

EDUCATIONAL SUPPORT POLICY – ES MOL

Secondary cycle

1. Background

The European School is a multilingual and multicultural environment in which the fundamental importance of a child's mother tongue is safeguarded wherever possible. The European School offers a single type of general academic education, in which learning conditions become increasingly demanding. This single academic pathway, involving highly cognitive and abstract learning, leads to the award of the European Baccalaureate. Different forms and levels of support are provided, designed to ensure appropriate help for pupils experiencing difficulties and having special educational needs at any point in their school career, to allow them to develop and progress according to their potential and to be successfully integrated. (2012-05-D-15-en) (2012-05-D14-en)

2. Prevention and basic care

By providing basic care to all students we try to create a climate where optimal learning can take place for every student. A safe environment where the individuality of each student is respected is most important. By integrating this action in the daily school life we hope to prevent problems from occurring.

2.1 Academic stimulation

Differentiated teaching: Differentiation forms the basis of all good and effective teaching. It is essential, not only for pupils requiring support, but for all. Differentiation designed to meet the needs of all pupils is the responsibility of every teacher working in the ES and should take place in the classroom. Differentiated teaching ensures that in planning and delivering lessons teachers are aware of and take account of the different learning styles and needs of individual pupils. In big groups with a lot of level differences, in-class support can be arranged to guarantee differentiated teaching.

Supervised learning: During free periods students are welcome in the study, where they are stimulated to do homework and prepare for lessons in a supervised and calm environment. They can also go to the library to do some reading or work together on school assignments. Computers are available to do research for projects or work on assignments.

Career guidance: At crucial choice moments in the school career students will be supported by career guidance teachers to make the correct personal choice concerning their school curriculum.

2.2 Overall wellbeing and social support

The school wishes to invest in the overall wellbeing of students by offering not only educational support, but by also planning social and emotional support. A counselling team of teachers is available to help new pupils integrate, to listen to pupils with personal problems and detect bullying at an early stage. Class teachers monitor academic, social and personal problems and seek suitable interventions, where necessary. A new project of peer counsellors has been introduced, involving older students who will assist younger pupils if they have problems.

A lot of activities are arranged during lunch break to give pupils the chance to release energy or cool down in between lessons; sports activities, team sports, ICT, library facilities, music rehearsals for school performances.

3. Educational Support Provision

In some cases it is necessary to provide additional support, over and above the normal classroom differentiation. Although all forms of support should be considered in principle as progressive, they are based on meeting pupils' needs and so it may be possible for a pupil to have several different levels of support at the same time.

A pupil's absence from other lessons while receiving educational support should be restricted as far as is feasibly possible in exceptional cases.

3.1 General Support

Pupils may experience difficulty in a particular aspect of a subject, may need to 'catch up' due to late arrival in school or illness or may be working in their non-mother tongue. Pupils may need additional help with acquiring effective learning strategies or study skills. Such support should preferably be given in or outside the classroom, to small groups and is short term. Groups are organised vertically, horizontally, within or across sections, by focusing on the needs of the pupils concerned. It is planned and specific targets are set, including criteria for success and the information is included into the Group Learning Plan (GLP).

3.2 Moderate Support

Moderate Support is an extension of General Support and is provided for pupils with a mild learning difficulty or in need of more targeted support. This could be appropriate for pupils who may be experiencing considerable difficulty in accessing the curriculum due to, for example, language issues, concentration problems or other reasons. It is provided for a longer period than General Support and each pupil has an Individual Learning Plan (ILP). The ILP includes specific learning objectives and criteria for evaluating pupil's progress and the success of the support. A pupil receiving Moderate Support is usually following the standard curriculum and assessed according to the given criteria and learning objectives for his or her class.

This support is given to small groups of pupils with similar needs or where appropriate to individual pupils in or outside the classroom. Groups are organised vertically, horizontally, within or across sections, by focusing on the needs of the pupils concerned. The methods of assessment used by the subject teacher may be adapted and special arrangements may be considered appropriate.

3.3 Intensive Support

Intensive Support is provided according to the descriptions in A and B below. In both cases support can be given in order to help the pupil develop his or her competences (subject knowledge, skills and attitudes). Support is provided in or outside the classroom and to small groups of pupils with similar needs or to individual pupils. All pupils receiving Intensive Support have an Individual Learning Plan.

A.

This is given following an expert's assessment of the pupil's special individual needs and the signing of an agreement between the Director and the parents. Intensive Support is provided for pupils with special educational needs: learning, emotional, behavioural or physical needs. The provision of Intensive Support is recommended to the Director by the Support Advisory Group. Pupils can follow a modified curriculum or syllabus and then accompany their class, as long as this can be shown to be in the interest of the pupil's social and academic development.

B.

In exceptional circumstances, and on a short-term basis only, a Director may decide to provide Intensive Support for a pupil without special educational needs, for example in the form of intensive language support for a pupil who is unable to access the curriculum.

4. Selection of pupils

The end of year class councils can recommend pupils to follow support lessons for the next academic year. Furthermore, at the beginning of the academic year, teachers can propose that certain pupils take learning support lessons. This can also be done after the first term school reports are issued, and, exceptionally, after the March report. Pupils themselves and parents may also discuss with the teachers the necessity of taking learning support lessons.

5. Support calendar

July: Class councils. Class teachers include list of pupils recommended for support for the next academic year in their class council report.

July: Pedagogic advisers, learning support coordinator and Deputy Director make a preliminary list of groups to be formed for the next academic year.

July / September: The Deputy Director contacts individual teachers that could teach support lessons during the next academic year. Groups are assigned provisionally to teachers.

September: Subject teachers are asked if they have any other pupils that should join the support lessons. They take note of the needs for each pupil recommended for educational support with regard to the specific shortcomings of that particular pupil and define the areas that need remedial teaching. This is then recorded in the individual or group learning plan and discussed with the support teacher.

September / October: Groups are formed and assigned to teachers. The support timetable is established and published. Support teachers receive the learning plans from subject teachers. (This report will be updated continuously by the subject teacher when new needs arise). Parents are informed about their children taking part in the support lessons.

First week of October: Educational support lessons start.

November: The November report is issued. The educational support coordinator and the pedagogic advisers examine the November reports to identify pupils who might need remedial teaching, or they are contacted by subject teachers to propose to them new pupils for support.

December: Meetings subject teacher - learning support teacher. The support teacher informs the students and parents about the steps taken to address the needs identified by the subject teacher and updates the learning plan accordingly. A decision is taken on whether the student needs to continue attending learning support classes. The subject teacher and the support teacher may suggest that a particular pupil no longer needs the support. They inform the support coordinator in writing. (This can happen at any time during the school year.)

January: Class councils: Educational support reports are prepared by the support teachers. They will be sent to the parents together with the January report.

Class teachers include a list of the NEW pupils proposed for educational support for the second term of the school year in their class council report. Subject teachers write a new learning plan for each pupil proposed for support in which they detail the specific shortcomings of that particular pupil and define the areas that need remedial teaching. Parents are informed about the necessity of their children taking part in the support lessons.

Educational advisors and educational support coordinator revise groups and timetables to make adjustments, when needed.

January: Meetings learning support teachers –support coordinator – pedagogic advisers. The overall functioning of the educational support scheme is discussed.

February: Meeting with learning support coordinator – distance learning coordinator – subject coordinators.

March: The March report is issued. After these results some pupils may still be exceptionally proposed for support.

April: Meetings class teachers – learning support coordinator. Class teachers contact parents to inform them about the progress of the support lessons.

May / June: educational support lessons finish.

June: Final support reports are prepared for class councils by support teachers. They will be sent to the parents together with the 2nd semester report.

July: Class councils. Final report from the support coordinator. Start of support scheme for the following school year.

6. Priorities

Learning support applies to all subjects but **priority** is given to:

- Years 1-3
- New students with difficulties
- Languages & scientific subjects
- Compulsory subjects rather than optional subjects
- Pupils in large groups
- Possibility of forming a group (around 5)

7. Objectives

- Help the pupils overcome shortcomings in a specific subject and give them a more solid foundation in skills and knowledge.
- Help the pupils to improve results in subjects concerned so that their promotion to the following school year will not be jeopardized.
- Foster learner autonomy through enhancing the pupils' study skills applied to a specific subject.
- Increase teacher cooperation.

- Introduce the use of virtual learning platforms to help supporting the pupils' learning.
- Keep parents regularly informed about the pupils' progress.

8. Support communication

The support teacher is **in constant communication with the subject teacher** in order to help the pupil catch up in the areas in which he shows weaknesses. In this sense, he must carry out continuous observation and assessment of the pupils. He gives feedback to the subject teacher, class teacher, support coordinator and parents about the evolution of the pupil. This feedback is structured and regularly recorded (ILP and GLP) so that the progress of the pupil can easily be followed by other support teachers and subject teachers in the following years. Updating the ILP and the GLP makes the pupils more aware of their own progress. It will be sent to the parents at the end of each semester for information about the areas that need remedial and the actions taken at school. Sometimes parents may decide to reinforce the remedial teaching offered by the school by hiring a private tutor.

9. Tasks of the educational support coordinator

- Carry out a preliminary expected needs analysis for the following academic year by gathering information from the end of the school year reports of class councils.
- Follow the proposals of pupils for learning support during the school year together with the Deputy Head.
- Contact and collaborate on a regular basis with class teachers, subject coordinators and subject teachers.
- Facilitate support and subject teacher collaboration.
- Keep himself informed about the progress of pupils receiving educational support to ensure maximum support or withdrawal of pupils from Learning Support lessons where support is no longer needed.
- Disseminate information regarding materials, resources and in-service training.
- Produce an end of the school year report in which the support actions are evaluated and trends across language sections, years and subjects are shown.
- Collaborate with the Deputy Head in other required tasks.

10. Special arrangements

In addition to differentiated classroom teaching, schools offer special arrangements. Special arrangements can only be authorised when they are clearly related to the pupil's' diagnosed physical or psychological need(s).

They may be put in place on a case by case basis by the inspector or the director depending on the request (in years S6 and S7) and by the deputy director (up to and including S5) following discussion with parents and teachers.

The provision of a medical/psychological and/or multidisciplinary report recommending and explaining the need for any special arrangement is essential.

The school will inform parents at the beginning of year 5 of the procedure to request measures for the BACC. (2012-05-D-15-en)