

Educational Support in Secondary

Concetta Chiara Romano &
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Support Coordinators

Support Coordinators



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Educational Support Guidelines



- **On the school website (Secondary – Educational Support and Inclusive Education):** https://www.eel2.eu/fr/page/soutien-pedagogique-et-education-inclusive-1

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Differentiation in the classroom

- Responsibility of every teacher to provide an **accessible learning environment** that takes into account and value the **diversity** of learners
- This includes meeting the needs of:
  - ✓ Pupils **with different learning styles/profiles**
  - ✓ Pupils studying in a **language** section that does not correspond to their dominant language and with varied linguistic repertoires
  - ✓ Pupils arriving **later in the system** who have followed a different curriculum
  - ✓ Pupils with a **diagnosed learning difficulty**/disability/disorder and/or special educational needs and/or physical or developmental disability
  - ✓ Pupils with a **disability** (motor, sensory, intellectual, or psycho-social)
  - ✓ **Gifted** and talented pupils

  ➡ **Tailor-made accommodations in learning and assessment situations** that cater for the pupils' specific needs

Support

General

Moderate

Intensive (A or B)

General Support (1)

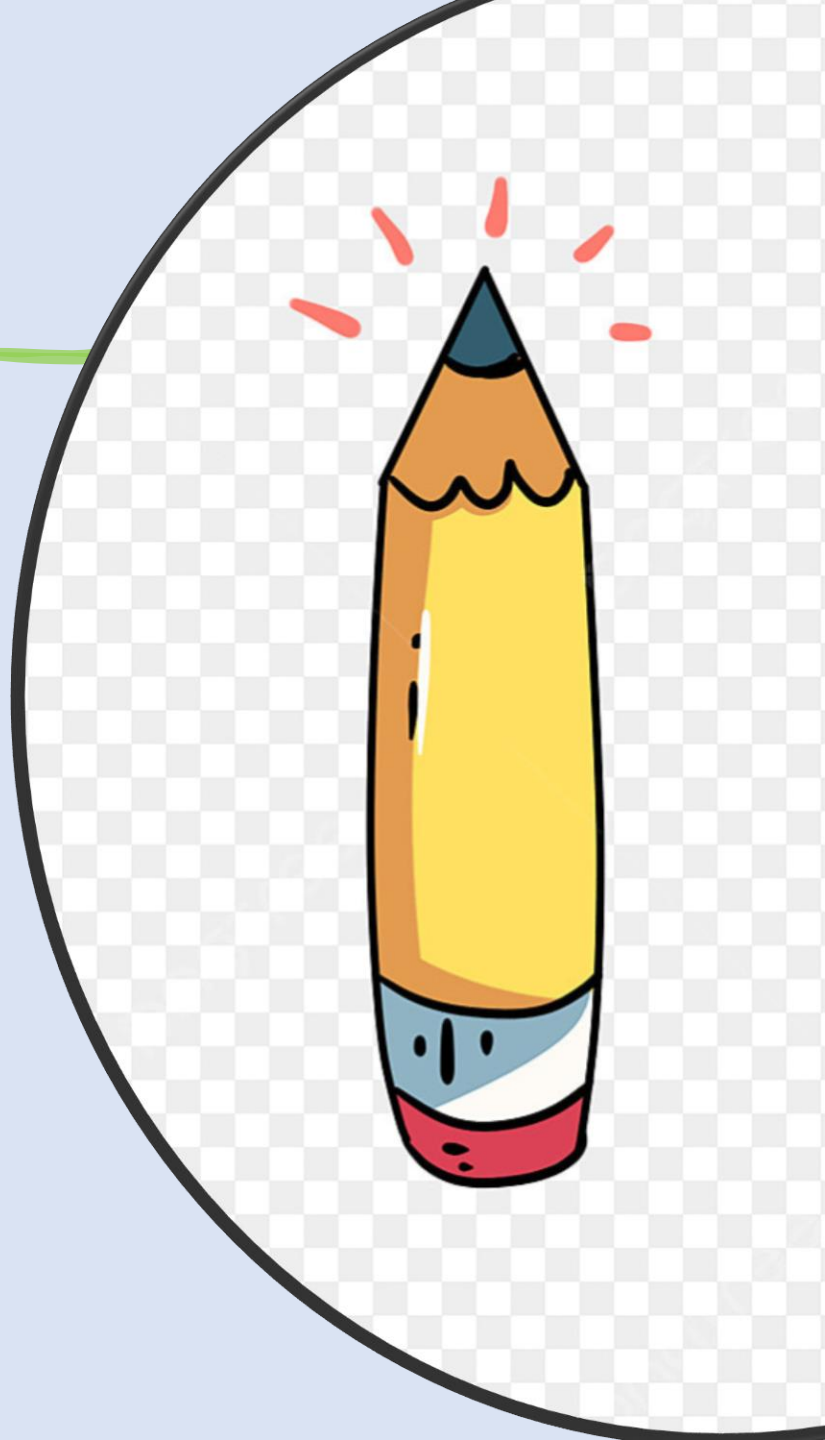
For whom?

✓Pupils experiencing difficulties in a particular aspect of a subject

When?

✓Anytime throughout the year

✓Short-term



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General Support (2)

Procedure to follow?

- ✓**Subject teachers** introduce a request with a *due justification* and a detailed description of the needs, following their observations or upon request of the parents
- ✓Request is submitted to the Deputy Director for approval
- ✓If approved, parents will receive a timetable proposal

Modalities?

- ✓Small group of up to 10 pupils (min. 2 pupils to create the lesson)
- ✓Lesson given by a Support teacher
- ✓Group Learning Plan with the set learning objectives + written feedback at the end

Moderate Support (1)

For whom?

✓Pupils in need of a more targeted support or with a mild learning difficulty

When?

✓Anytime throughout the year

✓Short, medium or long-term



Moderate Support (2)

Procedure to follow?

- ✓**Subject teachers** introduce a request with a *due justification* and a detailed description of the needs, following their observations or upon request of the parents
- ✓Request is submitted to the Deputy Director for approval
- ✓If approved, parents will receive a timetable proposal

Modalities?

- ✓Individual lessons or small group of up to 6 pupils (min. 2 pupils to create the lesson)
- ✓Lesson given by a Support teacher
- ✓Individual Learning Plan with the set learning objectives and the progress + written feedback at the end

Intensive Support A (1)

For whom?

- ✓Pupils with **special educational needs** (learning, emotional, behavioural and/or physical needs)
- ✓Condition: Expert **assessment** of the child's needs justified by a medical / psychological/ psycho-educational and/or multidisciplinary report (see criteria afterwards)

When?

- ✓Medium or long-term
- ✓The pupil's absence from lessons in other subjects should be restricted as far as possible to exceptional cases.



Intensive Support A (2)

Procedure to follow?

- ✓Parents make a **written request** to the Support Coordinator and provide all the **documentation**
- ✓Organisation of a **SAG meeting** with the parents, principal class teacher, main subject teachers and, if needed, an external expert
  - ✓**Accommodations** in the classroom and/or during tests
  - ✓Extra **support** lessons
  - ✓Establishment of an **Agreement** between the school and the parents (valid for 1 year)
- ✓S1: SAG meeting at the beginning and at the end of the year
- ✓S2-S6: SAG meeting at the end of the year or before under exceptional circumstances

Intensive Support A (3)

Modalities?

- ✓Lesson given by a Support teacher
- ✓Individual lessons or small group of up to 3 pupils
- ✓Individual Learning Plan with the set learning objectives and the progress + written feedback at the end of each semester

Criteria for the medical/ psychological/ psycho-educational and/ or multidisciplinary report (1)

- Be legible, on headed paper, signed and dated
- State the title, name and professional credentials of the expert(s) who has/have undertaken the evaluation and diagnosis of the pupil
- Through medical/psychological/psycho-educational or multidisciplinary report, state specifically the nature of the pupil's medical and/or psychological needs and the **tests or techniques used to arrive at the diagnosis**.
- Report for learning disorders needs to describe the pupil's strengths and difficulties (cognitive assessment where relevant), their impact on learning (educational evidence), and the tests or techniques used to arrive at the diagnosis.
- Report for medical/psychological issues needs to specify the pupil's medical/psychological needs and **their impact on learning** (educational evidence).
- The medical/psychological/psycho-educational and/or multidisciplinary report must include the raw scores for tests with quantitative results and qualitative results for tests where only this exist, and the conclusion on how they relate to the average results. The tests should be standardised at international or national level.
- All reports need **a summary or conclusion** stating the **accommodations** required and, where appropriate, **recommendations** for teaching/learning for the school's consideration.

Criteria for the medical/ psychological/ psycho-educational and/ or multidisciplinary report (2)

- A Medical/psychological/psycho-educational and/or multidisciplinary report must be regularly updated and **not be more than four years old** or when the pupil changes cycle. In case of permanent and unchanging disability (and when the SAG agrees), no retesting other than regular updates will be required. For a request for special arrangements in the **European Baccalaureate**, the completely updated medical/psychological/psycho-educational and/or multidisciplinary report will be required. Documentation should **not be more than two years old**, i.e. should **not be dated earlier than October in S3 and not later than October in S5.**
- In order to avoid possible conflict of interests, the expert assessing pupils will be neither an employee of the European School nor a relative of the pupil
- If not written in one of the working languages, be accompanied by a **translation into French, English, or German**.

Remarks

Proposed timetables

The scheduling of support lessons is complex due to the need to coordinate the students' and the teacher's respective timetables. As a result, the **School cannot accommodate requests from the parents/ legal representatives regarding the timing of these lessons.** Support sessions may occasionally take place during **lunch breaks** rather than free periods. In such instances, time will be allotted within the lesson for students to eat their packed meal. Additionally, support classes may be scheduled on **Tuesday afternoons**, possibly requiring parents to arrange transportation for their child to return home.

Pupil's Attendance

Once parents/legal representatives approve a student's attendance in a support class, **attendance becomes mandatory**. As a result, **after three unjustified absences, a student will automatically be withdrawn** from the support class. Parents will receive notification of this decision via e-mail.

Additionally, subject and support teachers may decide to withdraw a student from the support course if they believe the student no longer benefits from it. Parents or legal representatives can also request the discontinuation of their child's support course by emailing the school with their decision.

ISA agreement



EUROPEAN SCHOOL LUXEMBURG 2

INTENSIVE SUPPORT AGREEMENT A/B

Agreement has hereby been reached between

Mr Van Daal, Director of the European School Luxembourg II

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 05/09/2023 and 05/07/2024

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

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Classroom Accommodations (Annex 1)

General Classroom Accommodations

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

Material to be used by the pupil

Accommodation	All subjects/	Some subjects/	Which

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;	☐		☐	
b) Change of seating arrangements;	☐		☐	
c) Taking of medication and/or refreshment in the case of a medical condition, for example, diabetes;	☐		☐	
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;	☐		☐	
e) The use of a specific learning aid which is normally used in class, for example, a magnifying glass;	☐		☐	
f) a hearing aid; use of FM hearing system coloured overlay; a low vision aid; coloured lenses;	☐		☐	
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;	☐		☐	
h) List of approved devices/software/applications to be used in assessment;	☐		☐	
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;	☐		☐	
j) Additional time can be granted to pupils whose working pace is affected by their condition. A maximum of 25% extra-time 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,	☐		☐	
k) Use of approved applications/software for spell checker because of dyslexia. This request has to be confirmed by the school;	☐		☐	
l) Disregard of spelling mistakes in language subjects in case of dyslexia, when a spellchecker is not granted;	☐		☐	
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;	☐		☐	
n) Written answers for oral examinations by a candidate who has severe difficulties in oral expression;	☐		☐	

Request for special arrangements for the BAC cycle



- ✓ Usually, Special Arrangements in S6 & S7 will be allowed **only when similar arrangements have been used in the previous years**

- ✓ Request form (Ref.: 2014-09-D-12-en-3) must be sent to the Support Coordinator by the **15th of October in S5**
  - ✓ **Diagnosis** and **recommendations** must be stated precisely
  - ✓ Requested **special arrangements** must be selected
  - ✓ **Up-to-date report** (dating back not more than 2 years)

  -> S5 parents will be invited to a specific information meeting

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European Schools

Office of the Secretary-General
European Baccalaureate Unit

Ref.: 2014-09-D-12-en-3
Orig.: EN

Template for the request of special arrangements for the European Baccalaureate cycle

Discussed and approved by the Joint Teaching Committee on 9 and 10 October 2014.

European School of _____

REQUEST FOR SPECIAL ARRANGEMENTS FOR s6 AND s7

Must be submitted no later than the *15thOctober* of the year preceding entry into the Baccalaureate cycle)

PART A: To be filled by the school and/or the legal representatives of the pupil

Name of the pupil:	**Class:** **Section:**	**Personal identity code:**
Name and title of the specialist(s):		
Diagnosis (as stated in the medical / psychological/psycho-educational / multi-disciplinary report):		
Recommendations for special arrangements (as stated in the attached medical / psychological / psycho-educational / multidisciplinary report):		

SPECIAL ARRANGEMENTS ARE REQUESTED FOR: (*Please, tick the appropriate box and indicate the subjects*) [1]

	Written examinations:		Oral examinations:
☐	L1	☐	L1
☐	L2	☐	Oral 1=
☐	Math 3/5	☐	Oral 2 =
☐	Option 1 =		
☐	Option 2 =		

[1] Please tick the subjects for which special arrangements may **possibly** be needed, it is understood that final choices will be made in S7.

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List of Special Arrangements (1)

The special arrangements listed below may be authorized by the school Director for S6 and S7:

D1 - Separate room for the test/examination/assessment.

D2 - Change of seating arrangements.

D3 - Taking of medication and/or refreshment in the case of a medical condition, for example, diabetes.

D4 - 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 a teacher of the subject that is being examined.

D5 - The use of a specific learning aid which is normally used in class, for example, a magnifying glass; a hearing aid; coloured overlay; a low vision aid; coloured lenses.

D6 - 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.

List of Special Arrangements (2)

The special arrangements listed below may only be authorized by the Board of Inspectors (Secondary) or the Inspector responsible for Support (Secondary). The justification for any of these arrangements needs to be confirmed by the school and by the specialist's report:

I1 - Modifications to the format of the examinations.

I2 - Additional time can be granted to pupils whose working pace is affected by their condition. For each hour of examination, a maximum of ten minutes can be granted. For 90 minutes' assessments, an additional 15 minutes can be granted.

I3 - Use of a computer or laptop or a typewriter to replace handwriting for pupils diagnosed with dyslexia, dysgraphia or any other disorder affecting written expression. School ensures that any computer/laptop being used is cleared of stored information and the spell check function and is not connected to the Internet. It should be noted that in examinations, other than language examinations, competences and not language errors, are assessed.

I4 - Use of a spell checker because of severe dyslexia*2. This request has to be confirmed by the school.

I5 - A scribe to transcribe word for word the pupil's dictated answers and to read back the pupil's answers where necessary because of severe dyslexia.

I6 - An audio recording of answers because a scribe is not available and because of severe dyslexia.

I7 - A reader to read both the assessment paper and to read back the answers because of severe dyslexia.

I8 - Use of a simple arithmetic calculator, whenever no calculator at all would be allowed, because of diagnosed severe dyscalculia*3 , because of diagnosed severe dyslexia, severe ADHD or severe Working memory deficit*4.

List of Special Arrangements (3)

I9 - Rest period(s) – during this time a pupil may not read, write or take notes of any kind and may leave the room under supervision.

I10 - A communicator to provide assistance to a hearing-impaired candidate through sign language or lip speaking.

I11 - A prompter to assist a candidate with severe concentration difficulties or neurological disability in paying attention to the assessments tasks.

I12 - Written instructions for a hearing-impaired candidate.

I13 .- Written answers for oral examinations for a candidate who has severe difficulties in oral expression.

I14 - Others

*2 Severe dyslexia implies a Standard Score of 85 or less on a standardised academic achievement test in reading and/or writing.

*3 Severe dyscalculia implies a Standard score of 85 or less on a standardised academic achievement test in Maths

*4 severe working memory deficits imply a Standard score of 85 or less on a standardised cognitive test 6

Intensive Support B (1)

For whom?

✓*In exceptional circumstances*: for pupils without diagnosed special educational needs, who cannot access the curriculum, for example, due to language related issues

When?

✓Short-term only

✓The pupil's absence from lessons in other subjects should be restricted as far as possible to exceptional cases.

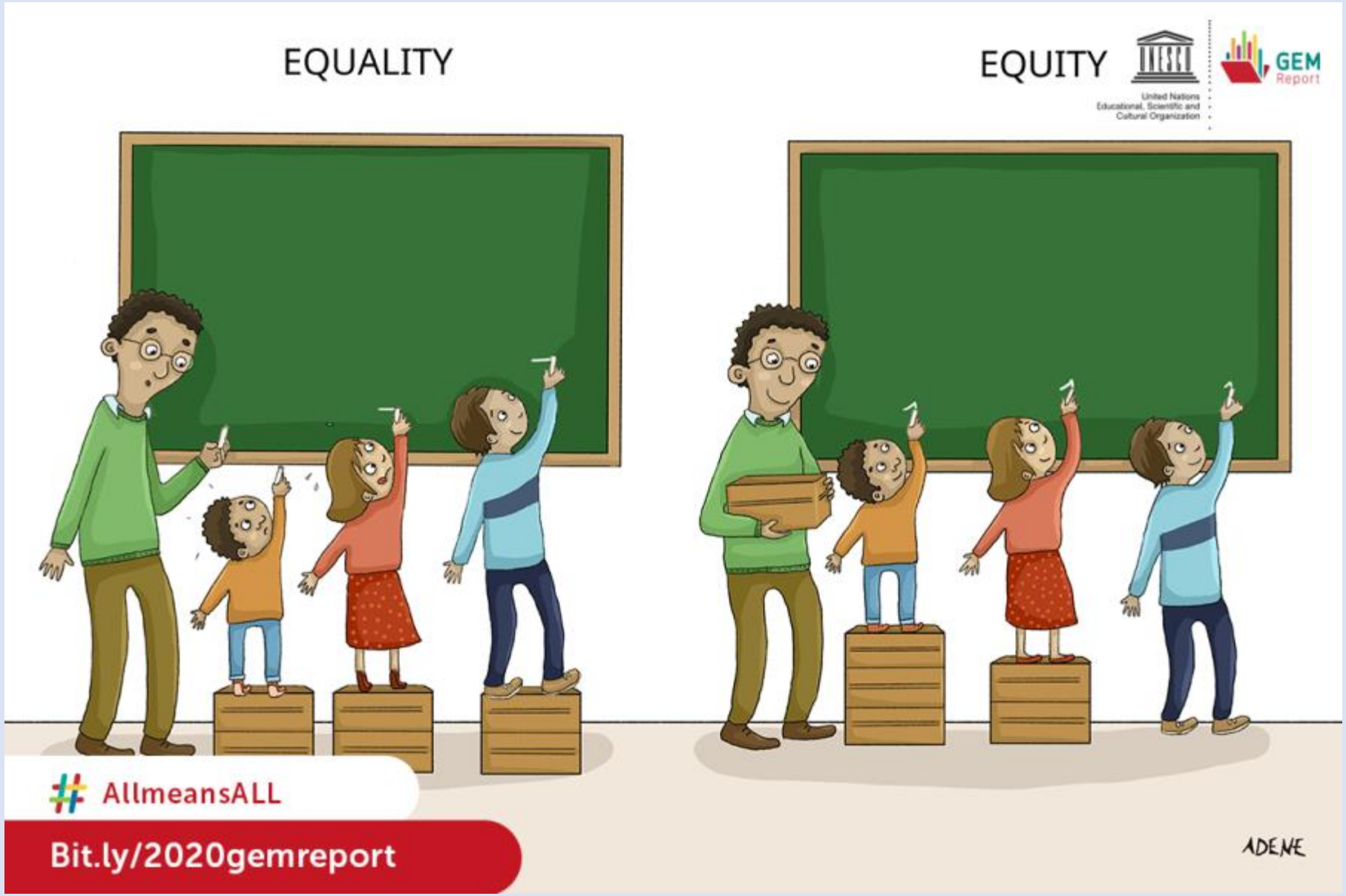
Progression without promotion

- ✓Pupil who **does not meet the conditions to be promoted** normally
- ✓May progress with the class group for as long as it beneficial to the pupil's social and academic development
- ✓Pupil follows a **modified curriculum until S5**
- ✓May return to the standard curriculum and be promoted to a higher class if the **Class Council** decides that the minimum requirements are met

Tripartite Agreements (parents – school – therapist)

- ✓Essentially speech therapists and psychomotor therapists
- ✓**Room made available** to the pupil and the professional on an agreed timetable
- ✓Services of the professional paid by the parents





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Thanks for your attention!

Any questions?

References

Documents available on the website of the Office of the Secretary-General of the European Schools (https://www.eursc.eu/en/European-Schools/studies/educational-support)

- ✓Policy on the Provision of Educational Support and Inclusive Education in the European Schools - **2012-05-D-14-en-10**
- ✓Provision of Educational Support and Inclusive Education in the European Schools - Procedural document - **2012-05-D-15-en-13**