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

EEB3 | Educational Support Guidelines

A whole school approach

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Lexicon	
ISA:	Intensive Support Type A
ISB:	Intensive Support Type B
IS:	Intensive Support
MS:	Moderate Support
GS:	General Support
ILP:	Individual Learning Plan
GLP:	Group Learning Plan
SAG:	Support Advisory Group
OSG:	Office of the Secretary General
HSL:	Home School liaison

1. Introduction

1.1 Background

The European School offers a multilingual and multicultural framework where the primacy of the student's dominant language is preserved to the greatest extent possible. It offers only one type of general education that, according to Article 4.7 of the Convention of the European Schools, should include “measures to facilitate the reception of children with special educational needs", in which learning conditions become more and more demanding from year to year. This unique academic path, with cognitive and abstract learning, is validated by the acquisition of a European Baccalaureate Diploma.

Different types and levels of Support have been set up in order to provide appropriate Support to students with specific learning needs and difficulties in order to enable them to develop and progress according to their potential and integrate successfully, while accessing the standard curriculum as much as possible. The diversity of backgrounds of the children in the European Schools system pays and involves particular attention to children with special needs, for whom there are no other alternatives for schooling in their native language (L1) in the country of residence and if they have not acquired linguistic competence in a language utilised by any school in the host country.

Differentiation is the foundation of any education targeting the needs of student; it is essential for all students, not just those who need Support. Differentiated instruction must take place in the classroom, and every European School teacher bears this in mind when considering our students' needs.

1.2 Our approach

The educational Support of the European School Brussels 3 aims at students' academic success by promoting their self -esteem and development. The goal is to help students become self-reliant learners, be able to utilize multiple resources, understand their strengths and weaknesses, and to set realistic and achievable goals in the learning process and evolution.

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

EEB3 will continue to strive to help each student develop their human potential and sense of dignity and self-worth. Our teaching will continue to strive to be student centered. Everything possible will be done to help all students, to develop their personality, talents and creativity to their full potential. The aim of educational Support is to work towards maximizing academic and social development and move towards inclusion, autonomy and independent learning While we all come from different countries, educational systems and philosophies, our common goal is to see each student entrusted to us develop their full potential in an inclusive environment.
Support teachers work from the beginning of the school year in collaboration with class/subject teachers to identify specific needs, create a learning plan, and evaluating student achievement. Students can receive support at any time during their schooling. A request for support can also be initiated by the parents or legal representatives at any point in the school year. This request will be evaluated firstly by the class/subject teacher, then by the Educational Support Coordinator (and the Section Support Leaders in the Nursery and Primary Cycle) or by the Support Advisory Group if the student concerned has a medical/psychological/psycho- educational and/or multidisciplinary report indicating Intensive Support needs.

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

A good working relationship between school, parents and pupils is important for educational support to be effective. EEB3 continues to strive to improve and fine tune its educational support services keeping the child at the center of decisions taken.

1.3 Guidelines

The guidelines being presented are based on the European Schools system rules and are in line with the approach explained above. The implementation of these guidelines will be reviewed regularly, to ensure that they are compliant and that their content is adhered to and up to date. Adjustments will be made as needed along with official changes issued by the Board of Governors and/or the Joint Teaching Committee. This document highlights the common practice for educational Support at EEB3. The aim of these guidelines is not to repeat the content of the official documentation prepared by the Office of the Secretary-General of the European Schools but to explain to the school community how Educational Support is organised at EEB3 in line with the official documents.

1.4 Relevant documents on which the Guidelines are based

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

- Policy on the Provision of Educational Support 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

2. Aims and objectives of Educational Support

The policy document regulating educational Support in the European Schools states that the aim of educational Support is 'to ensure appropriate help for pupils having special educational needs or experiencing difficulties at any point of their school career'. In line with this, EEB3 advocates a 'whole-school approach' to special educational needs which involves all staff adhering to a model of best practices. The staff at the school is committed to identifying and providing for the needs of the students who attend. It is about creating a secure, accepting, collaborative and stimulating community in which everyone is valued. Through adopting the whole school approach, EEB3 can cater for students with diverse needs in a more comprehensive manner.

This approach aims at a cohesive response to diverse learning needs and solid implementation, as far as possible. Ideally, this needs to be achieved in a culture of ongoing improvement which sets high expectations, monitors students' progress and actively discusses student achievement. The goal is a student-centered education for life in the world beyond school, incorporating the European perspective and values.

In order to optimize the teaching and learning process, it is vital to:

- Set achievable targets which promote self-esteem and a positive attitude towards learning
- Encourage differentiation, supporting the learning process and creating accessible learning environments
- Work in partnership with students and their parents/legal representatives
- Promote collaboration among teachers and other educators
- Enable students to monitor their own learning and become independent learners ("learning to learn")

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

The aim of this document is to provide a framework for all those with a role in education at EEB3. The document is intended to offer information about how educational Support is organized at EEB3. At the onset, it should be stated that the School will make decisions in the best interests of the child, whilst taking into consideration the medical/psychological/psycho- educational and/or multidisciplinary report and considering the argumentation put forward by the different stakeholders.

This is a 'living' and 'flexible' document which will be regularly reviewed and amended, so as to ensure compliance with the UN Convention on the Rights of Persons with Disabilities and the European Schools' system rules and to continue improving the provisions offered to students with special needs.

3. Confidentiality and Data Protection

EEB3 aims to protect the child at all times. The child is placed at the heart of the learning process, and all measures will be taken to provide a safe and secure environment. The school is mindful that it is in a position of trust by all stakeholders and a professional approach will be used as regards confidential matters and when handling personal data. EEB3 will continue to strive to use, hold and safeguard information about the students. Confidential information may be shared on a need-to-know basis, justified in the best interest of the child.

For instance, when a child, who is a minor, shares confidential information, this will be kept as such unless there is a threat of self-harm, harm to others or harm being done to the same child. In this case, the school will need to refer to the relevant national agencies to safeguard the well-being of the child or any other third parties.

EEB3 has a duty of care and responsibility towards students and is committed to respect their privacy.

- The school will comply with the EU General Data Protection Regulation.
- 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.

Main documentation

- All documents are kept by the management team or the Educational Support 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 Educational Support Coordinator or Educational Support Leader (hereafter referred to as Support Leader) present only in the nursery and primary cycle).

- Medical/psychological/psycho-educational and/or multidisciplinary report. Any medical/ psychological/ psychoeducational 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 Educational Support 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 or GLP for group support.
- 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 or discontinuation of studies, to continue education in a European School.
- 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.
- The documents are handled and updated regularly by the Section Support Leaders (only in the N/P cycle) and the Educational Support Coordinator. In the secondary cycle it is the Educational Support Coordination Team who handles and updates the student's Educational Support file.

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.

You will find more details on the way the School processes the data by consulting the **Privacy Statement** available on the School's website.

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

4.1 Our Educational Support Team

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

Key staff		
Nursery and Primary Cycle		
Deputy Director	Alexandra Ehrenhauser	IXL-DEPUTY-DIRECTOR-NURSERY-AND-PRIMARY-CYCLE@eursc.eu
Assistant Deputy Director N&P	Delphine Mourgues	IXL-ASSISTANT-DEPUTY-DIRECTOR-NURSERY-AND-PRIMARY-CYCLE@eursc.eu
School Psychologist	Anne Sophie Génicot Margaux Guedj	anne-sophie.genicot@eursc.eu margaux.guedj@eursc.eu
Educational Support Coordinator	Georgia Gkolfinopoulou	IXL-SUPPORT-COORDINATOR-NURSERY-PRIMARY-CYCLE@eursc.eu
Assistant Support Coordinator	Martina Klimova	martina.klimova@teacher.eursc.eu
Educational Support Linguistic Section Leader	CS – Pavla Kolouch Pokorna DE - Manuela Hafner EL - Marina Patsidou EN – Cliodhna NiBhriain ES – Maria Larumbe Martin FR – Marie-Hélène Duvernoy NL – Gabriela Pawluk	pavla.kolouch-pokorna@teacher.eursc.eu manuela.hafner-cojocariu@teacher.eursc.eu marina.patsidou-iliadou@teacher.eursc.eu cliodhna.NI-BHRIAIN@teacher.eursc.eu maria.larumbe-martin@teacher.eursc.eu marie-helene.duvernoy@teacher.eursc.eu gabriela-maria.pawluk@teacher.eursc.eu
Secondary cycle		
Acting Deputy Director	Beata Rudalska	IXL-DEPUTY-DIRECTOR-SECONDARY-CYCLE@eursc.eu
Acting Assistant Deputy Director S	Vanessa Verdonckt	IXL-ASSISTANT-DEPUTY-DIRECTOR-SECONDARY-CYCLE@eursc.eu
School Psychologist	Suzanne Nimax Monique Damgajian Marie-C Van der Mersch Margaux Guedj	suzanne.nimax@eursc.eu; monique.damgajian@eursc.eu marie-charlotte.van-der-mersch@eursc.eu margaux.guedj@eursc.eu
Educational Support Coordinator	Leticia Curiel	IXL-SUPPORT-COORDINATOR-SECONDARY-CYCLE@eursc.eu
Assistant Educational Support Coordinator	Vincent Debussche	IXL-SUPPORT-COORDINATOR-SECONDARY-CYCLE@eursc.eu
Assistant Educational Support Coordinator	Martina Klimova	martina.klimova@teacher.eursc.eu

5. Differentiation

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 to identify the pupils' functional needs, strengths, abilities and learning profile. 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. This is mainly implemented in the nursery and primary cycle; however, our secondary cycle is also exploring possibilities of identification in the early years of secondary.

The planning and delivery of teaching and learning activities should consider 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.

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, aptitude, and reflects these differences in the classroom. It can take the form of setting up adaptations within the classroom.

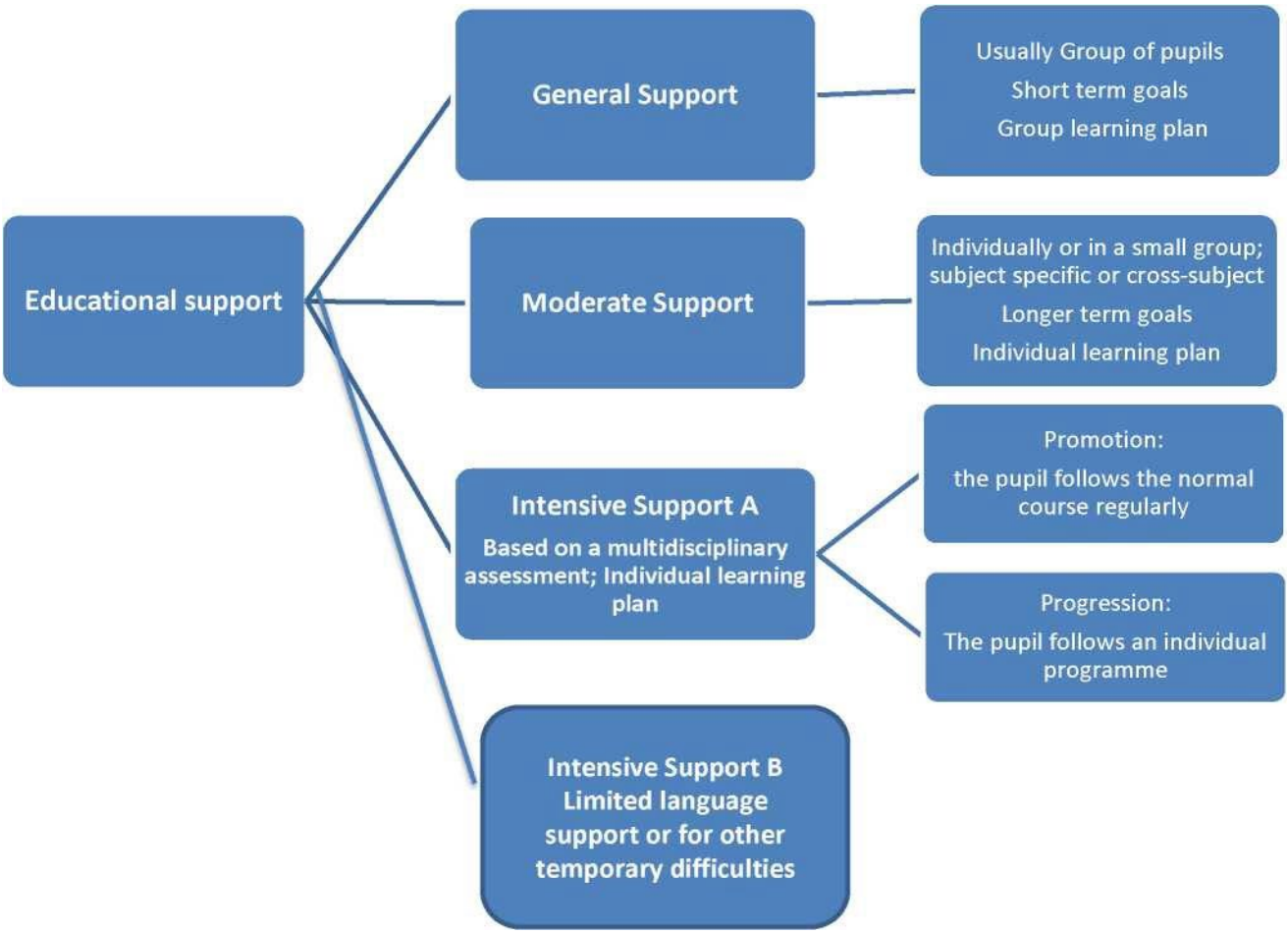
When taking into account, the planning and implementation of differentiated teaching, in order to ensure inclusion and participation, it is vital that the whole class is engaged so that the pupils' sense of belonging to a community is adhered to as a priority. Professionals promote positive experiences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

	DIFFERENTIATED TEACHING IN THE CLASSROOM	
Cycles	**Nursery - Primary**	**Secondary**
For Whom?	Pupils with different ways of learning, pupils studying in a language section other than their mother tongue, pupils entering the European School system, pupils with targeted learning difficulties.	
When?	Throughout the school year.	
How?	Individually or in groups in class under the supervision of the class teacher or subject teacher and support teacher.	Varied differentiated methodologies used in class.
Procedure	Differentiated work is managed by the class or subject teacher.	
Communication School/Parents / Legal representatives	When a child needs regular differentiation, the class/subject teacher will keep the parents/legal representatives informed that this methodology will be used. The ESCO Team may also make recommendations to class/subject teachers about accommodations that may be put in place.	

6. Types of Educational Support at EEB3

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

6.1 General Support
6.2 Moderate Support
6.3 Intensive Type A Support
6.4 Intensive Type B Support



6.1 General Support

GENERAL SUPPORT		
Cycles	Nursery - Primary	Secondary
For Whom?	Any student may, at some point in his or her schooling, require general Support beyond normal classroom differentiation. Any pupil may have difficulties in a specific area of a subject or may need to "catch up" because he or she arrived later in the European School system, has been ill or is studying in a language that is not his/her dominant language. Pupils may need extra help to develop effective learning strategies or study skills, especially if they are struggling with certain subjects or issues. It is clear that this type of support is not aimed for pupils who are getting good grades but those who are struggling in some way or are new arrivals and need help to develop level of competences expected. It has to be noted that this is not generally applicable for those subjects that students have opted for, since it is assumed that students have opted for subjects, they are strong in.	
When?	Based on a decision to offer support, as well as referrals for support that may be made at any other point during the school year. Generally, General Support starts around mid-September. Obviously, General Support classes can also be initiated at any point of the school year.	Based on a decision to offer support, as well as referrals for support that may be made at any other point during the school year. Generally, General Support does not start before mid-October as teachers need time to assess the competences of the pupils and identify their needs prior to referring for general support. Obviously, General Support classes can also be initiated at any point of the school year up to the start of the Easter holidays
	Periods of support lessons in L1, mathematics and L2 during school time and for a number of periods expressed in minutes (30'- 45'- 60'-90').	Due to the need to combine several schedules (students and teacher), support lessons ideally take place during a period (45 minutes) which the teacher and student(s) have in common or else in p6 or p7 lunchtime or p9.
	General Support is a type of support organized in groups of up to 10 pupils, in or outside the classroom. In exceptional circumstances, group size may be larger. In case of a temporary closure of the school premises, the support will not be discontinued but will take place using the digital platform for distance learning used by EEB3.	

How?	Support is requested by the class teacher or by the L2 teacher in the case of L2. If the L2 teacher wants to propose support, it is important that he/she speaks firstly with the class teacher. The request is submitted to the Educational Support Coordinator and the Deputy Director for their consideration. If a parent/legal representative wishes to request support, then they are to do this through the class teacher or L2 teacher depending on the subject they are requesting. For support to be considered, it is imperative that the class teacher or the L2 teacher is in agreement and the Support Leader.	Support is requested by a subject teacher. The request is submitted to the Educational Support Coordinator and the Deputy Director for their consideration. If a parent/legal representative wishes to request support, then they are to do this through the subject teacher depending on the subject they are requesting. For support to be considered, it is imperative that the subject teacher is in agreement or consults the educational support team. In the Secondary cycle, the course may be given either in the mother tongue or in L2.

	The request is considered, and if the request is accepted, a General Support lesson is set up. In case of disagreement, the school director will take the final decision.	
	The Group Learning Plan (GLP) is developed by the Support teacher (and with the class teacher in the Nursery and Primary cycle) in consultation with the class teacher or the subject teacher/s and the Educational Support Coordinator or the Support Leader (in Primary)	The Group Learning Plan (GLP) is developed by the Support teacher in consultation with the subject teacher/s and the Educational Support Coordinator.
Procedure	If it is believed to be beneficial for the student, the school may terminate the support at any time if the class/subject teacher or Support teacher/Support Leader (only in the case of the N/P cycle) believe that the student no longer requires support. The parents will be notified and if the parents wish to discuss the issue, they can do so with the Educational Support Coordinator or Support Leader (only in the case of the N/P cycle). The class or support teacher/Support Leader informs the parents/legal representatives regularly of their child's evolution. Attendance to support lessons is compulsory. In the Secondary cycle, any absence is monitored by the Educational Advisor of the level concerned. Repeated absence from support lessons may lead to expulsion from the General Support lesson.	
Stakeholders	The Support teacher and/or the Educational Support Leader (only in the case of the N/P cycle) in liaison with the class/subject teacher.	

Communication School/Parents /Legal representatives	The parents/legal representatives of the pupil are informed beforehand of the General Support proposal (day, timetable, teacher, starting date of the course). They are invited to reply in writing, if they do not wish their child to benefit from this support. The support course is encoded in SMS and appears on the student's timetable. At the end of each semester, support teachers/ Support Leader (only in the case of the N/P cycle) prepare written feedback in coordination with the class/subject teacher, which will be shared with parents/legal representatives.

6.2 Moderate Support

<table>
<tr><th colspan="3">MODERATE SUPPORT</th></tr>
<tr><th>Cycles</th><th>Nursery - Primary</th><th>Secondary</th></tr>
<tr><td>For whom?</td><td colspan="2">This type of support is an extension of General Support in terms of complexity and duration. It is provided to students who require more targeted support and who have moderate learning difficulties. It can be cross-subject/cross-curricular.

It may be appropriate for students who have considerable difficulty following the curriculum because of special educational needs including language issues, concentration problems, neurological impediments, or other reasons.

It can be organized on a more extended period than the General Support, and each student has an Individual Learning Plan (ILP).

The students who need this type of support may or may not have a medical/psychological/psycho- educational and/or multidisciplinary report.
This type of support may also be offered to students who, after having received Intensive Support, have progressed well and at a given point in time need moderate support.</td></tr>
<tr><td rowspan="2">When?</td><td colspan="2">Based on a decision to offer support (either through a teacher referral or a recommendation of the Class Council or a recommendation of the SAG) as well as, referrals for support that may be made at any other point during the school year, including from parents/ legal representatives.</td></tr>
<tr><td>L1/ M/L2 during school time and for a number of periods expressed in minutes (30'- 45'- 60'-90').</td><td>Due to the need to combine several schedules (students and teacher), support lessons ideally take place during a period in which the teacher and student(s) have in common or else in p6 or p7 lunchtime or p9.</td></tr>
</table>

How?	Following differentiation in the classroom the class/subject teacher may refer a student for moderate support to the Support Leader (only in the case of the N/P cycle) and the Educational Support Coordinator. If a parent/legal representative wishes to request moderate support, then they are to do this through the class/subject teacher. For support to be considered, it is imperative that the class/subject teacher agrees. In case of disagreement, the school management will take the final decision. Moderate support can be individual or in small groups up to 6 pupils and generally takes place outside the classroom. In exceptional circumstances, group size may be larger. However, there may be circumstances where it is pedagogically beneficial for the support to take place in the classroom. In the Secondary cycle, the course may be given either in the mother tongue or in L2. In case of a temporary closure of the School premises, the support will not be discontinued but will take place using the digital platform for distance learning used by EEB3.
Procedure	The support is requested by the class/subject teacher, and the request is submitted to the Support Leader (only in the case of the N/P cycle) and the Educational Support Coordinator. Any request is evaluated and decided upon with due consideration of the medical/psychological/psycho- educational and/or multidisciplinary report. The parents/legal representatives may also make a request through the pedagogical advisor in the case of secondary pupils. Once the support is assigned, then the support teacher (in N/P together with the Support Leader (only in the case of the N/P cycle) and with the class teacher) will develop an Individual Learning Plan (ILP) in consultation with the class teacher/subject teacher. The ILP will also consider any medical/psychological/psycho- educational and/or multidisciplinary report that is presented to the school if this document is available. If the class/subject teacher or support teacher/ Support Leader (only in the case of the N/P cycle) believes that the student, no longer requires support the school may terminate the support at any time. The parents will be notified and if the parents wish to discuss the issue, they can do so with the Educational Support Leader (only in the case of the N/P cycle) or the class/subject teacher. Attendance to support lessons is compulsory. In the Secondary cycle, any absence is monitored by the Educational Adviser of the level concerned. Unjustified repeated absence from support lessons may lead to expulsion from the Support lesson.
Stakeholders	The Support teacher (and the Support Leader in N/P) in liaison with the class/subject teachers.
Communication School/Parents /Legal representatives	The parents/legal representatives of the pupil are informed beforehand of the moderate Support proposal (coverage (cross-curricular and/or subject specific), day, timetable, teacher, starting date of the course, special arrangements and/or classroom adaptations or any other instruments for reasonable accommodation, objectives in the ILP). They are invited to reply if they do not wish their child to benefit from this support. The Support course is encoded in SMS and appears on the student's timetable. The class/subject or support teacher/ Support Leader (only in the case of the N/P cycle) informs the parents/legal representatives regularly of their child's evolution. At the end of each semester, support teachers/ Support Leader (only in the case of the N/P cycle) prepare a written evaluation in coordination with the class/subject teacher, which will be shared with parents/legal representatives.

6.3 Intensive Support A

INTENSIVE SUPPORT A		
Cycles	Nursery - Primary	Secondary
For whom?	Children with special educational needs who have a medical/psychological/psycho-educational and/or multidisciplinary report which has been presented to the school (see Annex 2 for more information about the medical/psychological/psycho- educational and/or multidisciplinary reports) and who manifest difficulties in learning and making educational progress.	
When?	The decision to offer ISA can be made at any point in the school year (for Nursery-Primary cycle) and until the Easter break (for the Secondary cycle), based on the recommendation of the Support Advisory Group, depending on the needs of the student concerned. In the Secondary cycle assessment reports are accepted after the Easter break and if necessary, meetings are held but support is put in the following school year. A decision may be taken when the student enters the school. A proposal to call a SAG and initiate a request may be done by the Class Council (January or June) or during the year depending on the needs of the student concerned. Parents may also initiate a request at any point in the school year, including in the enrolment phase. In order to make the decision, due consideration will be given to the medical/psychological/psycho- educational and/or multidisciplinary report. The SAG will analyse the recommendations proposed in the report based on the learning profile of the pupil, the school's organizational possibilities and the Policy. However, some recommendations may not be taken into account due to organizational reasons and the policy. For specific, urgent cases, the management of the School might take interim decisions, and Educational Support may be provided before/until the medical/psychological/ psychoeducational and/or multidisciplinary report is made available. The parents are present in the SAG meeting and thus informed of the measures put (and not put) in place.	
How?	Individual Support or in small groups of up to 3 pupils with a Support teacher in or out of the classroom. In case of a temporary closure of the School premises, the support will not be discontinued and will take place using the digital platform for distance learning used by EEB3.	Individual Support with a Support teacher outside of the classroom. In case of a temporary closure of the School premises, the support will not be discontinued and will take place using the digital platform for distance learning used by EEB3.
Procedure	Certain ISA students may also need the support of an Educational Support Assistant (for further information about the role of the Educational Support Assistant please see document 2011-07-D-1-en-1). This support could take place in and/or out of the classroom depending on the student's needs. The role and responsibilities of the Educational Support Assistant include 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. - Work with the pupil to become more autonomous and independent and should work towards decreasing support and increasing autonomy as the pupil progresses through each year of schooling. Professional Support with an external professional (e.g. speech therapist, occupational therapist, psychologist, etc.) chosen and paid for by the parents/legal representatives within the framework of a tripartite agreement may also be considered. It is important to note that such agreements should not be entered upon so as to replace after-school therapy session a pupil may need. It is important to allow the pupil to be included in class, as much as possible and time out of the classroom for additional support should be kept to necessity. It is also important that, when possible, such agreements do not take away the break time from pupils as this is needed for social development. A medical/psychological/psycho- educational and/or multidisciplinary report which as a rule cannot be more than 4 years old or when the pupil changes cycle is less than 2 years old, unless conditions for lasting diagnosis apply, written by an external expert must be sent by the parents/legal representatives to the Educational Support Coordinator. This report will be considered. The school psychologist may be consulted in this evaluation of the report and the implications on the pupil's educational provision. The school psychologist can comment on the recommendations made in the report and ensure that they are taken into account –when possible- when providing the support and in collaboration with all people involved with the pupil. The psychologists are better trained to read the reports than the support coordinators and thus interpret them more effectively. They give advice about the possible support to offer. If Intensive Support A needs to be considered, the Educational Support Coordinator will organise a SAG meeting to discuss the educational objectives for the pupil. Based on the recommendations of the medical/psychological/psycho-educational and/or multidisciplinary report and the Support Advisory Group, the Director shall take a reasoned decision, after which a support agreement is drawn up and signed. A decision by the Director is subject to appeal by parents or legal representatives within 15 days. The student's ILP is developed by the support teacher/ Support Leader/ Educational Support Assistant (if applicable) (considering the opinion of subject/class teachers in the secondary and the class teacher in the nursery and primary cycle) who may consult with the Educational Support Coordinator and will take into consideration the medical/psychological/psycho- educational and/or multidisciplinary report after its notification. In the case of a tripartite agreement, the drafting of the ILP is not necessary for the school.

Communication School/ Parents / Legal representatives	The parents/legal representatives of the pupil are invited to a SAG meeting chaired by the Deputy Director of the Nursery and Primary cycle or his/her delegate with the class teacher, support teacher and Support Leader (only in the case of the N/P cycle) /or Support Coordinator, L2 teacher, school psychologist and possibly external experts and/or inspector. If the pupil is already in the intensive support program, an oral evaluation of the current support is presented by all the various members at the meeting of the Support Advisory Group. The readjustment of the support or the continuation or termination of the intensive Support are discussed in the Support Advisory Group. The medical/psychological/psycho-educational and/or multidisciplinary report is taken into consideration in the decision-making process. The Support Agreement is signed, and the ILP drawn up or adjusted accordingly and shared with all teachers and parents within a reasonable period of one (1) month from the signature of the support agreement. Parents and/or legal representatives may obtain a copy of the signed agreement and minutes of the SAG meeting. A progress report of the support given is sent to the parents/legal representatives at the end of each semester of the current year. The professional draws up a progress report in the form agreed upon when the tripartite agreement is signed.	The parents/legal representatives of the pupil are invited to a meeting of the Support Advisory Group chaired by the Deputy Director of the Secondary or his/her delegate. At the SAG meeting the readjustment of the support or the continuation or termination of the intensive support are discussed in the Support Advisory Group which issues a recommendation for decision. Upon decision an agreement is signed, which allows the Support to be put in place and an ILP to be drawn up. The "medical- psychological- psychoeducational" and/or multidisciplinary report is taken into consideration in the decision-making process. The allocation of support is encoded in SMS. Parents and/or legal representatives must check the information in SMS. Parents and/or legal representatives may request to obtain a copy of the signed agreement. A progress report of the support given is sent to the parents/legal representatives at the end of each semester of the current year. The professional draws up a progress report in the form agreed upon when the tripartite agreement is signed.

6.4 Intensive Support B

INTENSIVE SUPPORT B		
Cycles	**Nursery - Primary**	**Secondary**
For Whom?	The support may be requested by the class/subject teacher and submitted to the Support Leader (only in the case of the N/P cycle) /to the Educational Support Coordinator and the Deputy Director. This request is evaluated and decided upon. The parents/legal representatives may also make a request through the class/subject teacher. In exceptional cases, and only for a limited period of time, the Deputy Director may decide to give Intensive Support B to a pupil or group of pupils who do not have a diagnosed specific educational need but who is in need of intensive language Support or who have major and temporary difficulties in following the normal school programme.	
When?	The decision to offer ISB support can be made at various points in the school year. However, since the ISB is normally offered to new students, most ISB requests are made at the beginning of the school year.	
	Periods of Support lessons in the following areas L1/ M/L2 during school time and for a number of periods expressed in minutes (30'-45'60'-90').	Due to the need to combine several schedules (students and teacher), support lessons ideally take place during a period in which the teacher and student(s) have in common or else in p6 or p7 lunchtime or p9.
How?	Groups of up to 10 pupils or individualized Support in class (only for Primary) or outside the classroom. In exceptional circumstances, groups may be larger. In case of a temporary closure of the School premises, the support will not be discontinued and will take place using the digital platform for distance learning used by EEB3. In the Secondary cycle, the course may be given either in the mother tongue or in L2.	
Procedure	The Individual Learning Plan (ILP) is developed by the Support teacher (and with the class teacher and the Support Leader (only in the case of the N/P cycle) in consultation with the class/subject teacher and/or the Support Coordinator. A Support agreement is submitted for signature at the Support Advisory Group meeting. Such decision is subject to appeal by parents or legal representatives within 15 days after its notification. A student may be withdrawn from the group at any time if it is considered educationally beneficial by the teacher/s concerned. Parents may also withdraw their child from support at any point in time by means of a written communication to the support teacher and the Educational Support Coordinator. Attendance at the Support course is compulsory. In the Secondary cycle, any absence is monitored by the Educational Adviser of the level.	
Stakeholders	The Support teacher/ the Support Leader (only in the case of the N/P cycle) and/or the Support coordinator in liaison with the class/subject teacher.	
Communication School/ Parents /Legal representatives	If necessary, a SAG meeting may be organised to discuss the needs of an ISB student at the request of the school or the parents. The offer of intensive type B Support is discussed with all the members of the Support Advisory Group. The Support agreement is drawn up and the parents and/or legal representatives are given a copy of the signed agreement. The support lesson will be seen on SMS in the pupil's timetable.	

	At the end of each semester/support provision, support teachers prepare written feedback in coordination with the class/subject teacher, which will be shared with parents/legal representatives.	A progress report of the support given is sent to the parents/legal representatives at the end of each semester of the current year.

7. Transition

7.1. Promotion and Progression

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

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

What is progression?

Being 'in progression' means that the student has not reached the expected level of achievement but can still follow the scholastic programme of his or her class year group. Progression without promotion applies to pupils who do not follow the standard but a modified curriculum.

- The request for a pupil to follow a modified curriculum can come from teachers, Educational Support coordinator or parents/pupil's legal representatives or school management.
- The school organises a SAG meeting to analyses the pupil's situation, the accommodations and measures of support put in place and what further support and or accommodations reasonably could be put in place within the curriculum.

Progression is an option to be considered only if all other reasonable alternative for integration in the curriculum is proven to be exhausted and/or it is in the interest of the pupil.

The class council decides in promotion or otherwise. Progression is proposed by the SAG and decided by the Director in collaboration with the families.

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

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

The final decision [on promotion] is taken by the Class Council based on the information provided by the class teacher, the Support teacher/ Support Leader (only in the case of the N/P cycle) as well as other stakeholders (e.g. Educational Support Assistant), taking into consideration the medical/psychological/psycho-educational and/or multidisciplinary report and the recommendation of the last Support Advisory Group meeting.

Article 61 B.7 of the document: General Rules of the European Schools (https://www.eursc.eu/BasicTexts/2014-03-D-14-en-17.pdf) states that,

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

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

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 a description of the pupil's performance. The Office of the Secretary General is working on issues of recognition of such certificates with different member states.
It is to be noted that the European Schools also provides a Junior Laureate Certificate at the end of S5 in the secondary cycle to pupils who are in promotion. Such certificate can be accessed on SMS.

7.2 Repeating

At the end of a school year, the Class Council may also decide that it is in the best interest of the child to repeat the school year just completed. Parents must receive early warning about the likelihood of repeating the class during the school year, in order to be able to take action in a timely manner and assist their child at home, if necessary.

Normally, the Class Council would have received the advice for repeating from the Support Advisory Group in the case of students under Intensive Support A. For further information about Class Councils and promotion, kindly consult the General Rules of the European Schools'

7.3 Transition between cycles

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.

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

Nursery > Primary

The transition from Nursery to Primary cycle is prepared throughout the year, and due to the strong Support team at EEB3 with one or two specific Support Teachers, Support Leader (only in the case of the N/P cycle) per language sections, there is a constant exchange of information. The Support teachers intervene both in Nursery and Primary and are therefore a valuable resource to ensure a continuous follow-up.

The Support teacher/Support Leader (only in the case of the N/P cycle) is also present at all Class Councils (all levels) of his/her language section and is in charge of keeping a record of the established documents. S/he is in charge of passing the relevant information to the new teacher, even if the Nursery and Primary teachers prepare the transition as well.

Primary > Secondary

Close communication between the cycles is important to allow a successful transition from Primary to Secondary levels. While confidentiality needs to be respected as much as possible, it is understood that certain information needs to be shared on a need-to-know basis.

The transition from year 5 of the Primary cycle (P5) to year 1 of the Secondary cycle (S1) is also prepared throughout the year. For students with an Intensive Support Agreement (A or B), the Support Advisory Group is held in P5 around May/June. The Educational Support Coordinator from Secondary cycle is invited to this meeting. The S1 Educational Advisor attends the P5 Class Councils the Educational Support Coordinator for Secondary informs the parents/legal representatives during this meeting about the educational Support system in the Secondary cycle.

For students who receive General Support and/or Moderate Support n P5 the information is passed on during preliminary meetings between the two cycles in the month of February and during the end-of-year P5 Class Council where the S1 Educational Advisor is present. The S1 Educational Advisor should also be informed if there are any pupils going to S1 who have an assessment report but receive no support so far. An additional exchange of information is organised by the class and Support teachers within their language section, and the Primary / Secondary Support Coordinator ensures that relevant information is shared. If a pupil received educational support in any year up to P4 (but not in P5) and the parent wishes to inform the teachers of this when their child reaches S1, they are invited to do so at the start of the year.

Once the pupils move to the secondary cycle, the Secondary Educational Support Coordinator ensures that all relevant information regarding ISA, ISB and Moderate pupils is passed on to the relevant teachers and the pupil's Educational Advisor at the start of the school year. It is to be noted that information about General Support that was given in the Primary ~~c~~Cycle is not forwarded to teachers once the pupils move to S1 in the Secondary Cycle. All teachers observe and evaluate the level of each pupil in the first few weeks of school and if General Support is needed, the pupils will be referred accordingly.

The Section Support Leaders (only in the case of the N/P cycle) upload all evaluation reports and ILPs into the P5/S1 Transition Team folder for each Moderate, ISA and ISB pupil.

Within secondary

The Secondary Educational Support Coordinator informs the Educational Advisors of the SEN cases in their particular year group and in turn the Educational Advisors inform all the teachers of each student concerned.

8. Communication

Consistent, effective communication between the class teacher, the Support teacher/ Support Leader (only in the case of the N/P cycle), the assistants, the Educational Advisors, the parents/legal representatives, and the student concerned benefits the student's pedagogical process, especially for students receiving more than one type of Support. For MS and IS, all teachers will be informed in a timely way of the support needs for a student, objectives will be detailed in the ILP, as well as the special arrangements and feedback mechanisms from the start of the support.

When parents seek communication, or have questions about the support provided, the support leader (only in the case of the N/P cycle) and support teacher are there to provide it.

All information must at the same time be handled with the utmost care for confidentiality in the interests of the student (see section on confidentiality).
In cases when the student receives Support or therapy outside the School, it is imperative that this information be shared between the different people involved in the student's education to allow having an overview of all interventions and to track any pedagogical or emotional/behavioral changes.

In order to have an effective communication, all people participating in the student's education are requested to handle all information in a confidential manner and share information on a need-to-know basis. Documents related to educational Support are confidential and kept in the student's Educational Support file.

The working documentation (for example the Individual Learning Plan) is also kept by the Support teacher, the educational support assistant (if applicable) or support Leader (in N/P) since they would have been the ones who wrote the ILP or GLP. This information is kept confidential and not circulated. It will be processed exclusively in the interest of the well-being of the child.

The teaching and management staff of EEB3 believe that when parents/legal representatives are involved in their student's education and work in partnership with the School, this creates an optimum learning environment, and healthy exchange enhances child’s progress.

It is important to encourage parental understanding and involvement at an introductory meeting at the beginning of the school year. It is also important to have formal and informal parent-teacher meetings during the school year, so that parents are fully informed of the student's progress.

Parents will receive a report by the end of each semester from the Support teacher teaching their child or from the educational support assistant (if applicable). Parents will also have the opportunity to attend the parents' evening and meet with the Support teachers, as well as subject teachers.

Parents/legal representatives are encouraged to ask for feedback from teachers and the Support teacher/s prior to any important psychological/psychiatric appointment outside the School, to receive the most recent educational and behavioral updates.

Parents also have a role to play in supporting their child at home when homework is given and tests are planned, as this complements the work done at School. Communication can also be done through the student's agenda, SMS and Teams (in the case of secondary cycle pupils).

9. Applications and Enrolment

When applying for entry to EEB3, parents/legal representatives of students with special educational needs are invited to fill in the application form. Parents/legal representatives of students with special educational needs can also ask for a meeting with the Educational Support Coordinator, who will explain the types of educational Support available in EEB3 as well as how it is organised, including information on promotion, progression, and possible transition to other schools. However, it is important for parents to read this document and other official texts to understand the distinction between progression and promotion. In this way, the parents/legal representatives are in a better position to decide if the school fits the student's needs.

In the application, the parents/legal representatives are also requested to indicate whether they wish to apply for support and to provide a medical/psychological/psycho- educational and/or multidisciplinary report of the student's needs and recommendations (see Annex 2). In case of application for ISA on enrolment, the necessary steps and documentation are discussed, and parents may be asked to obtain a medical/psychological/psycho-educational and/or multidisciplinary report. It is imperative that the parents/legal representatives inform the School of any special educational needs the student may have, as this is in his/her best interest. Parents/legal representatives are urged to share any documentation that can help the School assess the situation in the best interest of the student, preferably in the language of the section attended by the pupil

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

1. Collecting the documentation concerning the student	
Who?	Educational Support Coordinator, parents, external experts
Procedure	**First step**: Based on the request for Intensive Support A in the enrolment documents (information about enrolment at EEB3 can be sought from IXL-ENROLMENTS@eursc.eu made by the parents, the Educational Support Coordinator collects all information regarding the needs of the pupil. Due consideration will be given to the information/recommendations of the medical/psychological/psycho-educational and/or multidisciplinary report. If the Educational Support Coordinator envisages difficulties regarding the integration or inclusion of a child based on the documentation received, (s)he consults the following: ▸ the Educational Support Coordinator/Director of the cycle the pupil is currently attending, ▸ the in-school Support team and appropriate external experts assess both the possibility for and likely obstacles linked to admission of the chosen European School. **Second step**: meeting with the parents of the child (if found to be appropriate) The Deputy Director and the Educational Support Coordinator and Support Leader concerned (only in the N/P cycle) meet the parents and relevant external experts following the child. If necessary, other members of staff may be present at these meetings. If it is found to be appropriate, the child can also be invited.

2. Writing and discussing an internal report	
Who?	Educational Support Coordinator, SAG
Procedure	**First step**: The Educational Support Coordinator plans the needs and the resources in collaboration with the Support Leader (only in the N/P cycle). Based on all the information gathered, and due consideration given to the a medical/psychological/psycho- educational and/or multidisciplinary report medical / psychological / psycho-educational / multi-disciplinary report, the Educational Support Coordinator, in collaboration with the Support Leader (only in the N/P cycle) draws up a list of the provision necessary linked to the pupil's special needs: - The nature, type and amount of Support needed, - All necessary human resources: internal and external, in particular specific expertise of teaching staff and appropriate qualifications, - special arrangements, classroom adaptations or any other instruments of reasonable accommodation, materials, room etc. This list will also serve as a starting point for the ILP for the pupil if he/she is admitted to the European School. A financial statement is prepared based on the above list with the help of the financial department of the School. If the School is currently unable to provide for all the needs identified on the list (e.g. lack of appropriate human or material resources) the Coordinator checks the possibility of accessing these resources via external experts, services available within the local community and considers if a tripartite agreement could be set up. Where possible, alternative options for schooling of the child in the host country should be addressed. **Second step**: The Educational Support Coordinator writes an internal report. Using the information collected a preliminary report is drawn up by the Educational Support Coordinator with a summary of the pupil's history. With regard to Support measures, special arrangements and resources, a clear distinction must be made between those which the School could provide through its own staff or through local Support services/therapists/external experts, and those which it would be unable to provide through its own staff or through local Support services/therapists/external experts. In case of the latter, all reasons will be explained in the report. The report will identify and thoroughly analyses the causes and reasons why the School might have to declare itself unable to meet the child's needs. Where possible, the report will address alternative options for schooling of the child in the host country. **Third step**: SAG discusses the report written by the Educational Support Coordinator ▶ The Director will convene a meeting of the SAG to be chaired by the Director or his/her delegate to which the parents/legal representatives (who may be accompanied by external experts) will be invited in order to declare the School able/unable to meet the children's needs. ▶ The draft report of the Support Coordinator will be shared ahead of the meeting. ▶ The SAG will thoroughly discuss the situation described in the report, examine the special educational needs, the current and potential future Support measures, the current and potential future resources, the options for alternative schooling, considering above all what will be in the best interest of the child.

	▶ The discussion should lead to a proposal regarding the enrolment or non-acceptance of the child at the School. ▶ In the latter case, the proposal will be accompanied by some recommendations on alternative schools based on pedagogical considerations and also indicating the Support measures needed. ▶ The Support Coordinator will finalise the report including all relevant information received. The minutes of the Support Advisory Group meeting will be annexed to the report. Both the report and its annex(es) are strictly confidential documents.
3. Taking the decision	
Who?	Director, Educational Support Inspector, National Inspector
Procedure	The Director will send the report to the Support inspectors and the responsible national inspector for her/his opinion/advice. Based on the recommendation of the SAG, the Support inspector and the national inspector, the Director may: ▶ declare the School unable to meet the child's needs, duly justifying the reasons on the basis of all documentable evidence submitted, ▶ decide on the enrolment of the child and start the relevant procedure in order to draft the ISA and the ILP.
4. Communicating the decision	
Who?	Director, Educational Support Coordinator, legal representatives of the student
Procedure	The Director will convene a meeting with the Educational Support Coordinator and the parents (legal representatives) of the child and inform them on the decision explaining the situation and all the reasons for it. In case the School declares unable to meet the child's special educational needs the Director will also explain the recommended alternative schools and offer where possible his/her help by involving the national inspector, establishing contacts with the relevant schools. The Director will inform the parents within one week in writing about his/her decision explaining the situation and the underlying reasons. The decision is open to an administrative appeal before the Secretary-General. Once a student who requires educational Support is enrolled at EEB3, a SAG for ISA pupils may be called to discuss the needs of the student and to set out goals and objectives for the school year.

10. Discontinuation of studies at EEB3

Most students who enter EEB3 finish their schooling in the same school if the family remains in Brussels. This includes students with special educational needs. However, there may be cases where at a certain point in the educational journey of a child, it is believed to be more beneficial for the child to attend another type of school that can cater to their needs. It is important to note that up to this point in time, the only exit point of the European School system is the European Baccalaureate.

If at a certain point in time, it starts to become clear that there is evidence that the child is unlikely to obtain the European Baccalaureate, alternative schooling which lead to other forms of certification may be considered. If there is to be a discontinuation of studies at EEB3, the following procedures will be adhered to.
Before declaring that the School is unable to continue meeting the child's special educational needs in case of a child already enrolled in the school, the Director will ensure all efforts possible have been made in line with the educational Support guidelines of EEB3 and the relevant documents on educational Support of the European school system. The decision for discontinuation of studies follows a strict procedure and different steps.

5. Collecting the documentation concerning the student	
Who?	Educational Support Coordinator
Procedure	Based on the available documents the Educational Support Coordinator will review the special educational needs of the child. The following documents form the basis for this review: ▸ the medical / psychological/ psycho-educational and/or multi-disciplinary reports, ▸ the ISA, ▸ the ILP, ▸ the school/progress reports, ▸ the minutes of the SAG meetings, ▸ the reports of external experts and those from professionals working under a tripartite agreement, ▸ any other relevant documentation.
6. Writing and discussing an internal report	
Who?	Educational Support Coordinator, SAG
Procedure	<u>First step</u>: The Educational Support Coordinator examines the documentation and writes a detailed report ▸ **A summary of the pupil's history.** This report shall give due consideration to the findings of the medical/psychological/psycho- educational and/or multidisciplinary report. ▸ **A clear distinction of Support measures** must be made between those for which - The school could provide through its own staff or through local Support services, therapists/external experts - The school is unable to provide through its own staff or through local Support services, therapists/external experts. In case of the latter, all reasons will be explained in the report. An analysis of causes and reasons why the school might have to declare itself unable to meet the child's needs. If possible, the report will present alternative options for future schooling of the child in the host country.

	This will be done in consultation and collaboration with the external experts, when possible, responsible for writing the medical / psychological/ psycho-educational and/or multi-disciplinary report. **Second step:** SAG discusses the report written by the Educational Support Coordinator ▶ The Director will convene a meeting of the SAG to be chaired by the Director or his/her delegate to which the parents (who may be accompanied by external experts) will be invited. ▶ The Support Coordinator will present her/his preliminary report. ▶ The SAG will thoroughly discuss the situation described in the report, examine the special educational needs, the current and potential future Support measures, the current and potential future resources, the options for alternative schooling, considering above all what will be in the best interest of the child. ▶ The discussion should lead to a proposal regarding the continuation or discontinuation of the studies of the child at the School. In the latter case, the proposal will be accompanied, if possible, by some recommendations on alternative schools. This will be done in consultation and collaboration with the external experts, when possible, responsible for writing the medical / psychological/ psycho-educational and/or multi-disciplinary reports.

7. Taking the decision	
Who?	Director, Educational Support Inspector, National Inspector
Procedure	Based on the opinion of the SAG, the Support inspector and the national inspector, the Director may declare the school unable to meet the child's needs, duly justifying the reasons on the basis of all documentable evidence submitted, declare that the school is able to partly meet the child's needs but inform the parents that there might be better solutions available in the education system of the host country and provide the parents with relevant information concerning the advantages of the latter, decide on the continuation of the enrolment of the child and start the relevant procedure in order to renew and possibly modify the ISA and the ILP.
8. Communicating the decision	
Who?	Director, Educational Support Coordinator, legal representatives of the student.
Procedure	The Director will convene a meeting with the Support coordinator and the parents (legal representatives) of the child and inform them on the decision explaining the situation and all the reasons for it. If the School is not able to meet the needs of the child, an appropriate Support will be given to the parents including the guarantee of liaison with the child's future school and contacting the national inspector for advice if necessary, in order to provide as smooth a transition as possible. The decision is open to an administrative appeal before the Secretary-General.

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

The documentation will provide information about:

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

11. Individual Learning Plan (ILP)

(also applicable to Group Learning Plan GLP in the case of General and Moderate Support)

When an agreement is signed by the parents and the school, it will list the support that is to be given to the pupil. Once it is determined what support is to be given and a teacher/educational support assistant (if applicable) is allocated to give this support, the drafting of the ILP by the teacher can start.

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

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

In the nursery/primary cycle a hard copy and a digital form of the ILP and GLP is placed in the pupil's individual file. In the secondary cycle, the copy of the ILP is kept digitally.

12. Support Advisory Group (SAG)

12.1 New Enrolments to the School

When the school receives an enrolment request that indicates that the pupil has special educational needs, the school analyses the information and gives pedagogical advice. In certain cases, a meeting is held with the parents/legal representatives to clarify the needs so that the school can identify what support a European School can offer.

Once the pupil is awarded a place in our school and it has been accepted by the parents/legal representatives, the EEB 3 Enrolment Office shares the information regarding special educational needs if it has been received from the parents to the Educational Support Coordinator of the cycle. This information is analysed by the school.

The school:

- Analyses the grounds of the application, on the basis of the expert reports and on the case history;
- Based on the multi-disciplinary report, formulates special arrangements (if applicable) to meet the pupil's special needs (arrangements concerning special equipment, teaching material, individual Support);
- Reaches one of the following conclusions:
    - General or Moderate Support is the most suitable form of provision (a discussion with parents/legal representatives may also be necessary in some cases);
    - The case is on where Intensive Support is needed;

If, based on the documentation, the school concludes that Intensive Support A is needed a SAG meeting will be organised.

12.2 Enrolled pupils who need to be considered for the ISA Support Programme

When a pupil who is enrolled at EEB 3 is identified as possibly needing ISA support (either by the teacher or the parents/legal representatives), the school asks the parents/legal representatives to present an assessment report (if this has not already been provided). Once the school receives the assessment report, the school:

- Analyses the grounds of the application, on the basis of the expert reports and on the case history;
- Based on the multi-disciplinary report, formulates special arrangements (if applicable) to meet the pupil's special needs (arrangements concerning special equipment, teaching material, individual Support);
- Reaches one of the following conclusions:
    - General or Moderate Support is the most suitable form of provision (a discussion with parents/legal representatives may also be necessary in some cases);
    - The case is on where Intensive Support is needed;
    - If, based on the documentation, the school concludes that Intensive Support A is needed a SAG meeting will be organised.

12.3 End of Year SAG Meetings for EEB 3 Pupils

A SAG meeting for pupils with ISA support is organised at the end of the school year to discuss the overall progress of the student. During this meeting, all parties communicate their views on the student's situation and progress, the end-of-year transition, and the estimated Support needs for the next school year.

12.4 SAG Structure

Support Advisory Group	
Nursery and Primary	**Secondary**
Chair: Director or their delegate: member of the management or the Educational Support Coordinator	Chair: Director or their delegate: member of the management or the Educational Support Coordinator
Where appropriate, the school may request the assistance of the relevant inspector(s): Support Inspector for the Nursery and Primary cycle, and/ or the inspector of the pupil's nationality and/or the inspector of the school's host country.	Where appropriate, the school may request the assistance of the relevant inspector(s): Support Inspector for the Secondary cycle, and/or the inspector of the pupil's nationality, and/or the inspector of the school's host country.
Teachers ▸ class teacher ▸ other teachers involved (where appropriate) ▸ L1 teacher ▸ Support leader (only in the case of N/P cycle) ▸ support teacher ▸ Educational Support Assistant (if applicable) ▸ support coordinator	Teachers ▸ class teacher ▸ teachers of the subjects concerned ▸ L1 teacher (where appropriate) ▸ support teacher ▸ Educational Support Assistant (if applicable) ▸ support coordinator ▸ cycle coordinator (where appropriate) ▸ educational adviser (where appropriate)
Specialists: ▸ school psychologist ▸ school doctor (if necessary) ▸ other specialists as the therapists working under a tripartite agreement (if necessary)	Specialists: ▸ school psychologist ▸ school doctor (if necessary) ▸ other specialists as the therapists working under a tripartite agreement (if necessary)
The parents/legal representatives of the pupil concerned who may be accompanied by a qualified specialist.	The parents/legal representatives of the pupil concerned who may be accompanied by a qualified specialist.
Liaison between two teaching levels: ▸ the primary teacher, where appropriate, to liaise when the child moves up to the primary; ▸ the Educational Support Coordinator of the subsequent level; ▸ one or more secondary cycle teachers, where appropriate, to liaise when the pupil moves up to the secondary.	Liaison between two teaching levels: ▸ the Educational support coordinator of the precedent level; ▸ the primary teacher and the previous support teacher, where appropriate, to liaise when the child moves up to the secondary;

After de meeting

In some cases, the Intensive Support Agreement can already be signed at the end of the meeting. In other cases, the Educational Support Coordinator/Support Leader (only in the case of N/P cycle) includes the information and conclusions of the meeting in the Intensive Support Agreement and the parents/legal representatives are invited to sign it at a later date. Parents receive for signature the IS Agreement. A copy of the signed IS Agreement will be sent to the parents by the Support Leader (only in the case of N/P cycle). The minutes of the SAG meeting are distributed to all participants.
The conclusions generally include advice for the Class Council on promotion, progression, or repeating the year. They also state the estimated support to be put in place as of September (in school and outside) taking into consideration any recent medical/psychological/psycho-educational and/or multidisciplinary reports provided to the school.

The main functions of the SAG are:

To meet officially once a year to evaluate, initiate, renew, or terminate the Support agreement (for Intensive Support A students).

When deemed necessary, a meeting of the Support Advisory Group, in either plenary or restricted session, may be held at any point during the school year to discuss the student's progress, to evaluate the Support and/or amend the Support agreement, with consideration given to the a medical/psychological/psycho- educational and/or multidisciplinary report expert assessment or report. This is usually organised by the Educational Support Coordinator in consultation with the Deputy Director and/or the Director (his or her delegate), or the parents/legal representatives of the student.

The school issues invitations to all the parties involved, outlining those that will be present at the meetings, their respective roles and the agenda for each meeting.

Parents/legal representatives are encouraged to invite external experts who are working with the student in an educational context outside the school (or within the school on the Tripartite Agreement, see section 17).

The Support Advisory Group meeting is chaired by the Deputy Director or his/her delegate.

The Support inspector may be present at some of the meetings.

The school's psychologist, cycle coordinator and/or the educational advisor (may be present, depending on the student's needs.)

A multidisciplinary approach is applied with the student's parents/legal representatives and both internal and external experts present to discuss the student and their progress. All parties are invited to contribute.

The student's individual learning needs and objectives are discussed, along with the Support measures and special arrangements that may be needed, including Tripartite Agreements and a Support assistant if necessary. The recommendations of the SAG will form the basis for the Agreement between the Director and the parents/legal representatives.

13. Special arrangements and Classroom accommodations

13.1 Information

- Some students may need special arrangements in order to allow a student access to the standard curriculum.
- They are not intended to compensate for lack of ability, but to allow a student to achieve his/her potential in the fairest conditions possible.
- Special arrangements can only be authorized when they are clearly related to the student's diagnosed physical, educational and/or psychological need(s). This will be given serious consideration together with other observations and pedagogical opinions.
- Special arrangements can be granted to pupils who have no support lessons.
- When assessing the student (on promotion), the teacher uses the same standards of assessment Chapter IX General Rules of the European Schools regardless of whether a student has a diagnosis or if s/he receives special arrangements or not. This is important as otherwise the student might be considered in progression without promotion with the linked consequences.
- Special arrangements include changed or additional conditions during the written and/or oral examinations.
- A request by teachers or parents/legal representatives should be made to the Educational Support Coordinator in the case where a student would benefit from a special arrangement in order to compensate for a physical or learning difficulty or other special educational needs. The request must be introduced at least one month before the start of the exam/B-test session with a recent report (according to procedural document, no older than 2 years). If the request is made closer to the exam/B test session in less than 1 month, the arrangements will not be put in place for the upcoming session, but the following one.
- More than one arrangement can be applied for.
- All students receiving special arrangements require a medical/psychological/psycho- educational and/or multidisciplinary report the (for details consult: Provision of Educational Support and Inclusive Education in the European Schools – Procedural Document, explaining the justification for the special arrangement/s.
- Each application will be treated on its own merit. The Deputy Director takes the final decision whether or not to allow for special arrangements (in S1 to S5), and to define for which subjects these can be used.
- Special arrangements for the BAC cycle (year S6 and S7) are applied for in year S5 (deadline is in October of S5) and, again, the parents/legal representatives of the students receiving such arrangements will be informed by the School well in advance of the deadline in order to present an updated medical, psychological, psycho- educational and/or multidisciplinary report valid for the BAC cycle (year S6 and S7). The report should not date back more than two years from the date of the time of application for special arrangements in S5.
- Some special arrangements for the BAC cycle (year S6 and S7) may be granted by the school (after informing the Office of the Secretary General of the European Schools-OSG) and others will be decided upon by the Central Office of the European Schools. Once a decision has been taken by the Central Office, there is no form of appeal that can be made either by the school or the parents/legal representatives.
- If a new student comes to the school in S5, S6, or S7 exceptions can be made by way of special arrangements, if there is a diagnosed physical, educational and/or psychological need(s). However, in the BAC cycle it is always the Central Office who needs to decide on whether special arrangements are given or not except for special arrangements that can be decided upon by the Director.
- All requests for special arrangements (for S4 till S7) done after October 15 will not be finalized for the exams and/or B-tests in December or January of that school year. However, they will be

treated for approval for the sessions in the second semester. A request for such arrangements will only be accepted up to the start of the Easter holidays. If a request is received after the Easter holidays, it will be put in place the following school year.

- The medical/psychological/psycho-educational and/or multidisciplinary report provided must be translated into English, French or German.
- Normally such assessment reports include tests. The assessment must specify the techniques and the tests used to define the specific difficulties of the student. This assessment must also include the academic positioning of the pupil with regard to average scores. It is very important for the assessment report to include results of tests and not solely the names of tests carried out. The recommendations for special arrangements must be defined in a precise manner (e.g., additional time, use of computer etc.).
- For the students receiving Intensive Support type A (ISA) these arrangements will be discussed at the Support Advisory Group meetings.
- Some students receiving special arrangements do not receive Educational Support in the School.
- Extraordinary special arrangements can also be considered but these can only be implemented if the school can accommodate them. For the BAC cycle, most special arrangements will need to be decided upon by the designated inspectors at the Office of the Secretary General of the European Schools-OSG
- All special arrangements are recorded in the student's file.
- A non-exhaustive list of special arrangements that can be applied for is enclosed in the Provision of Educational Support and Inclusive Education in the European Schools – Procedural Document

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

Please refer to: Procedural Document (2012-05-D-15-en-15)

13.3 Special arrangements in S6 and S7 (BAC cycle)

Please refer to: Procedural Document (2012-05-D-15-en-15)

Noting that a special, centrally organised, application procedure applies for all European Schools with a deadline in [October] of the school year before the start of the BAC cycle (S5).
A student who has a medical/psychological/psycho- educational and/or multidisciplinary report but has not received support lessons can also be eligible to apply for special arrangements.
All special arrangements approved by the OSG will be put in place for the two years of the BAC cycle.
Parents should ensure that they discuss the request with their child and that their child accepts the request as a number of pupils often do not want the arrangements.

13.4 Classroom accommodations

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. It is to be noted to use assistive technology one must use a computer and, therefore one must be proficient in typewriting skills.

Where normal differentiation in the classroom is not enough, the European Schools provide a range of support structures. Support is flexible and varies as a pupil develops and his/her needs change.

Please refer to the: Procedural Document (2012-05-D-15-en-15)

14. Accessible Written Assessments

Please refer to: Guidelines on how to write accessible written assessments (2022-09-D-12-en-3)

15. Care Team

The Care Team at EEB3 is present in both the Nursery and Primary Cycle and the Secondary Cycle. The Care Team allows for the exchange of relevant information (often including cases of Educational Support) in a confidential way to inform the key people in the School and divide tasks.

Present at these meetings are:

- Deputy Director of the cycle
- Assistant Deputy Director of the cycle
- School Psychologist
- School Nurse (if needed)
- Educational Support Coordinator
- Educational Advisers (if needed)
- Home School Liaison Officer (if needed and applicable only to the Secondary cycle) *

Each member is frequently in contact with the class teachers, subject teachers, support teachers, Support Leader (only in the case of N/P cycle), L2 teachers, as well as the Educational Support Assistants, parents, assistance services, and the external specialists at School, depending on his/her function. Staff members are encouraged to contact the Care Team if they have a concern or question about a pupil.
The purpose of these meetings is, to take into account, the behaviour and needs of pupils requiring special attention, and to strive to respond to them in the most appropriate way.

* **The Home School Liaison Officer is employed in the Secondary Cycle.**
The role and responsibilities include:

- When a student is absent for longer time the Home school liaison officer will take contact with the family via teams or at school.
- Following this meeting the HSL Officer will get in touch with the students' teachers, inform them about the students' issues (taking into account the privacy of the student) and ensure the material to study or for homework is send to the student.
- Depending on the situation some students are offered a 'learning to learn' session per week.
- The HSL officer has a regular contact with the pedagogical advisor of the student, the educational support coordination team, the Deputy Director and the school psychologist. Regular contact with the family, sometimes with external specialists and teachers is guaranteed. This as well as the needed contacts and meetings to ensure a fluid reintegration of the student into school and class can take place.

16. Gifted students

As educators, we are very aware of the broad spectrum of individual needs. While it is understandable that focus is placed on students who are experiencing frustration due to a certain learning difficulty, this frustration can also be present in those students who are gifted and thus may also need special attention when it comes to their learning programme. Gifted students have a capacity for talent, creativity and innovative ideas, but they will only excel if we support them to learn in an appropriate way.

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.

Teachers at EEB3 already practice differentiation in the classroom and have also had some experience with projects that target students with high potential.
This is an area which EEB3 wishes to explore and research more, so as to be able to develop educational programs that cater for each and every student (Document 2023-01-D-29-en-4)
(See: Provision of Educational Support and Inclusive Education in the European Schools – Procedural Document)

At EEB3, we design programmes for gifted pupils depending on their needs.

Provision may include:
- LogiGroup in Nursery and Primary
- STEM
- Challenge Programmes (e.g. encoding, subject support taught in another language other than the mother tongue, etc) in Secondary
- Revolving door model

Refer to the document Gifted pupils in the European Schools (2023-01-D-29-en-4)
(See: Provision of Educational Support and Inclusive Education in the European Schools – Procedural Document)

17. Tripartite agreements with therapists (external professionals)

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

The provision will be organized on the basis of a tripartite agreement. A tripartite agreement is a contract established between the School, the parents/legal representatives of the student and the therapist (included in the list of therapists approved by the European Commission.) Such agreement is prepared by the Support Leader/Educational Support Coordinator after the decision is agreed upon during SAG meeting. It is up to the Support Leader/ Educational Support Coordinator to check all parties have signed the tripartite agreement and then file it in the pupil's dossier.

The role of the School is to make available a suitable room, when possible, where the consultation between the student and the professional will take place, and to organize the therapy session according to the student's timetable. Priority is always given to the school timetable regarding scheduling of a tripartite service. The School will provide coordination and monitor the student's development.
The therapist will provide his or her services completely independently and will set the cost of the said services freely in discussion with the pupil's legal representatives. Specialists are paid directly

by the parents or legal representatives. Parents/legal representatives may explore reimbursement issues with the relevant schemes they are connected with.

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

This application is then submitted to the PMO for approval. Once approved, the therapist gets a notification from the Webmaster stating they will appear on the lists.
The lists are updated 4 times a year. However, depending on the complexity of the application, the validation can take some time.

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 Educational Support coordinator, and support teachers, subject teachers, class teachers and Support Leader (only in the case of N/P cycle) collaborate with those experts who may also be invited to the meetings, such as the Support Advisory Meetings (SAG).

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.

18. Conclusion

At EEB3, we strive to create a flexible support system that allows for individual solutions - no two students are alike. At EEB3, we have a committed team of professionals including coordinators, teachers and educational support assistants. Our aim is to use up-to- date and open approaches in a respectful environment that allow children to learn about their individual strengths and needs.
In order to achieve this, close cooperation and communication between parents, the pupils themselves and the school professionals is essential.

19. Final thought

Our ultimate goal is to help students develop their full potential while being happy, self-confident and active learners. All students can learn. It is our aim to help them in this educational journey to be content, active, communicative, analytical, and reflective European citizens.

20. Useful links

- 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)
- European Schools website: www.eursc.eu
- European School Brussels III website: www.eeb3.eu

ANNEX 1

The Educational Support Coordinator

The Director/Deputy Director will appoint one or more Educational Support Coordinators. The purpose of coordination in the schools is to organise and implement the educational Support policy successfully and efficiently. Such coordination will include:

- **Assisting** the Director/Deputy Director in providing educational Support, 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. The Support Leaders in the N/P cycle also liaise with the secondary cycle;
- **Harmonizing** educational Support provision within and across language sections;
- **Identifying** needs for in-service training in the educational Support area;
- **Ensuring** the implementation of a harmonized approach in the early identification of and intervention in specific learning and educational needs;
- **Playing** an active part in organising educational Support and in-service training;
- **Coordinating** the support teachers and the Educational Support Assistants;
- **Contributing** to awareness-raising within the school's community;
- **Liaising** with the Support Leaders in the N/P cycle, with the existing teams/groups in the school with the responsibility of ensuring the pupils' wellbeing;
- **Compiling** Support data;
- **Keeping** a record together with the Support Leaders in the N/P cycle) of all students receiving General, Moderate or Intensive Support; in cooperation with the Support Leader (only in the N/P cycle)
- **Keeping** and storing confidential documents, GLPs and ILPs in line with the General Data Protection Regulation;
- **Recommending**, in consultation with other professionals, working with the student(s) when there is no further need for educational Support;
- **Acting as** (together with the Support Leaders in the N/P cycle) a contact point for parents/legal representatives, students, staff and, if necessary, other experts and informing them of students' educational needs;
- **Contributing** to harmonization of educational Support within the ES system.

The Educational Support Coordinator will have good management skills, a good knowledge of different languages, as well as qualifications and, whenever possible, experience in teaching students with diverse needs. Coordinators' duties will be modified in accordance with the particular conditions in each School. They will be clearly defined in the job description. The Coordinator will have a key administrative and pedagogical role. The time allocation will reflect each school's particular needs. The time allocated should be sufficient to perform the job effectively and professionally.

In the Nursery and Primary cycle, the Educational Support Coordinator is supported, partly delegated and shared by Support Leaders (only in the N/P cycle). Each of our 7 sections has a Support Leader. The role of the SL is to communicate with stakeholders in the section, to liaise with the Educational Support Coordinator, to organise the implementation of support in their section, to organise and

follow up in all compiling of support data, and participation in all meetings related to support in their section.
(2020-01-D-17-en-7 Recommendations concerning the Qualifications and Expertise of Educational Support Coordinators in the European Schools).

The Section Support Leaders in the Nursery/Primary Cycle (for each linguistic section)

Main purpose of the function: responsible for coordination in the respective language section under the leadership of the Educational Support Coordinator. The SSLs are also the link between the language section and the Educational Support Coordinator.

Position in organization: Reports to the Educational Support Coordinator and the Deputy Director, Nursery and Primary.

Duties and key responsibilities:

1. Link between the class teachers, the other support teachers, subject teachers, the external specialists, the parents and the management:

- Discuss together with the class/subject teacher and the school psychologist (MS, IS) the support needs of the pupils (GS, MS, IS, assistance, etc.) throughout the school year and make such recommendations to the Educational Support Coordinator.
- Make sure that the support needs are clearly indicated in the class council lists
- Recommend to the educational support coordinator and the management newly determined needs
- Organise/participate in meetings with parents and/or teachers for children in MS and IS
- Stay in touch with the parents via email
- Make sure that the class/subject teachers are aware of how to inform the parents about the support system
- Inform the parents about the required assessments and the updates of assessments
- Make sure that all MS and IS pupils receive a support evaluation together with the annual report at the end of the school year
- Discuss the support hours with the class/subject teachers and the support teachers and then make recommendations to the Educational Support Coordinator for approval of changes in the schedules of the support teachers

2. Link to the educational support assistants:

- Organize regular meetings with the educational support assistants of the respective language section

3. Link to the external experts, like speech therapists, psychomotricity etc.

- Define the needs together with the class teacher and the external expert
- Organize and participate in a SAG meeting with all parties
- Coordinate the tripartite contracts
- Make sure to be informed about the screening results in the nursery and P1, which are done at the beginning of each school year by external therapists

4. Administrative duties:

- Provide the management with regularly updated lists of pupils in the support
- Make sure that all the ILPs and assessments are updated
- Manage the regular storage update of the GS, MS and IS files in the support room and in the management's office
- Recommend the hours to be attributed to the support teachers
- Organize support meetings in the section
- Participate in the pre-selection and recruitment process of new support teachers and assistants
- Coordinate and inform the support teachers, assistants and class teachers about steps to take (i.e. deadline for ILP, support evaluations, SAG meetings etc.)

5. General responsibilities:

- Do language tests for newly enrolled pupils
- Be present in all the class councils where applicable.
- Order the yearly support supplies: select material, books etc. to be ordered for the support every year, ask a cost estimation from different providers, order the material respecting the available budget.

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. 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 who have individual educational needs (academic, learning, emotional, behavioral 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;
- Informs the teachers of the student in case of IS about the difficulties and the arrangements for the student.
- Uses appropriated differentiated teaching methods and support pupils in developing appropriate learning strategies using adapted teaching mater
- 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;
- in nursery and primary undertakes detailed observation and assessment and supports Class and Subject teachers in early identification of educational support needs;
- 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 Educational Support 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 about the child's progress and needs;
- attends meetings
  participates in training.
- takes responsibility for his/her continuous professional development, including reflecting on the (own) practice and continually learning and updating their knowledge.

(2019-12-D-39-en-6 Profile of Teaching Staff involved in Educational Support and Guidelines on their Appointment and Recruitment)

Educational Support Assistants

Educational Support Assistants have an important role in Supporting students 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 student will be integrated into the class.

The role and responsibilities of the Educational Support Assistant include tasks in the areas that involve:

- Work closely with teachers, Education Support staff, and other school professionals to develop and implement inclusive practices.
- Participate in meetings with educational support teams to review pupil progress and adjust support plans as needed.
- Engage in ongoing professional development to stay current with best practices in inclusive education and special educational needs.
- Share knowledge and insights gained from professional development with colleagues to promote a culture of continuous improvement in inclusive practices.

The profile, job description and working conditions of the Educational Support Assistant are described in 2024-06-D-14-en-4

The job description includes:

- Assist teachers in designing and implementing differentiated instruction to cater to all pupils' diverse learning preferences and needs.
- Support the development and use of individual learning plans (ILPs) for pupils requiring additional support.
- Provide targeted educational support through one-on-one or small group instruction, focusing on pupils who need extra help with specific subjects or skills.
- Utilise assistive technologies and educational tools to enhance learning experiences for pupils with special educational needs.

- Facilitate the inclusion of pupils with special educational needs into mainstream classroom activities and activities outside the school premises, ensuring they participate fully and meaningfully.
- Promote positive interactions and peer support among pupils to foster an inclusive classroom culture.
- Implement strategies to manage and support positive behaviour in the classroom.
- Track and document pupil progress, noting achievements and areas needing improvement.
- Provide feedback to teachers on the effectiveness of instructional strategies and interventions.
- Foster a supportive and understanding environment that addresses the social and emotional needs of pupils with special educational needs.
- Under teacher supervision, implement activities and programs that promote social skills, self-esteem, and resilience.
- Provide emotional support and guidance to pupils, helping them navigate social interactions and build positive relationships.
- Provide direct physical care, including assistance with mobility, toileting, feeding, and medical procedures as required, supporting pupils' health and well-being throughout the school day, including school activities outside the school premises.
- Ensure the safe use and maintenance of any medical or mobility equipment.

Therapists

There might be students whose development and learning needs require special Support given by paramedical auxiliary staff (essentially speech, behavioral and physical therapists). The provision will be organised on the basis of a tripartite agreement.

The school's role is to make a suitable room available to the student and to the professional whose services are used, to agree on a timetable, to take account of class activities and to provide coordination and monitor the student's development through meetings of the Support Advisory Group in which therapists may participate. These therapists provide services and are paid directly by parents. Only for attendance at each meeting of the Support Advisory Group, at the school's request, will the therapist 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 qualifications[1]. 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.

School Psychologists

School psychologists contribute to the organization and day-to-day operation of the Educational Support Service.

Their missions may range from:

- collaboration/intervention in setting up accessible learning environment for our students;
- develop activities of early detection and prevention of learning difficulties/disabilities/disorders;
- support teachers and other support staff in understanding student's cognitive, emotional and behavioral profiles;
- support pedagogical staff on implementing measures of Intensive Support and Special Arrangements and or/classroom accommodations;
- facilitate/establish contact with external experts/resource centers;
- participation in the SAG;
- support families throughout the process of obtaining cognitive and other specialist assessments, providing guidance on appropriate referral pathways.

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

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

Material resources - 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 (2021-02-D-12-en-6 Accessibility Policy in the European Schools) 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 technological 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. EEB3 has also developed a Multi-Sensory Room located in the primary cycle to be used for a variety of purposes for students with special educational needs.

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

ANNEX 2

Criteria for the medical / psychological / psycho-pedagogical / multidisciplinary report

(point 4.4.2 of the document:
Provision of Educational Support and Inclusive Education in the European Schools – Procedural Document

- It should be legible, written on letterhead, dated and signed;
- Specify the title, name and professional references of the expert (s) who conducted the assessment and diagnosed the student;
- Through the medical / psychological / psycho-pedagogical or multidisciplinary report, clearly specify the nature of the student's medical and / or psychological disorders, his or her needs and the tests or techniques used to make a diagnosis;
- The report for learning disabilities should describe the student's strengths and difficulties (cognitive assessment) and where relevant their impact on learning (evidence-based education) as well as the tests and techniques used to make a diagnosis.
- The report for medical / psychological problems must specify the student's medical / psychological needs and their impact on learning (evidence-based education).
- 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 and should include indications of the accommodations required and, where appropriate, teaching / learning recommendations to be provided to the school;
- The file must be regularly updated and must not be more than four years old or 2 years when the pupil changes cycle. In the case of permanent and stable disability (it is to be noted that certain disabilities such as the autism spectrum disorder and dyslexia, evolve over time) and with the agreement of the Support Advisory Group, regular updates can be made without re-testing;
- In the event of a request for special provisions for the European Baccalaureate, a fully updated medical / psychological / psycho-pedagogical and / or multidisciplinary report is required. Documentation must not be older than two years, i.e. should not be dated earlier than October in S3 and not later than October in S5. To avoid any risk of conflict of interest, the expert who evaluates a student cannot be a member of the staff of the European Schools or a family member of the student;
- Accompany the report with an English, French or German translation if the original is not written in one of the lingua franca.