



EDUCATIONAL SUPPORT POLICY EUROPEAN SCHOOL MOL

Secondary Cycle

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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-D-14-en)

School's philosophy

The European School of Mol is committed to safeguarding the wellbeing of its pupils and to providing assurance that they can develop in an atmosphere of tolerance and respect. By providing basic care to all pupils we try to create a climate where optimal learning can take place for every student. The ES Mol strives to offer a safe and inclusive environment to all its pupils. The safe environment where the individuality of each pupil is respected is the most important. By integrating this action in the daily school life we hope to prevent problems from occurring. Our strength lies in the fact that we are a rather small school which enables us to approach each pupil's needs individually.

Academic stimulation

The European Schools (ES) are faced with ever greater challenges as the school population becomes increasingly diverse. In order to meet the needs of individual pupils, on the basis of their early identification, teachers use a variety of differentiated teaching methods in their classrooms.

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 pupils 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 pupils will be supported by career guidance teachers to make the correct personal choice concerning their school curriculum.

Communication with legal representatives

The European Schools believe 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. It is essential that parents inform the school of any issues which could affect their child's learning progress.

During the enrolment process parents are asked to provide the school with any specific or relevant information related to their child's socio-emotional or academic performance. The ES Mol expects parents to:

- actively follow up on their child's progress
- closely cooperate with educational advisors
- attend the meetings organised by the school
- inform the school of any significant progress and development related to the educational support

Overall wellbeing and social support

The school wishes to invest in the overall wellbeing of students by offering not only educational support, but also by 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 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.

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.

Educational Support Structure	
General	<ul style="list-style-type: none"> ○ given in or outside the classroom ○ small groups ○ short-term ○ groups organised vertically, horizontally, within or across sections ○ focus on the needs of the pupils concerned ○ planned and specific targets set ○ criteria and information for success included in GLP (Group Learning Plan)
Moderate	<ul style="list-style-type: none"> ○ extension of General support ○ for pupils with a mild learning difficulty (language, concentration problems, etc.) or in need of a more targeted support ○ pupils follow the standard curriculum and are assessed according to the given criteria and learning objectives for his/her class ○ given in or outside the classroom ○ individually or in small groups with similar needs ○ medium-term ○ groups organised vertically, horizontally, within or across sections ○ focus on the needs of the pupils concerned ○ specific learning objectives and criteria for evaluating pupils' progress included in ILP (Individual Learning Plan) ○ the methods of assessment used by the subject teacher may be adapted and special arrangements may be considered appropriate
Intensive	<ul style="list-style-type: none"> ○ given in order to help pupils develop their competences: subject knowledge, skills and attitudes ○ individually or small groups of pupils with similar needs ○ given in or outside the classroom ○ specific learning objectives and criteria for evaluating pupils' progress included in ILP (Individual Learning Plan) ○ provided according to: <ul style="list-style-type: none"> ✚ Intensive Support A <ul style="list-style-type: none"> ○ provided for pupils with special educational needs: learning, emotional, behavioural or physical ○ given following an expert's assessment of the pupil's special individual needs and signing of an agreement between the Director and the parents ○ provision of the Intensive Support recommended to the Director by the Support Advisory Group ○ pupil may follow a modified curriculum or syllabus ○ short-term, medium-term or long-term ✚ Intensive Support B <ul style="list-style-type: none"> ○ short-term only ○ Director may decide to provide Intensive Support to a pupil without special educational needs (e.g. language support for a pupil who is unable to follow the curriculum)

Documentation

1. General Support

- written request from the pupil's legal representatives or teacher to the educational support coordinator
- Group Learning Plan
- written information to pupil's legal representatives
- report on pupil's progress

2. Moderate Support

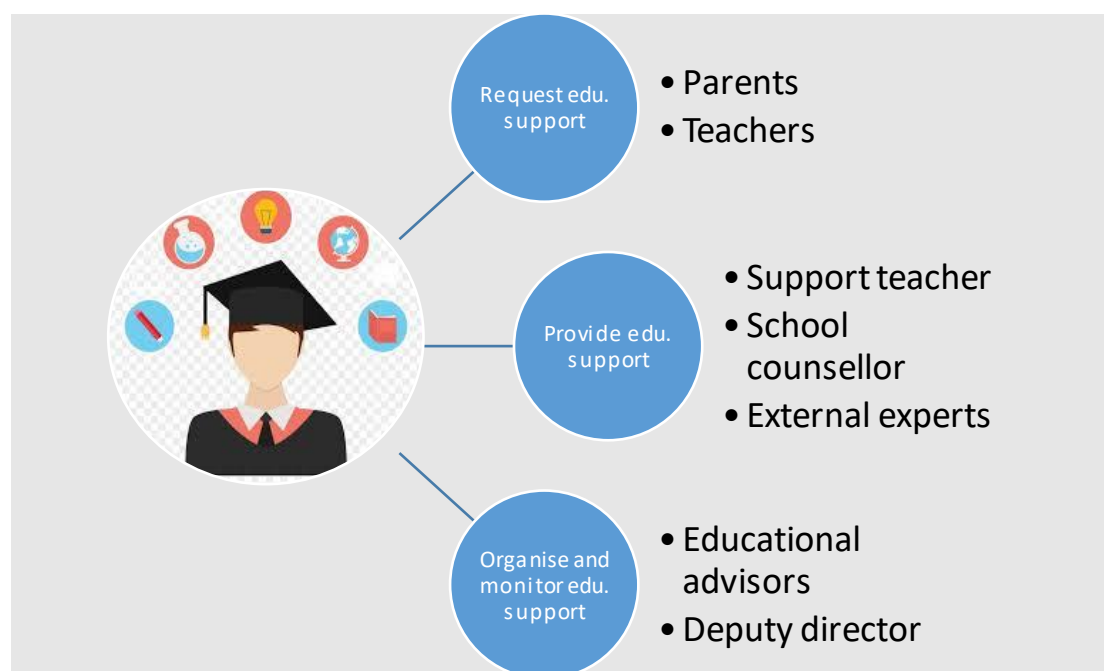
- written request from the pupil's legal representatives or teacher to the educational support coordinator
- Individual Learning Plan for each pupil
- written information to pupil's legal representatives
- report on pupil's progress

3. Intensive Support

- a formal assessment from a medical/psychological and/or multidisciplinary centre
- meeting minutes
- Individual Learning Plan for each pupil including aims to be achieved
- report on pupil's progress

Needs Analysis and Identification

Due to different learning styles and needs, the ES Mol provides an adapted teaching and educational support to those pupils who experience learning difficulties. The educational support can only be successfully implemented and bear fruit if all stakeholders on board take an active role on, namely, pupils, parents, teachers, educational advisors, school counsellor and external experts.



Upon arrival of a new pupil the parents provide the school with a multidisciplinary report, in case the child has been diagnosed with a certain learning difficulty or learning disorder. The new pupils who arrive to school without any previously detected learning difficulties or disorders are closely observed by the teachers and educational advisors.

At the end of school year the 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.

Support calendar

Month	Actions
June	Class councils. Class teachers include list of pupils recommended for support for the next academic year in their class council report.
July	Educational advisors, educational support coordinator and Deputy Director make a preliminary list of groups to be formed for the next academic year.
July/September	Educational support coordinator 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 and the support teacher when new needs arise). Parents are informed about their children taking part in the support lessons.
The first week of October	Educational support lessons start.
November	The November report is issued. The educational support coordinator and the educational advisors 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 educational support coordinator in writing . (This can happen at any time during the school year.)
January	Class councils: Learning 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.

Month	Actions
January	Meetings: learning support teachers – educational support coordinator – educational advisors. The overall functioning of the educational support scheme is discussed.
February	Meeting with educational 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 – educational advisors - educational support coordinator. Class teachers contact parents to inform them about the progress of the support lessons.
May/June	Educational support lessons end.
June	Final support reports are prepared for class councils by support teachers. They will be sent to the parents together with the 2 nd semester report.
July	Class councils. Final report from the support coordinator. Start of support scheme for the next school year.

Priorities

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

- Years 1-3
- Years 6&7 pre-BACC & BACC subjects
- New students with difficulties
- Languages & scientific subjects
- Compulsory subjects rather than optional subjects
- Pupils in large groups
- Possibility of forming a group (around 5)
- Highly-gifted pupils

Transition Primary/Secondary

In order to ensure a smooth transfer of information and keep the secondary colleagues up-to-date on educational needs of P5 pupils, the primary management, P5 class teachers and the secondary management and the educational advisors meet on several occasions throughout the school year.

Transition timetable

January	- Meeting P5 students on subject choices L3	Management/ P5 students and teachers
February	- Information meeting with P5 Parents	Parents /management / Educational advisors
March	- Common activities for P5 and S1 - Individual meetings with parents concerning specific needs	Students P5 meet students S1 Parents and Educational advisors
April/May	- Common activities for P5 and S1 - Ambassadors from secondary visit primary to answer questions from P5	Students P5 meet students S1 Students P5 meet secondary students
June	- Exchange visiting P5 comes to secondary - School cross participation - Meeting concerning students with educational needs - P5 class councils - Sports day P5 and S1-2	Students P5 follow classes in secondary Students P5 and S1-3 Class teachers and Educational adv. Teachers main subjects and Educational adv. Students participating in the sports day

Start in Secondary

First day	<ul style="list-style-type: none"> - Ambassadors welcome new pupils - Morning with class teacher - Tour of secondary school buildings and surroundings - Getting to know who is who: study, library, secretary, directors - Practical arrangements: lockers, canteen cards 	Ambassador students / Class teachers/ Educational advisors See separate schedule “First school day”
End of September	<ul style="list-style-type: none"> - (Informal) Meetings regarding students with difficulties or class related concerns 	Class teacher / cycle coordinator / Educational advisor / management
First semester	Weekly programme on adjusting to secondary school (all S1 students) <ul style="list-style-type: none"> - Learning to learn: learning skills - Social skills training 	Educational advisors/ counselling team/ class teacher
October	<ul style="list-style-type: none"> - Parents information evening (per class) 	Parents meeting with class teacher
November	<ul style="list-style-type: none"> - Parent Teacher meeting 	Parents meet individual teachers
Second semester	Follow up programme on adjusting to secondary school (selected pupils) - <ul style="list-style-type: none"> - Learning to learn - Social skills training 	Educational advisors/ counselling team/ class teacher

Objectives of educational support

The core objectives of educational support:

- 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 next school year will not be jeopardized
- foster learner autonomy through enhancing the pupils’ study skills applied to a specific subject
- guide and motivate highly-gifted pupils (Challenge Project – an enrichment programme developed for pupils who need extra challenges)
- increase teacher cooperation
- introduce the use of virtual learning platforms to help supporting the pupils’ learning
- keep parents regularly informed about the pupils’ progress

Support communication and monitoring

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/she shows weaknesses. In this sense, the support teacher must carry out continuous observation and assessment of the pupils. The support teacher 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 in **Group Learning Planning** for **general** support and in **Individual Learning Planning** for **moderate support**. In this way the progress of the pupil can easily be followed by other support teachers and subject teachers in the following years. Updating the GLP and the ILP 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.

The Support Advisory Group Council comes together in October and May to follow up on SEN (Special Educational Needs) pupils receiving **intensive support** and to assess the existing recommendations stipulated in the **Intensive Support Agreements**.

Care Team

The Deputy Director, educational advisors, school counsellor, counselling teacher representative and nurse make up the Care Team. The team comes together on a weekly basis to assess and analyse the pupils' needs. They look into:

- physical problems
- emotional state
- learning difficulties
- disciplinary issues

The school nurse provides help to those pupils who have physical problems and, if necessary, refers them to the school doctor. Pupils who need emotional guidance are supported by the school counsellor. The school counsellor is in direct contact with external experts, psychologists and psychiatrists and together with them follows up on the pupils who are in need of intensive socio-emotional support. The role of educational advisors is to organise and monitor learning support for those pupils who have learning difficulties. The educational advisors work closely with support and subject teachers and assist parents in finding multidisciplinary centres which provide school with diagnostic reports and recommendations. The educational advisors together with the Deputy director follow up on those pupils who lack discipline and work together with other community support services, such as JAC, in case a closer follow-up is needed.

The Care Team monitors and follows up on pupils with different needs. In case a more professional and a closer follow-up is needed, the Care Teams contacts the external experts. This then leads to a tripartite agreement. In a tripartite contract, the contracting parties are the school, the specialist offering his/her services and the legal representatives of the pupil. The school's role is limited to making a suitable room available to the pupil and to the professional, whose services are used, to agreeing on a timetable, taking due account of other class activities, and to providing coordination and monitoring through meetings of the Support Advisory Group (2018-09-D-53-en-4).

Educational support key actors

Key actors	Roles	Responsibilities
School management	Follows up on the organisation of educational support	<ul style="list-style-type: none"> ○ evaluates the organisation of educational support ○ informs the parents in case of the discontinuation of educational support
Support coordinator	Organises and monitors educational support	<ul style="list-style-type: none"> ○ carries out a preliminary expected needs analysis ○ follows up on the proposals of pupils for learning support ○ contacts and collaborates on a regular basis with class teachers, subject coordinators and subject teachers ○ facilitates support and subject teacher collaboration ○ follows up on the progress of pupils ○ disseminates information regarding materials, resources and in-service training ○ provides end of the school year report in which the support actions are evaluated
Support teacher	Provides academic support and monitors the pupil's progress	<ul style="list-style-type: none"> ○ looks after pupil's individual learning needs ○ closely collaborates with subject teacher on needs analysis for each pupil ○ fosters and structures his/her remedial learning process by offering explanation, advice and exercises at a level appropriate to each pupil ○ provides feedback on the pupil's progress to educational advisors, subject teachers and parents
Support assistant	Provides permanent in-class support and reports on the pupil's progress	<ul style="list-style-type: none"> ○ works in a team and maintains a cooperative and respectful relationship with team members ○ participates in the different activities contributing to the pupil's general education ○ participates in meetings organised by the Management or their delegates ○ assists the teachers in planning, preparing and assisting the SEN pupil during his/her classroom activities ○ monitors the SEN pupil's work and help him/her, if need be, by providing additional explanations. ○ prepares teaching equipment and material for the SEN pupil ○ observes the SEN pupil's behaviour and development and communicates the observations made to the teachers
School counsellor	Follows up on the pupil's emotional progress	<ul style="list-style-type: none"> ○ part of the Care Team ○ provides socio-emotional support to pupils and parents ○ mediator between school and local support services
External therapist	Conducts multidisciplinary research and provides assessment	<ul style="list-style-type: none"> ○ provides multidisciplinary reports ○ sets up the recommendations for school ○ sets up the recommendations for parents ○ provides socio-emotional support and guidance at school premises or outside the school

Secondary school contact details

[Link to document](#)

Special arrangements

In addition to differentiated classroom teaching, schools offer special arrangements. These arrangements are listed and made available to pupils during examinations, tests and other forms of assessment to allow the pupil to fulfill his/her potential in the fairest possible way. The list of special arrangements is available in the document 'Provision of Educational support in the European Schools – Procedural document' (2012-05-D-15). Special arrangements are authorised when they are clearly related to the pupils' diagnosed need(s) by means of a medical/psychological/psycho-educational and/or multidisciplinary report justifying these special arrangements. The implementation of special arrangements is decided on an individual basis by the school Management (up to and including S5) following discussion with parents and teachers. In S6 and S7, certain special arrangements can be directly authorised by the Director, other arrangements require the approval of the Board of Inspectors for the secondary cycle, according to the list of both categories of special arrangements as set out in the document 'Provision of Educational Support in the European Schools - Procedural document' (2012-05-D-15) and included as an annex to the document 'Arrangements for Implementing the Regulations of the European Baccalaureate' (2015-05-D-12).

If the evaluation conditions during the Pre-Baccalaureate and Baccalaureate examinations present a risk to disadvantage the candidate in terms of his/her performance – especially if he/she shows special educational needs – by preventing him/her from demonstrating the level at which he/she has acquired the required competences, special arrangements may be requested and authorised for the written and oral examinations. These special arrangements are not intended to compensate for any lack of knowledge or skills whatsoever.

The request procedure for applying for special arrangements for the European Baccalaureate is listed in the aforementioned document 'Provision of Educational Support in the European Schools - Procedural document' (2012-05-D-15) and included as an annex to the document 'Arrangements for Implementing the Regulations of the European Baccalaureate' (2015-05-D-12).

Assessment and promotion

All decisions concerning promotion of pupils receiving educational support are taken by the Class Council.

If the curriculum and/or syllabus have been modified to meet the needs of the pupil then he or she shall not be promoted. The pupil can continue with his or her class as long as this is beneficial for the pupil's social and academic development.

Pupils may return to the standard curriculum if all requirements for promotion are met. Prior to the re-enrolment the pupil must achieve the same level as any other pupil. Pupils in S5 must follow the standard curriculum and fulfill the same criteria as all pupils in order to be promoted to S6.

Non-integration of a pupil

The European Schools do not offer a fully inclusive education system. This means that there may be occasions where despite the school's best efforts, continuing education in the European School is not in the best interest of the child. This may become apparent either before admission or during the child's schooling.

At ES Mol, specific questions are asked with regard to SEN throughout the enrolment procedure, including during enrolment interviews and in the enrolment form.

An European School is to be able to make appropriate provision for the pupil's pedagogical and social integration. If this is not the case, on the opinion of the Support Advisory Group, the school is entitled to declare itself unable to meet the pupil's needs and to recommend that the parents seek an alternative solution for their child's education, in an establishment better suited and equipped to meet the child's educational and developmental needs. In such circumstances, the school assists the parents as far as reasonably possible.

The ES Mol provides the parents, whose children are leaving school, with a list of the surrounding educational institutions and help them with contacting the schools of their preference. For pupils who experience language difficulties in following the ES curriculum, an adapted learning plan is offered in order to prepare them for a different educational system to the ES one. The adapted learning plan is offered either within a school year of promotion or following the progression in the next school year.

Appeals procedure

Article 62 of General Rules of the European Schools

<https://www.eursec.eu/BasicTexts/2014-03-D-14-en-8.pdf>

Privacy statement

<https://www.esmol.be/storage/files/2018-06-d-21-en-4-european-school-privacy-statement-1576241295.pdf>

Annex 1: Table of the members of the Support Advisory group

SUPPORT ADVISORY GROUP MEETING

Date of Advisory Group meeting: ...

People in attendance: ...

Position	Name	Signature
Parent/legal representative		
Director or his/her delegate		
Support coordinator		
Year ... coordinator		
School counsellor		
Class teacher		
...		

Annex 2: Model Template for Intensive Support A Agreement



INTENSIVE SUPPORT AGREEMENT

Agreement has hereby been reached between

..., Director

and

..., 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 in the European Schools

On the provision of Intensive Educational Support

for ..., born on ...

Pupil in year ... of 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 MOL, 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 3, 4 and 5 December 2012 on the provision of educational support in the European Schools, in accordance with the implementing rules for the admission of pupils with special needs into Intensive Support, 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 (essentially speech therapists and psychomotor therapists), the provision is organised on the basis of a tripartite agreement between the School, the parents/guardians and the therapist.

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 special measures 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 mainstream or specially adapted course of study. The School may declare itself incompetent to admit a pupil whose special educational needs are such that it is unable to offer the support required. In that case, the School may refuse admission or continuation of integration into a mainstream school environment.

Article 3: This Agreement determines the type of admission (full or partial) and the Support planned, which may be provided in class or outside class in collective form to small groups of pupils with similar needs or in individual form.

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/integration 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 teaching and supervisory team of the class concerned.

Article 6: Under this Agreement, the pupil's admission/integration 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. 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.

SUPPORT ADVISORY GROUP MEETING

Date of Advisory Group meeting: ...

People in attendance: ...

Position	Name	Signature
Parent/legal representative		
Director or his/her delegate		
Support coordinator		
Year ... coordinator		
School counsellor		
Class teacher		
...		

*subject or area of expertise

INDIVIDUAL LEARNING PLAN INTENSIVE SUPPORT

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	
Second language	
Third language	
Additional information	

Diagnosis: SCOLAEUROPAEA

Date of last medical/ psychological and/or multi-disciplinary report: ...

<p>School history</p> <p>1. ...</p> <p>2. ...</p>	<p>Medical needs (for allergies, diabetes etc.)</p> <p>...</p>
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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"/>		

<p>Description of the pupil's special needs:</p>
<p>Strengths (academic, social/ emotional/ personality/ extra-curricular)</p>
<p>Challenges (weaknesses, difficulties)</p>
<p>Pupil's interests and learning styles</p>

Adaptations

The following adaptations are used:	Classroom adaptations	In class	Homework	Assessment
	<p><i>Curriculum adaptations:</i></p> <p><input type="checkbox"/> individual subject objectives:</p> <p><input type="checkbox"/> subjects not taken:</p> <p><input type="checkbox"/> other:</p> <p>Use a computer and dyslexia-software</p> <p><input type="checkbox"/> <i>Timetable changes:</i></p> <p><input type="checkbox"/> <i>Adapted content expectations for assessment:</i></p>	<p>Additional time</p> <p>Computer/laptop</p> <p>Calculator</p> <p>Reduced homework questions</p> <p>Amended seating</p> <p>Buddy system</p> <p>Mind maps</p> <p>Audio books</p> <p>Visual learning aids</p> <p>Teacher's notes provided</p> <p>Alternative assessment</p> <p>Assess content not spelling</p> <p>Separate room for testing</p> <p>Other</p> <p>Special arrangements for exams or tests</p> <p><input type="checkbox"/> Additional time</p> <p><input type="checkbox"/> Computer/laptop</p> <p><input type="checkbox"/> Calculator</p> <p><input type="checkbox"/> Scribe</p> <p><input type="checkbox"/> Reader</p> <p><input type="checkbox"/> Separate room</p> <p><input type="checkbox"/> Amended seating</p> <p><input type="checkbox"/> Supervised rest breaks</p> <p><input type="checkbox"/> Other</p> <p>School report</p> <p><input type="checkbox"/> School report/Semester report contains adapted assessment</p>		

SUPPORT

Objectives of support (Specify what aspect(s) of the subject/learning area is/are being targeted?)	Persons responsible	Methods (What methods are used to reach the objectives?)	Assessment (What tools are used to assess progress?)	Progress		
				Needs more practice (NMP)	Nearly achieved (NA)	Achieved (A)
				Date NMP / /	Date NA / /	Date A / /
				Date NMP / /	Date NA / /	Date A / /
				Date NMP / /	Date NA / /	Date A / /
				Date NMP / /	Date NA / /	Date A / /

Individual Learning Plan is written by:

Name

Signature

Place

Europese school MOL

Date

Annex 3: Model Template for Intensive Support B Agreement

INTENSIVE SUPPORT B AGREEMENT

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	
Second language	
Third language	
Additional information	



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Background

School agreement

-



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Remarks of teachers
Date

Annex 4: Model template for Individual Learning Plan for Moderate Support (accompanying report card)



Individual Learning Plan (Moderate Learning Support)

Subject		Name of Pupil		Hours of Support Per Week (e.g. 1 hour/week)	
Subject Teacher		Year Group & Language Section (e.g. S7 German)		Support Teacher	
Needs formulated by the subject teacher		Needs formulated by the pupil		Objectives of Support (Specify what aspect(s) of the subject/learning area is/are being targeted?)	Evaluation of Objectives (What tools are used to assess progress?)

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Secondaire - Secondary - Middelbare school:

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Learning Support Report (Moderate Learning Support)

Name of Pupil	
Code of Support Class (on SMS) e.g. S5KL1ENA	
Feedback on learning objectives and progress of the student. - If applicable, use <u>progress criteria code</u> (See below) and explain in detail. ***Progress criteria: <ul style="list-style-type: none"> • Needs more practice (NMP) • Nearly achieved (NA) • Achieved (A) 	
Signature / Name of Support Teacher	
<p style="text-align: center;"> <small>Europawijk 100 - (BE) 2400 Mol www.esmol.be</small> <small>Administration - Administratie: Tel. +32(0)14/56.31.01 Fax +32(0)14/56.31.04 e-mail: dir@esmol.be</small> <small>Primaire - Primary - Lagere school: Tel. +32(0)14/56.31.80 Fax +32(0)14/56.31.83 e-mail: prim@esmol.be</small> <small>Secondaire - Secondary - Middelbare school: Tel. +32(0)14/56.31.03 Fax +32(0)14/56.31.41 e-mail: sec@esmol.be</small> </p>	



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Annex 5: Model Template for Individual Learning Plan for Intensive Support

INDIVIDUAL LEARNING PLAN in INTENSIVE SUPPORT

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	
Second language	
Third language	
Additional information	

Diagnosis: SCOLAEUROPAEA				
Date of last medical/ psychological and/or multi-disciplinary report: ...				
School history			Medical needs (for allergies, diabetes etc.)	
1.	
2. ...				
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"/>		

<p>Description of the pupil's special needs:</p>
<p>Strengths (academic, social/ emotional/ personality/ extra-curricular)</p>
<p>Challenges (weaknesses, difficulties)</p>
<p>Pupil's interests and learning styles</p>

Adaptations

<p>The following adaptations are used:</p> <p><i>Curriculum adaptations:</i></p> <p><input type="checkbox"/> individual subject objectives:</p> <p><input type="checkbox"/> subjects not taken:</p> <p><input type="checkbox"/> other:</p> <p>Use a computer and dyslexia-software</p> <p><input type="checkbox"/> <i>Timetable changes:</i></p> <p><input type="checkbox"/> <i>Adapted content expectations for assessment:</i></p>	<p>Classroom adaptations</p>	<p>In class</p>	<p>Homework</p>	<p>Assessment</p>
	<p>Additional time</p> <p>Computer/laptop</p> <p>Calculator</p> <p>Reduced homework questions</p> <p>Amended seating</p> <p>Buddy system</p> <p>Mind maps</p> <p>Audio books</p> <p>Visual learning aids</p> <p>Teacher’s notes provided</p> <p>Alternative assessment</p> <p>Assess content not spelling</p> <p>Separate room for testing</p> <p>Other</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>
	<p>Special arrangements for exams or tests</p> <p><input type="checkbox"/> Additional time</p> <p><input type="checkbox"/> Computer/laptop</p> <p><input type="checkbox"/> Calculator</p> <p><input type="checkbox"/> Scribe</p> <p><input type="checkbox"/> Reader</p> <p><input type="checkbox"/> Separate room</p> <p><input type="checkbox"/> Amended seating</p> <p><input type="checkbox"/> Supervised rest breaks</p> <p><input type="checkbox"/> Other</p>			
	<p>School report</p> <p><input type="checkbox"/> School report/Semester report contains adapted assessment</p>			

SUPPORT

Objectives of support (Specify what aspect(s) of the subject/learning area is/are being targeted?)	Persons responsible	Methods (What methods are used to reach the objectives?)	Assessment (What tools are used to assess progress?)	Progress		
				Needs more practice (NMP) Date NMP / /	Nearly achieved (NA) Date NA / /	Achieved (A) Date A / /
				Date NMP / /	Date NA / /	Date A / /
				Date NMP / /	Date NA / /	Date A / /
				Date NMP / /	Date NA / /	Date A / /
				Date NMP / /	Date NA / /	Date A / /

Individual Learning Plan is written by:

Name

Signature

Place

Europese school MOL

Date



Individual Learning Plan (Intensive Support)

Pupil Name		Year Group & Language Section (e.g. S7 German)		<input type="checkbox"/> In Class <input type="checkbox"/> Individual <input type="checkbox"/> Intensive <input type="checkbox"/> Moderate <input type="checkbox"/> Learning to learn
Support Teacher		Hours of Support Per Week (e.g. 1hour/week)		
Identified Needs				
Objectives of Support				
Resources and Methods				
Assessment of Progress				



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Learning Support Report (Intensive Support)

Name of Pupil	
Code of Support Class (on SMS) e.g. S5KL1ENA	
Feedback on learning objectives and progress of the student. - If applicable, use progress criteria code (See below) and explain in detail. ***Progress criteria: <ul style="list-style-type: none"> • Needs more practice (NMP) • Nearly achieved (NA) • Achieved (A) 	
Signature / Name of Support Teacher	
<div style="text-align: center; background-color: #e0e0e0; padding: 10px;"> <p>Europawijk 100 - (BE) 2400 Mol www.esmol.be</p> <p>Administration - Administratie: Tel. +32(0)14/56.31.01 Fax +32(0)14/56.31.04 e-mail: dir@esmol.be Primaire - Primary - Lagere school: Tel. +32(0)14/56.31.80 Fax +32(0)14/56.31.83 e-mail: prim@esmol.be Secondaire - Secondary - Middelbare school: Tel. +32(0)14/56.31.03 Fax +32(0)14/56.31.41 e-mail: sec@esmol.be</p> </div>	



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Annex 6: Model Template for Group Learning Plan for General Support (accompanying report card)



Group Learning Plan (General Learning Support)

Subject		Name of pupil		Hours of Support Per Week (e.g. 1 hour/week)	
Subject Teacher		Year Group & Language Section (e.g. S7 German)		Support Teacher	
Needs formulated by the subject teacher	Needs formulated by the pupil		Objectives of Support (Specify what aspect(s) of the subject/learning area is/are being targeted?)	Evaluation of Objectives (What tools are used to assess progress?)	

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Learning Support Report (General Learning Support)

Name of Pupil	
Code of Support Class (on SMS) e.g. S5KL1ENA	
Feedback on learning objectives and progress of the student. - If applicable, use <u>progress criteria code</u> (See below) and explain in detail. ***Progress criteria: <ul style="list-style-type: none"> • Needs more practice (NMP) • Nearly achieved (NA) • Achieved (A) 	
Signature / Name of Support Teacher	
<p style="text-align: center;"> <small>Europawijk 100 - (BE) 2400 Mol www.esmol.be</small> <small>Administration - Administratie: Tel. +32(0)14/56.31.01 Fax +32(0)14/56.31.04 e-mail: dir@esmol.be</small> <small>Primaire - Primary - Lagere school: Tel. +32(0)14/56.31.80 Fax +32(0)14/56.31.83 e-mail: prim@esmol.be</small> <small>Secondaire - Secondary - Middelbare school: Tel. +32(0)14/56.31.03 Fax +32(0)14/56.31.41 e-mail: sec@esmol.be</small> </p>	

References

- Arrangements for Implementing the Regulations of the European Baccalaureate (2015-05-D-12)
- Core Elements of School Specific Guidelines on Educational Support (2019-06-D-9-en-2)
- Evaluation Report on the Implementation of the Educational Support Policy in the European Schools (2018-09-D-53-en-4)
- General Rules of the European Schools (2014-03-D-14-en-8)
- Job Description of a SEN Assistant (2011-07-D-1-en-1)
- Policy on the Provision of Educational Support in the European Schools (2012-05-D-14-en-9)
- Provision of Educational Support in the European Schools – Procedural Document (2012-05-D-15-en-12)