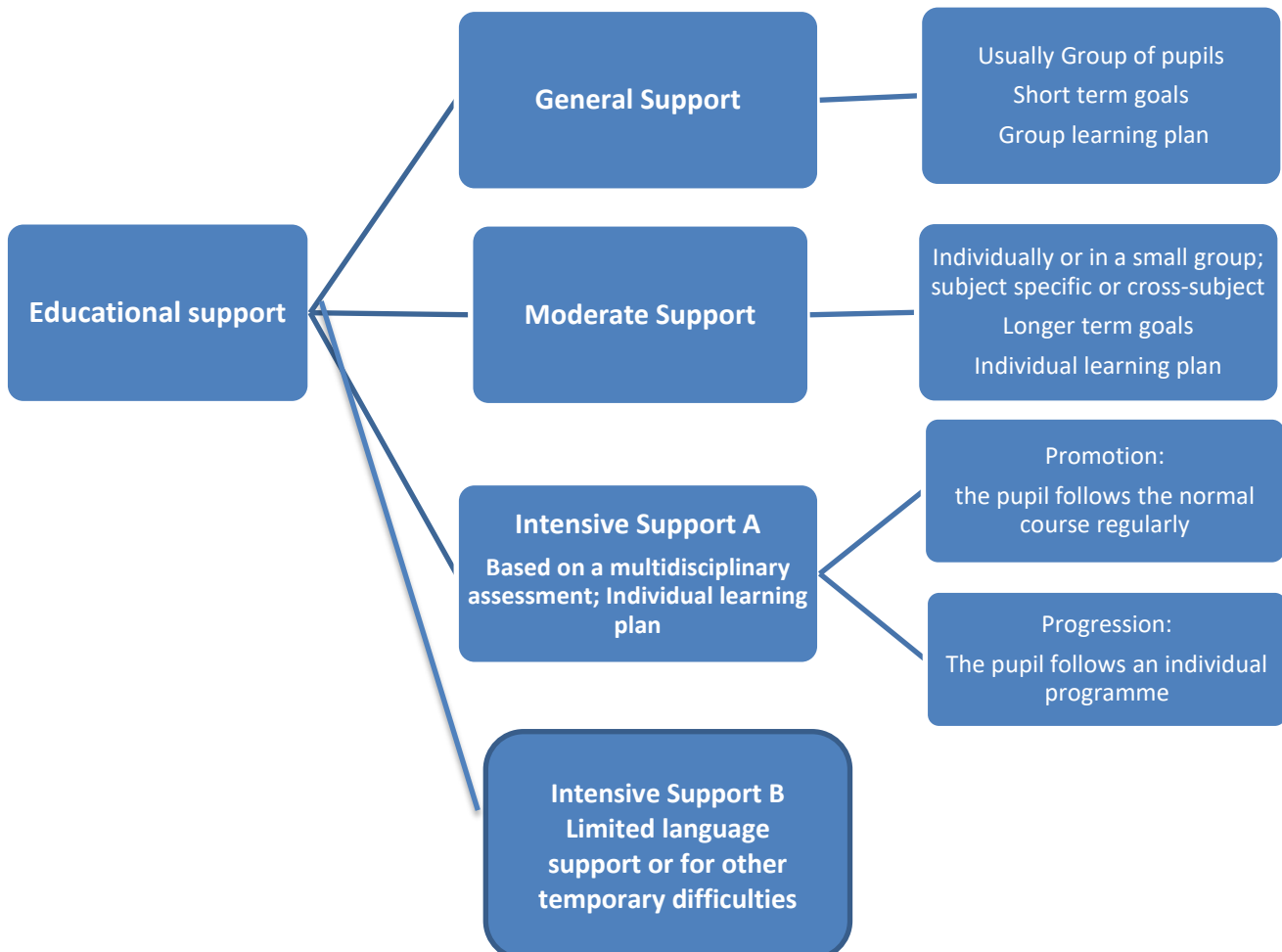
Differentiation is the implementation for each student, at all levels of study, of individualized planning that takes into account, differences in learning style, interests, motivation and aptitude. It can take the form of setting up adaptations within the classroom.

DIFFERENTIATED TEACHING IN THE CLASSROOM		
Cycles	Nursery – Primary	Secondary
For Whom?	Pupils with different ways of learning, pupils studying in a language section other than their mother tongue, pupils entering the European School system, pupils with targeted learning difficulties.	
When	Throughout the school year.	
How	Individually or in groups under the supervision of the class teacher or subject teacher.	
Procedure	Differentiated work is managed by the class or subject teacher.	
Communication School/Parents / Legal representatives	Class teachers inform the pupil's parents/legal representatives.	

## 6. Types of Educational Support at EEB3

Where differentiation in the classroom is not sufficient, the school provides different types of Educational Support:

1. **General Support**
2. **Moderate Support**
3. **Intensive Type A Support or Intensive Type B Support**



## 6.1 General Support

GENERAL SUPPORT		
Cycles	Nursery – Primary	Secondary
For Whom?	Any student may, at some point in his or her schooling, require general Support beyond normal classroom differentiation. Any pupil may have difficulties in a specific area of a subject or may need to "catch up" because he or she arrived later in the European School system, has been ill or is not studying in his or her mother tongue or dominant language. Pupils may need extra help to develop effective learning strategies or study skills.	
When	Based on a decision to offer support made by the Class Council (January and/or June), as well as referrals for support that may be made at any other point during the school year.	
	Periods of support lessons in L1, mathematics and L2 during school time and for a number of periods expressed in minutes (30'- 45'- 60'-90').	Due to the need to combine several schedules (students and teacher), support lessons ideally take place during a period in which the teacher and student(s) have in common or else in p6 or p7 lunchtime or p9.
How	General Support is a type of support organized in groups. In case of a temporary closure of the school premises, the support will not be discontinued, and will take place using the digital platform for distance learning used by EEB3.	
	Support is requested by the class teacher or by the L2 teacher. The request is submitted to the Educational Support Coordinator and the Deputy Director for their consideration. If a parent/legal representative wishes to request support, then they are to do this through the class teacher or L2 teacher depending on the subject they are requesting. For support to be considered, it is imperative that the class teacher or the L2 teacher is in agreement.	Support is requested by a subject teacher. The request is submitted to the Educational Support Coordinator and the Deputy Director for their consideration. If a parent/legal representative wishes to request support, then they are to do this through the subject teacher depending on the subject they are requesting. For support to be considered, it is imperative that the subject teacher is in agreement.
Procedure	<p>Support is requested by the class teacher or by a subject teacher. The request is submitted to the Educational Support Coordinator and the Deputy Director of the cycle concerned. The request is considered, and if the request is accepted, a General Support lesson is set up.</p> <p>The Group Learning Plan (GLP) is developed by the Support teacher (and with the class teacher in the Nursery and Primary cycle) in consultation with the class teacher or the subject teacher/s and the Educational Support Coordinator.</p> <p>If it is believed to be beneficial for the student, the school may terminate the support at any time if the class/subject teacher or Support teacher believe that the student no longer requires support. The parents will be notified and if the parents wish to discuss the issue, they can do so with the Educational Support Coordinator.</p> <p>Attendance to support lessons is compulsory. In the Secondary cycle, any absence is monitored by the Educational Adviser of the level concerned. Repeated absence from support lessons may lead to expulsion from the General Support lesson.</p>	
Stakeholders	<p>The Support teacher and/or the Educational Support Coordinator in liaison with the class/subject teacher.</p> <p>In the Secondary cycle, the course may be given either in the mother tongue or in L2.</p>	



<p>Communication School/Parents /Legal representatives</p>	<p>The parents/legal representatives of the pupil are informed beforehand of the General Support proposal (day, timetable, teacher, starting date of the course). They are invited to reply in writing, if they do not wish their child to benefit from this support.</p> <p>The support course is encoded in SMS and appears on the student's timetable.</p> <p>A progress report for general support is drawn up by the support teacher and sent to the parents/legal representatives at the same time as the main school report at the end of the school year.</p>
--	---

## 6.2 Moderate Support

MODERATE SUPPORT			
Cycles	Nursery - Primary <span style="float: right;">Secondary</span>		
For whom?	<p>This type of support is an extension of General Support.</p> <p>It is provided to students who require more targeted support and who have moderate learning difficulties.</p> <p>It may be appropriate for students who have considerable difficulty following the curriculum because of special needs.</p> <p>It can be organized on a longer-term basis than the General Support and each student has an Individual Learning Plan (ILP).</p> <p>The students who need this type of support may or may not have a medical/psychological/psycho-educational and/or multidisciplinary report.</p> <p>This type of support may also be offered to students who, after having received Intensive Support, have progressed well and at a given point in time need moderate support.</p>		
When?	<p>Based on a decision to offer support made by the Class Council (January and/or June), as well as, referrals for support that may be made at any other point during the school year.</p> <table border="1" data-bbox="336 1350 1441 1518"> <tr> <td data-bbox="336 1350 831 1518">L1/ M/L2 during school time and for a number of periods expressed in minutes ('30''45''60''90')</td> <td data-bbox="831 1350 1441 1518">Due to the need to combine several schedules (students and teacher), support lessons ideally take place during a period in which the teacher and student(s) have in common or else in p6 or p7 lunchtime or p9.</td> </tr> </table>	L1/ M/L2 during school time and for a number of periods expressed in minutes ('30''45''60''90')	Due to the need to combine several schedules (students and teacher), support lessons ideally take place during a period in which the teacher and student(s) have in common or else in p6 or p7 lunchtime or p9.
L1/ M/L2 during school time and for a number of periods expressed in minutes ('30''45''60''90')	Due to the need to combine several schedules (students and teacher), support lessons ideally take place during a period in which the teacher and student(s) have in common or else in p6 or p7 lunchtime or p9.		
How	<p>Following differentiation in the classroom the class/subject teacher may refer a student for moderate support to the Educational Support Coordinator. If a parent/legal representative wishes to request moderate support, then they are to do this through the class/subject teacher. For support to be considered, it is imperative that the class/subject teacher agrees.</p> <p>Moderate support can be individual or in small groups, and generally takes place outside the classroom as an additional lesson. However, there may be circumstances where it is pedagogically beneficial for the support to take place in the classroom.</p> <p>In case of a temporary closure of the School premises, the support will not be discontinued, and will take place using the digital platform for distance learning used by EEB3.</p>		
Procedure	<p>The support is requested by the class/subject teacher and the request is submitted to the Educational Support Coordinator and the Deputy Director. This request is evaluated and decided upon. The parents/legal representatives may also make a request through the class/subject teacher.</p> <p>Once the support lesson is assigned, then the support teacher (with the class teacher in the Nursery and Primary cycle) will develop an Individual Learning Plan (ILP) in consultation with the</p>		

	<p>class/subject teacher and the Educational Support Coordinator. The ILP will also consider any medical/psychological/psycho- educational and/or multidisciplinary report that is presented to the school.</p> <p>If it is believed to be beneficial for the student, the school may terminate the support at any time if the class/subject teacher or support teacher believe that the student no longer requires support. The parents will be notified and if the parents wish to discuss the issue, they can do so with the Educational Support Coordinator.</p> <p>Attendance to support lessons is compulsory. In the Secondary cycle, any absence is monitored by the Educational Adviser of the level concerned. Repeated absence from support lessons may lead to expulsion from the General Support lesson.</p> <p>Attendance to support lessons in the secondary cycle will be monitored by the level Educational Adviser.</p>
Stakeholders	<p>The Support teacher and/or the Support Coordinator in liaison with the class/subject teachers. In the Secondary cycle, the course may be given either in the mother tongue or in L2.</p>
Communication School/Parents /Legal representatives	<p>The parents/legal representatives of the pupil are informed beforehand of the moderate Support proposal (day, timetable, teacher, starting date of the course). They are invited to reply if they do not wish their child to benefit from this support.</p> <p>The Support course is encoded in SMS and appears on the student's timetable.</p> <p>A progress report for moderate support is drawn up by the support teacher and sent to the parents/legal representatives at the same time as the main school report at the end of the school year.</p>

### 6.3 Intensive Support A

INTENSIVE SUPPORT A		
Cycles	Nursery – Primary	Secondary
For whom?	Children with special educational needs who have a medical/psychological/psycho- educational and/or multidisciplinary report which has been presented to the school (see Annex 2 for more information about the medical/psychological/psycho- educational and/or multidisciplinary reports) and who manifest difficulties in learning and making educational progress.	
When?	<p>The decision to offer ISA can be made at various points in the school year. A decision may be taken when the student enters the school. A decision may be taken by the Class Council (January or June) after a recommendation of the SAG or a decision may be taken during the year depending on the needs of the student concerned. It is the class/subject teacher who has to initiate the referral for a decision to be made. If the parents/legal representatives believe that support is needed, it is crucial that they first discuss their request with the class/subject teacher, who will initiate the referral, if he or she is in agreement that support is needed.</p> <p>In order to make the decision, due consideration will be given to the medical/psychological/psycho- educational and/or multidisciplinary report.</p>	
How	Individual Support with a Support teacher in or out of the classroom. In case of a temporary closure of the School premises, the support will not be discontinued, and will take place using the digital platform for distance learning used by EEB3.	Individual Support with a Support teacher in or out of the classroom. In case of a temporary closure of the School premises, the support will not be discontinued, and will take place using the digital platform for distance learning used by EEB3.
	<p>Certain ISA students may also need the support of a SEN assistant. This support could take place in and/or out of the classroom depending on the student's needs.</p> <p>Professional Support with an external professional (e.g. speech therapist, occupational therapist, psychologist, etc) chosen and paid for by the parents/legal representatives within the framework of a tripartite agreement may also be considered. It is important to note that such agreements should not be entered upon so as to replace after-school therapy session a pupil may need. It is important to allow the pupil to be included in class as much as possible and time out of the classroom should be kept to necessity.</p>	
Procedure	<p>A medical/psychological/psycho- educational and/or multidisciplinary report which is less than 2 years old, unless conditions for lasting diagnosis apply, written by an external expert must be sent by the parents/legal representatives to the Educational Support Coordinator. This report will be evaluated. The school psychologist may be consulted in this evaluation of the report and the implications on the pupil's educational provision.</p> <p>The student's ILP is developed written by the support teacher (and class teacher in the nursery and primary cycle) who may consult with the Educational Support Coordinator and will take into consideration the medical/psychological/psycho- educational and/or multidisciplinary report</p> <p>Upon receipt of this report, the Educational Support Coordinator will organise a SAG meeting to discuss the educational objectives for the pupil and a Support Agreement is drawn up and signed.</p> <p>Such decision is subject to appeal by parents or legal representatives within 15 days after its notification.</p> <p>In the case of a tripartite agreement, the drafting of the ILP is not necessary for the school.</p>	

Stakeholders	<ul style="list-style-type: none"> <li>- Class teacher</li> <li>- Other teachers</li> <li>- Support Teacher and/or Support Coordinator</li> <li>- SEN Assistant</li> <li>- School Psychologist</li> <li>- External expert</li> <li>- External professional acting within the framework of a tripartite agreement (School/ professional / parents/legal representatives, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>- Support teacher</li> <li>- Subject teachers</li> <li>- Educational Support Coordinator</li> <li>- SEN Assistant</li> <li>- School Psychologist</li> <li>- External expert</li> <li>- External professional acting within the framework of a tripartite agreement (School/ professional / parents/legal representatives)</li> </ul>
Communication School/ Parents /Legal representatives	<ul style="list-style-type: none"> <li>- The parents/legal representatives of the pupil are invited to a SAG meeting chaired by the Deputy Director of the Nursery and Primary cycle or his/her delegate with the class teacher, support teacher and/or Support Coordinator, L2 teacher, school psychologist and possibly external experts. If the pupil is already in the intensive support programme, an oral evaluation of the current support is presented by all the various members at the meeting of the Support Advisory Group.</li> <li>- The readjustment of the support or the continuation or termination of the intensive Support are discussed in the Support Advisory Group. The medical/psychological/psycho-educational and/or multidisciplinary report is taken into consideration in the decision-making process.</li> <li>- The Support Agreement is signed, and the ILP drawn up or adjusted accordingly. Parents and/or legal representatives to obtain a copy of the signed agreement and minutes of the SAG meeting.</li> <li>- A progress report of the support given is sent to the parents/legal representatives with the school report at the end of the second semester of the current year. The professional draws up a progress report in the form agreed upon when the tripartite agreement is signed.</li> </ul>	<ul style="list-style-type: none"> <li>- The parents/legal representatives of the pupil are invited to a meeting of the Support Advisory Group chaired by the Deputy Director of the Secondary or his/her delegate.</li> <li>- At the SAG meeting the readjustment of the support or the continuation or termination of the intensive support are discussed in the Support Advisory Group an agreement is signed, which allows the Support to be put in place and an ILP to be drawn up. The medical/psychological/psycho-educational and/or multidisciplinary report is taken into consideration the decision-making process.</li> <li>- The allocation of support is encoded in SMS. Parents and/or legal representatives must check the information in the SMS.</li> <li>- Parents and/or legal representatives to obtain a copy of the signed agreement and minutes of the SAG meeting.</li> <li>- A progress report of the support given is sent to the parents/legal representatives with the school report at the end of the second semester of the current year. The professional draws up a progress report in the form agreed upon when the tripartite agreement is signed.</li> </ul>

#### 6.4 Intensive Support B

INTENSIVE SUPPORT B		
Cycles	Nursery – Primary	Secondary
For Whom?	<p>The support may be requested by the class/subject teacher and submitted to the Educational Support Coordinator and the Deputy Director. This request is evaluated and decided upon. The parents/legal representatives may also make a request through the class/subject teacher.</p> <p>In exceptional cases, and only for a limited period of time, the Deputy Director may decide to give Intensive Support B to a pupil or group of pupils who do not have a diagnosed specific educational need but who is in need of intensive language Support or who have major and temporary difficulties in following the normal school programme.</p>	
When?	<p>The decision to offer ISB support can be made at various points in the school year. However, since the ISB is normally offered to new students, most ISB requests are made at the beginning of the school year.</p>	
	<p>Periods of Support lessons in the following areas L1/ M/L2 during school time and for a number of periods expressed in minutes (30'-45'-60'-90').</p>	<p>Due to the need to combine several schedules (students and teacher), support lessons ideally take place during a period in which the teacher and student(s) have in common or else in p6 or p7 lunchtime or p9.</p>
How	<p>Group or individualized Support in class (only for Primary) or outside the classroom.</p> <p>In case of a temporary closure of the School premises, the support will not be discontinued, and will take place using the digital platform for distance learning used by EEB3.</p>	
Procedure	<p>The Individual Learning Plan (ILP) is developed by the Support teacher (and with the class teaching in the nursery/primary cycle) in consultation with the class/subject teacher and/or the Support Coordinator. A Support agreement is submitted for signature at the Support Advisory Group meeting. Such decision is subject to appeal by parents or legal representatives within 15 days after its notification.</p> <p>A student may be withdrawn from the group at any time if it is considered educationally beneficial by the teacher/s concerned. Parents may also withdraw their child from support at any point in time.</p> <p>Attendance at the Support course is compulsory. In the Secondary cycle, any absence is monitored by the Educational Adviser of the level.</p>	
Stakeholders	<p>The Support teacher and/or the Support coordinator in liaison with the class/subject teacher.</p> <p>In the Secondary cycle, the course may be given either in the mother tongue or in L2.</p>	
Communication School/ Parents /Legal representatives	<p>If necessary, a SAG meeting may be organised to discuss the needs of an ISB student. The parents/legal representatives of the pupil would be invited to this meeting. The offer of intensive type B Support is discussed with all the members of the Support Advisory Group. The Support agreement is drawn up and the parents and/or legal representatives are given a copy of the signed agreement. The support lesson will be seen on SMS in the pupil's timetable.</p>	
	<p>- A progress report of the support given is sent to the parents/legal representatives with the school report at the end of the second semester of the current year.</p>	<p>- A progress report of the support given is sent to the parents/legal representatives with the school report at the end of the second semester of the current year.</p>

## 7. Transition

### 7.1. Promotion and Progression

Most students are on promotion. Promotion means that a student has reached the expected level of skills and competences of their year and thus have successfully completed the academic year, and the Class Council in June decides that they can be promoted to the year above.

Most students who receive Intensive Support A will be on promotion. However, there will be a few who may benefit from being on progression. What is progression?

Being 'in progression' means that the student has not reached the expected level of achievement, but can still follow the scholastic programme of his or her class year group. Any pupil having benefited from progression without promotion may return to a 'standard curriculum' and be promoted to a higher class if s/he shows that the minimum requirements for his/her study level have been met. In line with the general rules of the European Schools, promotion from S5 to S6 is only possible when the pupil has followed the full curriculum and met its requirements. All European Baccalaureate candidates must have followed the full S6 and S7 curriculum in order to qualify for award of the Baccalaureate diploma. A student on progression cannot sit for the European Baccalaureate.

A student may be on progression and be on an Intensive Support agreement. This will be established for students who need to follow a modified curriculum in very specific subjects (individual objectives) even though they can accompany their group-class without being promoted. This can only be done when it is established that it is in the interest of their social and academic development.

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 (e.g. SEN Assistant), taking into consideration the medical/psychological/psycho-educational and/or multidisciplinary report and the conclusions of the last Support Advisory Group meeting.

Article 61 of the document ['General Rules of the European Schools' \(2014-03-D-14-en-9\)](#) states that,

“As laid down in the Provision of Educational Support in the European Schools, the cases of pupils with special educational needs with an adapted curriculum shall be considered with reference to the criteria set out in the agreement; the Support Advisory Group shall propose arrangements for progress and for the continuation of schooling to the Class Council. The pupil's legal representatives will receive an achievement certificate giving details of the progress made.”

Decisions on promotion (or progression) to the year above shall be taken at the end of the school year by the relevant Class Council in accordance with Article 18 of the General Rules of the European Schools. The Class Council shall not reach a decision solely on the basis of the results achieved by the student in each subject, but on the basis of the overall picture of the student as it emerges from all the information available to it. Parents/legal representatives shall ensure that they communicate, during the school year, any relevant information that is likely to influence the support provision.

### 7.2 Repeating

At the end of a school year, the Class Council may also decide that it is in the best interest of the child to repeat the school year just completed. Normally, the Class Council would have received the advice for repeating from the Support Advisory Group in the case of students under Intensive Support A. For further information about Class Councils and promotion, kindly consult the [General Rules of the European Schools \(2014-03- D-14-en-9\)](#).

### 7.3 Transition between cycles

Close communication between the cycles is important to allow a successful transition from Nursery to Primary and from Primary to Secondary. Confidentiality must be respected as much as possible but shall not hinder communicating important information. Smooth transition is also necessary for new students entering the school at any point in the system.



### **Nursery > Primary**

The transition from Nursery to Primary cycle is prepared throughout the year, and due to the strong Support team at EEB3 with one or two specific Support teachers per language sections, there is a constant exchange of information. 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.

### **Primary > 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 of the Primary cycle (P5) to year 1 of the Secondary cycle (S1) is also prepared throughout the year. For students with an Intensive Support Agreement, the Support Advisory Group is held in P5 around May. The Educational Support Coordinator from Secondary cycle is invited to this meeting, as well as the S1 cycle coordinator and the S1 Educational Adviser. The Educational Support Coordinator for Secondary informs the parents/legal representatives during this meeting about the educational Support system in the Secondary cycle.

The Secondary Educational Support Coordinator ensures that all relevant information is passed on to all secondary class/subject teachers at the start of the school year. This is done through the Educational Advisors. The Primary 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 to ensure that all relevant information, including on special arrangements granted, is passed on to teachers.

For students who receive Moderate Support the information is passed on during the end-of-year P5 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 and the Primary / Secondary Support Coordinator ensures that relevant information.

## **8. 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. For MS and IS, all teachers will be informed in a timely way of the support needs, objectives will be detailed in the ILP, special arrangements and feedback mechanisms from the start of the support. The Support teacher will liaise with the parents about the child's progress and needs. 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 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 EEB3 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 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 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 complements the work done at school. Communication can also be done through the student's agenda.

## 9. Applications and Enrolment

When applying for entry to EEB3, 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 EEB3 as well as how it is organised, including information on promotion, progression, and possible transition to other schools. However, it is important for parents to read this document and other official texts to understand the distinction between progression and promotion. In this way, the parents/legal representatives are in a better position to decide if the school fits the student's needs.

On application, the parents/legal representatives are also requested to indicate whether they wish to apply for support and to provide a medical/psychological/psycho-educational and/or multidisciplinary report of the student's needs and recommendations (see Annex 2). In case of application for ISA on enrolment, the necessary steps and documentation are discussed, and parents may be asked to obtain an a medical/psychological/psycho-educational and/or multidisciplinary report. 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.

Before declaring that the School is able or unable to meet the child's special educational needs in case of a child already enrolled in the school, the Director will ensure that all efforts possible are made to accept the child at EEB3, in line with the School's educational Support guidelines and the relevant documents of the European School system governing educational Support. The decision follows a strict procedure and different steps, to which intermediation and appeal provisions apply.



1. Collecting the documentation concerning the student	
Who?	Educational Support Coordinator, parents, external experts
Procedure	<p><b>First step: Based on the request for Intensive Support A in the enrolment documents (information about enrolment at EEB III can be sought from <a href="mailto:IXL-ENROLMENTS@eursc.eu">IXL-ENROLMENTS@eursc.eu</a>) made by the parents, the Educational Support Coordinator collects all information regarding the needs of the pupil.</b></p> <ul style="list-style-type: none"> <li>- Due consideration will be given to the information/recommendations of the medical/psychological/psycho-educational and/or multidisciplinary report.</li> <li>- If the Educational Support Coordinator envisages difficulties regarding the integration or inclusion of a child based on the documentation received, (s)he consults the following: <ul style="list-style-type: none"> <li>○ the Educational Support Coordinator/Director of the cycle the pupil is currently attending,</li> <li>○ the in-school Support team and appropriate external experts assess both the possibility for and likely obstacles linked to admission of the chosen European School.</li> </ul> </li> </ul> <p><b>Second step: meeting with the parents of the child</b> The Deputy Director and the Educational Support Coordinator meet the parents, the child and relevant external experts following the child. If necessary, other members of staff may be present at these meetings.</p>
2. Writing and discussing an internal report	
Who?	Educational Support Coordinator, SAG
Procedure	<p><b>First step: The Educational Support Coordinator plans the needs and the resources</b></p> <ul style="list-style-type: none"> <li>• Based on all the information gathered, and due consideration given to the a medical/psychological/psycho-educational and/or multidisciplinary report medical / psychological / psycho-educational / multi-disciplinary report, the Educational Support Coordinator draws up a list of the provision necessary linked to the pupil's special needs: <ul style="list-style-type: none"> <li>- the nature, type and amount of Support needed,</li> <li>- all necessary human resources: internal and external, in particular specific expertise of teaching staff and appropriate qualifications,</li> <li>- special arrangements,</li> <li>- materials, room etc.</li> </ul> <p>This list will also serve as a starting point for the ILP for the pupil if he/she is admitted to the European School.</p> </li> <li>• A financial statement is prepared based on the above list with the help of the financial department of the School.</li> <li>• If the School is currently unable to provide for all the needs identified on the list (e.g. lack of appropriate human or material resources) the Coordinator checks the possibility of accessing these resources via external experts, services available within the local community and considers if a tripartite agreement could be set up.</li> </ul> <p>Where possible, alternative options for schooling of the child in the host country should be addressed.</p> <p><b>Second step: The Educational Support Coordinator writes an internal report</b></p> <p>Using the information collected a preliminary report is drawn up by the Educational Support Coordinator with a summary of the pupil's history.</p> <p>With regard to Support measures, special arrangements and resources, a clear distinction must be made between those which the School could provide through its own staff or through local Support services/therapists/external experts, and those which it would be unable to provide through its own staff or through local Support services/therapists/external experts. In case of the latter, all reasons will be explained in the report.</p>

	<p>The report will identify and thoroughly analyse the causes and reasons why the School might have to declare itself unable to meet the child's needs.</p> <p>Where possible, the report will address alternative options for schooling of the child in the host country.</p> <p><b>Third step: SAG discusses the report written by the Educational Support Coordinator</b></p> <ul style="list-style-type: none"> <li>• The Director will convene a meeting of the SAG to be chaired by the Director or his/her delegate to which the parents (who may be accompanied by external experts) will be invited in order to declare the School able/unable to meet the children's needs.</li> <li>• The draft report of the Support Coordinator will be shared ahead of the meeting.</li> <li>• The SAG will thoroughly discuss the situation described in the report, examine the special educational needs, the current and potential future Support measures, the current and potential future resources, the options for alternative schooling, considering above all what will be in the best interest of the child.</li> <li>• The discussion should lead to a proposal regarding the enrolment or non-acceptance of the child at the School.</li> <li>• In the latter case, the proposal will be accompanied by some recommendations on alternative schools based on pedagogical considerations and also indicating the Support measures needed.</li> </ul> <p>The Support Coordinator will finalise the report including all relevant information received. The minutes of the Support Advisory Group meeting will be annexed to the report. Both the report and its annex(es) are strictly confidential documents.</p>
<b>3. Taking the decision</b>	
Who?	Director, Educational Support Inspector, National Inspector
Procedure	<ul style="list-style-type: none"> <li>• The Director will send the report to the Support inspectors and the responsible national inspector for her/his opinion/advice</li> <li>• Based on the opinion of the SAG, the Support inspector and the national inspector, the Director may: <ul style="list-style-type: none"> <li>- declare the School unable to meet the child's needs, duly justifying the reasons on the basis of all documentable evidence submitted,</li> <li>- decide on the enrolment of the child and start the relevant procedure in order to draft the ISA and the ILP.</li> </ul> </li> </ul>
<b>4. Communicating the decision</b>	
Who?	Director, Educational Support Coordinator, legal representatives of the student
Procedure	<ul style="list-style-type: none"> <li>• The Director will convene a meeting with the Educational Support Coordinator and the parents (legal representatives) of the child and inform them on the decision explaining the situation and all the reasons for it. In case the School declares unable to meet the child's special educational needs the Director will also explain the recommended alternative schools and offer where possible his/her help by involving the national inspector, establishing contacts with the relevant schools.</li> <li>• The Director will inform the parents within one week in writing about his/her decision explaining the situation and the underlying reasons.</li> <li>• The decision is open to an administrative appeal before the Secretary-General.</li> </ul>

Once a student who requires educational Support is enrolled at EEB3, a SAG may be called to discuss the needs of the student and to set out goals and objectives for the school year.

## 10. Discontinuation of studies at EEB3

Most students who enter EEB3 finish their schooling in the same school if the family remains in Brussels. This includes students with special needs. However, there may be cases where at a certain point in the educational journey of a child, it is believed to be more beneficial for the child to attend another type of school that can cater to their needs. It is important to note that up to this point in time, the only exit point of the European School system is the European Baccalaureate. If at a certain point in time, it starts to become clear that there is evidence that the child is unlikely to obtain the European Baccalaureate, alternative schooling which lead to other forms of certification may be considered. If there is to be a discontinuation of studies at EEB3, the following procedures will be adhered to.

Before declaring that the School is unable to continue meeting the child's special educational needs in case of a child already enrolled in the school, the Director will ensure all efforts possible have been made in line with the educational Support guidelines of EEB3 and the relevant documents on educational Support of the European school system. The decision for discontinuation of studies follows a strict procedure and different steps.

5. Collecting the documentation concerning the student	
Who?	Educational Support Coordinator
Procedure	<p>Based on the available documents the Educational Support Coordinator will review the special educational needs of the child.</p> <p>The following documents form the basis for this review:</p> <ul style="list-style-type: none"> <li>➤ the medical / psychological/ psycho-educational and/or multi-disciplinary reports,</li> <li>➤ the ISA,</li> <li>➤ the ILP,</li> <li>➤ the school/progress reports,</li> <li>➤ the minutes of the SAG meetings,</li> <li>➤ the reports of external experts and those from professionals working under a tripartite agreement,</li> <li>➤ any other relevant documentation.</li> </ul>
6. Writing and discussing an internal report	
Who?	Educational Support Coordinator, SAG
Procedure	<p><b>First step: The Educational Support Coordinator examine the documentation and write a detailed report</b></p> <ul style="list-style-type: none"> <li>- <b>A summary of the pupil's history.</b> This report shall give due consideration to the findings of the a medical/psychological/psycho- educational and/or multidisciplinary report.</li> <li>- <b>A clear distinction of Support measures</b> must be made between those for which <ul style="list-style-type: none"> <li>➤ The school could provide through its own staff or through local Support services, therapists/external experts</li> <li>➤ The school is unable to provide through its own staff or through local Support services, therapists/external experts. In case of the latter, all reasons will be explained in the report.</li> </ul> </li> <li>- An analyse of causes and reasons why the school might have to declare itself unable to meet the child's needs.</li> </ul> <p><b>If possible,</b> the report will present alternative options for future schooling of the child in the host country. This will be done in consultation and collaboration with the external experts, when possible, responsible for writing the medical / psychological/ psycho-educational and/or multi-disciplinary report.</p> <p><b>Second step: the SAG discusses the report written by the Educational Support Coordinator</b></p> <ul style="list-style-type: none"> <li>• The Director will convene a meeting of the SAG to be chaired by the Director or his/her delegate to which the parents (who may be accompanied by external experts) will be invited.</li> <li>• The Support Coordinator will present her/his preliminary report.</li> </ul>

	<ul style="list-style-type: none"> <li>The SAG will thoroughly discuss the situation described in the report, examine the special educational needs, the current and potential future Support measures, the current and potential future resources, the options for alternative schooling, considering above all what will be in the best interest of the child.</li> <li>The discussion should lead to a proposal regarding the continuation or discontinuation of the studies of the child at the School.</li> <li>In the latter case, the proposal will be accompanied if possible by some recommendations on alternative schools. This will be done in consultation and collaboration with the external experts, when possible, responsible for writing the medical / psychological/ psycho-educational and/or multi-disciplinary reports.</li> </ul>
<b>7. Taking the decision</b>	
Who?	Director, Educational Support Inspector, National Inspector
Procedure	Based on the opinion of the SAG, the Support inspector and the national inspector, <b>the Director may</b> <ul style="list-style-type: none"> <li>declare <b>the school unable to meet the child's needs</b>, duly justifying the reasons on the basis of all documentable evidence submitted,</li> <li>declare that <b>the school is able to partly meet the child's needs</b> but inform the parents that there might be better solutions available in the education system of the host country and provide the parents with relevant information concerning the advantages of the latter,</li> <li><b>decide on the continuation of the enrolment of the child</b> and start the relevant procedure in order to renew and <b>possibly modify the ISA</b> and the ILP.</li> </ul>
<b>8. Communicating the decision</b>	
Who?	Director, Educational Support Coordinator, legal representatives of the student
Procedure	The Director will convene a meeting with the Support coordinator and the parents (legal representatives) of the child and inform them on the decision explaining the situation and all the reasons for it. If the School is not able to meet the needs of the child, an appropriate Support will be given to the parents including the guarantee of liaison with the child's future school and contacting the national inspector for advice if necessary in order to provide as smooth a transition as possible. The decision is open to an administrative appeal before the Secretary-General.

Each case of discontinuation of studies at a European School needs to be thoroughly documented.

The documentation will provide information about:

- the type of Support needed,
- a summary of all actions and measures taken,
- the reasons for the declaration of the school being unable to continue to meet the child's needs,
- the procedural steps taken by the Director,
- whether the parents agreed with the decision of the Director or stating their reasons if not,
- the decision deviated from the independent opinion of external experts as laid down in medical / psychological/ psycho-educational / multi-disciplinary report(s) and/or additional reports submitted for consideration.

## 11. Individual Learning Plan (ILP)

The Individual Learning Plan sets out the objectives in a particular subject for a particular student [Individual LP as the names says, otherwise GLP for GS] and also sets out the methods, objectives and criteria that will be used to implement support and evaluate the student's progress. The ILP takes into consideration the medical/psychological/psycho-educational and/or multidisciplinary report when this is available.

For students who continue with Support from one year to the next, the Support teacher will consult the previous year's ILP, consult the minutes of the previous year's SAG meeting (in the case of ISA students), discuss the student's needs with the class/subject teachers as appropriate and then the Support teacher will draw up an ILP for the subject he or she is teaching. In the nursery and primary cycle, the class teacher is actively involved in the drawing up of the ILP.

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 EEB3. Students receiving moderate and general support will also have an ILP or a GLP as the case may be.

## 12. Support Advisory Group (SAG)

### During the Support Advisory Group meeting

The Support Advisory Group, chaired by the respective 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 arrangements to meet the pupil's special needs (arrangements concerning special equipment, teaching material, individual Support);
- Reaches one of the following conclusions:
  - o General/ Moderate Support is the most suitable form of provision;
  - o The case is on where Intensive Support is needed;
  - o The School cannot meet the special educational needs of the child.
- Once the category of support is decided upon (G, M or ISA or ISB), then the general aims and objectives are decided upon. These will form the fundamental part of the ILP.

The Educational Support Coordinator takes the minutes.

### Composition of the SAG

Support Advisor Group	
Nursery and Primary	Secondary
Chair: Director or his/her delegate	Chair: Director or his/her delegate
Where appropriate the school may request assistance of the Support Inspector for Nursery and Primary cycle or of the inspector of the pupil's nationality or of the inspector of the school's host country.	Where appropriate the school may request assistance of the Support Inspector for Nursery and Primary cycle or of the inspector of the pupil's nationality or of the inspector of the school's host country.
<b>Teachers</b> <ul style="list-style-type: none"> <li>• Class teacher</li> <li>• Other teacher involved (where appropriate)</li> <li>• L1 teacher</li> <li>• Support teacher</li> <li>• Support coordinator</li> </ul>	<b>Teachers</b> <ul style="list-style-type: none"> <li>• Class teacher</li> <li>• Teacher of the subjects concerned (where appropriate)</li> <li>• L1 teacher</li> <li>• Support teacher</li> <li>• Support coordinator</li> <li>• Cycle coordinator (where appropriate)</li> <li>• Educational adviser (where appropriate)</li> </ul>
<b>Specialists</b> <ul style="list-style-type: none"> <li>• School doctor (if necessary)</li> <li>• School psychologist (if necessary)</li> <li>• Other specialists (if necessary)</li> </ul>	<b>Specialists</b> <ul style="list-style-type: none"> <li>• School doctor (if necessary)</li> <li>• School psychologist (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.

<p><b>Liaison between two teaching levels:</b></p> <ul style="list-style-type: none"> <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 secondary</li> </ul>	<p><b>Liaison between two teaching levels:</b></p> <ul style="list-style-type: none"> <li>• The primary teacher, where appropriate, to liaise when the child moves up to S1</li> </ul>
--	--

### **After the meeting**

In some cases, the Intensive Support Agreement 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 Agreement and the parents/legal representatives are invited to sign it at a later date. Parents receive for signature the draft IS Agreement. A copy of the signed IS Agreement will be sent to the parents.

The minutes of the SAG meeting are distributed to all attendees.

The SAG is organised at the end of the school year, to discuss the overall progress of the student (also at the beginning of the year for all new S1 intensive Support students). During this meeting, all parties communicate their view on the student's situation and progress, the end-of-year transition, and the estimated Support needs for the next school year. The conclusions generally include 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) taking into consideration any medical/psychological/psycho-educational and/or multidisciplinary reports provided to the school.

### **The main functions of the SAG are:**

- To meet officially once a year to evaluate, initiate, renew, or terminate the Support agreement (for Intensive Support A students).
- When deemed necessary, a meeting of the Support Advisory Group, in either plenary or restricted session, may be held at any point during the school year to discuss the student's progress, to evaluate the Support and/or amend the Support agreement, with consideration given to the a medical/psychological/psycho-educational and/or multidisciplinary report expert assessment or report. This is usually organised by the Educational Support Coordinator in consultation with the Deputy Director and/or the Director (his or her delegate), or the parents/legal representatives of the student.
- The school issues invitations to all the parties involved, outlining those that will be present at the meetings, their respective roles and the agenda for each meeting.
- Parents/legal representatives are encouraged to invite external experts who are working with the student in an educational context outside the school (or within the school on the Tripartite Agreement, see section 17).
- The Support Advisory Group meeting is chaired by the Deputy Director or his/her delegate
- The Support inspector may be present at some of the meetings.
- The school's psychologist and/or the educational advisor [may be present, depending on the student's needs.]
- A multidisciplinary approach is applied with the student's parents/legal representatives and both internal and external experts present to discuss the student and their progress. All parties are invited to contribute.
- The student's individual learning needs and objectives are discussed, along with the Support measures and special arrangements that may be needed, including Tripartite Agreements and a Support assistant if necessary. The recommendations of the SAG, will form the basis for the Agreement between the Director and the parents/legal representatives.
- Minutes are taken at the meetings and distributed to all members of the SAG.



## 13. Special arrangements

### 13.1 Information

- Some students may need special arrangements in order to allow a student access to the standard curriculum.
- They are not intended to compensate for lack of ability, but to allow a student to achieve his/her potential in the fairest conditions possible.
- Special arrangements can only be authorized when they are clearly related to the student's diagnosed physical, educational and/or psychological need(s).
- Special arrangements can be granted to pupils who have no support lessons.
- When assessing the student (on promotion), the teacher uses the same standards of assessment ([Chapter IX, General Rules](#)) regardless of whether a student has a diagnosis or if s/he receives special arrangements or not.
- Special arrangements include changed or additional conditions during the written and/or oral examinations.
- A request by teachers or parents/legal representatives should be made to the Educational Support Coordinator in the case where a student would benefit from a special arrangement in order to compensate for a physical or learning difficulty or other special need.
- More than one arrangement can be applied for.
- All students receiving special arrangements require a medical/psychological/psycho- educational and/or multidisciplinary report ([details see 4.4.2 of Procedural document](#)) explaining the justification for the special arrangement/s.
- Each application will be treated on its own merit. The Deputy Director takes the final decision whether or not to allow for special arrangements (in S1 to S5), and to define for which subjects these can be used.
- Special arrangements for the BAC cycle (year S6 and S7) are applied for in year S5 (deadline is in October of S5) and, again, the parents/legal representatives of the students receiving such arrangements will be informed by the School well in advance of the deadline in order to present an updated medical, psychological, psycho-educational and/or multidisciplinary report valid for the BAC cycle (year S6 and S7). The report should not date back more than two years from the date of the time of application for special arrangements in S5. A report that has expired can be updated rather than a new assessment carried out.
- Some special arrangements for the BAC cycle (year S6 and S7) may be granted by the school (after informing the Central Office of the European Schools) and others will be decided upon by the Central Office of the European Schools. Once a decision has been taken by the Central Office, there is no form of appeal that can be made either by the school or the parents/legal representatives.
- If a new student comes to the school in S5, S6, or S7 exceptions can be made by way of special arrangements, if there is a diagnosed physical, educational and/or psychological need(s). However, in the BAC cycle it is always the Central Office who needs to decide on whether special arrangements are given or not.
  - The medical/psychological/psycho- educational and/or multidisciplinary report provided must be translated into English, French or German.
  - Normally such assessment reports include tests. The assessment must specify the techniques and the tests used to define the specific difficulties of the student. This assessment must also include the academic positioning of the pupil with regard to average scores. It is very important for the assessment report to include results of tests and not solely the names of tests carried out. The recommendations for special arrangements must be defined in a precise manner (e.g., additional time, use of computer etc.).
  - For the students receiving Intensive Support type A (ISA) these arrangements will be discussed at the Support Advisory Group meetings.
  - Some students receiving special arrangements do not receive Educational Support in the School.
  - Extraordinary special arrangements can also be considered but these can only be implemented if the school can accommodate them.
  - All special arrangements are recorded in the student's file.
  - A non-exhaustive list of special arrangements that can be applied for is enclosed in the [Procedural document](#)

### 13.2 Procedure for request of special arrangements from S1 up to S5

Please refer to:

- <https://www.eursc.eu/en/European-Schools/studies/educational-support>
- <http://www.eursc.eu/Documents/2012-05-D-15>

### 13.3 Special arrangements in S6 and S7 (BAC cycle)

Please refer to:

- <https://www.eursc.eu/en/European-Schools/studies/educational-support>
- <http://www.eursc.eu/Documents/2012-05-D-15>

Noting that a special, centrally organised, application procedure applies for all European Schools with a deadline in [October] of the school year before the start of the BAC cycle (S5).

**13.4** A student who has a medical/psychological/psycho-educational and/or multidisciplinary report but has not received support lessons can also be eligible to apply for special arrangements.

## 14. Care Team

The Care Team at EEB3 is present in both the Nursery and Primary Cycle and the Secondary Cycle.

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 the School and divide tasks.

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

- Deputy Director for Nursery and Primary and/or his/her delegate
- School Psychologist
- School Nurse (if needed)
- Educational Support Coordinator
- Educational Advisers (if needed)

Each member is frequently in contact with the class teachers, Support teachers, L2 teachers, as well as the SEN 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 behaviour and needs of pupils requiring special attention, and to strive to respond to them in the most appropriate way.

## 15. 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. Gifted students have a capacity for talent, creativity and innovative ideas, but they will only excel if we support them to learn in an appropriate way.

Teachers at EEB3 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 EEB3 wishes to explore and research more, so as to be able to develop educational programmes that cater for each and every student.



## 16. Tripartite agreements with therapists (external professionals)

There might be students whose development and learning needs require special support given by external therapists.

The provision will be organized on the basis of a tripartite agreement. A tripartite agreement 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 European Commission.)

The role of the School is to make available a suitable room where the consultation between the student and the professional will take place, and to organize the therapy session according to the student's timetable. Priority is always given to the school timetable regarding scheduling of a tripartite service. The School will provide coordination and monitor the student's development.

The therapist will provide his or her services completely independently and will set the cost of the said services freely in discussion with the pupil's legal representatives. Specialists are paid directly by the parents or legal representatives. Parents/legal representatives may explore reimbursement issues with the relevant schemes they are connected with.

- All information regarding the 'Call for expression for interest for therapists' shows on the website of the Central office under the link : <http://schola-europaea.eu/cei/>
- The document under: [http://schola-europaea.eu/cei/file/call3\\_EN.pdf](http://schola-europaea.eu/cei/file/call3_EN.pdf) clarifies the object, eligibility criteria and procedure to follow.
- The document mentions the link to the **application form** [http://schola-europaea.eu/cei/file/call3\\_EN.pdf](http://schola-europaea.eu/cei/file/call3_EN.pdf) where the therapists fill in all their data.

This application is then submitted to the PMO for approval. Once approved, the therapist gets a notification from the Webmaster stating they will appear on the lists.

The lists are updated 4 times a year. However, depending on the complexity of the application, the validation can take some time.

## 17. Conclusion

At EEB3, we endeavour to create a flexible Support system that allows for individual solutions – no two students are alike. Our system is as inclusive as possible within the overall European Schools system and its challenges and constraints. At EEB3, 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.

EEB3 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-centred 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 with students and parents/legal representatives
- promote collaboration among teachers and create a strong Support team in EEB3;
- 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.



## 18. 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.

## 19. Useful links

1. Policy on the Provision of Educational Support in the European Schools - [2012-05-D-14-en-9](#)
2. Provision of Educational Support in the European Schools - Procedural document - [2012-05-D-15-en-12](#)
3. European Schools website : [www.eursec.eu](http://www.eursec.eu)
4. European School Brussels III website : [www.eeb3.eu](http://www.eeb3.eu)

### 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 the General Data Protection 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.

In the nursery and primary cycle, the Educational Support Coordinator is supported by Section Support Leaders. Each of our 7 sections has a Section Support Leader. The role of the SSL is to communicate with stakeholders in the section, to liaise with the Educational Support Coordinator, to organise the implementation of support in their section, to organise and follow up in all compiling of support data, and participation in all meetings related to support in their section.

### 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 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) SEN 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 behaviour by using positive discipline techniques;
- 19) Observing the SEN student's behaviour 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 needs of the School, 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.

## Annex 2

**Criteria for the medical / psychological / psycho-pedagogical / multidisciplinary report** (point 4.4.2 of the document "[Offer of Educational Support in the European Schools - Procedural Document](#)"):

- It should be legible, written on letterhead, dated and signed;
- Specify the title, name and professional references of the expert (s) who conducted the assessment and diagnosed the student;
- Through the medical / psychological / psycho-pedagogical or multidisciplinary report, clearly specify the nature of the student's medical and / or psychological disorders, his or her needs and the tests or techniques used to make a diagnosis;
- The report for learning disabilities should describe the student's strengths and difficulties (cognitive assessment) and their impact on learning (evidence-based education) as well as the tests and techniques used to make a diagnosis.
- The report for medical / psychological problems must specify the student's medical / psychological needs and their impact on learning (evidence-based education):
- All reports need a summary or conclusion and should include indications of the necessary adjustments and, where appropriate, teaching / learning recommendations to be provided to the school;
- The file must be regularly updated and must not be more than two years old. In the case of permanent and stable disability and with the agreement of the Support Advisory Group, regular updates can be made without re-testing;
- In the event of a request for special provisions for the European Baccalaureate, a fully updated medical / psychological / psycho-pedagogical and / or multidisciplinary report is required. The file must not be older than two years, i.e. it must not have been filed before April of the 3rd secondary or after April of the 5th secondary;
- In exceptional, unpredictable, and duly documented circumstances (critical illness, accident, new registrations, etc.) and only in these cases, the request for special provisions may be made after the expiration of the period specified above. The application must be accompanied by a complete file specifying the grounds on which it is based;
- To avoid any risk of conflict of interest, the expert who evaluates a student cannot be a member of the staff of the European Schools or a family member of the student;
- Accompany the report with an English, French or German translation if the original is not written in one of the lingua franca.

