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Provision of Educational Support and Inclusive Education in the European Schools – Procedural Document

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In April 2021, the Board of Governors approved the revised version of the 'Policy on the Provision of Educational Support and Inclusive Education' (hereinafter, the Policy).

The revised version of the Policy establishes inclusive education as the guiding principle in the European Schools, which serve a diverse and mobile pupil population and offers diverse/flexible teaching and learning approaches adapted to children with different learning profiles.

The revision of the Policy entails the revision of the 'Provision of Educational Support in the European Schools – Procedural Document' (hereinafter the Procedural Document), which follows and reflects the principles stated in the Policy.

The European schools are in the process of implementing the 2019 Action Plan on Educational Support and Inclusive Education. Several actions have already led to new guidance for schools which is reflected in the revised Procedural Document.

Additionally, new pedagogical approaches and the evolution of the technology has brought new challenges to the Schools and opened new possibilities and roads to increase the school's capacity to respond to the student diversity and remove barriers to the learning process.

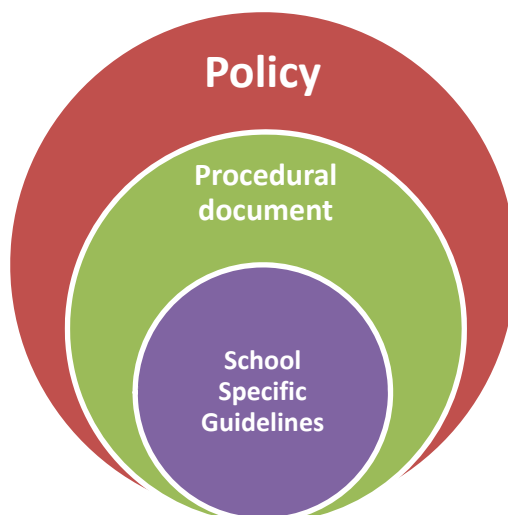
Finally, the lessons learned from distance teaching and learning in the context of the COVID 19 pandemic, including the provision of Educational Support, have highlighted some aspects in the provision of Educational Support and Inclusive Education that need to be improved, as well as successful pedagogical activities that may be continued in an in-situ learning environment.

This document clarifies and elaborates the principles contained in the Policy on the Provision of Educational Support and Inclusive Education document (2012-05-D-14) (the Policy). It also incorporates and reflects the actions established in the Action Plan on Educational Support and Inclusive Education. The aim is to harmonise the implementation of Educational Support and Inclusive Education in the European Schools (ES).

This document is complemented with the school-specific guidelines ([annex I.1](#)) that translate to the school level the implementation of the Policy and this Procedural Document based on the reality and needs of the specific school.

The school guidelines must be fully in line school with the policy and procedural document and should be clearly communicated to the different stakeholders of the school community. In case of disagreement, the current document overrules the local rules and practices put in place by the Schools. The main principles set out in the Policy and the Procedural document must be respected in planning and providing Educational Support for pupils in the European Schools.

Although circumstances in different schools vary, the interests of the pupil are always of the utmost importance and paramount concern.



1. Teaching and Learning in the European Schools

Good quality teaching includes different kinds of teaching and learning forms and methods. However, even the provision of accessible learning environments, differentiated teaching and a wide variety of methods are not always enough to cater for the pupils' specific needs. Therefore, reasonable accommodation in learning and assessment situations and different types of Educational Support will be made available to remove barriers to learning.

Teaching and Learning						
Access to Learning on Equal Basis and Differentiated Teaching						
Educational Support Structures						
Universal and Special Arrangements + accommodations		General	Moderate	Intensive		
				A	B	
	Short-term	X	X		X	
	Medium-term		X	X		
	Long-term		X	X		

1.1. Communication and collaboration with parents/ legal representatives

The principles related to communication and collaboration with pupil's legal representatives are set out in Article 1.1 of the Policy on the Provision of Educational Support.

The school-specific guidelines shall clarify how the schools implement fluid, transparent and effective communication channels and procedures with parents/legal representatives and staff.

The school-specific guidelines shall give clear, structured information about how the school organises support and the different roles of the key stakeholders. The school-specific guidelines must be in line with the policy and this procedural document but not a complete copy of them.

The nature of reasonable accommodation and/or educational support shall be determined in close collaboration with legal representatives/parents. Schools shall communicate in a timely, regular, and transparent manner with legal representatives/parents.

1.2. Access to learning on equal basis and differentiated teaching

In order to meet the needs and abilities of individual pupils, the European Schools apply the *Framework and Procedure for Early Identification of Pupils' Abilities and Needs* (hereinafter the Framework) to identify the pupils' functional needs, strengths, abilities and learning profile ([annex 1.2](#)). The European Schools collect, develop, and make available comprehensive tools for early identification and pedagogical diagnostics which the Schools should use to identify a pupil who may have difficulties/disabilities.

All teachers are responsible to apply observation tools, methods and develop activities according to the Framework and school's guidelines and to cooperate with other professionals, namely Educational Support team (Educational Support Coordinators, Educational Support Teachers, Educational Support Assistants, Psychologists, Management team and other school staff members specified in the school-specific guidelines) in the different steps of early identification established in the Framework.

The planning and delivery of teaching and learning activities should take into account the diversity of learners in the classroom through the creation/development of accessible, flexible and varied learning environments, namely applying the Universal Design for Learning (UDL) principles and framework.¹

Teachers promote access to learning using a variety of teaching methods, learning activities and materials in their classrooms to allow all pupils to access information, develop competences, and demonstrate what they know.

Differentiation is the planning and execution of teaching and learning for all children in all classes, which takes account of individual differences and the diversity of learning profiles, interest, motivation, and aptitude, and reflects these differences in the classroom.

Differentiation forms the basis of effective teaching. It is essential for all pupils, including those requiring support or challenge. Differentiated teaching aims at meeting all the pupils' needs is the responsibility of every teacher working in the ES and must be common classroom practice.

Differentiated teaching ensures that in planning and delivery of lessons, teachers are aware of and take into consideration the different learning profiles, styles, individual needs and abilities of all pupils.

This includes meeting the needs of:

- pupils with different learning styles/profiles
- pupils studying in a language section that does not correspond to their dominant language and with varied linguistic repertoires/multilingual pupils.
- pupils arriving later into the system who have followed a different curriculum and/or whose knowledge and skills show possible gaps.
- pupils with a mild learning difficulty
- pupils with a diagnosed learning difficulty/disability/disorder and/or special educational needs and/or physical or developmental disability)
- pupils with a disability (motor, sensory, intellectual, or psycho-social)
- gifted and talented pupils

When taking into account the planning and implementation of differentiated teaching, in order to ensure inclusion and participation, it is vital that the whole class is engaged so that the pupils' sense of belonging to a community is adhered to as a priority. Professionals promote positive experiences for all pupils, ensuring a learning environment that embraces and values diversity and difference in the classroom.

¹ UDL is a set of principles, providing teachers and other staff with a structure to create adaptable learning environments and develop instruction to meet the diverse needs of all learners. The UN CRPD encourages to apply the UDL.

1.3. Educational Support

The European Schools strive to ensure that all pupils are able to fulfil their potential to the maximum extent possible and to encourage them to become self-confident, autonomous learners. To that purpose, the European Schools promote accessible learning environments and provide personalised support in the form of reasonable accommodations and support measures that cater for the pupils' needs and foster a successful, increasingly autonomous learning path.

1.3.1. Reasonable accommodation

Depending on their needs, pupils may require different accommodations.

The European Schools offer accommodations in learning and assessment situations.

The European Schools will promote the use of assistive/compensatory technology (devices, applications, and software) and other accommodations to those pupils with disabilities who may require them to enable them to access education on an equal basis with others.

The European Schools are aware of the rapid development of innovations and new technologies designed to facilitate early identification of eventual learning needs and abilities, remove barriers to access the curriculum and enhance learning. Therefore, the European Schools aim to keep pace with the development of these technologies, making them accessible to the teaching and learning process, including as special arrangements to all types of assessment.

1.3.1.1. Accommodations in learning situations/in the classroom

Pupils with a learning difficulty/disorder and/or a disability face many challenges in learning situations. However, many of these difficulties can be addressed by providing accommodations.

An accommodation is a change to the regular way a pupil is expected to learn or participate in the classroom. Accommodations include special teaching and learning strategies, equipment or other supports that remove, or at least lessen, the impact of a pupil's special education needs.

The goal of accommodations is to give pupils with special educational needs the same opportunity to succeed as other pupils. Accommodations in the classroom are intended to remove barriers and ensure equal opportunities in the learning process for all the pupils and allow the pupil to fulfil his or her potential in the fairest conditions possible.

If the regular learning conditions in the classroom present a risk to disadvantage the pupil's learning and performance – especially if he/she shows special educational needs – classroom accommodations may be requested and authorised for the classroom.

Classroom accommodations can also be granted to pupils who are not receiving any type of educational support.

Accommodations in the classroom may include a variety of arrangements such as changing the location of a class, providing different forms of in-class communication, enlarging print, materials and/or subjects in sign, or providing all handouts in an alternative format, providing pupils with a note-taker, or a language interpreter or allowing pupils to use assistive technology in learning and assessment situations.

When a pupil requires a reasonable accommodation in the classroom in order to compensate for a physical or learning difficulty/disability/disorder, teachers or parents, through the class/subject teacher, can request this from the school management. Pupils may also discuss their needs for reasonable accommodation with their teachers.

The procedure to request accommodations is specified in the school-specific guidelines.

The granting of accommodations is decided on a case-by-case basis following discussion with parents/legal representatives and teachers and, where applicable, with the Support Advisory Group (SAG).

Parents/Legal representatives are asked to provide a medical/psychological/psycho-educational and/or multidisciplinary report (see [4.4.2](#) for details) justifying the need for accommodations in learning situations. Parents/Legal representatives provide documentation to the school if they initiate a request.

The SAG² will be informed on the classroom accommodations recommended in the medical/psychological/psycho-pedagogical and/or multidisciplinary reports for pupils receiving intensive support A.

The school management takes the final decision to allow reasonable accommodation, where applicable, following the advice of the SAG and on the basis of the recommendations in the medical/psychological/psycho-educational and/or multidisciplinary report, and to define for which purposes and to which subjects these accommodations can be applied.

Reasonable accommodation arrangements approved by the management are communicated to the pupil's teachers and to parents/legal representatives. They are included in the pupils' ILP(s) (when applicable) and recorded in the pupil's file.

In case the school does not grant the classroom accommodation requested, it informs the parents/legal representatives in due time – approximately two weeks after the decision is taken- duly justifying the refusal of each measure requested. For specific, urgent cases, the management of the School might take interim decisions and reasonable accommodation arrangements may be granted before/until the medical/psychological/psycho-educational and/or multidisciplinary report is made available.

The Educational Support Coordinator (hereinafter the EdSup Coordinator) communicates any reasonable accommodation arrangements approved by the management to the pupil's teachers and to parents/legal representatives. The EdSup Coordinator includes them in the pupils' ILP/Intensive Support Agreement (when applicable) and records them in the pupils' file.

[Annex I.4](#) presents examples/possibilities of classroom accommodations

1.3.1.2. Universal and Special Arrangements in assessment situations

The ES are committed to an educational philosophy based on common European School syllabuses with common assessment criteria. This means that the Educational Support Policy may not reflect the standard practice of one country.

² For the composition and roles of the Support Advisory Group see [point 2.7.1](#) and annex 4.

1.3.1.2.1. Universal arrangements

Universal arrangements include arrangements available to all the pupils in assessment activities. They may encompass booklets with formulas in scientific subjects, simplification of language in the assignments and examinations, electronic version of tests, adaptations to make assignments accessible or the use of further arrangements to be put in place.

These arrangements are listed and put at the disposal of the pupils during examinations, tests and other forms of assessment to allow the pupil to fulfil his or her potential in the fairest possible way.

1.3.1.2.2. Special Arrangements

If the evaluation conditions, including during the Pre-Baccalaureate and Baccalaureate examinations, present a risk to disadvantage the candidate's performance – especially if he/she shows special educational needs – by preventing him/her showing the level at which he/she has acquired the required competences, Special Arrangements may be requested and authorised for the written and oral examinations.

Special Arrangements are intended to remove barriers and ensure that individual pupils with special educational needs have equal opportunities in the assessment and can demonstrate the knowledge and skills they have learned and fulfil their potential in the fairest possible conditions. Special Arrangements are authorised when they are clearly related to the pupil's diagnosed special needs and/or disability and justified by means of a medical/psychological/psycho-educational and/or multidisciplinary report.

1.3.1.2.2.1. Special Arrangements up to and including S5

The school management decides on the granting of Special Arrangements on a case-by-case basis following discussion with parents/legal representatives and teachers and with the SAG (where applicable).

Teachers or parents/legal representatives can request special arrangements from the management in order to benefit a pupil. Special arrangements compensate for a disadvantage resulting from a physical/motor, sensory, intellectual, psychosocial, or learning difficulty/disability/disorder.

Pupils may also discuss their needs for Special Arrangements with either their teachers or their parents/legal representatives.

Special arrangements can also be granted to pupils who are not receiving any type of educational support.

Parents/legal representatives are requested to provide a medical/psychological/psycho-educational and/or multidisciplinary report justifying the need for Special Arrangements.

For pupils receiving intensive support A, the SAG will be informed on the special arrangements recommended in the medical/psychological/psycho-educational and/or multidisciplinary reports. (see [4.4.2](#) for details).

The school management takes the final decision to allow Special Arrangements, where applicable, on the basis of the recommendations in the multidisciplinary report justifying any request and following the advice of the SAG. The special arrangements, including the subjects and the conditions they can be applied, are included in the Intensive Support Agreements and the pupil's Individual Learning Plan (hereinafter the ILP), whenever applicable.

For specific, urgent cases, the School management might take interim decisions, and Special Arrangements may be granted before/until the medical/psychological/psycho-educational and/or multidisciplinary report is made available.

Any Special Arrangements approved by the management are communicated to the pupil's teachers and parents/legal representatives, included in the pupils' ILP (when applicable) and recorded in the pupil's file.

In case the school does not grant the Special Arrangements requested, it informs the parents/legal representatives in due time – approximately two weeks after the decision is taken- duly justifying the refusal of each measure requested.

Procedure

Steps	Procedure
Request	Parents/Legal representatives or teachers. Pupils may also discuss with their parents or teachers their needs for Special Arrangements.
Provision of relevant report	Parents/legal representatives must provide the relevant report to support the request and allow an informed decision by the management
Discussion/justification	Parents/legal representatives, teachers, and Educational Support team discuss the pupil's needs and the different possibilities of Special Arrangements to address those needs
Decision	The management decides based on the information provided, including the relevant report. In urgent, justified cases, the management may decide to grant Special Arrangements before and until the parents/legal representatives present the report.
Notice of the decision	The decision is communicated to the pupil's teachers and the parents/legal representatives in due time (app two weeks after the decision is taken). The school motivates the refusal of each measure requested.

The below list of arrangements may be authorised by the school, up to and including S5:

- a) Separate room for the test/examination/assessment;
- b) Change of seating arrangements;
- c) Taking of medication and/or refreshment in the case of a medical condition, for example, diabetes;
- d) An assistant to provide physical care for a pupil to ensure his or her well-being and safety. This assistant may not be a relative of the pupil or the teacher of the subject that is being examined;
- e) The use of a specific learning aid which is normally used in class, for example, a magnifying glass;
- f) a hearing aid; use of FM hearing system coloured overlay; a low vision aid; coloured lenses;
- g) For colour-blind pupils, colours can be substituted with words on the test/examination paper or a reader can name the colours for the pupil;
- h) List of approved devices/software/applications to be used in assessment;
- i) Modifications to the format of the assessment paper: size of paper and font, contrast, alignment, line spacing and printed pages. A paper and digital Braille version of the exams may also be made available;
- j) Additional time can be granted to pupils whose working pace is affected by their condition. A maximum of 25% extra-time time can be granted for examinations. This measure applies to all harmonised tests. For examinations taking place in the classroom (A-tests) other measures may be considered/envisaged, such as shortened assignments for the class and extra time for pupils with special arrangements or shortened assignments for pupils with special arrangements but ensuring the assessment of the same/all competences,
- k) Use of approved applications/software for spell checker because of dyslexia. This request has to be confirmed by the school;
- l) Disregard of spelling mistakes in language subjects in case of dyslexia, when a spellchecker is not granted;

- m) For deaf or hard of hearing pupils, questions and instructions during oral exams are given in writing, exercises using audio files or videos are replaced by written exercises, or pupils receive a script of audio file or video;
- n) Written answers for oral examinations by a candidate who has severe difficulties in oral expression;
- o) Use of a computer, laptop, tablet or any approved device and the correspondent approved software to replace handwriting for pupils diagnosed with dyslexia, dysgraphia, dyspraxia or any other disorder affecting written expression. The school ensures that any computer/ laptop/device being used is cleared of stored information and the spell check function or other software and is not connected to the Internet. It should be noted that content/skills, not language errors, are assessed in examinations other than language examinations. Pupils may use their own devices, providing that the school has the means to verify the abovementioned conditions;
- p) A communicator to assist a deaf or hard of hearing pupil through sign language or lip speaking.

Arrangements that may be replaced by technology. The pupil must be familiar with the technology before using it in assessment situations.

- q) Approved speech-to-text and text-to-speech software/device or a scribe to transcribe word for word the pupil's dictated answers and to read back the pupil's answers where necessary;
- r) An audio recording of answers where a scribe is not available;
- s) Approved text-to-speech software/device or a reader to read both the assessment paper and to read back the answers. In this case, the additional time 25% may be granted;
- t) Approved software or a prompter to assist a pupil with severe concentration difficulties or neurological disability in paying attention to the assessment tasks;
- u) The schools may propose the inclusion of specific software and devices that aim to allow equal access and opportunities;
- v) A list of devices and software approved at the system level is made available to the Schools and families.

[Annex II.1](#) of this document lists the approved devices and software at the system level that may be used in the assessment context.

The role description for reader, scribe, and prompter and correspondent invigilators is in available in [Annex II.2](#).

Extraordinary Arrangements

The list above is not exhaustive. Where any of these arrangements cannot meet a pupil's needs, teachers and parents/legal representatives may request further appropriate arrangements. The same procedure applies as for the arrangements listed above.

In exceptional cases, requested by the pupil's legal representatives and supported by the teachers, by a medical/psychological/psycho-pedagogical or multidisciplinary report and by the pupil ³, a pupil can be moved up to one year above (e.g. P2 to P3). This must be in the

³ The Convention on the right of the child establishes in its article 12 that :

1. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.

2. For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child (...).

interest of both the pupil's academic and social development. A temporary move can be made under the Intensive Support Agreement following the existing procedure.

At the end of the school year, the Class Council decides the final move and the Agreement could be terminated. This move is not allowed from S5 to S6.

1.3.1.2.2.2. Special Arrangements in S6 and S7

Special Arrangements include changed or additional conditions during the written and oral examinations as well as during the whole European Baccalaureate cycle.

Special Arrangements are in themselves designed to compensate for any specific individual need. When assessing the candidate, the teacher and the external examiner will not award any further compensation for the candidate's learning needs. The same standards of assessment are always applied to all candidates.

Procedure

Usually, Special Arrangements in years S6 and S7 will be allowed only when similar arrangements have been used in a previous year or previous years. This does not necessarily apply to newly enrolled pupils in S6 or when new information has come to light that justifies granting Special Arrangements.

A written request for Special Arrangements in S6 and S7 can be made to the EdSup Coordinator by either a teacher or by the pupil's legal representatives or the pupil if already 18 years old or above. A teacher can initiate the process, but the request must be entered by the pupil's legal representatives. Special arrangements can also be granted to pupils who do not receive educational support.

The application must state precisely on which specialist's diagnosis the request is based. The application must also state precisely which special arrangements are being requested.

An up to date – dating back not more than two years – medical/ psychological/psycho-educational and/or a multidisciplinary report (see 4.4.2 for details) justifying the need for special arrangements is required. The pupil's legal representative must provide the relevant documents.

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.

Each application for Special Arrangements will be treated on its own merit.

Requests for Special Arrangements for the Baccalaureate must be made **by the 15th of October** of the year preceding entry into the Baccalaureate cycle, i.e. S5.

The schools must inform the Central Office **by the 30th of October** about the Special Arrangements to be made in S6 and S7.

Solely in exceptional unforeseeable situations and duly attested (serious illness, accident, newly enrolled pupils, etc.), a teacher or the pupil's legal representatives may submit the request for Special Arrangements after the deadline indicated above. The request must be accompanied by full documentation setting out the grounds on which it is based.

Urgent requests for special arrangements

In case of urgent requests due to unforeseeable circumstances, namely accidents occurred shortly before the examinations, the School management may grant the Special Arrangements and inform the BAC Unit immediately.

The special arrangements under urgent and unforeseeable reasons are granted for a limited period of time and need to be confirmed for the following examination sessions.

The below list of arrangements listed below may be authorised by the school for S6 and S7:

Schools must inform the Central Office (BAC Unit) **by the 30th of October** of all Special Arrangements which have been authorised by the Director.

- a) Separate room for the test/examination/assessment;
- b) Change of seating arrangements;
- c) Taking of medication and/or refreshment in the case of a medical condition, for example, diabetes;
- d) An assistant to provide physical care for a pupil to ensure their well-being and safety. This assistant may not be a relative of the pupil or the teacher of the subject that is being examined;
- e) The use of a specific learning aid which is normally used in class, for example, a magnifying glass; a hearing aid; use of FM hearing system, coloured overlay; a low vision aid; coloured lenses;
- f) For colour-blind pupils, colours can be substituted with words on the test/examination paper or a reader can name the colours for the pupil;
- g) Extra-time maximum of 25 % for situations of pupils with duly justified dyslexia. In this situation, the Schools must inform the BAC unit. If the Director does not grant the requested extra-time, the request will be submitted to the Bac Unit for analysis of the JBI or the inspector in charge of Special Arrangements.

Any Special Arrangement approved by the school is communicated to parents/legal representatives, included in the pupils' ILP (when applicable) and recorded in the pupil's file.

In case the school does not grant one of several measures requested, it duly motivates the (partial) refusal decision and communicates it to the parents/legal representatives within two weeks after the decision is taken.

The below list of arrangements may only be authorised by the Board of Inspectors (Secondary) or the Inspector responsible for support (Secondary)

The justification for any of these arrangements needs to be confirmed by the specialist's reports and by the school.

- h) Modifications to the format of the assessment: size of paper and font, contrast, alignment, line spacing, spatial presentation and printed pages. A paper and digital Braille version of the exams may also be made available.
- i) Additional time can be granted to pupils whose working pace is affected by their condition. A maximum of 25% **Error! Bookmark not defined.** of extra time can be granted examinations;
- j) Rest period(s) – during this time, a pupil may not read, write or take notes of any kind and may leave the room under supervision;
- k) For deaf or hard of hearing- pupils, questions and instructions during oral exams are given in writing, exercises using audio files or videos are replaced by written exercises or pupils receive a script of audio file or video...);
- l) Written answers for oral examinations for pupils who have severe difficulties in oral expression;
- m) Use of a computer or laptop or any approved device and the correspondent approved software to replace handwriting for pupils diagnosed with dyslexia, dysgraphia or any

other disorder affecting written expression.

The school ensures that any computer/laptop being used is cleared of stored information and the spell check function and is not connected to the Internet. It should be noted that in examinations, other than language examinations, content/skills and not language errors are assessed;

- n) Use of a simple arithmetic calculator, whenever no calculator at all would be allowed because of dyscalculia;
- o) Disregard of spelling mistakes in language tests/exams in cases of severe dyslexia in case a spellchecker is not granted;
- p) A communicator to assist a deaf or hard of hearing pupil through sign language or lip speaking.

Arrangements that may be replaced by technology. The pupil must be familiar with the technology before using it in assessment situations.

- q) Use of a spell checker or any specific approved software in case of dyslexia. This request has to be confirmed by the school.
- r) Approved speech-to-text and text-to-speech software/device or a scribe to transcribe the pupil's dictated answers word for word and to read back the pupil's answers when necessary because of dyslexia.
- s) An audio recording of answers where a scribe is not available.
- t) Approved text-to-speech software/device or a reader to read the assessment paper and to read back the answers because of dyslexia.
- u) Approved software/applications or a prompter to assist a pupil with severe concentration difficulties or neurological disability in paying attention to the assessment tasks.

The Schools may propose the inclusion of specific software, applications and devices that aim to allow equal access and opportunities.

A list of devices, applications and software approved at the system level is made available to the Schools and families and regularly updated.

[Annex II.1](#) of this document lists the approved devices and software that may be used in the assessment context.

Any Special Arrangement approved by the Board of Inspectors (Secondary) or the Inspector responsible for support (Secondary) is communicated to parents/legal representatives. They are included in the pupils' ILP/ISA (when applicable) and recorded in the pupil's file.

In case the Board of Inspectors or the inspector does not grant one or several of the requested measures requested, it/s/he duly motivates the (partial) refusal decision and communicates it to the parents/legal representatives within two weeks after the decision is taken.

Steps	Special Arrangements Approved by the School	Deadline
Request	Parents/legal representatives or teachers. Pupils may also discuss their needs for Special Arrangements with their parents or teachers.	Before the 15 th of October when pupil is in S5
Provision of the relevant report	Parents/legal representatives must provide the relevant report to support the request and allow an informed decision by the management	Before the 15 th of October when the pupil is in S5
Discussion/justification	Parents/legal representatives, teachers, and Educational Support team discuss the pupil's needs and the different possibilities of Special Arrangements to address those needs	Final presentation including the relevant report – 15 th of October pupil in S5
Decision	The management decides based on the information provided, including the relevant report. In urgent, justified cases, the management may grant Special Arrangements before and until the parents/legal representatives present the report.	

Notice of the decision	The decision is communicated to the pupil's teachers and the parents/legal representatives in due time. The school motivates the refusal of each measure requested. The School informs the BAC Unit about the Special Arrangements approved by the school management.	Communication to parents: approx. two weeks after the decision is taken. Communication to the BAC Unit by the 30 th of October.
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Steps	Special Arrangements Approved by the Board of Inspectors Secondary	Deadline
Request	Parents/legal representatives, teachers, pupils ≥ 18 . Pupils ≤ 18 may also discuss their needs for Special Arrangements with their parents or teachers.	
Provision of the relevant report	Parents/Legal representatives must provide the relevant report to support the request and allow an informed decision by the management	
Discussion/justification	Parents/Legal representatives, teachers, and Educational Support team discuss the pupil's needs and the different possibilities of Special Arrangements to address those needs	Final presentation including the relevant report – 15 th of October pupil in S5
Request sent to the BAC Unit	The school uploads/sends the requests to the BAC Unit	30 th of October -pupil in S5
Decision	The Board of Inspectors Secondary analyses and decides on the requests	Usually in February
Notice of the decision	The decision is communicated to the school that informs the parents/legal representatives. Refusal of each measure requested is duly justified.	Communication to the schools approximately two weeks after the decision is taken

Steps	Urgent Special Arrangements approved by the Director or by the Educational Support Inspector Secondary	Deadline
Request	Parents/Legal representatives or teachers or pupils ≥ 18 request the Special Arrangements and provide the relevant report to support the request	Immediately after the situation leading to the need for Special Arrangements
Decision: Director	Special Arrangements granted by the Director – management decides Special arrangements granted by the Educational Support inspector: - the management sends/uploads the request to the BAC Unit.	As soon as the request is complete
Decision: EdSup Inspector	The EdSup inspector analyses the request and decides	As soon as the request is ready to be analysed

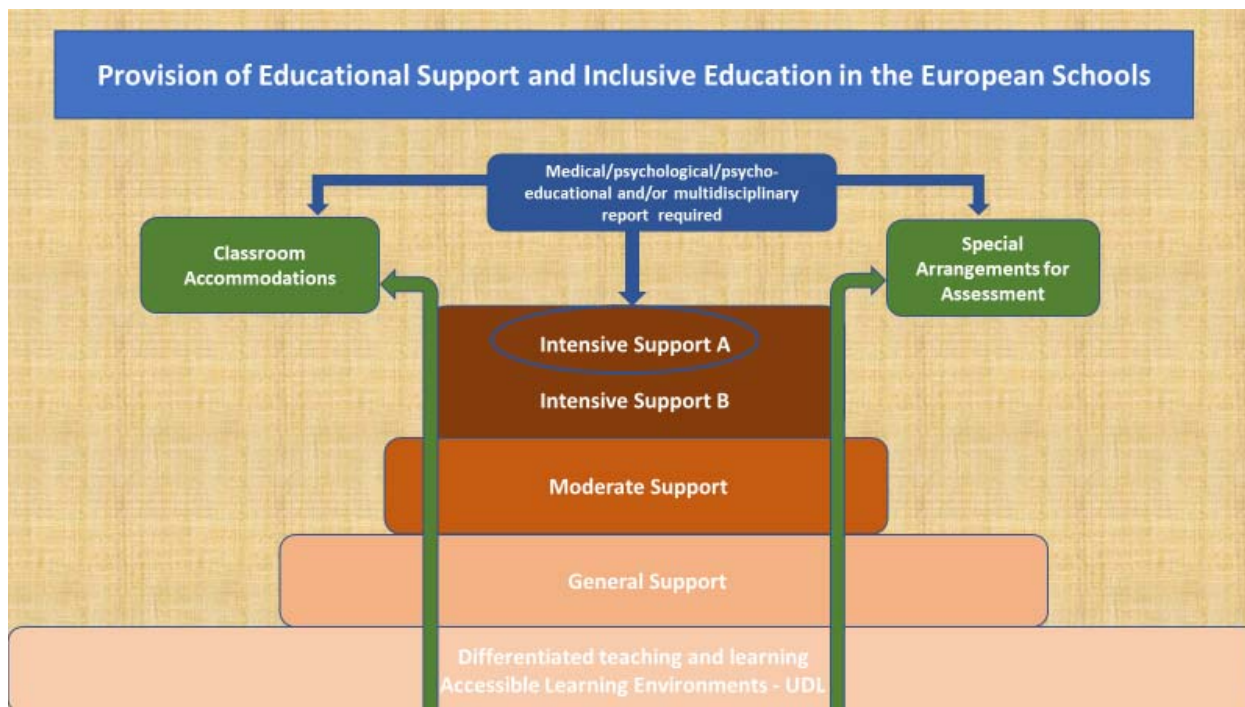
The list above is not intended to be exhaustive. Where any of these arrangements cannot meet the pupil's needs, parents/legal representatives or pupils with 18 years or above may request further appropriate arrangements. These arrangements are granted either by the Board of Inspectors Secondary or by the Inspector (Secondary) responsible for the Educational support.

1.4. Educational Support Provision

The European Schools offer three types of support programmes: General, Moderate and Intensive Support. These are precisely defined in the Policy on the Provision of Educational Support in the European Schools document (2012-05-D-14).

Educational Support may be provided in situ or at a distance, in line with the 'Distance Teaching and Learning Policy for the European Schools' (2020-09-D-10).

The resources, administration, assessment, and promotion principles are described in chapters 3, 4 and 5.



2. Roles and responsibilities

2.1. National authorities

The provision of quality inclusive education is the responsibility of all schools' professionals, particularly the teaching staff. The increasing diversity in the classroom, requires all teachers to cater for different pupil learning needs, namely through the establishment of flexible, adaptable learning environments, including differentiation.

The European Schools aim to have fully qualified Support teachers with qualifications and experience in the area of Educational Support/Inclusive education/special educational needs.

When appointing seconded staff, the national authority assures that Educational Support Teachers have the qualifications and expertise as established in the document Profile of Teaching Staff involved in Educational Support ([annex III. 1](#)), namely that:

- all teachers adhere to the common values and have the qualifications and experience to promote accessible learning environments and differentiate their teaching according to the pupils' learning needs and abilities.
- Educational Support Teachers have, in addition to the competences established for all teachers, the specific qualifications, knowledge and skills on how to provide an effective Educational Support responding to the different learning and special education needs.

The national inspector will examine and approve the qualifications and experience of locally recruited support teachers to secure the relevant expertise to provide support, in line with the profile established in the *document "Profile of Teaching Staff involved in Educational Support"*.

Attention will be paid to the skills mentioned above when evaluating teachers.

School management consults national inspectors in cases of potential refusal of enrolment and/or discontinuation of enrolment. The relevant inspectors provide advice as established in 4.4.3.

Whenever possible, the national inspector and/or the host country inspector will assist schools, when required, in for example:

- interpreting the recommendations made by a national expert or institute and
- liaising with the schools and national experts or institutions that offer support to the pupil.
- accessing national resource centres to find specialised teaching material
- strengthening the cooperation between the School and the hosting Member State/Municipality and the local schools.
- facilitating a smooth and effective transition to other educational paths.

2.2. Boards of Inspectors, Joint Teaching Committee, Budgetary Committee and Board of Governors

The committees and the Board of Governors ensure adequate resources and supervise the education provided by the European Schools, including the evaluation of the effectiveness of the support provided.

2.3. Pedagogical Development Unit, in conjunction with the ICT and Statistics Unit

The Units assist the various preparatory committees in performing their role and provide the technical and administrative support necessary for the effective evaluation of support provision in the schools.

2.4. Central Coordinator for Educational Support and Inclusive Education

The Central Coordinator for Educational Support and Inclusive Education reports to and supports the Deputy-Secretary General in the coordination of the Educational Support Policy, the implementation of the Action Plan on Educational Support and Inclusive Education. He/she cooperates closely with the Pedagogical Development Unit and the National Inspectors in charge of Educational Support in the ES system. The Central Coordinator for Educational Support and Inclusive Education:

- is the contact point for the schools (Directors, EdSup Coordinator, educators and parents and legal representatives) regarding questions related to the provision of Educational Support and Inclusive Education at the system level;
- organises an exchange of good practice;
- fosters a harmonised, consistent, and compliant implementation of Educational Support and Inclusive Education at the system level.

2.5. Educational Support Policy Working Group

The Educational Support Policy Working Group ensures that the views and expertise of all those concerned by support (parents, schools, Secretary-General, Inspectors, the European Commission. Pupils may be invited to the participate in the discussions) feed into the discussions and decisions related to educational support and inclusive education in European Schools. The group discusses issues or questions of concern in the area of Educational Support and Inclusive Education and prepares related documents for presentation to the decision-making bodies.

2.6. Support Inspectors (nursery and primary, secondary)

Support inspectors are together with the OSG responsible for promoting the harmonised and consistent implementation of the Educational Support and inclusive education Policy and Provision at the system level.

Support inspectors preferably have a qualification and expertise in inclusive education and special educational needs and participate in relevant training where necessary.

They advise school Directors or attend the SAG meetings, when this is requested by the Director and necessary. Support inspectors contribute to ensure consistent application of principles for allocating and organising necessary support.

School directors consult inspectors in cases of potential refusal of enrolment and/or discontinuation of enrolment ([annexes I.3 and I.4](#)).

Support inspectors organise annual in-service training for EdSup coordinators.

Support inspectors provide statistical reports on the provision and results of support. They follow up on any issues arising from the statistical analysis of support.

2.7. Schools/Directors

Directors are the ultimate responsible persons for the implementation of Educational and Support and Inclusive Education in the schools. To ensure informed and participative decisions, the Director involves the relevant team of professionals in the decisions related to the implementation of Educational Support and Inclusive Education at the school level.

The School Director may delegate their responsibilities in the implementation of Educational Support and Inclusive Education to other members of the school management and to other members of the school staff.

In this document, different terms are used to define different possibilities for allocation of responsibilities:

“Director” when the responsibility of the Director is not delegated.

“School management” when the Director may delegate the responsibility to the management team members.

“School” when the Director may delegate the responsibility to any member/team of the school staff.

The School-specific guidelines should clarify the holders of the responsibility in the different aspects of the provision of Educational Support and Inclusive Education.

The schools have clearly stated school-specific guidelines related to the implementation of Educational Support at the school level.

The School-specific guidelines describe the provision of educational support, the main actors involved in the support at the school concerned and the procedures which need to be followed. The school-specific guidelines shall be published on the website of the school, be fully compliant with the rules of the European Schools, be subject to a regular (annual) review and include information on a set of core elements ([annex I.1](#))

The European Schools aim at having fully qualified Support teachers with qualifications and experience in the area of Educational Support/Inclusive education/special education needs.

When appointing locally recruited staff, the school management assures that teachers have the qualifications and expertise as established in the document Profile of Teaching Staff involved in Educational Support, ([annex III.1](#)) namely that:

- c) all teachers adhere to the common values and have the qualifications and experience to promote accessible learning environments and differentiate their teaching according to the pupils' learning needs and abilities;
- d) Educational Support Teachers have, in addition to the competences established for all teachers, the specific qualifications, knowledge and skills on how to provide an effective Educational Support responding to the different learning and special education needs.

The school management consults the relevant inspector to examine and validate the qualifications of the Educational Support Teachers.

The school management ensures that teachers implement effective organisational, teaching and learning strategies for supporting the individual needs of every pupil (accessible learning environments, differentiated teaching and learning in the classroom, teaching and learning in small groups, individual teaching and learning in and outside the classroom, cooperation of all the teachers involved in teaching the pupil, systematic evaluation of the pupil's progress).

The school management ensures that appropriate teaching and learning strategies and assessment activities are demonstrated when evaluating teachers.

The school management appoints one or more EdSup coordinators with the profile established in 3.1.1 [annex III.2](#) and provides an adequate amount of time for the job, in accordance with the recommendation established at system level [annex III.3](#).

The school clarifies in the School-specific guidelines the responsibilities of all those involved in planning the educational support or the writing of the Group Learning Plan (GLP) or Individual Learning Plan (ILP) or Intensive Support Agreement.

The school includes in its school-specific guidelines a statement on how documentation will be kept/recorded with respect to confidentiality and the General Data Protection Regulations (GDPR).

The school implements the Training Policy on Inclusive Education [annex I.5](#), and organise local in-service training for teachers accordingly

The school informs parents/legal representatives regularly about their child's evolution. The school informs parents/legal representatives whenever educational support and reasonable accommodation is recommended for their child, involves them in decisions regarding the support measures in question, requests their authorisation before the educational support provision starts and informs them regularly about their child's evolution.

The school cooperates with national authorities.

The school cooperates with the relevant institutions of the host country or the member state, including national resource centres and local and regional support services.

The school management implements the *Accessibility Policy in the European Schools* [annex I.6](#) if the school has the right resources to do so and within its remit.

The school management ensures the link between the Educational Support team with the different relevant existing teams/groups in the school, namely the Care Teams, to ensure a coherent approach to the provision of education.

The school management may organise support teams according to the school's needs.

2.7.1. Support Advisory Group

The Support Advisory Group (SAG) is a multi-professional group at the school level that assesses the requests to the provision of Intensive Support, including documentation, and advises the Director on the accommodations in learning and assessment situations to be granted and support measures to be put in place.

The SAG discusses how best to meet the pupil's needs and coordinates and monitors the development of pupils receiving therapies in the school through a tripartite agreement.

In the context of the medical/psychological/psycho-educational and/or multidisciplinary report reports, the SAG can examine the possibility of exempting a pupil with a permanent and unchanging disability to be retested, other than regular updates.

The SAG is chaired by a member of the management or EdSup Coordinator. The school-specific guidelines should specify who chairs the SAG meetings.

The SAG meets at the end of the school year to evaluate the ILP and propose its termination continuation or revision.

The SAG may also meet during the school year whenever the evolution of the pupil's learning process entails a significant/substantial update of the IS Agreement or the ILP.

The composition of the SAG may differ between the Nursery/ Primary cycles and the Secondary. Besides the chair, the SAG is composed of the pupil's relevant teachers, the EdSup coordinator and the pupil's parents/legal representatives. Other relevant actors may also be involved: school psychologist, cycle coordinators, educational advisors, school doctor, therapists under tripartite agreements, independent external experts who may accompany the parents/legal representatives. At the request of the school management, Educational Support inspectors may also participate in the SAG meetings.

The composition of the SAG is detailed in [annex IV.1](#).

2.8. Pupils

Pupils receiving General and Moderate Support are encouraged to discuss their needs and the type of support.

Pupils receiving Intensive Support will be consulted about the type of support needed before it is put in place. As far as possible the pupil's views will be taken into account.

2.9. Parents/legal representatives

Parents/legal representatives play an active role in the contacts with their child's teachers. Parents/legal representatives make any relevant information available to the school on admission or during the school year.

When parents/legal representatives decide to refuse the educational support proposed by the school, they will inform the school of the decision in writing.

The school shall inform the parents/legal representatives whenever educational support and reasonable accommodation is recommended for their child, involves them in decisions regarding the support measures in question, requests their authorisation before the educational support provision starts and informs them regularly about their child's evolution.

3. Resources and Professionals

Some pupils receiving educational support are also supported by external experts either working for local and regional support services or as independent service providers. External experts provide the medical/psychological/psycho-educational and/or multidisciplinary reports as the basis for educational support and reasonable accommodation.

The EdSup coordinator and support teachers collaborate with those experts who may also be invited to the SAG meetings.

3.1. Professionals involved in Educational Support

Highly qualified professionals are the cornerstone for providing quality education and promoting successful learning careers. The European Schools aim to have qualified staff, with the required competences (knowledge, experience and motivation) and a high level of expertise for the provision of Educational Support and Inclusive Education in an efficient and effective manner.

3.1.1. Educational Support Coordinators

The school management appoints one or more EdSup Coordinators according to the profile established in the document *Recommendations Concerning the Qualifications and Expertise of Educational Support Coordinators* [annex III.3](#). 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, including the elaboration of school internal guidelines; collaborating in the recruitment and evaluation of educational support staff (support teachers and assistants); ensuring the organisation and follow-up to the SAG including the signing of Intensive Support Agreements and the writing of ILPs; organisation and supervision of the process of requests for special arrangements, ensuring the application of the agreed special measures; organisation and monitoring of the process in the case of a possible non-enrolment or discontinuation of studies for pupils with special educational needs;
- liaising on educational support between cycles;
- harmonising educational support provision within and across language sections;
- identifying needs for in-service training in the educational support area;
- ensuring the implementation of a harmonised approach in the early identification of and intervention in specific learning and educational needs;
- playing an active part in organising educational support in-service training;
- contributing to awareness-raising within the school's community;
- liaising with the existing teams/groups in the school with the responsibility of ensuring the pupils' wellbeing;
- compiling support data;
- keeping a record of all pupils receiving General, Moderate or Intensive Support;
- keeping and storing confidential documents, GLPs and ILPs in line with privacy regulations;
- recommending, in consultation with other professionals, working with the pupil(s) when there is no further need for educational support;
- acting as a contact point for parents/legal representatives, pupils, staff and, if necessary, other experts and informing them of pupils' educational needs;
- contributing to harmonisation of educational support within the ES system;

The EdSup coordinator will have good management skills, a good knowledge of different languages, as well as teaching qualifications and specialised qualifications and experience in the area of inclusive education/ educational support/special needs as established in the relevant profile ([Annex III.2](#)).

EdSup coordinators' duties may be modified in accordance with the particular conditions in each school. They will be clearly defined in the job description.

The EdSup coordinator will have a key administrative and pedagogical role. The time allocation will be allocated according to the recommendation on the allocation of time for Coordination ([Annex III.3](#)) and will reflect each school's particular needs. The time allocated shall be sufficient to perform the job effectively and professionally.

3.1.2. Educational Support Teachers

The European Schools aim at having fully qualified Support Teachers with qualifications and experience in the area of Educational Support/Inclusive Education/special educational needs.

Seconded and Locally Recruited teachers who provide Educational Support will have the proper qualification and experience as established in the document Profile of Teaching Staff involved in Educational Support ([annex III.1](#)).

In addition to the competences established for all teachers, they have the specific qualifications, knowledge, and skills to provide effective Educational Support responding to the different learning and special education needs.

The qualifications of seconded teachers must be recognised by the appointing country.

The national inspectors must confirm the qualifications of locally recruited teachers. For that purpose, the school management sends the diplomas and certificates to the national inspector for approval.

The Support teacher:

- works with pupils who need Educational Support and who have special educational needs (learning, emotional, behavioural and/or physical needs);
- provides General support to small groups in or outside the classroom as well as Moderate and Intensive support in small groups or individual support in or outside the classroom;
- uses appropriated differentiated teaching methods and support pupils in developing appropriate learning strategies using adapted teaching material;
- undertakes detailed observation and assessment and supports Class and Subject teachers in early identification of educational support needs;
- decides on the most appropriate teaching strategies for the pupil, in consultation with the class or subject teacher and any other professionals working with the pupil;
- writes a GLP for the group receiving General support and an ILP for each pupil receiving moderate or intensive support in cooperation with the class/subject teacher;
- liaises and works under the coordination of the EdSup Coordinator;
- liaises and cooperates with the Class or Subject teachers and the other members of the team during the learning process, advising them on the various learning profiles of pupils with specific learning needs and special education needs and innovative approaches in teaching and learning to cater for those needs;
- liaises with external experts and therapists working under tripartite agreement
- evaluates the pupil's progress;
- keeps records of achievement in order to have accessible information when needed;
- liaises with parents/legal representatives about the child's progress and needs;
- attends meetings and training work;
- takes responsibility for his/her continuous professional development, including reflecting on the (own) practice and continually learning and updating their knowledge.

3.1.3. Educational Support Assistants

The Educational Support Assistants have an important role in supporting pupils and in the work done by the teachers. The assistant's competences include good communication skills, flexibility, patience, self-initiative, and discretion. If an assistant is not present for some reason, the pupil will be integrated into the class.

The role and responsibilities of the Support Assistant includes tasks in the areas that involve - **support to the school, class/subject and support teachers**: general participation in the school's activities; planning and preparation of activities, participation in general activities; - and **direct support to the pupils**: participation in specific activities developed by the pupil, nursing and care activities.

Where required for enabling reasonable accommodation (e.g. the use of a scribe, or to ensure a stable point of reference, e.g. for anxiety disorders) where this is in the interest of the pupil, the presence of the assistant during tests and examinations is allowed, without

prejudice to the assessment and exam rules. The job description of the Educational Support Assistant is described in [annex III.4](#).

3.1.4. Therapists

There might be pupils whose development and learning needs require support given by therapists (essentially speech therapists, psychomotor therapists, and behaviour 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 pupil 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 the pupil's development through meetings of the SAG in which therapists may participate.

These therapists provide services and are paid directly by parents/legal representatives. Only for attendance at each meeting of the SAG, at the request of the school management or of parents/legal representatives, will the therapists receive a flat-rate payment made by the school.

To facilitate provision for such pupils and their inclusion into the school community, the Office of the Secretary-General of the European Schools (OSGES) invites expressions of interest in order to compile a list of therapists who, at the request of pupils' legal representatives, can provide their services on the premises of the European Schools and in collaboration with the educational team.

Therapists may be registered on different lists, provided they have the requisite duly recognised professional qualifications⁴. To provide their services, in line with free cross-border provision in the EU, there shall be no requirement to be professionally established in the resident Member State of the school concerned. However, the therapists must have their qualifications recognised in the School's hosting Member State.

3.1.5. School Psychologists

School Psychologists play an important role in the organisation and functioning of Educational Support.

The role of the School Psychologists may range from:

- collaborate/intervene in setting up accessible learning environments
- develop activities of early detection and prevention of learning difficulties/disabilities/disorders,
- support teachers and other support staff on putting in place measures of Intensive Support and Special Arrangements and or/classroom accommodations,
- facilitate/establish contact with external experts/resource centers-local or national-participation in the SAG.

The School Psychologists will collaborate with the EdSup Coordinator in the process of advising Educational Support staff on the implementation of specific learning strategies.

The roles and duties of the Psychologists will be clarified in the document *Role, Duties and Work Frame of Psychologists in the European Schools* (which will be annexed to this document when approved by the Board of Governors). Annex III.6

⁴ Further details can be found on the website of the Office of the Secretary General http://schola-europaea.eu/cei/file/call3_EN.pdf

3.2. Material resources

3.2.1. Facilities and equipment

The fulfilment of accessibility standards, as well as the necessary and updated technologies and material resources, must be assured in order to enable the access and participation of all pupils in the learning process on an equal basis with others.

To that purpose, the Accessibility Policy ([annex I.6](#)) guides the different levels of the system, including the Schools, in preventing, identifying, and addressing eventual barriers that may hinder a pupil's full participation in education.

The quality of the environment has an important impact on learning. The school will offer appropriate rooms with enough suitable assistive and compensatory technologies equipment and material for support activities.

The Schools should also be equipped with the necessary resources to ensure the conditions required for the provision effective of Educational Support in the context of distance teaching and learning when needed.

3.2.2. Budget

3.2.2.1. General, Moderate and Intensive B Support

General, Moderate, and Intensive B forms of support have a joint budget, which is recalculated on an annual basis. The amount for the joint budget for each school is calculated in accordance with Annex II of the document 2019-04-D-13.

The joint budget for General, Moderate and Intensive B Support is based on the total number of pupils in the school. In addition, schools include in this joint budget the allowance (see Annex II of the document 2019-04-D-13) allocated for pupils who do not have their own language section in the school (SWALS).

To forecast this joint budget, the numbers from the previous school year are used (i.e. school population in 2020-2021 for the 2023 budget).

Decisions regarding the distribution of the joint support budget for General, Moderate and Intensive B Support are left to the school's autonomous planning, which adheres to the general guidelines provided in the main Support Policy document.

The calculations used in Annex II to document 2019-04-D-13 are provided for administrative purposes only. The support given is allocated according to pupils' needs within the school and not per section or year group. Funds for Educational Support are entered in budget line/item 60 1104.

The budget for the provision of Educational Support and Inclusive Education also includes a specific budget line for material and training in Educational Support and Inclusive Education.

The budget for the implementation of the Training Policy is established in the document in [annex I.5](#)

Funds for Educational Support material and training are entered in budget line/item 60 2201.

3.2.2.2. Intensive A Support

For pupils with special educational needs, the European Schools system has a specific and separate budget based on the needs in each school and forecast one year in advance, calculated on the basis of the number of pupils with special needs (Group A) already present in the school.

The global budget for Educational Support will be the sum of the parties as mentioned under paragraphs 3.2.2.1 and 3.2.2.2.

3.2.2.3. Needs for Educational Support coordination

The needs for Support coordination are financed from the availabilities on budget line 60 1104.

In principle, EdSup coordinators are not asked to ensure other tasks than those mentioned in their initial job description as mentioned under point 3.1.1 of the present document and within the coordination time assigned from the Educational Support budget.

The school's management has the possibility to assess the necessity to pay the EdSup coordinators for their participation in the Class Council meetings and in meetings related to the Educational support provision during the school year on top of the Coordination time if this should not be sufficient.

3.2.2.4 Justification and approval of the proposed budget

The proposed budget is presented to the school's Administrative Board for approval, together with the necessary justifications: list of pupils in need of support (without the pupils' names), with an indication of the type of support, cycle, learning disability/difficulty/disorder and allocated costs and type (lesson or assistance) of the support needed.

The management of the school presents to the Administrative Board the needs for allocation of time for support coordination, including the flexible component.

Funds for Intensive Support should be provided to meet the needs of identified pupils during the school year of the forecast⁵. The school will have to find any extra funds required from within the budget already available in the system (among all schools and across all chapters when justified).

4. Administration (enrolment/admission/procedures/documentation)

4.1. Enrolment principles

On enrolment, the school will collect relevant information from the parents/legal representatives, including the pupil's level of academic attainment and previous educational support provision and/or special educational needs.

It is the responsibility of parents/legal representatives to guarantee that the information given is correct, reliable, and complete.

In the case of a pupil who may require Intensive Support A, the Director convenes a SAG meeting as soon as the enrolment is processed, to consider the accommodations and other support measures required by the pupil.

All possibilities to do so should be thoroughly looked into by the school, before declaring that the school is unable to meet the child's special educational needs. Whenever necessary the school implements the procedure established in the Guidelines for Decisions on Enrolment of Pupils with Special Educational Needs ([annex I.3](#))

Any relevant information will be passed to the EdSup coordinator. The EdSup coordinator will ensure that the class/subject teacher is informed of relevant information in a comprehensive and timely manner.

⁵ i.e., the budget for the year **t** is forecast, discussed and approved in January-April of the year (**t-1**). So, the budget for Intensive Support will be based on the needs of the pupils present in school in January of the year (**t-1**). It is possible that in September of the year (**t-1**), new special educational needs pupils will be enrolled, but since no reasonable forecast could be made in January, then the needs of these new pupils will have to be considered along with the associated funding needs.

When parents /legal representatives are unable to provide the necessary information at the time of enrolment, the accepted enrolment may be cancelled by the Director.

4.2. General support

4.2.1. Who is it for?

- Any pupil may need General Support, over and above normal classroom differentiation, at some time during schooling.
- Pupils may experience difficulties in a particular aspect of a subject, may need to 'catch up' due to late arrival in the ES system or illness or may be working in a language that is not their dominant language.
- Pupils may need additional help with acquiring effective learning strategies or study skills.

4.2.2. Procedures and organisation

Every school clarifies in the school-specific guidelines how General Support is organised, the main actors involved, and the procedures which need to be followed.

- Requests for General Support come from teachers or parents/legal representatives, through the class/subject teacher,
- The school management takes the decision of granting General Support.
- If the class/subject teacher is not in agreement with the support requested from parents/legal representatives, the EdSup coordinator will discuss with the teacher concerned and the parents/legal representatives and advise the school director who will take the final decision.
- In case the school director does not grant or only partly grants a request for general support, they duly motivate the (partial) refusal decision and communicate it to the parents/legal representatives within two weeks after the decision is taken.
- Parents/legal representatives are informed that educational support has been recommended for their child and invited to agree to it.
- EdSup coordinators create small groups of up to 10 pupils, whenever possible, and organise support in or outside the classroom, depending on the availability of support teachers. In very exceptional cases, General Support may be provided for an individual pupil.
- Together with the class/subject teacher, the support teacher writes the Group Learning Plan (GLP)– including group targets and success criteria
- The support teacher is in close and regular contact with the class/subject teacher to ensure that support activities correspond to the work being done in the class and to monitor the pupil's progress together;
- The class or support teacher informs the parents/legal representatives regularly of their child's evolution;
- At the end of each semester, support teachers prepare written feedback in coordination with the class teacher, which will be shared with parents/legal representatives

4.2.3. Documentation relating to General Support

- Written request from the teacher or the pupil's legal representatives to the EdSup coordinator
- Group Learning Plan
- Prior information to pupils' legal representatives and their agreement

- Reports on pupils' evolution.

The rules concerning access to, keeping and retention of documents and information are established in chapter 9 of this document, related to data protection.

4.3. Moderate Support

4.3.1. Who is it for?

- Moderate Support is an extension of General Support in terms of complexity and duration.
- It is provided for pupils in need of more targeted support or those with a moderate learning difficulty. It can be cross-subject/cross-curricular.
- It might be appropriate for some pupils who may be experiencing, for example, considerable difficulty in accessing the curriculum due to language issues, concentration problems, neurological impediments, or other reasons.
- It might be provided for a more extended period than General Support, and each pupil has an ILP.

4.3.2. Procedures and organisation of Moderate Support

Every school clarifies in the school-specific guidelines how Moderate Support is organised, the main actors involved, and the procedures which need to be followed.

- Teachers and parents/legal representatives may request Moderate Support.
- Recommendations contained in a medical/psychological, psycho-educational and/or multidisciplinary report are taken into consideration when such a report is presented by parents/legal representatives to the class/subject teacher or the EdSup coordinator for admission.
- If the class/subject teacher does not agree with the support requested from parents/legal representatives, the EdSup coordinator will discuss with the teacher concerned and the parents/legal representatives and advise the school director who will make the final decision.
- In case the school director does not grant or only partially grants a request for moderate support, they duly motivate the (partial) refusal decision and communicate it to the parents/legal representatives within two weeks after the decision is taken.
- Pupils' legal representatives are informed that educational support has been recommended for their child and invited to agree to it.
- EdSup coordinators create small groups of up to 6 pupils or organise individual support, in or outside the classroom, depending on pupils' needs and the availability of support teachers.
- Groups can be organised vertically, horizontally, within or across sections, by focusing on the needs of the pupils concerned.
- Support teachers write an ILP for each pupil in cooperation with the class/subject teacher, which is communicated to parents/legal representatives. This ILP shall be monitored regularly.
- The ILP includes specific learning objectives and criteria for evaluating pupil progress and the success of the support.
- The support teacher is in close and regular contact with the class/subject teacher to ensure that support activities correspond to the work being done in the class and to monitor the pupil's progress together. The class/subject or support teacher regularly

informs pupils' parents/legal representatives of their child's evolution in Moderate Support.

- At the end of each semester, support teachers prepare a written evaluation in coordination with the class/subject teacher, which will be shared with parents/legal representatives
- On the basis of this evaluation, school and parents/legal representatives discuss and agree on continuation/adaptation/termination of the interventions and accommodations.

4.3.3. Documentation relating to Moderate Support

- Written request from the teacher or pupil's legal representatives to the EdSup coordinator.
- Medical/psychological/psycho-educational and/or multidisciplinary report, if applicable.
- Individual Learning Plan for each pupil.
- Documents supporting the need for special arrangements provided by pupil's legal representatives as well as the agreement from school.
- Information to pupil's legal representatives and their agreement.
- Report on the pupil's evolution.

The rules concerning access to, keeping and retention of documents are established in chapter 9 of this document, related to data protection.

4.4. Intensive Support

4.4.1. Who is it for?

Intensive support A

This type of support is provided on the basis of an expert assessment of the child's needs justified by a medical/psychological/psycho-educational and/or multidisciplinary report justifying the pupil's special individual needs and the signing of an agreement between the Director and the parents/legal representatives. Intensive Support is provided for pupils with special educational needs, learning, emotional, behavioural and/or physical needs.

Intensive support B

In exceptional circumstances, and on a short-term basis only, the Director may decide to provide Intensive Support B for a pupil or group of pupils without diagnosed special educational needs, who cannot access the curriculum. For example, when a pupil/pupils cannot access the curriculum due to language related issues (because they are attending lessons taught in a language they do not yet know), pupils may have access to subject integrated language support: support from a teacher of their dominant language to facilitate the transfer of structural concepts and terminology between the two languages.

The pupil's absence from lessons in other subjects because of Intensive Support should be restricted as far as possible to exceptional cases.

4.4.2. Admission to Intensive Support

For pupils whose needs are best described using description A:

- Teachers or pupils' parents/ legal representatives can request intensive support A
- Pupil's legal representatives will provide the SAG with a medical/ psychological/psycho-educational and/or multidisciplinary report.
- The SAG will be informed of the conclusions of medical/psychological/psycho-educational/multidisciplinary reports.

- All the Director's decisions about admission into Intensive Support will be made taking into account the SAG's proposals.

Regular progress assessment and follow-up

- Set out principles of assessments and proposal for follow-up, as a rule at least once a year.
- Based on a file including assessment/recommendations from multidisciplinary report, assessment reports from support teachers and/or assistants, ILP, minutes of previous SAG meeting made available sufficiently in advance to the members of the SAG. In between regular assessment, material changes to support hours, substantial changes to the special arrangements and/or classroom adaptations follow the SAG's opinion.

Criteria for the medical/psychological/psycho-educational and/or 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 needs to describe the pupil's strengths and difficulties (cognitive assessment where relevant), their impact on learning (educational evidence), and the tests or techniques used to arrive at the diagnosis.
- Report for medical/psychological issues needs to specify the pupil's medical/psychological needs and their impact on learning (educational evidence).
- The medical/psychological/psycho-educational and/or multidisciplinary report must include the raw scores for tests with quantitative results and qualitative results for tests where only this exist, and the conclusion on how they relate to the average results. The tests should be standardised at international or national level.
- All reports need a summary or conclusion stating the accommodations required and, where appropriate, recommendations for teaching/learning for the school's consideration.
- *A Medical/psychological/psycho-educational and/or multidisciplinary report must be regularly updated and not be more than four years old or when the pupil changes cycle. In case of permanent and unchanging disability (and when the SAG agrees), no retesting other than regular updates will be required. For a request for special arrangements in the European Baccalaureate, the completely updated medical/psychological/psycho-educational and/or multidisciplinary report will be required. Documentation should not be more than two years old, i.e. should **not be dated earlier than October in S3 and not later than October in S5.***
- 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.

For pupils whose needs are best described using description B:

All the Director's decisions about admission into short-term Intensive Support will be made following discussion with the EdSup coordinator, the relevant teacher(s), and parents/legal representatives.

4.4.3. Procedures

For pupils whose needs are best described using description A:

- A need for Intensive Support is identified either on enrolment or during the school year by the pupil's legal representatives or teachers.
- The teachers or parents/legal representatives make a written request to the EdSup coordinator for Intensive Support.
- The EdSup coordinator contacts the pupil's legal representatives and requests documentation (as outlined above).
- As soon as the documentation is received, the school organises a SAG meeting to discuss how best to meet the pupil's needs and advise the Director on the accommodations in learning and assessment situations to be granted and support measures to be put in place.

For specific, urgent cases, the management of the School might take interim decisions, and the Educational Support may be provided before/until the medical/psychological/psycho-educational and/or multidisciplinary report is made available.

- The SAG agrees on a proposal taking into account of the assessments and recommendations in the medical/psychological/psycho-educational and/or multidisciplinary report and including the proposed accommodations in learning and assessment situations and support measures. The Director takes the final decision based on the proposal of the SAG.
- In case the school director does not grant or only partly grants a request for Intensive Support A, they duly motivate the (partial) refusal decision and communicates it to the parents/legal representatives within two weeks after the decision is taken.
- The EdSup coordinator prepares the minutes of the SAG meeting to be shared with all the SAG members. The EdSup coordinator prepares the Intensive Support Agreement using the template in [annex IV](#), including the proposed accommodations in learning and assessment situations and support measures for signing by the Director and the parents/pupil's legal representatives.
- Subsequently, the ILP is prepared in which details the implementation of the support agreement concerns, in consultation with all stakeholders and following the template in [annex IV](#). As a rule, except in unexpected situations, the ILP is prepared and shared with all teachers and parents/legal representatives within a reasonable period of one [1] month from the signature of the support agreement.
- Following the signing of the Intensive Support Agreement, the EdSup coordinator organises the Intensive Support and any other accommodations required.
- Support lessons can be organised in or outside class, usually individually but also in small groups of up to 3 pupils (if beneficial for the pupils).
- The support teacher(s) writes the ILP in cooperation with the subject/class teacher(s) and/or EdSup coordinator, including specific learning objectives and criteria for evaluating pupil progress and the success of the support.
- Pupils' legal representatives are regularly informed by the support teacher(s) of their child's evolution in Intensive Support A.
- At the end of each semester, support teachers prepare a written evaluation, which will be shared with parents/legal representatives.
- The Intensive Support Agreement is valid for one school year only. The SAG reviews the support agreement on an annual basis and again during the school year. At least one SAG meeting shall be held each year to begin, renew or terminate Intensive Support.

- If necessary, a SAG meeting may be held during the school year to evaluate and/or make significant amendments to the Intensive Support Agreement.
- The School must provide justified/reasoned information to parents/legal representatives of any substantial adaptation/ amendment to the Intensive Support Agreement, namely in the hours of support.
- There may be occasions where, despite the school's best efforts, the School may not be able to provide reasonable accommodation to respond to the pupil's needs. In those cases, the schools should duly justify the reasons.

Other educational options should be considered in cooperation with the educational system of the host country of the School or of the home country of a pupil or the country of future destination of the pupil by either complementing the European Schools' educational offer or ensuring a smooth and effective transition to other educational paths/options.

In such cases, the Director takes the final decision, taking the SAG's opinion into account. Before taking the final decision on the provision of the accommodations to cater for the pupil's needs or ensuring a smooth and effective transition to alternative schooling options, the Director must seek advice from the EdSup Coordinator and the SAG as well as from the Educational Support inspectors and the relevant national/host country inspectors.

[Annexes I.3 and I.4](#) - Guidelines on enrolment and continuation of studies contain detailed provisions.

The rules concerning access to, keeping and retention of documents are established in chapter 9 of this document related to data protection.

For pupils whose needs are best described using description B:

- Teachers or parents/pupil's legal representatives request short-term Intensive Support for the pupil in writing.
- The parents/pupil's legal representatives are informed that this support has been recommended for their child.
- The Director and parents/pupil's legal representatives sign an agreement stating the reasons, nature, and length of the Intensive Support to be given.
- In case the school director does not grant or only partly grants a request for intensive report B, he/she duly motivates the (partial) refusal decision and communicates it to the parents/legal representatives within two weeks after the decision has been taken. The EdSup coordinator creates small groups of up to 10 pupils or organises individual support, in or outside the classroom, depending on the pupil's needs and the availability of teachers.
- Groups can be organised vertically, horizontally, within or across sections, by focusing on the needs of the pupils concerned.
- The support teachers write an ILP for each pupil in cooperation with the class/subject teacher and shares it with parents/legal representatives for information. This should be monitored regularly.
- The ILP includes specific learning objectives and criteria for evaluating pupils' progress and the success of the support.
- Parents/ pupils' legal representatives are regularly informed by the class/subject or support teacher of their child's progress in short-term Intensive Support. At the end of each semester/support provision, support teachers in coordination with class/subject teachers prepare written feedback which will be shared with parents/pupils' legal representatives.

4.4.4 Documentation

For pupils whose needs are best described using description A:

- Request in writing from the teacher or the parents/pupil's legal representatives to the EdSup coordinator
- The medical/ psychological / psycho-pedagogical and/or multidisciplinary report.
- A formal, signed agreement between the school and the pupil's legal representatives (Intensive Support Agreement) including accommodations in learning and assessment situations and support measures.
- The minutes of the SAG meetings.
- ILP for each pupil including includes specific learning objectives and criteria for evaluating pupil progress and the success of the support.
- Report on the pupil's progress.

For pupils whose needs are best described using description B:

- Request in writing from the teacher or the pupil's legal representatives to the EdSup coordinator
- A formal agreement between the school and the legal representatives (Intensive Support Agreement)
- ILP for each pupil including specific learning objectives and criteria for evaluating pupil progress and the success of the support
- Report on the pupil's evolution.

The rules concerning access to, keeping and retention of documents and information are established in chapter 9 of this document, related to data protection,

4.5. Appeals procedure

If an application for enrolment or provision of intensive support A is rejected, an appeal may be lodged with the Secretary-General of the European Schools within fifteen calendar days of notification of the decision.

The Secretary-General will take a decision within one month of the date of receipt of the appeal.

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

5. Assessment and promotion

5.1. Principles for assessment and promotion

For the assessment and promotion of pupils receiving educational support but following a standard curriculum, the provisions in Chapter IX of the General Rules will apply. In accordance with Article 57 a) and Article 61 of the General Rules, all decisions concerning promotion to the year above are taken by the Class council.

5.2. Progression without promotion

The rules related to progression without promotion are set out in chapter 5 of the Policy on the Provision of Educational Support.

Educational Support aims to enable the pupil to reach the levels of performance and develop the competences required for all pupils.

If a pupil does not meet the conditions to be promoted normally, he/she may progress with his/her class group for as long as this is beneficial to the pupil's social and academic development. In that case, this is referred to as progression without promotion. From a formal point of view, the pupil who progresses without promotion remains 'non-promoted' (for example, with a view to integration into another school system). A pupil can be in progression for several years or for a short period within a school year.

Progression without promotion applies to pupils who do not follow the standard but a modified curriculum. The decision must be taken in the benefit of the pupil's learning development and should establish the possibilities for the pupil to get back to standard curriculum.

The request for a pupil to follow a modified curriculum can come from teachers, EdSup coordinator or parents/pupil's legal representatives. The school organises a SAG meeting to analyse the pupil's situation, the accommodations and measures of support put in place before the proposal and what further support and or accommodations reasonably could be put in place within the curriculum. Based on this analysis, the SAG provides a concrete proposal to the Director, underpinning that there are no remaining reasonable alternatives within the curriculum, who takes the final motivated decision.

Classroom accommodations or special arrangements do not entail the establishment of a modified curriculum. Classroom accommodations or Special Arrangements are put in place to allow the pupil to follow the standard curriculum and, therefore, will not lead to progression without promotion. For example, if a pupil has difficulty concentrating for long periods or difficulty with writing, the pupil may have more time to complete assignments or shortened assignments. The pupil follows the same curriculum, developing the same competences but with adaptations to accommodate her/his special needs.

A modified curriculum implies the establishment of learning objectives in different area/areas of the curriculum, substantially different from those prescribed in the standard curriculum, and specifically selected to meet the pupil's needs. It changes **what** the pupil is expected to learn (fundamental learning objectives for the year/grade level) and is not connected with **how** competences are developed and demonstrated/assessed nor with the way it is presented.

When a pupil follows a modified curriculum, the ILP should:

- a) identify the grade level of the adaptation.
- b) reflect, in detail, the modifications to the curriculum (noting which subjects and what grade level those adaptations correspond to).
- c) be organised so that the pupil learns to the best of her/his ability and as much of the typical grade level curriculum as possible.
- d) Whenever possible, establish measures and support that could help the pupil meet the expected requirements for his/her study level and be able to access the standard curriculum again.

Any pupil having benefited from progression without promotion may return to a 'standard curriculum' and be promoted to a higher class/grade when he/she shows that the minimum requirements for his/her promotion have been met.

When the class/subject teacher or the support team considers that the pupil has reached the requirements to be promoted to the next grade level, a Class Council is convened to take the formal decision. The Class Council may be convened during the school year.

In the evaluation reports of pupils in progression without promotion, only the modified subjects/areas/learning objectives will have a modified assessment scale. All the subjects/areas of the standard curriculum will follow the standard assessment grading.

The decision to establish a modified curriculum for a specific pupil must be in the ultimate interest of the child. It must be an informed decision taken by the director with the involvement of parents/legal representatives and, whenever possible, the concerned pupil.

All parties must be aware of the legal and educational implications of such a decision, namely in what certification is concerned.

When a pupil in progression reaches the end of each cycle (after primary cycle, after S3 S5), the SAG analyses the pupil's learning situation. The SAG provides relevant information to the Class Council, which will assess the pupil's situation, namely the competences acquired by the pupil in reference to the assessment standards in the European Schools. Based on this assessment, the Class Council establishes the pupil's correspondent level of attainment.

Parents/legal representatives may require the assessment of the pupil's level of attainment when they intend their child to move to a school outside the European Schools system.

A promotion from S5 to S6 is only possible when the pupil has covered all the curriculum in S5.

All candidates to the European Baccalaureate must have followed a full curriculum of S6 and S7 in Secondary to be eligible for the Baccalaureate diploma. A pupil will only be promoted to S7 if he/she has been duly promoted to S6.

6. Certification and transition to national schools

When a pupil follows a modified curriculum, the European Schools will issue a certificate describing the subjects followed, the hours completed, and the level of the pupil's attainment, which will be recognised in the Member States similarly to the correspondent national certificates.⁶

In this respect, national Inspectors will ensure close cooperation between the school and the correspondent national educational system.

7. Transition between cycles ⁷

All pupils need to make positive adjustments to the new cycle to maintain their well-being and their learning process is coherent and continuous. This need is particularly relevant for pupils benefitting from accommodations, including Special Arrangements for assessment and/or other Educational Support measures.

The school must put in place a transition plan that ensures that all pertinent information and documentation is effectively shared and discussed between the parties in the different cycles involved in the pupils' learning process.

Transition from the Nursery to the Primary cycle:

- The nursery teachers inform the EdSup Coordinator about any pupils who have received support and/or who may continue to need support.
- The EdSup Coordinator and the future class teacher (where possible) attend the SAG meetings for the N2 classes and ensure that all relevant information is passed on to all primary class/subject/support teachers.

⁶ Article 5.1 of the Convention defining the Statute of the European Schools: "Years of study successfully completed at the School and diplomas and certificates in respect thereof shall be recognized in the territory of the Member States, in accordance with a table of equivalence, under conditions determined by the Board of Governors as laid down in Article 11 and subject to the agreement of the competent national authorities."

⁷ See also "Framework for school-specific guidelines for transition nursery/primary/secondary" 2015-09-D-41

Transition from the Primary to the Secondary cycle:

- The primary EdSup coordinator informs the secondary support coordinator of any pupils who have received support and/or who may continue to need support.
- The secondary EdSup coordinator and the future secondary class teacher (where possible) attend the SAG meetings for the P5 classes and ensure that all relevant information is passed on to all secondary class/subject teachers at the beginning of the school year.
- For Intensive Support A, a SAG at the end of P5 prepares the support and accommodations to be used as of the start of S1; any changes to the Support Agreement during S1 have to be discussed in a SAG meeting.
- In order to ensure that the needs of pupils studying in a language section that does not correspond to their dominant language are met, their Language 1 and section class teacher work together and ensure that any relevant information is passed on to subject teachers.

8. Quality assurance

The effectiveness of the Educational Support provided will be monitored and evaluated at both the school and system level using a set of harmonised criteria. At the ES system level, several measures are in place (data collection, statistical report, Whole School Inspection, in-service training of EdSup coordinators, etc.).

The school will create clear, transparent, and accessible guidelines for early identification, provision of General, Moderate and Intensive Support, and monitoring the degree of success of its activities (professionalism of the staff, self-evaluation, etc.) covering a set of core competencies elements ([annexe I.1](#)).

9. Data Protection

The European Schools ensure good governance in Educational Support.

The staff members of the European Schools processing personal data will do so only in an authorised manner and are subject to a duty of confidentiality.

In the course of assessing and planning Educational Support and providing the most suitable educational provision, the European Schools collect the following pupil's personal and sensitive information.

- Personal information (such as name, address, contact details, date of birth, parent/legal representative(s) and contact details, gender);
- Details of learning difficulties/disabilities/special educational needs;
- Information about physical or mental health;
- Information from schools attended previously.

Data processing activities are handled only by European Schools staff members with a legitimate need to access the pupils and legal representatives/parents' personal data, for the pedagogical activities described above in full compliance with GDPR.

9.1. Main documentation

All documents are kept by the management team or the EdSup coordinator in a specific and secured file:

- Enrolment documentation. All enrolment documentation linked to a pupil who gets a place in another school should be sent to the school that the pupil will attend. The school should keep no copies.
- Written request from a teacher or pupil's legal representatives to the EdSup coordinator.
- Medical/psychological/psycho-educational and/or multidisciplinary report. Any medical/psychological/psycho-educational and/or multidisciplinary report provided must be regarded as confidential. Access to documentation must respect data protection regulations and relevant information should be made accessible to the teachers working with the pupil on a need-to-know basis. However, in the case of particularly sensitive issues, the EdSup coordinator will provide to teachers only a summary of the report's conclusions and recommendations and any suggestions which are relevant to teaching and learning. The reports are not distributed.
- The Support agreement between the school and the pupil's legal representatives (Intensive Support Agreement) including accommodations in learning and assessment situations and support measures.
- The minutes of the SAG meetings
- Tripartite Agreements
- ILP for each pupil
- Documents supporting the need for special arrangements provided by pupil's legal representatives as well as the agreement from the school
- Information to pupil's legal representatives and their agreement
- Report on the pupil's evolution.
- Decisions relating to enrolment, placing in or withdrawal from progression, and declarations of incompetence to continue education in a European School, including relevant documentation on appeals.

The school-specific guidelines must clarify who keeps the information/documentation related to Educational Support, who has access and under what conditions, and where it is stored.

9.2. Retention period

The European Schools retain the reports on the pupils' progress for ten years after the pupil has left the European Schools system.

The European Schools keep all other documentation related to Educational Support for six years after the pupil has left the European Schools system.

After this time, the information is made inaccessible to system users and securely destroyed.

The European Schools keep a record of all documents destroyed.

ANNEXES to the Procedural document⁸

Annexes I – Complementary documents

1. 2019-06-D-9 - *Core Elements of School Specific Guidelines on Educational Support*
2. 2021-01-D-29 *Framework and Procedure for Early Identification of Pupils' Abilities and Needs*
3. 2019-06-D-10 - *Guidelines for Decisions on Enrolment of Pupils with Special Educational Needs*
4. 2019-06-D-14 *Guidelines for Decisions on Discontinuation of Studies of Pupils with Special Educational Needs*
5. 2021-01-D-30 *Training Policy on Educational Support and Inclusive Education in the European Schools*
6. 2021-02-D-12 *Accessibility Policy in the European Schools*

Annexes II – Accommodations and Arrangements

1. List of approved devices/software/applications to be used in assessment
2. Role and duties of scribes, readers and prompter
3. Examples of classroom accommodations

Annexes III – Profiles, Roles and Duties of Staff

1. 2019-12-D-39 *Profile of Teaching Staff involved in Educational Support and Guidelines on their Appointment and Recruitment*
2. 2020-01-D-17 *Recommendations concerning the Qualifications and Expertise of Educational Support Coordinators in the European Schools*
3. 2020-04-D-12 *Recommendation on a Minimum ratio of time allocation for Coordination of Educational Support*
4. 2020-06-D-12 *Revision of the Support Assistants' Legal Status*
5. 2021-01-D-60 *Draft proposal to review the Role Duties and Work Frame of Psychologists in the European Schools* (in development)

Annexes IV – Templates

1. Table of the members of the Support Advisory Group
2. Model template for Intensive Support Agreement
3. Model template for Individual Learning Plan for Moderate Support
4. Model template for Individual Learning Plan for Intensive Support
5. Model template for the School Report (secondary cycle)

Annex V - Definitions of terms and abbreviations

⁸ Annexes are available upon request to the Schools or the Office of the Secretary-General

Annexes II – Accommodations and Arrangements

1. List of approved devices/software/applications to be used in assessment (in development)

2. Roles and duties of the Reader, Scribe and Prompter

Common rules for all functions:

The reader/scribe/prompter:

- will also act as invigilator. Art. 6.4.7 of AIREB established the minimum of 2 invigilators, regardless of the number of candidates.
- cannot help with answers or suggest when an answer is finished.
- cannot help the pupil to interpret any written text.

Who can perform such tasks?

- Any member of the staff, qualified for the task, who can communicate with the pupil, preferably in his/her dominant language.
- When the appointed prompter/reader/scribe is unknown to the pupil, the teacher performing such tasks should discuss/agree with the pupil how they will work together and makes all efforts to make the pupil understand what s/he can request and to make the pupil feel comfortable.
- ART 6.4.7.1 of AIREB establishes that, except for ART, teachers teaching the subject of the exam cannot be invigilator.

Reader

- The reader discusses/agrees with the pupil how they will work together.
- Reader reads aloud what the pupil wants to be read.
- At the request of the pupil, the reader can change speed, re-read something or move from one section to another.
- At the request of the pupil, the reader can read back his/her answers.

Scribe

- The scribe's role is to produce a handwritten or typed answer from the pupil's dictation.
- The scribe will write/type exactly what the pupil says and only makes changes that the pupil tells her/him to.
- At the request of the pupil, the scribe can read back what has been written/typed.
- The pupil can write or type her/himself at any time if s/he wants to.

Prompter

- The prompter discusses/agrees with the pupil how they will work together, including how the pupil wishes to be prompted e.g. by tapping on the desk or by the prompter speaking the name.
- The prompter keeps the pupil focused on the need to answer a question and then move on to answering the next question.
- The pupil can ask the prompter to give her/him time prompts.

3. Example of classroom accommodations

General Classroom Accommodations

- Peer or assistant note-taking
- Provision of study sheets, notes, and teacher outlines
- Use of real-life examples and concrete materials
- Provision of lists of important vocabulary, if needed prior to lesson
- Provision of an audio version of the written material
- Provision books-on-tape or large print versions of text.
- Provision books and other instructional materials in braille.
- Provision of specialized equipment, such as an optical enhancer, magnifier, tape recorder, stylus and slate, or braillewriter.
- Use hands-on activities, pictures, or diagrams to support understanding of abstract concepts or complex information.
- Support auditory presentations with visuals
- Use of extra visual and verbal cues and prompts
- Use of mnemonics
- Use of manipulatives
- Review and/or simplify of directions
- Use of assistive technology
- Use of augmentative and alternative communication
- Have pupil restate information
- Review sessions
- Assign a study buddy to help the pupil in and outside the class
- Provide access to learning resources and instruction material outside the class.

Material to be used by the pupil

- Large print textbooks
- Use of calculator
- Use of Audiobooks
- Use of a spelling dictionary or electronic spelling aid.
- Use of alternative books or materials on the topic being studied
- Textbooks for at-home use
- Adaptive writing utensils
- Subject sheets with highlighted instructions
- Graph paper to assist in organizing or lining up math problems
- Use of computer, tablet, and specific software
- Use of idea processors (to generate , manipulate , and organize ideas) : outlining, mapping, making schemes.
- Graphic organizers

Classroom arrangements

- Space for movement or breaks
- Quiet corner or room to calm down and relax when anxious
- Preferential seating
- Use of a study carrel
- Alteration of the classroom arrangement

Behaviour and attention

- Assistance in maintaining orderly space
- Reduction of distractions
- Verbal/sound and visual cues regarding directions and staying on task
- Daily check-in with teachers or assistants
- Follow a routine/schedule
- Alternate quiet and active time
- Rest breaks
- Agenda book and checklists
- Hands-on activities
- Work-in-progress check
- Visual daily schedule
- Varied reinforcement procedures
- Immediate feedback
- Use proximity/touch control
- Cue expected behaviour
- Use de-escalating strategies
- Use peer supports and mentoring
- Daily feedback to the pupil
- Use positive reinforcement
- Have parent sign behaviour chart
- Have parent sign homework
- Model expected behaviour
- Chart progress and maintain data
- Set and post class rules

Classroom assignments

- Give the pupil a written copy of instructions and requirements for each assignment
- Highlighting important words or phrases in reading assignments
- Reworded questions in simpler language
- Word bank of choices for answers to questions
- Film or video supplements in place of reading text
- Use of idea processors
- Alternative forms of assignment:
- Allow outlining, instead of writing for an essay or major project
- Projects instead of written reports.
- Allow the pupil to create an audio or video recording of their response to a classroom assignment.

Annex VI: Definitions of terms and abbreviations

As the European Schools exist in a multicultural and multilingual context it is necessary to agree on definitions for certain concepts which are then used in a very specific way. These definitions are defined within the ES context and may differ from those used in member states. The list below is not exhaustive and will be further developed as necessary.

Academic development

Academic development refers to the progression in classes and individual subjects.

Accessibility

Accessibility is a precondition for the full and equal participation of persons with disabilities in society. Modes and means of teaching should be accessible and should be conducted in accessible environments. Accessibility benefits groups of the population and is based on a set of standards that are implemented gradually.

Accessibility and reasonable accommodation are two important and complementary pillars of inclusion; however they have different scopes: whereas accessibility benefits groups of population, reasonable accommodation relates to an individual.

See also Reasonable Accommodation

Accessible /flexible learning environments.

Learning environments that promote flexible ways to learn: creating an engaging classroom environment; maintaining high expectations for all pupils, while allowing multiple ways to meet expectations and standards for all pupils, including those with learning difficulties/disabilities/disorder. It involves the use a variety of teaching methods to remove barriers to learning and builds flexibility that can be adjusted to pupils' strengths and needs.

See also Universal Design for Learning.

Assistive and Compensatory Technologies (AT)

... adaptive devices that enable people with special needs to access all manner of technical products and services. ATs cover a whole range of ICTs, from customised keyboards and speech recognition software to Braille computer displays and closed captioning systems for TV (European Commission, cited by UNESCO IITE/European Agency, 2011, p. 101).

AT is any item, equipment, hardware, software, product or service which maintains, increases or improves the functional capabilities of individuals of any age, especially those with disabilities, and enables them more easily to communicate, learn, enjoy and live better, more independent lives.

Classroom accommodations

Classroom accommodations include special teaching and learning strategies, equipment or other supports that remove, or at least lessen, the impact of a pupil's special education needs (see also reasonable accommodation).

Cognitive development

Cognitive development is the development of thought processes, including memory and recall, problem solving, and decision-making.

Confidential documents:

Documents containing information whose unauthorised disclosure could be prejudicial. Documents are mostly to be used in the case of Intensive Support. All medical/psychological and multidisciplinary reports must be regarded as strictly confidential. Great care must be taken as to how and to whom access is given. Teachers working with the child should be permitted to read these documents. However, in the case of particularly sensitive issues, the support coordinator will provide only a summary of the report's conclusions and any suggestions which are relevant to teaching and learning.

Differentiation

The planning and execution of teaching and learning for all children in all classes which take account of individual differences in learning profile, interest, motivation and aptitude, and reflecting these differences in the classroom

Early Identification of pupils' abilities and needs

Process of identifying the early warning signs that put young children at risk for learning disabilities.

The process includes observation, effective screening and diagnostic systems to identify learning disabilities and developmental disorders and potential at the earliest possible stage.

Early identification and intervention enhance significantly the chances of overcoming difficulties and fulfilling the full potential.

Although the process of early identification is usually associated with the early education and primary cycle, it should also be put in place at more advanced stages in the educational path, especially for pupils who enter the European Schools in the course of their schooling career.

Educational support

This refers to the full range of support measures which are available to the school to provide support of all types to facilitate access to the curriculum.

Educational Support Coordinator – see Support Coordinator

Educational Support Policy Working Group

Steering group where the representatives of inspectors, schools, staff, parents, the European Commission, and the Office of the Secretary-General are present. Pupils may also be invited to participate in the group. Raises issues or questions of concern in the area of support and prepares documents for presentation to the decision-making bodies.

Full/standard curriculum

The ability to follow the 'full curriculum' implies that the pupil is able to follow all subjects according to the requirements, although accommodations and additional support measures may also be put in place.

Gifted and talented pupil

A pupil of high ability in some or all areas, who may nevertheless also require special learning conditions to fulfil their educational potential.

Giftedness or high ability is currently defined in terms of the following traits:

- above-average intellectual ability, with regard to both general and specific skills. Although the traditional yardstick has been the presence of an intelligence quotient of over 130 (100 being the average), in recent years this criterion has been extended and loosened to include the assessment of other equally important indicators:
- high dedication and commitment to tasks: perseverance, interest, resilience, self-confidence, etc.
- high levels of creativity, flexibility and originality in asking questions, responding to and solving problems and difficulties that arise([European Economic and Social Committee, 2013](#)).

It should be not confounded with advanced/high performant pupils who do not demonstrate other characteristics associated with gifted pupils/children.

Group Learning Plan

Group Learning Plan: A GLP is written by the support teacher with the collaboration of the class/subject teacher for any group created to give General Support to pupils. It includes learning objectives, methods of teaching, including accommodations, targets and criteria for evaluating success.

Harmonisation

Harmonisation is the process of creating common standards between teachers within and across language sections and within the different European Schools, to ensure that the most equal conditions for teaching and learning are in place. This includes harmonising approaches in all aspects (e.g. assessment, planning) of the work in the schools.

Horizontally

Grouping pupils studying in the same year, across the language sections

Inclusion/Inclusive education

The European Schools established Inclusive Education as a/the guiding educational principle. The European Schools share UNESCO's definition of Inclusive education as an **ongoing process** aimed at **offering quality education for all** while **respecting diversity and the different needs and abilities, characteristics and learning expectations** of the students and communities, **eliminating all forms of discrimination**.

The European Schools share the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)'s orientations in the field of education as expressed under its article 24⁹ as well as in the UN General Comment No. 4 (2016) on inclusive education¹⁰. The European Schools have taken note of the concluding observations set-out by the United Nations Committee on the Rights of Persons with Disabilities on the European Union's initial report on the UNCRPD implementation¹¹ and are committed to address

⁹ <https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-%20%20disabilities/article-24-education.html>

¹⁰ <https://digitallibrary.un.org/record/1313836?ln=en>

¹¹ *Education (art. 24): 84. The Committee is concerned that not all students with disabilities receive the reasonable accommodation needed to enjoy their right to inclusive quality education in European schools in line with the Convention, and that the schools do not comply with the non-rejection clause. It is also concerned*

these issues including in the context of the EU Strategy for the Rights of Persons with Disabilities 2021-2030¹².

Individual Learning Plan

Individual Learning Plan (ILP): any pupil receiving Moderate or Intensive levels of support in a European School must have an ILP. This document, written by the support teacher in collaboration with the class/subject teachers includes specific learning objectives, appropriate teaching methods (including accommodations, assistive technology, special arrangements) and measurable targets, set within a given time-frame. An ILP is reviewed annually and approved by the SAG (Intensive Support: A) or by the Class Council (Intensive support: B).

Intensive Support Agreement

A formal, signed agreement between the school and the pupil's legal representative which requires the previous opinion of the SAG on special support measures.

Learning difficulty/ Learning disability/ Learning Disorder

These are umbrella terms which are used to cover a wide variety of difficulties that affect pupils' learning. The distinction between the terms is not clearly defined in the literature on special educational needs.

Learning strategies

Learning strategies determine the approach for achieving the learning objectives which are likely to reflect the differentiated teaching and learning, specific accommodations, assistive technology, and special arrangements.

Learning styles/learning profile

Learning style can be described as a set of factors, behaviours, and attitudes that facilitate learning for an individual in a given situation.

Medical report

A report requested from, and provided by a medical specialist, usually for the SAG.

Modified curriculum

A modified curriculum is applied for a pupil who is not able to participate in the full curriculum and he/she can have an individualised educational programme on the recommendation of the SAG (in some documents in the European Schools the term "adapted curriculum" is used with the same meaning).

Multidisciplinary report

A report which may be drawn from a range of expert sources (medical, psychological etc.)

Multi-professional cooperation

that European schools are not fully accessible to children with disabilities nor do they provide for inclusive, quality education; 85. The Committee recommends that the European Union take the necessary measures to ensure that all students with disabilities receive the reasonable accommodation needed to enjoy their right to inclusive quality education in European schools. It also recommends that European schools implement a non-rejection policy on the grounds of disability and ensure inclusive, quality education for all students with disabilities.

¹² <https://ec.europa.eu/social/main.jsp?catId=738&langId=en&pubId=8376&furtherPubs=yes>

Cooperation and collaboration between professionals, experts, teachers and the management on a support case

Promotion

A pupil with satisfactory results is promoted to the next class. The Rules governing promotion are set out in the General Rules of the European Schools.

Psychological report

A report requested from, and provided by an educational psychologist, usually for the SAG.

Pupils in a language section which does not correspond to their mother tongue/dominant language

Pupils whose mother tongue/dominant language is the official language of an EU member state (with the exception of Irish and Maltese) but for whom no language section in their mother tongue/dominant language exists in their school. See also SWALS

Reasonable Accommodation

Reasonable accommodation relates to an individual and is complementary to the accessibility duty. Parents/legal representatives and teachers can request reasonable accommodation measures.

The European Schools offer accommodations in learning (classroom accommodations) and assessment situations (special arrangements), including the use of assistive/compensatory technology for/by those pupils with disabilities who may require them to enable them to access education on an equal basis with others.

“Reasonableness” is understood as the result of a contextual test that involves an analysis of the relevance and the effectiveness of the accommodation, and the expected goal of countering discrimination. The availability of resources and financial implications is recognized when assessing disproportionate burden.¹³

Different stakeholders should be involved in this process: parents/legal representatives, experts, SAG and the school management and, when relevant the national/Educational Support inspectors.

Report on the pupil's evolution

The official school reports which are provided by the school according to the General Rules of the European Schools.

(Smooth and effective) Transition to other educational paths

Process of a pupil's smooth and supported transition to/from different educational systems/paths. Pupils and families receive the support to ensure an effective and smooth transition from the European Schools to other educational paths/schools. School provides information and, if requested, liaises with other educational institutions, in cooperation with the families and with the national inspectors.

Social development

Pattern or process of change exhibited by individuals resulting from their interaction with other individuals, social institutions, social customs

¹³ UNCRPD General comment number 4.

Special arrangements

A pupil with diagnosed physical or psychological need(s) may have special arrangements to allow the pupil to fulfil his or her potential in the fairest possible way. Lists of these arrangements are presented in chapter 1.3.1.

Special educational needs/Additional needs

Pupils with special or additional educational needs who, without appropriate forms of support, are unable to fulfil their educational potential.

Support Advisory Group

Multi-professional group at the school's level which assesses the requests and documentation for Intensive Support and gives its advice to the Director for decision-making; the composition of the group is presented in Annex 1.

Support coordinator /Educational Support Coordinator

Support coordinator (EdSup coordinator) organises and implements the educational support policy in cooperation with the management of the school.

SWALS

Students without a language section

See also. *Pupils in a language section which does not correspond to their mother tongue/dominant language*

Teaching strategies

Teaching methods used by teachers to promote accessible learning environments, provide differentiated teaching and learning strategies, including accommodations and the use of assistive/compensatory technology.

Tripartite agreement

An agreement made between the school, the parents/legal representatives and a therapist selected by the parents/legal representatives, so that therapeutic interventions, required by pupils in need for intensive support, could be delivered in the school premises and paid by the parents.

Universal arrangements

Universal arrangements include arrangements that are available to all the pupils in assessment activities.

Universal Design for Learning (UDL)

UDL is a framework for how to develop lesson plans and assessments, providing teachers and other staff with a structure to create accessible and adaptable learning environments and develop instruction to meet the diverse needs of all pupils.

UDL is based on three main principles: multiple means of engagement, representation, and actions and expression.

The UN CRPD encourages educational systems to apply UDL.

Vertically

Grouping pupils studying in the same language section but in different years.

Abbreviations

ILP – Individual Learning Plan

ISA – Intensive Support A

ISB – Intensive Support B

MS – Moderate Support

GS – General Support

SAG – Support Advisory Group