



EDUCATIONAL SUPPORT POLICY EUROPEAN SCHOOL MOL

Nursery and Primary Cycle

May, 2020

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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 a 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.

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 the pedagogical team
- 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

We value the overall wellbeing of pupils and offer social emotional support besides educational support. The nursery/primary Care Team is available to offer social emotional support and the nursery/primary KiVa team prevents and tackles bullying. Class teachers monitor the academic progress and the overall wellbeing of their pupils and seek suitable interventions where needed. The Care Team and the KiVa Team work in close cooperation with the class teachers. Parents can always contact the Care Team or the Kiva Team if they have any concerns.

Educational Support Provision

When differentiation in class is not sufficient to meet the needs of a pupil additional support will be provided. There are a range of support structures in place:

Educational Support Structure	
General	<ul style="list-style-type: none"> ○ given in or outside the classroom ○ small groups ○ short-term ○ groups organised within or across year groups and 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 within or across year groups or 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

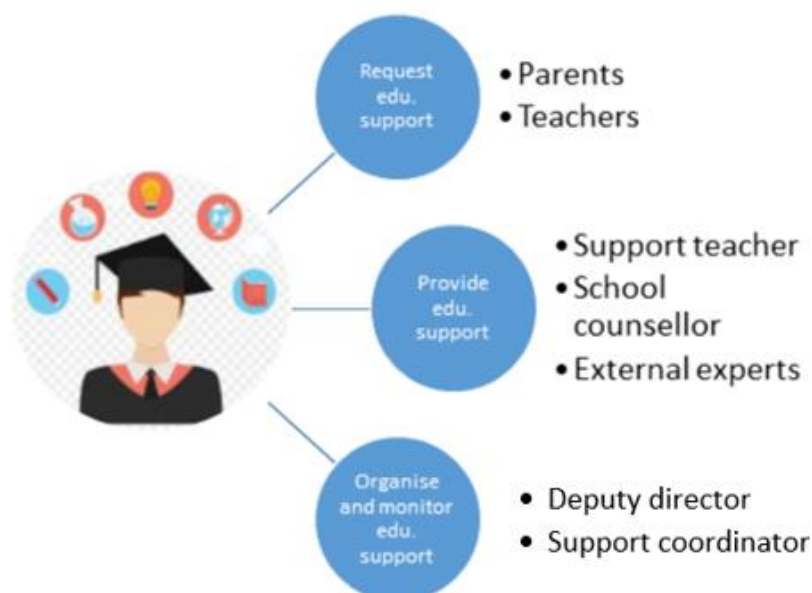
- written request from the pupil's legal representatives or teacher to the educational support coordinator
- Individual Learning Plan for each pupil
- written information to pupil's legal representatives
- report on pupil's progress

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. All stakeholders (pupils, parents, teachers, educational support coordinators, school counsellor and external experts) work together in order to make the support successful.



Parents are obliged to provide the school with the multidisciplinary report in case their child has been diagnosed with a certain learning difficulty, learning disorder or a medical condition. New pupils who arrive without any previously detected learning difficulties or disorders are closely observed by the teachers.

During the class councils at the end of the school year, recommendations can be made for educational support for the next school year. Furthermore, teachers can request support for a pupil at the beginning or throughout the school year. Parents can also inform the school at any time if they feel their child needs support.

Support calendar

Month	Actions
June	Class councils. Class teachers include a list of pupils recommended for support for the next academic year in their class council report.
July	Educational support coordinator and Deputy Director make a preliminary list of groups to be formed for the next academic year.
July/September	The educational support coordinator contacts individual teachers that could teach support lessons during the next academic year. Groups are assigned provisionally to teachers.
September	Class teachers take note of the support recommendations made at the class councils and look into the specific needs 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. Class teachers are asked if they have any other pupils that need support.
September	The support coordinator asks the parents for their consent before facilitating the support. Groups are formed and assigned to teachers. The support timetable is established and published. Class teachers, in cooperation with the support teachers, prepare the learning plans - GLP (Group Learning Plan) or ILP (Individual Learning Plan). (This plan will be updated continuously by the class teacher when new needs arise).
Mid-September	Educational support lessons start.
November	During the oral report a first evaluation of the support is discussed with the parents. Support is adapted if needed.
December	Meetings with the class teacher, learning support teacher, educational support coordinator and the parents. The support teacher informs the parents about the steps taken to address the needs identified by the class teacher and updates the learning plan accordingly. A decision is taken on whether it is needed to continue the support or not. Pupils on General Support stop the learning support lessons or move to Moderate Support until the end of the school year. The timetables for educational support are revised. Any time during the school year the class teacher and the support teacher may suggest that a pupil is no longer in need of support. In this case they inform the support coordinator in writing.
February	First semester report: Educational support reports are prepared by the support teachers. They will be sent to the parents together with the February report.

Month	Actions
April	Meetings class teachers – learning support teachers and educational support coordinator. Class teachers contact parents to inform them about the progress of the support lessons.
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.
June	Educational support lessons end.
End of June/July	Class councils. Final report from the support coordinator. Start of support scheme for the next school year.

Priorities

Learning support lessons are prioritised to the following subjects:

- Language 1
- Mathematics
- Language 2

Learning support lessons also aim at helping pupils with specific profiles:

- ADD/ADHD
- Autism
- Dyscalculia
- Dyspraxia
-

We also facilitate support lessons for social emotional support and physical education (swimming).

Transition Primary/Secondary

In order to ensure a smooth transfer of information and to keep the secondary colleagues up-to-date on educational needs of P5 pupils, the primary management, the primary support coordinator, P5 class teachers, 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 S1-2 Class teachers and Educational adv. Teachers main subjects and Educational adv. Students participating in the sports day

Objectives of the educational support

The core objectives of the 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
- keep parents regularly informed about the pupils' progress

Support communication

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

Tripartite agreements

European Schools can employ pedagogical staff and non-pedagogical staff for the school's administration which both have their own regulations for recruitment and working conditions (See documents: Regulations for the Members of the Seconded staff of the European Schools (Ref.: 2011-04-D-14-en-7) and Service Regulations for the locally recruited teachers in the European Schools (Ref.: 2016-05-D-11-en-2).

Since 2012, speech therapists, psychomotor therapists, occupational therapists, physiotherapists, orthoptists and psychologists who have a role in the therapy of a pupil with special educational needs can work in the schools only via tripartite contract in order to meet the recruitment rules of the ES. Conditions and arrangements for the support services for special needs pupils provided by therapists were defined in the year 2012 in the Memorandum of the Deputy Secretary General, Ref.: 2012-10-M-1-en). Since then, the Memorandum has been updated (Ref: 2014-06-M-3-en and 2014-06-M-3-). The actual valid version has the reference number Ref: 2018-06-M-2.

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.

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
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 ○ ask parents for their consent to facilitate support for a pupil ○ facilitates the 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 ○ informs the parents in case of the discontinuation of educational support ○ 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

Cooperation with community support services

Where needed or required the school will cooperate with community services if this is in the best interest of the child.

Nursery Primary school contact details

Director	María-José Perez Blanco	+32(0)14/56.31.01
Deputy Director	Myriam Lancelot	+32(0)14/56.31.80
Assistant to the Deputy Director Support Coordinator	Jan Luyten	+32(0)14/56.31.54
School Counsellor	Anne-Lize Stassen	+32(0)14/56.31.66
Medical Service/School Nurse	Yoke Moortgat	+32(0)14/56.31.40

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 be progressed 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.

The school has 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.

Challenge Project

The Challenge project started in October 2019 in primary in order to motivate highly gifted pupils. It is an **enrichment** programme developed for pupils who need extra challenges.

Appeals procedure

Article 62 of General Rules of the European Schools

<https://www.eurisc.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: Model template for Group Learning Plan for General Support



Group learning plan (general support)

Name(s) pupil(s):	Class/Section:	Subject:	Class teacher:	Support teacher:
Needs formulated by the class teacher:				
Pupil(s)	Objectives of support (Specify what aspect(s) of the subject/learning area is/are being targeted?)	Methods + resources (What methods/resources are used to reach the objectives?)		
Comments:				
Evaluation – Date:				
Feedback on the progress of the pupil(s)				

Plan written by (name + date):

Annex 2: Model template for Individual Learning Plan for Moderate Support



Individual learning plan (moderate support)

Name pupil:	Class + section:	Subject:	Class teacher:	Support teacher:
Needs formulated by the class teacher:				
Objectives of support (Specify what aspect(s) of the subject/learning area is/are being targeted?)	Methods + resources (What methods + resources are used to reach the objectives?)	Assessment (What tools are used to assess progress?)	Progress Needs more practice (NMP) Nearly achieved (NA) Achieved (A)	
1.			Date NMP	Date NA Date A
2.			Date NMP	Date NA Date A
3.			Date NMP	Date NA Date A
4.			Date NMP	Date NA Date A
5.			Date NMP	Date NA Date A
Comments:				

Plan written by (name + date):

Annex 3: 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	<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"/>
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

Annex 4: Model template for Intensive Support Agreement



INTENSIVE SUPPORT AGREEMENT

Agreement has hereby been reached between

█, Director

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 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

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



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Adaptations

The following adaptations are used:

Curriculum adaptations:

individual subject objectives:

subjects not taken:

other:

Timetable changes:

Adapted content expectations for assessment:

Classroom adaptations

	In class	Homework	Assessment
Additional time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Computer/laptop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Calculator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reduced homework questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Amended seating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Buddy system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mind maps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Audio books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visual learning aids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher's notes provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alternative assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assess content not spelling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Separate room for testing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Special arrangements for exams or tests

Additional time
 Computer/laptop
 Calculator
 Scribe
 Reader
 Separate room
 Amended seating
 Supervised rest breaks
 Other

School report

School report/Semester report contains adapted assessment

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)
1. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Date NMP <input type="checkbox"/>	Date NA <input type="checkbox"/>	Date A <input type="checkbox"/>
2. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Date NMP <input type="checkbox"/>	Date NA <input type="checkbox"/>	Date A <input type="checkbox"/>
3. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Date NMP <input type="checkbox"/>	Date NA <input type="checkbox"/>	Date A <input type="checkbox"/>
4. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Date NMP <input type="checkbox"/>	Date NA <input type="checkbox"/>	Date A <input type="checkbox"/>
5. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Date NMP <input type="checkbox"/>	Date NA <input type="checkbox"/>	Date A <input type="checkbox"/>
6. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Date NMP <input type="checkbox"/>	Date NA <input type="checkbox"/>	Date A <input type="checkbox"/>

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)

