



# **Educational support guidelines**

## **European school Mol**

June 2025

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# References to the relevant basic documents on policy and procedures



Our support guidelines adhere to the directives and the official documents issued by the Office of the Secretary-General of the European Schools. These documents are available on the website of the European Schools:

- ✓ General Rules of The European Schools (R2014-03-D-14-EN-13)
- ✓ Policy on the Provision of Educational Support and Inclusive Education in the European Schools (Ref. 2012-05-D-14-en-10)
- ✓ Provision of Educational Support and Inclusive Education in the European Schools – Procedural Document (Ref. 2012-05-D-15-en-14)
- ✓ Action Plan for Educational Support and Inclusive Education (Ref. 2018-12-D-34en-5)

For further information, please visit:

<https://www.eursc.eu/en/European-Schools/studies/educational-support>

# School Philosophy



*“Educated side by side, untroubled from infancy by divisive prejudices, acquainted with all that is great and good in the different cultures, will be borne in upon them as they mature that they belong together. Without ceasing to look to their own lands with love and pride, they will become in mind Europeans, schooled and ready to complete and consolidate the work of their fathers before them, to bring into being a united and thriving Europe.”*

*“The European School is a multilingual and multicultural environment in which the primacy 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 diploma. Different forms and levels of support are provided, designed to ensure appropriate help for pupils having special educational needs or experiencing difficulties at any point in their schooling to allow them to develop and progress according to their potential and to be successfully integrated. (2012-05-D-14-en-9)”*

As expressed above, in a quote from the European School Document 2012-05-D-14-en-9, Policy on the Provision of Educational Support in the European Schools, the school philosophy of **The European school Mol** is also based on: **respect and value every member of the school community, despite the personal differences between languages, cultures, religions, opinions, interests, abilities, disabilities, etc. We believe in achieving our full potential via cooperation, diligence, and mutual understanding. Living up to these values students, teachers, staff, our school community will grow, become stronger/wiser and will be able to achieve our full potential.**

# Differentiation



- Differentiation is the planning and execution of teaching and learning for all children in all classes which take account of individual differences in learning style, interest, motivation and aptitude, and reflecting these differences in the classroom.
- All pupils need and benefit from it – the ones who have specific or general learning difficulties as well as the gifted ones. The aim of differentiated teaching is to meet the pupils' educational needs, and it is the responsibility of every teacher and a common classroom practice.

Differentiation forms the basis of effective and inclusive education

Pupils with different learning styles

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

Pupils arriving in the system at a later stage who have followed a different curriculum and/or whose knowledge and skills show possible gaps

Pupils with a mild learning difficulty

Pupils with a diagnosed special educational need

Gifted and talented pupils

# Communication



*The European School of Mol believes that where parents are involved in their children's education and work in partnership with the school, children achieve and thrive more. Communication between the school and the pupil's legal representatives should be open and regular. This communication is organised in accordance with Article 24 of the General Rules of the European Schools:*

***“Teachers shall take all necessary steps***

***a) to keep pupils' legal representatives informed - of the results achieved by pupils - of behaviour, attitude and engagement in class work and homework - of regular attendance and punctuality***

***b) to inform them of any significant change in the pupil's academic progress or behaviour***

***c) to reply to any particular requests for information from pupils' legal representatives with respect to these Rules, to regulations adopted by the Board of Governors and to the general principle of the right to privacy to which all members of the school community are entitled”***

*It is essential that parents inform the school of any issues which could affect their child's learning progress and that the school regularly informs parents on their child's development.*

- **Introductory meetings** at the beginning of the school year are essential. They give parents an opportunity to meet the teachers and understand class structure and expectations. Teachers will inform families of their availability for meetings outside regular teaching hours.
- **Regular meetings**, both formal and informal, are held throughout the year to discuss student progress and address any concerns.

Nursery/Primary	Secondary
After the Autumn Break – Oral Report	After the Autumn Break – Autumn Report (S1-S6)
February – First School Report	January – First Semester Report
June – Second School Report	After Carnival holiday – Spring report (S1-S6)
	June – Second Semester Report

# Communication

- **Additional meetings** can be arranged at any time by the school or at the request of the parents, as needed.
- For students with an **Individual Learning Plan (ILP)**, teachers meet with parents **at least twice per year** to review and update the student's progress.
- **Before beginning any psychological or psychiatric support outside of school**, parents are encouraged to consult with teachers to ensure a coordinated approach
- **All shared information is treated as confidential**, and when external professionals are involved, close collaboration between the family, school, and specialists is vital to fully support the student's development.
- **Active Engagement:** Parents/legal representatives are actively involved in communicating with their child's teachers.
- **Information Sharing:** They provide relevant information to the school upon enrollment and throughout the academic year.
- **Declining Support:** If they choose to decline the educational support proposed by the school, they must inform the school in writing.
- **School Responsibilities:** The school must:
  - Notify parents/legal representatives when educational support or reasonable accommodations are recommended.
  - Involve them in decisions regarding the support measures.
  - Obtain their consent before initiating support services.
  - Regularly update them on their child's progress.

This summary outlines the collaborative responsibilities between parents/legal representatives and the school to support the student's educational journey.

On **enrolment**, the school will collect relevant information from the parents/legal representatives, including the pupil's level of academic attainment and previous educational support provision and/or special educational needs. It is the responsibility of parents/legal representatives to guarantee that the information given is correct, reliable, and complete. When parents/legal representatives are unable to provide the necessary information at the time of enrolment, the accepted enrolment may be cancelled by the Director.

## Communication: contact details

- **Educational support coordinator Nursery-Primary-Secondary**

[BAETEN CHRISTIAAN \(MOL-Edu\) <batench@edu.eursc.eu>](mailto:BAETEN%20CHRISTIAAN%20(MOL-Edu)%20<batench@edu.eursc.eu>)

- **Nursery – Primary**

[mol-assistant-deputy-director-nursery-and-primary-cycle@eursc.eu](mailto:mol-assistant-deputy-director-nursery-and-primary-cycle@eursc.eu) 014/563180

- **Secondary**

[list-mol-sec-ped-team@eursc.eu](mailto:list-mol-sec-ped-team@eursc.eu) 014/560103





# Role of parents

## Educational Partnership

- Parents are considered key partners in the learning process.
- They collaborate with teachers and school staff to support their child's academic and emotional development.
- They are encouraged to actively participate in regular meetings (e.g., parent-teacher conferences, ILP reviews).

## Communication and Support

- Parents are expected to maintain open and respectful communication with the school, especially in the context of support needs or well-being.
- They play an active role in requesting and reviewing educational support measures, especially when an ILP (Individual Learning Plan) is in place.
- They are expected to attend the School Advisory Councils for their child

## Responsibility and Engagement of parents

- Ensuring regular school attendance.
- Supporting homework routines and study habits at home.
- Respecting school policies and values.
- Engaging with the school constructively and proactively, especially when challenges arise.

# Role external experts and reports

**External experts (e.g., psychologists, speech therapists, occupational therapists) may be involved in a student's development to:**

- Provide diagnostic clarification.
- Offer recommendations for support strategies.
- Monitor specific difficulties (e.g., learning, behavior, emotional well-being).

## **External reports**

- Reports from external professionals are used to complement the school's internal observations and assessments.
- They must be shared with the school by the parents.
- These reports help in designing and justifying support measures such as an ILP (Individual Learning Plan).
- When parents/legal representatives are unable to provide the necessary information at the time of enrolment, the accepted enrolment may be cancelled by the Director.

## **Criteria for Acceptance**

- **Reports must be official, signed, and dated, including:**
  - Clear diagnosis (if applicable).
  - Specific educational recommendations.
- **Reports should be in one of the school's working languages (EN, FR, DE), or officially translated.**

## **Collaboration and Coordination**

- Effective communication is crucial between parents, school staff, and external experts.
- Support strategies are most successful when all parties are aligned in their goals and approaches.
- Any proposed support must be realistic, school-appropriate, and adapted to the European School curriculum and context.

## **Confidentiality**

- All information from external experts is treated as strictly confidential.
- It is only shared on a need-to-know basis, always respecting the family's privacy and consent.

# Key actors

## School Management

- Oversees the implementation of the support system.
- Ensures coordination and adequate resource allocation.
- Provides strategic leadership on inclusive education.

## Support Coordinator

- Organises the overall support provision in the school.
- Coordinates between teachers, assistants, and external professionals.
- Ensures proper documentation and follow-up of support measures.

## Class Teacher / Subject Teacher

- Contact for both the pupil and the parents.
- Collaborates with the support teacher to decide if additional help is needed (in or outside the classroom).
- Liaises with support teachers and assistants (general, moderate, or intensive support levels).
- Monitors daily progress and ensures accommodations are applied in class.

## Educational Support Teacher

- Acts as a reference person for both pupil and parents.
- Ensures the wellbeing of the child by listening, adapting, and using appropriate tools tailored to the pupil's needs.
- Shares best practices with the class teacher/ subject teacher to strengthen the inclusive approach.

## Assistant

- Supports the child in class when intensive support is required.
- Works under the guidance of teachers/support teachers to implement specific strategies during lessons.

# Care team Nursery-Primary

**The Care Team consists of the following members:**

- (Assistant) Deputy Director Nursery-Primary
- Educational Support Coordinator
- School Psychologist
- School Nurse

## **Main Guiding Principle**

- The team works collaboratively, with clearly defined roles for each member.
- All decisions and actions are guided by a pupil-centered approach.
- Ongoing analysis of each case ensures that the team continuously adapts to the evolving needs of the student.

## **Weekly meeting**

The Care Team reviews all information shared by its members. Based on the analysis, the team identifies any additional actions required. Follow-up steps are requested and coordinated accordingly.

# Care / Advisory team Secondary

## Members:

- (Assistant) Deputy Director Secondary
- Educational Advisors
- Class teachers, SEN assistants, Educational Support Coordinator, other teachers if it is needed.
- School psychologist, nurse and SEN coach

## Main Guiding Principle:

- The team works collaboratively, with clearly defined roles for each member.
- All decisions and actions are guided by a pupil-centered approach.
- Ongoing analysis of each case ensures that support is adapted to the evolving needs of each student.
- The Care Team meets weekly and when it is needed to discuss ongoing cases.
- All relevant information shared by team members is reviewed.
- Based on this analysis, the team:
  - Identifies additional support needs or actions.
  - Coordinates appropriate follow-up steps.
  - Ensures communication with relevant stakeholders (e.g., teachers, parents, support staff).

# Early Identification of needs

*The early identification of learning, emotional, behavioural, or developmental needs is essential to ensure timely and appropriate support for pupils. The procedure follows a multistep approach, involving collaboration between school staff and families:*

## Observation (parents and teachers)

- Teachers or other school staff observe challenges in academic performance, behaviour, attention, social interaction, or emotional wellbeing. Observations are documented over a period of time to ensure patterns and not isolated incidents. The class teacher organises a meeting with parents to share concerns and gather relevant background information. The child's strengths, needs, and any external circumstances are considered. Parents may be asked to monitor the situation at home.

## Screening

- At school by the educational support department**
- P1, P5 and S2 general screening** in class.
- Domains:** cognition, communication, emergent literacy, motor functions, sensory functions, social-emotional adjustment.

## Comprehensive evaluation.

- Evaluation by the educational support department
- If needed parents may be advised to seek an external assessment (psychological, medical, etc.). External reports must be shared with the school and translated into one of the working languages.

## Redefine and individualize supports as needed.

- Based on discussions and available data, we organize subject related support, socio-emotional support, coaching, learning-to-learn program, ...



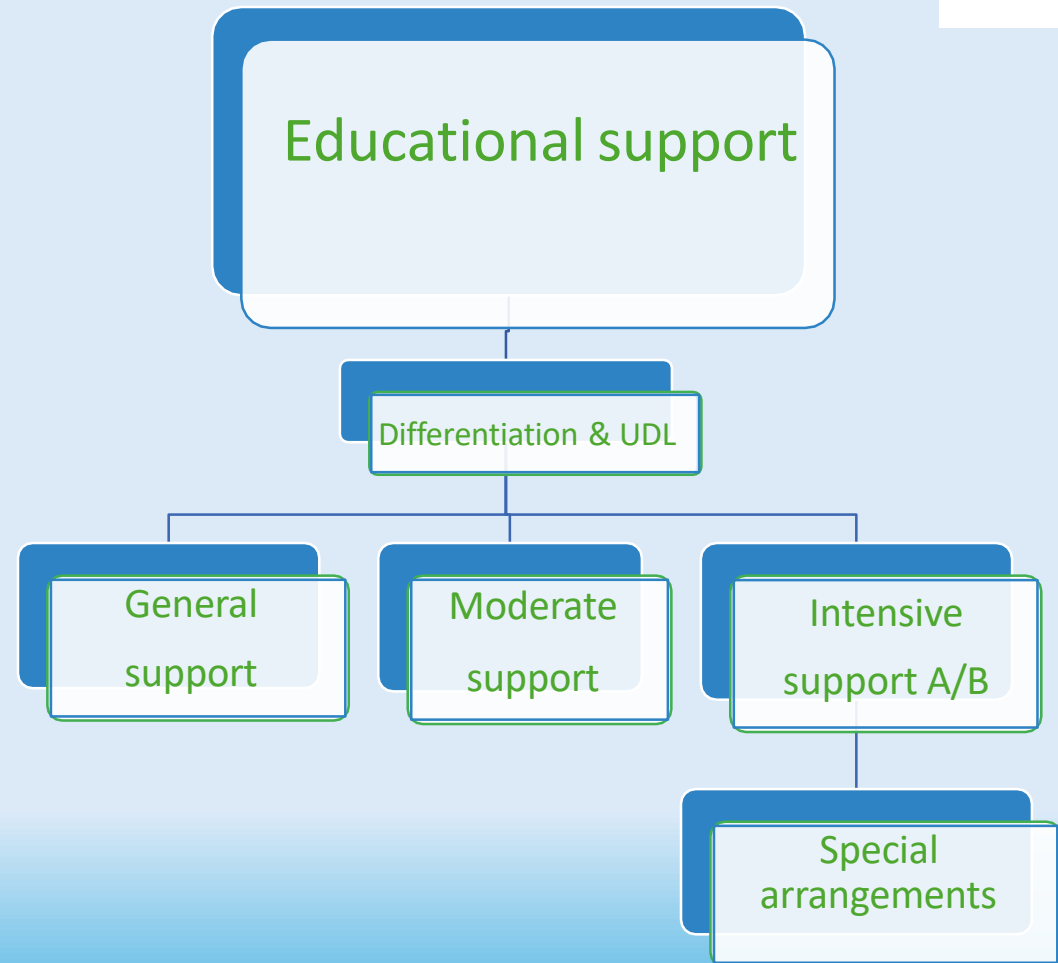
# Types of educational support



Most students' needs can be addressed within the classroom through differentiated teaching strategies. When differentiation alone is insufficient, the ES Mol provides a variety of additional support structures. These support measures are designed to be flexible, with both the quantity and quality of support regularly reviewed and confirmed. Support is categorized into three broad levels:

- **General support**
- **Moderate support**
- **Intensive support**

Students may not fit neatly into these categories; therefore, support is tailored to meet individual needs accordingly.



# Procedures for Admitting Pupils to Support Programs

## *(Applicable to New and Existing Pupils in European Schools)*



### **General support**

General Support is a short-term educational intervention designed to assist pupils who may experience temporary or specific difficulties in learning. This support may be necessary due to: difficulties in a specific subject, late arrival in the school, periods of illness or absence, instruction not being in the pupil's dominant language, needs related to developing learning strategies or study skills

### **Characteristics of General Support**

- **Duration:** Short-term
- **Delivery:** Inside or outside the classroom
- **Group Size:** Small groups
- **Group Structure:** May be vertically (across year groups), horizontally (within year groups), within or across language sections
- **Focus:** Tailored to the needs of the pupils
- **Approval:** educational support coordinator



# General support: Admission Procedures



**a. Identification of Needs.** September–October and whenever necessary during the school year.

New Pupils: Needs may be identified through:	Existing Pupils: Needs may be identified through:
Information from previous school records, Initial assessments upon arrival, Interviews with pupils and/or parents, Observation by class/subject teachers	Ongoing classroom observation, Monitoring of academic performance, Recommendations from teachers or educational support staff, Feedback from parents or guardians

**b. Referral Process.** September–October and whenever necessary during the school year.

- **Parents** contact the class or subject teacher to discuss the needs for support.
- The **class or subject teacher** identifies the need and refers the pupil to the **Support teacher and Support Coordinator (workflow share point)**
- The **Support Coordinator**, in collaboration with the **Support Teacher** and referring teacher, evaluates the request and determines the suitability for General Support.

**c. Planning and Implementation.** October and whenever necessary during the school year.

- A **Group Learning Plan (GLP)** is developed, outlining: Specific targets for the group, Criteria for success, Planned strategies and resources
- The GLP is created by the **Support Teacher** in coordination with the **class/subject teacher** and maintained and overseen by the **Support Coordinator**

**d. Parental Communication.** October and whenever necessary during the school year.

- Parents are informed about: The nature of the support, The goals and duration of the support (GLP). Any expectations for home involvement, hour and day designed for it.

**e. Review and Monitoring.** At the end of the period approved for the general support.

- Progress is regularly monitored against the GLP targets, Support is adjusted or discontinued based on pupil progress and needs.
- Follow-up communication with parents and teachers ensures transparency and accountability (semester report and verbal report when it is needed).

# Procedures for Admitting Pupils to Support Programs

*(Applicable to New and Existing Pupils in European Schools)*

## Moderate Support

Moderate Support is intended for pupils who require **more targeted, longer-term support** than what General Support offers. It is designed for those with **mild learning difficulties** or **persistent challenges** that interfere with accessing the standard curriculum. These may include: Language acquisition issues, Concentration or attention difficulties, Other identified mild learning needs

## Characteristics of Moderate Support

- **Complexity & Duration:** More intensive and longer-term than General Support
- **Curriculum:** Pupils follow the **standard curriculum** and are assessed based on regular class objectives, with adaptations if necessary
- **Support Delivery:**
  - Small groups with similar needs and abilities
  - Individual support, when appropriate
  - Delivered **inside or outside the classroom**
- **Group Structure:** Vertically or horizontally within or across sections, depending on pupil needs
- **Assessment Adaptations:**
  - Adjusted teaching methods or resources
  - Possible special arrangements for assessments (e.g., extended time, differentiated tasks)
- **Approval:** educational support coordinator

# Moderate support: Admission Procedures



**a. Identification of Needs.** September–October and whenever necessary during the school year.

New Pupils: Needs may be identified through:	Existing Pupils: Needs may be identified through:
Initial assessments upon enrolment Review of previous educational reports or diagnoses Input from parents, educational professionals, or external specialists	Observation and tracking by class/subject teachers Academic performance data and classroom behaviour Teacher or parental concerns communicated to the Support Coordinator

**b. Referral Process.** September–October and whenever necessary during the school year.

- **Parents** contact the class or subject teacher to discuss the needs for support.
- Referral initiated by: Class/subject teacher, Support teacher, Educational psychologist (if needed). The Support Coordinator reviews the referral (**workflow share point**) and arranges further discussion with all relevant stakeholders

**c. Planning and Implementation.** October and whenever necessary during the school year.

- **Individual or Group Learning Plans (ILP/GLP)** are developed, outlining: Specific targets for the pupil/group, Criteria for success, Planned strategies and resources
- The ILP/GLP are created by the **Support Teacher** in coordination with the **class/subject teacher**, Maintained and overseen by the **Support Coordinator**

**d. Parental Communication.** October and whenever necessary during the school year.

- Parents are informed about the nature of the support, the goals and duration of the support (ILP), any expectations for home involvement, hour and day designed for it.

**e. Review and Monitoring.** At the end of the semester.

- Progress is regularly monitored against the GLP targets, Support is adjusted or discontinued based on pupil progress and needs.
- Follow-up communication with parents and teachers ensures transparency and accountability (semester report and verbal report when it is needed).

# Procedures for Admitting Pupils to Support Programmes

*(Applicable to New and Existing Pupils in European Schools)*

## Intensive Support **A**

Intensive Support Type A is designed for pupils who have special educational needs (SEN) that significantly impact their access to or progress within the curriculum. The aim is to provide tailored support that fosters the development of required competences: subject knowledge, skills, and attitudes.

## Characteristics of Intensive Support A

- **Eligibility Basis:** A formal report from a qualified professional (medical, psychological, psycho-educational, and/or multidisciplinary) is required
- **Individual Learning Plan (ILP):** Developed for each pupil receiving ISA
- **Support Format: Delivered** to individuals or small groups with similar needs/abilities. May take place in or outside the classroom
- **Curriculum Path: Pupils** may follow the standard curriculum or a modified curriculum. In the case of a modified curriculum: The pupil progresses with the class but without promotion to the next year level. This approach is used only if it supports the pupil's social and academic development

# Intensive support **A**: Admission Procedures



## a. Identification and Referral Process

**Referral can be initiated by:** Class or subject teacher, School psychologist, Educational support staff, Parents, in coordination with the school

**The referral must be supported by a professional report outlining:** Diagnosis or identified special educational needs, Evidence-based recommendations for educational accommodations

## b. Documentation Requirements

A medical/psychological/psycho-educational/multidisciplinary report must: be recent and from a recognised external specialist, clearly justify the need for Intensive Support and describe the pupil's individual strengths and challenges

An agreement must be signed between the Director of the school and the parents, specifying: The nature and extent of the support, Terms for implementation and review.

## c. Decision-Making Process

When all documentation is available, the educational support coordinator will organize a Support Advisory Group (SAG) meeting.

The SAG reviews the referral and supporting documents. Based on the SAG's recommendation, the School Director makes the final decision regarding the provision of Intensive Support A.

## d. Planning and Implementation

**Individual Learning Plan (ILP).** Prepared by the Support Teacher in collaboration with: class/subject teachers, other relevant professionals, the pupil's parents or guardians. The ILP includes: specific learning objectives tailored to the pupil's needs, adapted teaching methods and materials, assessment adaptations, criteria for measuring success, support duration and review timeline. The ILP will be communicated to all stakeholders involved.

**Curriculum Considerations.** If a modified curriculum is followed: Clear educational goals are still maintained. There is a focus on life skills, personal development, and inclusion. No promotion to the next academic year, unless a transition to a standard curriculum becomes possible

## e. Monitoring and Review

The pupil's progress is regularly monitored and documented. ILPs are reviewed at least annually or more frequently if needed. Adjustments to the support may be made based on: Progress data, Feedback from teachers, support staff, and parents. Any new professional evaluations

# Procedures for Admitting Pupils to Support Programmes

*(Applicable to New and Existing Pupils in European Schools)*



## **Intensive support B**

Provided only in exceptional circumstances and on a short-term basis.

Intended for pupils or groups without diagnosed special educational needs who are unable to access the curriculum.

Common example: pupils facing language-related barriers, such as not understanding the language of instruction.

May include subject-integrated language support, where a teacher of the pupil's dominant language supports concept and terminology transfer.

Absence from other subjects due to Intensive Support should be minimized and restricted to exceptional cases.

## **Purpose and Conditions**

The goal is to ensure short-term support for students with temporary or situational barriers to curriculum access.

The support is flexible and designed to address specific, immediate needs.

# Intensive support **B**: Admission Procedures



A written request must be submitted by the teacher or the pupil's parents/legal representatives to the Educational Support (EdSup) Coordinator.

Admission is decided by the Director following consultation with: The EdSup Coordinator, Relevant teacher(s), Parents/legal representatives. If admission is refused or only partially granted, the Director must: Provide a written justification, Communicate the decision within two weeks.

## **a. Identification and Referral**

Process Begins with identifying a pupil's difficulty in accessing the curriculum. A written referral/request is submitted by either the teacher or legal representatives to the EdSup Coordinator.

## **b. Documentation Requirements**

A formal agreement signed by the Director and parents/legal representatives, outlining: Reasons for the support, Nature and duration of the support. An Individual Learning Plan (ILP) for each pupil: Developed jointly by the class/subject teacher and support teacher, Shared with parents/legal representatives, Includes specific learning objectives and progress evaluation criteria, Written progress reports prepared at the end of each semester/support period, Data handling follows Chapter 9 of the official document (Data Protection regulations)

## **c. Decision-Making Process**

The Director makes the final decision on providing Intensive Support B. Decision is based on: Input from the EdSup Coordinator, Discussion with relevant teachers and legal representatives. The decisions will be communicated to all stakeholders involved. All decisions must be transparent, and refusals justified in writing.

## **d. Planning and Implementation.**

Organized by the EdSup Coordinator. Support can be: Individual or in small groups (up to 10 pupils), inside or outside the classroom. Groupings may be vertical, horizontal, or cross-sectional based on pupil needs

## **e. Monitoring and Review**

ILPs are monitored regularly. Parents/legal representatives receive ongoing updates from class/support teachers. At the end of each support cycle, a written progress report is provided. Effectiveness and pupil progress are evaluated using the criteria in the ILP

# Highly-Gifted Program – Nursery-Primary

## Eligibility and Identification

- Diagnostic reports
  - Throughout the school year
- Class observations
  - September and whenever deemed necessary
- Class teacher recommendations
  - Throughout the school year
- Parents' feedback
  - Throughout the school year
- Academic performance
  - Throughout the school year
- General screening (P1 and P5)
  - October



# Highly-Gifted Program – Nursery-Primary

## **Implementation**

- Learning Support request
- Communication to parents (class teacher)
- Skipping a class
- Follow-up by class teacher and support teacher

# Highly-Gifted Program – Nursery-Primary

## **Evaluation**

- Autumn Break – Oral Communication
- January – First Learning Support Report
- June – Second Learning Support Report

# Highly-Gifted Program – Secondary

## Eligibility and Identification

- Diagnostic reports
  - Throughout the school year
- Teacher recommendations
  - Throughout the school year
- Parents' feedback
  - Throughout the school year
- Academic performance
  - Throughout the school year
- CBO screening (S2)
  - October

# Highly-Gifted Program – Secondary – Program Structure

## **Advanced Lab (S1-S2)**

- Enrichment clusters or workshops
- Guest speaker sessions
- Independent study projects
- Accelerated learning opportunities
- Mentorship

## **Challenge Program (S3-S7)**

- Pull-out sessions
- Independent work
- Individual study projects
- Mentorship
- End of year PPT presentation (process and product)

# Highly-Gifted Program – Secondary

## Implementation

- Learning support request?
- Communication to parents (Challenge Program Team)
- Free period (S1-S2)
- Skipping a class (S3-S7)
- Follow-up by the Challenge Program Team

# Highly-Gifted Program – Secondary

## **Evaluation**

- End-of-year Award Certificate

# Transition Between Educational Cycles



## Transition Support for Student Well-being and Learning Continuity

- All pupils, especially those receiving support or adjustments, must experience a **smooth transition** between educational cycles.
- ESMol implements a **transition plan** to ensure effective communication and information sharing among teachers and support staff.

### From Nursery to Primary

- Nursery teachers **inform the Educational Support teacher and the Support Coordinator** about pupils who received support and may need continued support.
- The **Coordinator** and, if possible, the **future Primary teacher**, attend:
  - The **Nursery 2 Support Advisory Group (SAG) meeting**, and/or
  - The **June class council meetings**
- These meetings ensure **relevant information is passed on** to the Primary team.

### From Primary to Secondary

- Primary teachers **inform the Educational Support teacher and the Support Coordinator** about pupils who received support and may need continued support.
- The **Coordinator, educational advisor, educational support teacher of the section** and, if possible, the **future core subject teachers**, attend:
  - The **primary 5 Support Advisory Group (SAG) meeting**, and/or
  - The **June class council meetings**
- These meetings ensure **relevant information is passed on** to the secondary team.

# Procedure to enable transfers to schools for special educational needs

## **Nursery/Primary.**

The parents are accompanied in the process of looking for a school that is better adapted to their child's needs. Several meetings allow to guide them by putting them in contact with schools and professionals.

- \* Meeting class teacher + parents + school psychologist
- \* Liaising with external specialists, such as CLB
- \* Finding / proposing / visiting relevant other schools

## **Secondary.**

When the school cannot provide an appropriate education for a child it can declare itself unable to meet the child's needs. In such cases, the Director takes the final decision, taking the Support Advisory Group's opinion into account. The parents may also suggest for a change of school for their child.

The school will help the parents to seek for an alternative school for the child.

Transfers to another school are seen as a process not an event and they are carefully planned for. The key to the success of transfers lies in the preparation and planning. The transfers are discussed with children, parents, subject teachers, support teachers, therapists and psychologists in the context of both formal and informal meetings.

Planning and preparation for transfers may involve a range of different elements, which are likely to include: establishing relationships, contacting the national inspectors, sharing information, cooperation with the CLB, visits to relevant schools, creating continuities, preparation by adjusting the curriculum to prepare the student, psychological support, follow up.



# SPECIAL ARRANGEMENTS

## **Purpose of Special Arrangements**

Adapt exam conditions (oral/written) to compensate for a pupil's specific needs.

Aim to: Allow students to access the curriculum fairly. Help students reach their full potential under equitable conditions. Not intended to compensate for lack of ability. Only authorized when clearly related to a diagnosed physical and/or psychological need.

## **Requirements for Special Arrangements**

A medical/psychological or multidisciplinary report is mandatory. Report must: Justify the request clearly. Be written in French, German, or English. Fulfill the criteria outlined in Appendix 2. Teachers use the same assessment standards for all students, regardless of diagnosis or arrangements (as per Chapter IX, General Rules: eursc.eu).

### **For Years S1–S5.**

Requests must be: Discussed in a Support Advisory Group (SAG) meeting. Clearly justified with an updated report (in French, German, or English). Decision: Made by the School Director after considering SAG input. Note: Granting of special arrangements in S1–S5 does not guarantee the same will be granted in the Baccalaureate cycle (S6–S7).

### **For Years S6–S7: European Baccalaureate Cycle.**

Application Process: Submit the common application form at the end of S4 or start of S5. Include an updated report (medical/psychological or multidisciplinary). Submit all documents to the Educational Support Coordinator by 15 October of the S5 year. Evaluation: Handled by a team of experts at the European Baccalaureate Unit. Decision is communicated to the school by end of April (S5 year). Important: No complaints or appeals allowed (except as per Article 12.1 of the Baccalaureate exam rules). Late requests are not accepted, unless due to exceptional/unforeseeable circumstances, e.g.: Serious illness, Accidents, Newly enrolled pupils.

Please refer to: <https://www.eursc.eu/en/European-Schools/studies/educational-support>

# Progress, assessment and promotion



## 1. Promotion:

Students receiving support but following the full curriculum are assessed according to the General Regulations. The **Class Council** makes all promotion decisions.

## 2. Progression Without Promotion:

If a student does not meet promotion criteria but remaining with their class benefits their development, they may **progress without being officially promoted**. This applies when the student follows a **modified curriculum**, which sets different learning goals from the standard programme. This is decided through a **Support Advisory Group (SAG)** and approved by the **Director**.

The ILP (Individual Learning Plan) must:

- Identify the grade level and subjects affected.
- Detail curriculum adaptations.
- Support the student's potential return to the standard programme.

Students progressing without promotion can return to the standard curriculum when they meet the required competencies, upon which the **Class Council** may promote them—even mid-year.

## Important Distinction:

- **Modified curriculum** changes *what* a student learns.
- **Classroom adjustments** (e.g., extra time, simplified tasks) change *how* they learn, but the content remains standard and do not count as progression without promotion.

## 3. Transition Points:

At the end of each cycle (e.g., Primary, S3, S5), the **SAG** evaluates the student's level. Promotion from **S5 to S6** is only possible if the S5 programme is completed. To sit the **European Baccalaureate**, students must complete the full S6 and S7 years.

## 4. Repeating a Year:

If a student's skills are insufficient for progression, the **Class Council** may decide they must **repeat the year**, based on the final SAG's recommendation. The decision must be clearly justified.

# Rules and procedures for Tripartite Agreements



- A formal agreement involving three parties: The school, the parents/legal representatives, an external therapist chosen by the parents/legal representatives.
- **Purpose:**  
To allow therapeutic interventions required by pupils receiving Intensive Support to be delivered on school premises.
- **Procedure:**
  1. The therapist is selected by the parents/legal representatives. Costs of the therapy are covered by the parents/legal representatives, not the school.
  2. School meet with the therapist and check the evaluation and planification made for each student.
  3. Therapy sessions take place during the school hours or on site, as agreed but **not during class hours**.
  4. Parents, therapist and school sign a contract.

# Cooperation with support services

## **CLB**

In case of students transferring to the national educational system in Belgium we cooperate with "Centrum Leerling Begeleiding"

## **National Inspectors**

In case needed we contact the relevant national inspector to help parents in making choices for their children when returning to the national system.

## **Boarding school**

Our school works closely with two boarding schools in the Kempen area to follow and support the students living there.

## **List of diagnostic centres**

To assist parents in their search for diagnostic testing of their child we have gathered a list of diagnostic centres that can provide testing in different languages.

# Filing and documentation

**Individual Learning Plans (ILPs)** for pupils receiving Intensive Support are stored confidentially within each pupil's educational support file. These files are kept in a secure location—a locked filing cabinet in the Educational Support Coordinator's office. The records support both educational planning and the tracking of pupil progress and achievements.

**Data Collection and Reporting.** The school collects annual data on pupils with disabilities and/or low academic achievement. This information is submitted to the Board of Governors/Joint Teaching Committee each year. Data concerning General, Moderate, and Intensive Support is used to inform evidence-based policy development and future educational planning. Aggregated and anonymised data is published annually on the official European Schools website: <https://www.eursc.eu/en>

## Confidentiality and GDPR Compliance

- ES Mol processes significant amounts of personal data daily, primarily related to pupils and staff.
- The school adheres to **Regulation (EU) 2016/679**, known as the **General Data Protection Regulation (GDPR)**.
- The **Director of ES Mol** acts as the **Data Controller**.
- Oversight is provided by the **Belgian Data Protection Authority**: <https://www.dataprotectionauthority.be>
- All personal data is processed lawfully, fairly, and securely, in compliance with GDPR.

# APPEALS PROCEDURE



## 1. Administrative Appeal to the Secretary-General.

If enrolment or Intensive Support A is rejected, parents/legal representatives may: File an administrative appeal to the Secretary-General of the European Schools. The appeal must be lodged within 15 calendar days of receiving the decision. The Secretary-General must reply within 1 month of receiving the appeal. The Secretary-General may delegate the appeal to the Deputy Secretary-General. Decision is communicated by registered letter, fax, email, or any written method.

① Note: Submitting an appeal does not suspend the implementation of the original decision.

## 2. Contentious Appeal to the Complaints Board

If parents/legal representatives disagree with the Secretary-General's decision, or if no response is received within the deadline (implied rejection), they may: File a contentious appeal to the Complaints Board of the European Schools. The appeal must be lodged within two weeks of: Receiving the Secretary-General's decision, or The expiry of the response deadline (in case of no reply).

💡 Direct appeal to the Complaints Board is possible for Central Enrolment Authority decisions in Brussels. The Complaints Board must issue a ruling within six months of receiving the appeal. Appeals are handled according to the Complaints Board Rules of Procedure.

# Reference to the data protection policy



## 1. Types of Personal Data Collected

- For Pupils:** Names, contact details, nationality, birth data, languages, academic/disciplinary records, health data, photos.
- For Parents/Legal Representatives:** Contact details, marital status, employment and financial info, car details (if applicable).

## 2. Purpose of Data Collection

- Enrolment and organisation of teaching activities.
- Monitoring academic progress and educational support.
- Ensuring pupil welfare and emergency care.
- Communication with families.
- Fee determination and school administration.

## 3. Legal Basis for Data Processing

- Public interest tasks** under the European Schools' regulations.
- Explicit consent** for health-related and special category data.
- Legal obligation compliance**, including data sharing with authorities when required.

## 4. Data Access & Sharing

- Access is limited to authorised staff members.
- Sensitive data (e.g., health) accessed only by relevant personnel (nurse, psychologist).
- Data may be shared with:
  - Security staff (for access control),
  - IT service providers under GDPR-compliant contracts.

## 5. Data Protection Measures

- Technical and organisational safeguards against loss, unauthorised access, or alteration.
- Restricted access based on legitimate need.

## 6. Data Retention Period

- Student files kept for **10 years** after schooling ends (starting from Dec 31 of that year).
- Certain documents (e.g., diplomas, certificates) are kept **indefinitely** for archiving purposes.

## 7. Your Rights

- Right to **access, rectify, erase, or object** to data processing.
- Consent can be withdrawn at any time.
- Requests can be sent to:

**MOL-DPO-CORRESPONDENT@eursc.eu**

- Response within **one month**.

## 8. Complaints

- You may contact your **National Data Protection Authority** if you believe your rights have been violated. <https://www.dataprotectionauthority.be/citizen>

## 9. Updates

- The School may update the Privacy Statement and will inform you if significant changes occur.

# Appendix





Composition of the Support Advisory Group	
Nursery and Primary	Secondary
Chair: Director or their delegate: member of the management or the EdSup Coordinator	Chair: Director or their delegate: member of the management or the EdSup Coordinator
<i>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.</i>	<i>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.</i>
<p>Teachers</p> <ul style="list-style-type: none"> <li>•class teacher</li> <li>•other teachers involved (where appropriate)</li> <li>•L1 teacher</li> <li>•support teacher</li> <li>•support coordinator</li> </ul>	<p>Teachers</p> <ul style="list-style-type: none"> <li>•class teacher</li> <li>•teachers of the subjects concerned</li> <li>•L1 teacher</li> <li>•support teacher</li> <li>•support coordinator</li> <li>•cycle coordinator (where appropriate)</li> <li>•educational adviser (where appropriate)</li> </ul>
<p>Specialists:</p> <ul style="list-style-type: none"> <li>•school psychologist</li> <li>•school doctor (if necessary)</li> <li>•other specialists (if necessary), the therapists working under a tripartite agreement (if necessary)</li> </ul>	<p>Specialists:</p> <ul style="list-style-type: none"> <li>•school psychologist</li> <li>•school doctor (if necessary)</li> <li>•other specialists as the therapists working under a tripartite agreement (if necessary)</li> </ul>
The parents/legal representatives of the pupil concerned, who may be accompanied by a qualified specialist.	the parents/legal representatives of the pupil concerned, who may be accompanied by a qualified specialist.
<p>Liaison between two teaching levels:</p> <ul style="list-style-type: none"> <li>•the primary teacher, where appropriate, to liaise when the child moves up to the primary;</li> <li>•the Educational Support Coordinator of the subsequent level;</li> <li>•one or more secondary cycle teachers, where appropriate, to liaise when the pupil moves up to the secondary.</li> </ul>	<p>Liaison between two teaching levels:</p> <ul style="list-style-type: none"> <li>•the Educational support coordinator of the precedent level;</li> <li>•the primary teacher and the previous support teacher, where appropriate, to liaise when the child moves up to the secondary;</li> </ul>

## MODEL TEMPLATE OF INTENSIVE SUPPORT AGREEMENT



EUROPEAN SCHOOL [ ]

### INTENSIVE SUPPORT AGREEMENT

Agreement has hereby been reached between

[ ], School

and

[ ], parent/ legal representative

[ ], parent/ legal representative

Having regard to Articles 1-7 of this Agreement

Having regards to the General Rules of the European Schools

Having regard to the Policy on the Provision of Educational Support and Inclusive Education in the European Schools

On the provision of Intensive Educational Support

for [ ], born on [ ]

Pupil in year [ ] of ☐nursery ☐primary ☐secondary, [ ] language section  
for the period between [ ] and [ ]

A new fact or a fact unknown at the time of stipulation may lead to revision of this Agreement.

Place [ ], Date [ ]

Director

Parent/legal representative

### Articles of this Agreement:

**Article 1:** Pursuant to the decisions of the Board of Governors of the European Schools adopted on 13, 14 and 15 April 2021 on the provision of educational support and inclusive education in the European Schools, the purpose of this Agreement is to define the responsibilities of the contracting parties, the conditions in which the admission into Intensive Support can take place and the Individual Learning Plan to be foreseen.

Intensive support is provided for pupils with special educational needs: learning, emotional, behavioural or physical needs. Whenever the intervention of an external therapist is needed, the provision is organised on the basis of a tripartite agreement between the School, the parents/legal representatives and the therapist, whereas the school ensures coordination and alignment with the support provision.

**Article 2:** With a view to a pupil's admission into Intensive Support, the contracting parties hereby undertake to supply all the information required for proper definition of his/her special needs and of the accommodations, support measures and special arrangements to be arranged.

Pupils with special needs will be admitted to the European School and will receive Intensive Support, provided that their special educational needs allow them to follow a standard or modified curriculum. There may be occasions where, despite the school's best efforts, the School may not be able to provide reasonable accommodation and support measures to respond to the pupil's needs. In those cases, the schools should duly justify the reasons. Other educational options shall be considered in cooperation with the educational system of the host country of the School or of the home country of a pupil or the country of future destination of the pupil by either complementing the European Schools' educational offer or ensuring a smooth and effective transition to other educational paths/options.

**Article 3:** This Agreement determines the measures of Support planned, including accommodations and special arrangements for assessment, and other support activities, which may be provided in class or outside class in collective form to small groups of pupils with similar needs or in individual form.

Whenever a pupil follows a modified curriculum, it provides for a certificate, mentioning the subjects where assessment is normal and those subject to appropriate certification.

**Article 4:** A clause may be added to this Agreement to extend its scope to other aspects of the admission/inclusion of the pupil concerned, with the explicit agreement of the contracting parties. The Agreement is individual, and outcomes will be evaluated and reviewed at the end of the school year or at the end of the period during which the support has been provided. It will be used as a basis for the criteria and the decision on progression and certification at the end of the school year.

**Article 5:** This Agreement includes the individual learning plan of the pupil in question. The proposal will be drawn up in detail by the support teacher(s) in cooperation with the subject/class teacher(s) and/or support coordinator.

**Article 6:** Under this Agreement, the pupil's admission/inclusion into the school will normally be for the whole of the school year. It must therefore be drawn up at the time of admission, after a possible observation period that shall of reasonable length and with previously determined reasonable assessment criteria. If necessary, the Agreement may be adapted during the school year on a proposal from the Support Advisory Group.

**Article 7:** If an application for admission into Intensive Support is rejected, an appeal may be lodged with the Secretary-General of the European Schools within fifteen calendar days of notification of the decision.

The Secretary-General must take a decision within one month of the date of reception of the appeal.

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



EUROPEAN SCHOOL

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## INDIVIDUAL LEARNING PLAN FOR MODERATE SUPPORT

(Fill in the relevant parts/boxes)

Pupil

Name		Home address	
Date of birth	///	Nationality	
Date of entry to the school	///	Section and class	
Parent's name		Parent's name	
Home address		Home address	
Telephone number		Telephone number	
Email address		Email address	

Language history

Languages spoken at home	
Dominant language (L1)	
Second language	
Section language	
Additional information	



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Strengths (academic, social/ emotional/ personality/ extra-curricular)

Challenges (weaknesses, difficulties)

Pupil's interests and learning profile

# SUPPORT

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Objectives of support (Specify what aspect(s) of the subject/learning area is/are being targeted?)	Persons responsible	Accommodations, Resources and methods (Which resources and methods are used to reach the objectives?)	Assessment (What methods/tools are used to assess progress?)	Progress		
				Not yet achieved (NYA)	Nearly achieved (NA)	Achieved (A)
1. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Date NYA <input type="text"/>	Date NA <input type="text"/>	Date A <input type="text"/>
2. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Date NYA <input type="text"/>	Date NA <input type="text"/>	Date A <input type="text"/>
3. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Date NYA <input type="text"/>	Date NA <input type="text"/>	Date A <input type="text"/>
4. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Date NYA <input type="text"/>	Date NA <input type="text"/>	Date A <input type="text"/>

Individual Learning Plan is written by:

Name

Signature

Place

Date

EUROPEAN SCHOOL

# SUPPORT ADVISORY GROUP MEETING

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Date of Advisory Group meeting:

Name of the pupil:

People in attendance Position	Name	Signature
Parent/legal representative	<input type="text"/>	<input type="text"/>
Parent/legal representative	<input type="text"/>	<input type="text"/>
Director or his/her delegate	<input type="text"/>	<input type="text"/>
Support coordinator	<input type="text"/>	<input type="text"/>
Class teacher	<input type="text"/>	<input type="text"/>
Support teacher	<input type="text"/>	<input type="text"/>
Teacher ..... *	<input type="text"/>	<input type="text"/>
Teacher ..... *	<input type="text"/>	<input type="text"/>
Teacher ..... *	<input type="text"/>	<input type="text"/>
School psychologist	<input type="text"/>	<input type="text"/>
Support assistant	<input type="text"/>	<input type="text"/>
Expert ..... *	<input type="text"/>	<input type="text"/>
Expert ..... *	<input type="text"/>	<input type="text"/>
Inspector	<input type="text"/>	<input type="text"/>
Other	<input type="text"/>	<input type="text"/>

\*subject or area of expertise

INDIVIDUAL LEARNING PLAN INTENSIVE SUPPORT

(Fill in the relevant parts/boxes)

**Pupil**

Name		Home address	
Date of birth	/ /	Nationality	
Date of entry to the school	/ /	Section and class	
Parent's name		Parent's name	
Home address		Home address	
Telephone number		Telephone number	
Email address		Email address	

**Language history**

Languages spoken at home	
Dominant language (L1)	
Second language	
Section language	
Additional information	

Diagnosis as written on last medical / psychological/ psycho-educational / multi-disciplinary report:

Name of the expert and the date of last medical/ psychological /psycho-educational/multi-disciplinary report:

<b>School history</b> (schools attended, repeating a year etc.) 1. 2. 3.	<b>Medical needs</b> (for allergies, diabetes etc.)  
--	--

Actual Intervention by specialists	IN SCHOOL	OUTSIDE SCHOOL	TIME ALLOCATED	Aim of the Intervention
<input type="checkbox"/> Speech/language	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/> Motor skills	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/> Physical	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/> Occupational	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/> Counselling	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/> Psychologist	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/> Medical treatments, doctors	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/> Other	<input type="checkbox"/>	<input type="checkbox"/>		

Diagnosis as written on last medical / psychological/ psycho-educational / multi-disciplinary report:

Name of the expert and the date of last medical/ psychological /psycho-educational/multi-disciplinary report:

School history  
(schools attended, repeating a year etc.)

1.

2.

3.

Medical needs

(for allergies, diabetes etc.)

Actual Intervention by  
specialists

IN  
SCHOOL

OUTSIDE  
SCHOOL

TIME  
ALLOCAT  
ED

Aim of the Intervention

☐ Speech/language

☐

☐

☐ Motor skills

☐

☐

☐ Physical

☐

☐

☐ Occupational

☐

☐

☐ Counselling

☐

☐

☐ Psychologist

☐

☐

☐ Medical treatments,  
doctors

☐

☐

☐ Other

☐

☐

Description of the pupil's special needs/main barriers faced by the pupil:

Strengths (academic, social/ emotional/ personality/ extra-curricular)

Challenges (weaknesses, difficulties)

Pupil's interests and learning profile

**Modifications/accommodations**

The following modifications/accommodations are used:

Curriculum modifications:

☐ individual subject objectives:

☐ subjects not taken:

☐ other:

☐ Timetable changes:

☐ Modified content expectations for assessment: ☐

Classroom accommodations

**Classroom Accommodations** (Annex 1)

General Classroom Accommodations  
Material to be used by the pupil  
Classroom Accommodations  
Behaviour and attention  
Classroom assignments

☐  
☐  
☐  
☐  
☐

**Special Arrangements for assessment**  
(Annex 2)

Others

☐  
☐

**School report**

School report/Semester report  
contains adapted assessment

☐

**Classroom Accommodations** (Annex 1)

**General Classroom Accommodations**

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

**Material to be used by the pupil**

Accommodation	All <del>subject/</del> areas	Some <del>subject/</del> areas	Only <del>subject/</del> areas
Textbooks for at-home use	<input type="checkbox"/>	<input type="checkbox"/>	
Large <del>print textbooks</del>	<input type="checkbox"/>	<input type="checkbox"/>	
Subject sheets with highlighted instructions	<input type="checkbox"/>	<input type="checkbox"/>	
Graph paper to assist in organizing or lining up math problems	<input type="checkbox"/>	<input type="checkbox"/>	
Use of idea processors (to <del>generate</del> , manipulate, and organize ideas): outlining, mapping, making schemes.	<input type="checkbox"/>	<input type="checkbox"/>	

Graphic organizers	<input type="checkbox"/>	<input type="checkbox"/>	
Use of calculator	<input type="checkbox"/>	<input type="checkbox"/>	
Use of audiobooks	<input type="checkbox"/>	<input type="checkbox"/>	
Use of computer, tablet, and specific software	<input type="checkbox"/>	<input type="checkbox"/>	
Use of a spelling dictionary or electronic spelling aid.	<input type="checkbox"/>	<input type="checkbox"/>	
Use of alternative books or materials on the topic being studied	<input type="checkbox"/>	<input type="checkbox"/>	
Adaptive writing utensils	<input type="checkbox"/>	<input type="checkbox"/>	

### Classroom arrangements

Accommodation	All cubicle/ area	Some cubicle/ area	Whole cubicle/area
Alteration of the classroom arrangement	<input type="checkbox"/>	<input type="checkbox"/>	
Space for movement or breaks	<input type="checkbox"/>	<input type="checkbox"/>	
Quiet corner or room to calm down and relax when anxious	<input type="checkbox"/>	<input type="checkbox"/>	
Preferential seating	<input type="checkbox"/>	<input type="checkbox"/>	
Use of a study carrel	<input type="checkbox"/>	<input type="checkbox"/>	

### Behaviour and attention

Accommodation	All cubicle/ area	Some cubicle/ area	Whole cubicle/area
Assistance in maintaining orderly space	<input type="checkbox"/>	<input type="checkbox"/>	
Reduction of distractions	<input type="checkbox"/>	<input type="checkbox"/>	
Set and post class rules	<input type="checkbox"/>	<input type="checkbox"/>	
Verbal/sound and visual cues regarding directions and staying on task	<input type="checkbox"/>	<input type="checkbox"/>	
Daily check-in with teachers or assistants	<input type="checkbox"/>	<input type="checkbox"/>	
Follow a routine	<input type="checkbox"/>	<input type="checkbox"/>	
Agenda book and checklists	<input type="checkbox"/>	<input type="checkbox"/>	
Hands-on activities	<input type="checkbox"/>	<input type="checkbox"/>	
Work-in-progress check	<input type="checkbox"/>	<input type="checkbox"/>	
Visual cues	<input type="checkbox"/>	<input type="checkbox"/>	
Alternate quiet and active time	<input type="checkbox"/>	<input type="checkbox"/>	
Short breaks	<input type="checkbox"/>	<input type="checkbox"/>	
Varied reinforcement procedures	<input type="checkbox"/>	<input type="checkbox"/>	
Immediate feedback	<input type="checkbox"/>	<input type="checkbox"/>	
Use proximity/visual control	<input type="checkbox"/>	<input type="checkbox"/>	
Clear expected behaviour	<input type="checkbox"/>	<input type="checkbox"/>	

Use de-escalating strategies	<input type="checkbox"/>	<input type="checkbox"/>	
Use peer supports and mentoring	<input type="checkbox"/>	<input type="checkbox"/>	
Daily feedback to the pupil	<input type="checkbox"/>	<input type="checkbox"/>	
Use positive reinforcement	<input type="checkbox"/>	<input type="checkbox"/>	
Have parents sign behaviour chart	<input type="checkbox"/>	<input type="checkbox"/>	
Have parents sign homework	<input type="checkbox"/>	<input type="checkbox"/>	
Model expected behaviour	<input type="checkbox"/>	<input type="checkbox"/>	
Chart progress and maintain data	<input type="checkbox"/>	<input type="checkbox"/>	

### Classroom assignments

Accommodation	All cubicle/ area	Some cubicle/ area	Whole cubicle/area
Give the pupil a written copy of instructions and requirements for each assignment	<input type="checkbox"/>	<input type="checkbox"/>	
Highlighting important words or phrases in reading assignments	<input type="checkbox"/>	<input type="checkbox"/>	
Word bank of choices for answers to questions	<input type="checkbox"/>	<input type="checkbox"/>	
Film or video supplements in place of reading text	<input type="checkbox"/>	<input type="checkbox"/>	
Use of idea processors	<input type="checkbox"/>	<input type="checkbox"/>	
Allow the pupil to create an audio or video recording of their response to a classroom assignment.	<input type="checkbox"/>	<input type="checkbox"/>	
Projects instead of written reports.	<input type="checkbox"/>	<input type="checkbox"/>	
Alternative forms of assignment	<input type="checkbox"/>	<input type="checkbox"/>	
Allow outlining, instead of writing for an essay or major project	<input type="checkbox"/>	<input type="checkbox"/>	
Reworded questions in simpler language	<input type="checkbox"/>	<input type="checkbox"/>	



### Special Arrangements for Assessment (annex 2)

Special Arrangement	All tests	Some tests (specify)	All areas/ subjects	Some areas/ subjects (specify)
a) Separate room for the test/examination/assessment;	<input type="checkbox"/>		<input type="checkbox"/>	
b) Change of seating arrangements;	<input type="checkbox"/>		<input type="checkbox"/>	
c) Taking of medication and/or refreshment in the case of a medical condition, for example, diabetes;	<input type="checkbox"/>		<input type="checkbox"/>	
d) An assistant to provide physical care for a pupil to ensure his or her well-being and safety. This assistant may not be a relative of the pupil or the teacher of the subject that is being examined;	<input type="checkbox"/>		<input type="checkbox"/>	
e) The use of a specific learning aid which is normally used in class, for example, a magnifying glass;	<input type="checkbox"/>		<input type="checkbox"/>	
f) a hearing aid; use of FM hearing system coloured overlay; a low vision aid; coloured lenses;	<input type="checkbox"/>		<input type="checkbox"/>	
g) For colour-blind pupils, colours can be substituted with words on the test/examination paper or a reader can name the colours for the pupil;	<input type="checkbox"/>		<input type="checkbox"/>	
h) List of approved devices/software/applications to be used in assessment;	<input type="checkbox"/>		<input type="checkbox"/>	
i) Modifications to the format of the assessment paper: size of paper and font, contrast, alignment, line spacing and printed pages. A paper and digital Braille version of the exams may also be made available;	<input type="checkbox"/>		<input type="checkbox"/>	
j) Additional time can be granted to pupils whose working pace is affected by their condition. A maximum of 25% extra-time can be granted for examinations; This measure applies to all harmonised tests. For examinations taking place in the classroom (A-tests) other measures may be considered/envisaged, such as shortened assignments for the class and extra time for pupils with special arrangements or shortened assignments for pupils with special arrangements but ensuring the assessment of the same/all competences;	<input type="checkbox"/>		<input type="checkbox"/>	
k) Use of approved applications/software for spell checker because of dyslexia. This request has to be confirmed by the school;	<input type="checkbox"/>		<input type="checkbox"/>	
l) Disregard of spelling mistakes in language subjects in case of dyslexia, when a spellchecker is not granted;	<input type="checkbox"/>		<input type="checkbox"/>	
m) For deaf or hard of hearing pupils, questions and instructions during oral exams are given in writing, exercises using audio files or videos are replaced by written exercises, or pupils receive a script of audio file or video;	<input type="checkbox"/>		<input type="checkbox"/>	
n) Written answers for oral examinations by a candidate who has severe difficulties in oral expression;	<input type="checkbox"/>		<input type="checkbox"/>	
o) Use of a computer, laptop, tablet or any approved device and the correspondent approved software to replace handwriting for pupils diagnosed with dyslexia, dysgraphia, dyspraxia or any other disorder affecting written expression.	<input type="checkbox"/>		<input type="checkbox"/>	

The school ensures that any computer/ laptop/device being used is cleared of stored information and the spell check function or other software and is not connected to the Internet. It should be noted that content/skills, not language errors, are assessed in examinations other than language examinations. Pupils may use their own devices, providing that the school has the means to verify the abovementioned conditions;

Special Arrangement	All tests	Some tests (specify)	All areas/ subjects	Some areas/ subjects (specify)
p) A communicator to assist a deaf or hard of hearing pupil through sign language or lip speaking.	<input type="checkbox"/>		<input type="checkbox"/>	

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

Special Arrangement	All tests	Some tests (specify)	All areas/ subjects	Some areas/ subjects (specify)
q) Approved speech-to-text and text-to-speech software/device or a scribe to transcribe word for word the pupil's dictated answers and to read back the pupil's answers where necessary	<input type="checkbox"/>		<input type="checkbox"/>	
r) An audio recording of answers where a scribe is not available	<input type="checkbox"/>		<input type="checkbox"/>	
s) Approved text-to-speech software/device or a reader to read both the assessment paper and to read back the answers. In this case, the additional time 25% may be granted	<input type="checkbox"/>		<input type="checkbox"/>	
t) Approved software or a prompter to assist a pupil with severe concentration difficulties or neurological disability in paying attention to the assessment tasks	<input type="checkbox"/>		<input type="checkbox"/>	

## SUPPORT

Objectives of support (Specify what aspect(s) of the subject/learning area is/are <u>being targeted?</u> )	Persons responsible	Resources and methods (Including accommodations) (Which resources and methods are used to reach the objectives?)	Assessment (What tools are used to assess progress?)	Progress		
				Not yet achieved (NMP)	Nearly achieved (NA)	Achieved (A)
1. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Date NYP <input type="text"/>	Date NA <input type="text"/>	Date A <input type="text"/>
2. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Date NYP <input type="text"/>	Date NA <input type="text"/>	Date A <input type="text"/>
3. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Date NYP <input type="text"/>	Date NA <input type="text"/>	Date A <input type="text"/>
4. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Date NYP <input type="text"/>	Date NA <input type="text"/>	Date A <input type="text"/>
5. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Date NYP <input type="text"/>	Date NA <input type="text"/>	Date A <input type="text"/>
6. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Date NYP <input type="text"/>	Date NA <input type="text"/>	Date A <input type="text"/>
7. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Date NYP <input type="text"/>	Date NA <input type="text"/>	Date A <input type="text"/>

Name

Place

Date



EUROPEAN SCHOOL

Annex 5: Model template for the School Report (secondary cycle)

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EUROPEAN SCHOOL

School Year

**REPORT**

NAME:

CLASS:

Subjects	10 9 8	7	6	5	4 3 2 1 0	Comments



EUROPEAN SCHOOL

Subjects for which adapted content expectations for assessment are used

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Subjects	Standards reached	Comments

Subjects or courses from which the pupil was granted total exemption


In witness thereof, this certificate has been drawn up for whatever legitimate purpose it may be required.