

Educational Support

Secondary cycle · EEB3 · School year 2026-2027

8 October 2026



IXL-SUPPORT-COORDINATOR-SECONDARY-CYCLE@eursc.eu



Agenda

Four points to understand educational support in the secondary cycle



1.The educational support team

Key staff

2. The policy on educational support and inclusive education

Differentiated teaching – reasonable accommodations – support levels – promotion and progression

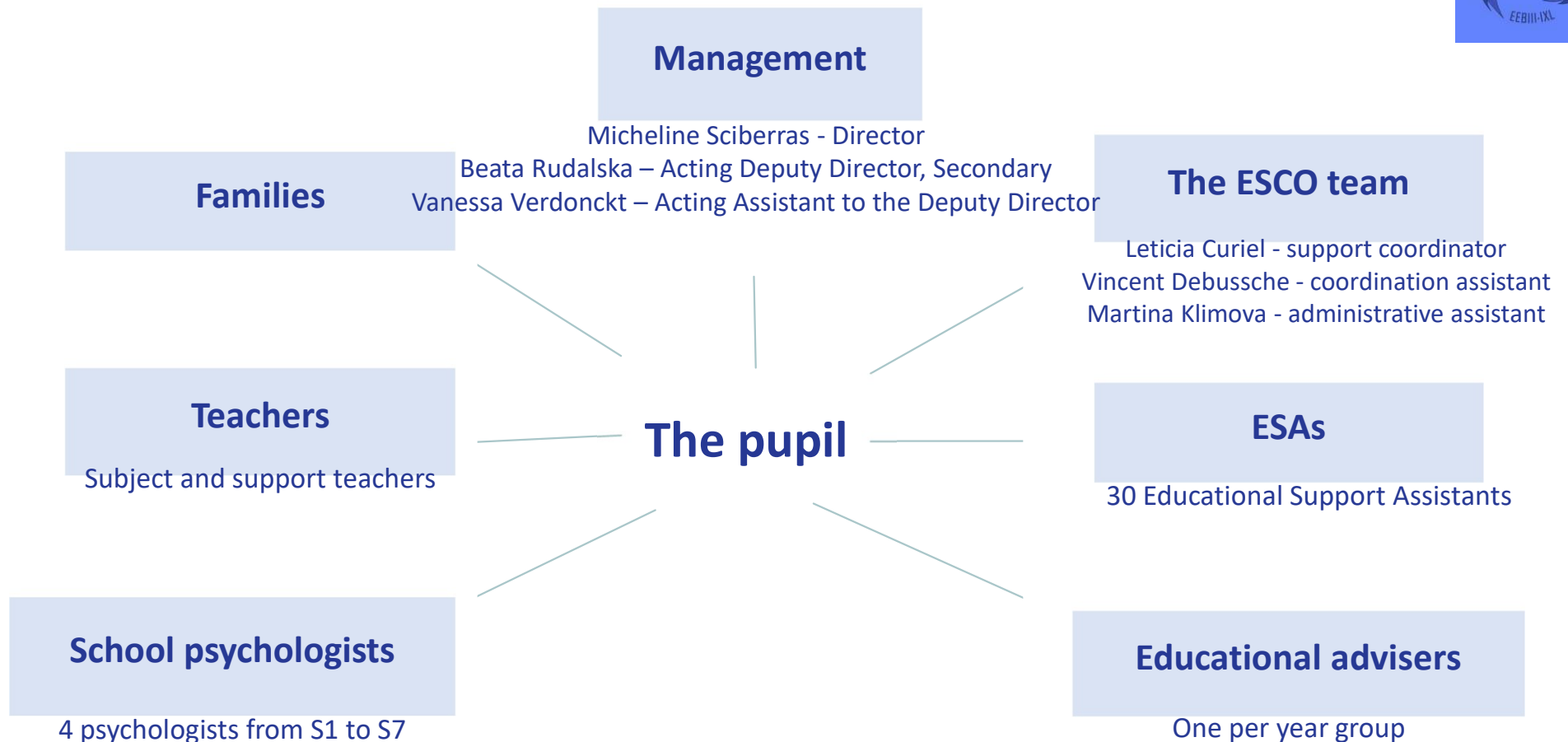
3. Support in the secondary cycle

Transition from primary – differences – ESCO student communication

4. Documents and calendar

Key support documents – important dates

A large team around the pupil



The role of the school psychologist



In educational support, school psychologists contribute to:

- setting up **accessible learning environments**;
- **early detection and prevention** of learning difficulties;
- **liaising with external experts**;
- taking part in the **Support Advisory Group (SAG)**;
- **working together** with the educational support coordinator.

School psychologists:

S1 Ms. Guedj

S2-S3 Ms Van der Mersch

S4-S5 Ms. Damgajian

S6-S7 Ms. Nimax

Please note: the service does not carry out an overall assessment of the pupil's level.

Who to contact?



Year	ESCO	School psychologist	Educational advisers
S1	Leticia Curiel (+ assistants)	Margaux Guedj	Roula Papandreou
S2		Marie-Charlotte Van der Mersch	Theo Kaisidis
S3			Fatma Araci
S4	Vincent Debussche (+ special arrangements)	Monique Damgajian	Celia Sánchez / Medhi Karmoun
S5			María Fouseka / Riftara Mohammad
S6		Suzanne Nimax	Adriana Vlaicu / Gwen Nehlig
S7			Sylvie Tangu

General ESCO contact: IXL-SUPPORT-COORDINATOR-SECONDARY-CYCLE@eursc.eu

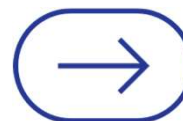
(Subject: pupil's SURNAME First name – Year and Section, e.g. CURIEL Leticia – S3ES)

The policy on educational support and inclusive education in the European Schools



The European Schools make **inclusive education their guiding principle**, based on:

- **differentiated teaching,**
- **reasonable accommodations** and
- **3 levels of support** (general, moderate, intensive).



Decisions shared with families to remove barriers to learning and enable every pupil to reach their full potential.

Policy on the Provision of Educational Support and Inclusive Education in the European Schools:
2012-05-D-14-en-10

Provision of Educational Support and Inclusive Education in the European Schools –
Procedural Document: 2012-05-D-15-en-15

Educational support guidelines: school website

Differentiated teaching



- Adapting teaching to each pupil's profile, interests, motivation and abilities.
- The basis of effective teaching, which concerns ALL pupils.
- The responsibility of every teacher: a common classroom practice.



Universal Design for Learning

- Creating accessible, flexible and varied learning environments.
- Offering a variety of methods, activities and materials.

Aim?

To give all pupils access to information, so they can develop and show their skills.

Reasonable accommodations (special arrangements)



A reasonable accommodation is **a change in the usual way a pupil learns or takes part in class**: strategies, equipment or other support. It removes or reduces the impact of special educational needs.

(E.g. change of seat, adapted format, assistive technology, extra time...)

Aim?

To give every pupil the same chances of success as everyone else.

Special arrangements: how are they decided?



- 1 The **request** comes from teachers or parents; pupils may also express their needs.
- 2 A medical, psychological, psycho-educational or multidisciplinary **report** supports the request.
- 3 **SAG meeting**
Measures are decided on the basis of these recommendations, with the parents and the support team.
- 4 **Communication and implementation**
Only after approval. A teacher cannot put anything in place without ESCO.

The principle

Measures are only put in place if they are clearly linked to the pupil's physical, educational and/or psychological needs.

They do not compensate for a lack of ability: they allow pupils to show their potential under fair conditions.



Some measures are linked to a specific disorder:

Spelling not penalised → severe dyslexia
Calculator → dyscalculia

Special arrangements: two levels of decision



School measures (S1-S5)

- Report less than 4 years old.
- Recommendations discussed at the SAG with the parents and the support team.
- No guarantee that all of them will be implemented.
- Only after SAG approval.

School decision

Baccalaureate cycle arrangements (S6-S7)

- New request in S5, before 15 October (not renewed automatically).
- Parents of pupils with a report are informed at the end of S4 (by email).
- Specific application + full report less than 2 years old.
- Approved measures = measures implemented.

Central Office decision

Baccalaureate cycle (S6/S7): the procedure



Why a new request?

Special arrangements from the secondary cycle are not automatically renewed for the Baccalaureate cycle. The request goes to the Central Office of the European Schools, the only body authorised to grant them for the BAC examinations.

1

Application form

The ESCO team sends the form to complete and sign.

2

Supporting documents

Form + up-to-date reports returned by email before 15 October 2026.

3

Check

The application is checked and signed by the school management.

4

Review

It is sent to the Central Office for review.

5

Decision

The Central Office decides; parents are informed of the measures granted.

Current S5 pupils: send before 15 October 2026 to IXL-SUPPORT-COORDINATOR-SECONDARY-CYCLE@eursc.eu

Email subject: MS-S5_SURNAME_Firstname

IXL-SUPPORT-COORDINATOR-SECONDARY-CYCLE@eursc.eu



The report: six admissibility criteria



Recent

Less than two years old, even if the diagnosis is permanent or "lifelong".

Quantified

Quantified results (standardised scores, percentiles...) and impact on learning.

Clear diagnosis

Based on a recognised international classification (DSM-5 or ICD).

Legible, signed, dated

An illegible, unsigned or undated document is not accepted.

Language

In French, English or German; otherwise, a sworn translation into one of these languages.

Independent assessor

Neither a European Schools employee nor a member of the pupil's family.

Please note: A non-compliant document is rejected by the Central Office – many specialists have long waiting lists.

3 levels / types of support



General support

Short term

(does not replace private tutoring at home)

Start: requests from 1 October, once teachers have assessed the pupils.

Content: targeted subject lessons – maths (core course), L1, L2. Normally not for options (e.g. Maths 6).

Format: small groups;
Written request from the subject teacher to the support coordinator, after the parents' agreement.

Moderate support

Medium term

Extension of general support: longer and more targeted.
Can be cross-curricular.

Format: small groups;

Written request from the teacher or parents to the support coordinator.

Intensive support

ISA / ISB

Long term



Start: after a SAG meeting, or in September if decided in June.

Content: educational and/or organisational – study methods, can also focus on a subject.

Format: individual or groups of up to 3 pupils.

Mise en place

Les parents contactent l'équipe ESCO ou l'école contacte les parents car soucis

Réunion avec les parents (SAG meeting)

Signature de la convention

Envoi de la communication

ISB : fonctionnement identique à l'ISA – seule la section diffère selon le profil de l'élève.

Study Skills

Learning to learn

Isabelle Gontier

Types of support at a glance



Type	For whom?	Duration	SMS code	Documents
ISA	Pupils with a multidisciplinary report	Long term (whole year)	X	Report Agreement Minutes Communication ILP + SEF
ISB	Depending on the pupil's profile – works like ISA	Long term (whole year)	Y	Agreement Communication ILP + SEF
GS	For any pupil with a temporary difficulty in a subject.	Short term (holiday to holiday)	J	GLP + SEF
MS	Extension of general support, more targeted and longer.	Medium term (extension of GS)	K	ILP + SEF
SSK	All pupils who can benefit and are committed to their studies	By year group, in small groups	Y	Agreement + GLP + SEF

Promotion and progression



Pupil in promotion

- Follows the full standard European School curriculum
- Is assessed 100% like other pupils (no oral instead of written)
- Must be promoted by the Class Council in June

Pupil in progression

- Follows an individual curriculum.
- Is assessed differently in several subjects
- Moves up with their class to the next year (without certification)
- Can return to promotion after a full assessment and promotion by the Class Council

From primary to secondary: what changes



	PRIMARY	SECONDARY
When?	During lessons: the pupil leaves the class to work with the support teacher.	During "free periods" in the timetable, sometimes at lunchtime.
How much?	Sometimes 2 to 5 periods a week.	2 periods maximum (including SSK).
Approach	The framework is the same, but in secondary, the logistics of the cycle (at least 11 teachers per pupil) and the Baccalaureate requirements make support more formal and planned further ahead.	

Primary → secondary transition

Support in secondary — the move from P5 to S1 is prepared by both teams



PRIMARY · P5

A transition prepared as a team

SECONDARY · S1

Internal meetings

The primary and secondary support coordination teams meet at school to prepare the transition.

End-of-year SAG meeting

Everyone involved is present, including the primary and secondary support coordinators.

September 2027

From September, contact with secondary is already in place.

Communication to the teaching team



SAG or ESCO meeting
with the family



Prior agreement
from the family



Communication sent
to the pupil's teachers and
educational advisers

What the communication contains

The difficulties

The difficulties the pupil faces, discussed at the meeting.

The impact on learning

How they show and affect learning in class.

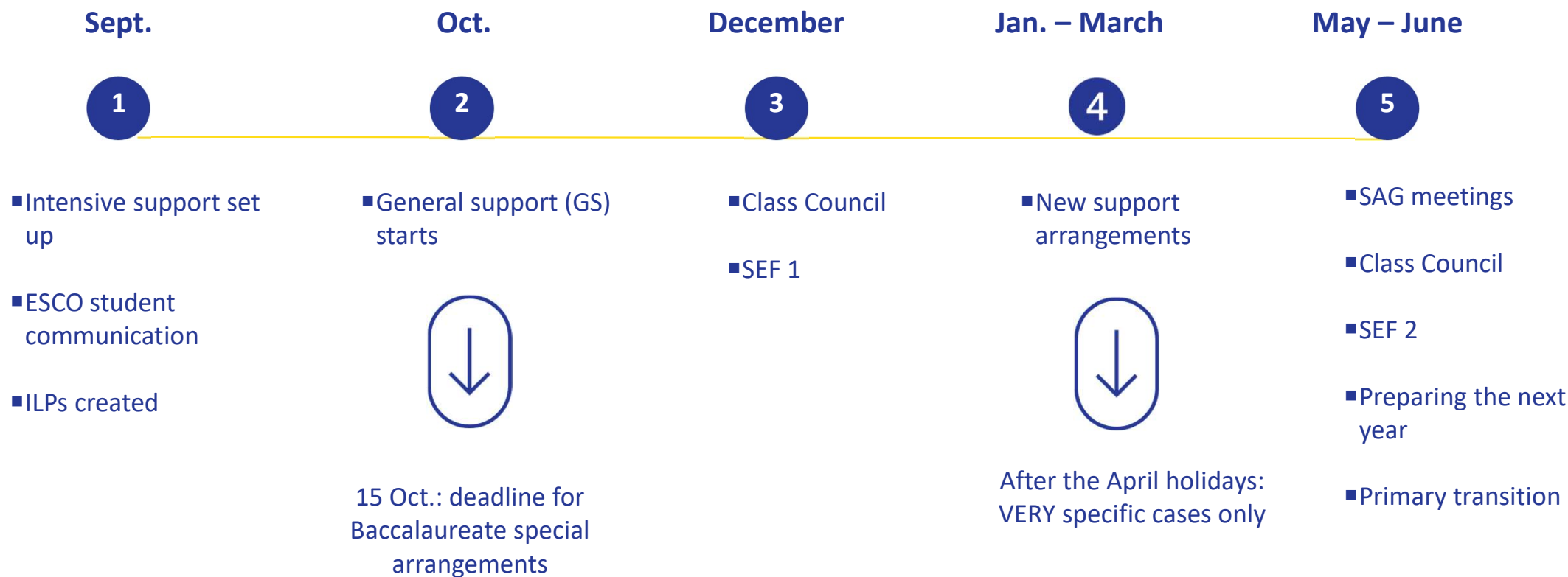
Teaching recommendations

Practical suggestions to use in class.

The agreed measures

The support and measures decided at the meeting.

The year's calendar



Quick reminder: how to contact the ESCO team

One address for the ESCO team



IXL-SUPPORT-COORDINATOR-SECONDARY-CYCLE@eursc.eu

Email subject format:

Pupil's SURNAME First name – Year and Section

Example: **DEBUSSCHE Vincent – S1FRA**

IXL-SUPPORT-COORDINATOR-SECONDARY-CYCLE@eursc.eu





Have a great 2026-2027 school year!

Any questions? We're happy to answer them.

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