

EEB2

SECONDARY

EDUCATIONAL

SUPPORT

GUIDELINES

September 2021

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Part 1. Introduction

1. School Philosophy

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

As expressed above, in a quote from the European School Document 2012-05-D-14-en-9, Policy on the Provision of Educational Support in the European Schools, the school philosophy of EEB2 is based on: **respect and valorisation of each and every member of the school community, despite the personal differences between languages, cultures, religions, opinions, interests, abilities, disabilities, etc. At the EEB2 we believe that cooperation, diligence and mutual understanding are the core elements for growing together and becoming stronger and wiser human beings.**

1.2. Overview

The primary purpose of the Educational Support guidelines is to provide practical guidance to teachers, parents and other interested persons on the provision of effective educational support to pupils with low achievement and/or learning difficulties at the EEB2.

The Educational Support Guidelines reflect the changes and advances that have taken place in education in recent years.

The guidelines are valid for the school year 2019-2020. They comprise a flexible, dynamic and responsive working document that may be updated during the year to reflect changes that occur within the school and changes in the provision of educational support put in place by the Board of Governors and/or the Joint Teaching Committee.

1.3. Legislation and official policy documents

The Board of Governors/Teaching Committee plays an important role in developing, supporting and monitoring school policy on educational support and special needs. It oversees the development and implementation of our school policy on educational support. The Board ensures that the school policy is in line with agreed policy covering the provision of educational support across all the European schools, outlined in the following documents:

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)

Part 2. Principles and Aims of Educational Support

2.1. Principles of educational support

Effective educational support is based on the following principles:

- Having an effective whole-school policy and parental involvement
- Prevention of failure
- Provision of early intervention
- Direction of resources towards pupils in greatest need

In order to be successful in tackling the problem of low achievement among pupils the school:

- Places a high priority on the enhancement of classroom-based learning and on the prevention of learning difficulties at all levels within the school
- Supports pupils experiencing low achievement and/or learning difficulties through a team approach which involves the pupils themselves, their teachers, parents and relevant support personnel such as psychologists and speech and language therapists
- Draws up and implements whole-school policy on educational support
- Establishes effective home-school partnerships
- Implements early intervention programmes, including support teaching

- Develops and implements an individual learning programme (ILP) for each pupil in receipt of intensive support, based on an assessment of needs and a specification of learning targets for the pupil: These programmes are drawn up and implemented collaboratively by the pupil's subject teacher(s) and learning support teacher(s).

2.2. Aims and Expected Outcomes of educational support

The principal aim of educational support is to optimize the teaching and learning process in order to enable pupils with learning difficulties to achieve adequate levels of proficiency in different areas of the curriculum. Central to this process is the enhancement of classroom-based learning and it includes support by educational support teachers, assistants and therapists outside the classroom or in the classroom, as appropriate. The provision of educational support for pupils with low achievement and/or learning difficulties also aims:

- To enable these pupils to participate in the full curriculum for their class level (when-ever possible)
- To develop positive self-esteem and positive attitudes about school and learning for these pupils
- To enable pupils to monitor their own learning and become independent learners
- To provide support teaching and additional support and resources for these pupils
- To involve parents in supporting children's learning through effective parent-support programmes
- To promote collaboration among teachers in the implementation of whole-school policy on educational support
- To establish early intervention programmes and other programmes to enhance learning and to prevent/reduce difficulties

The expected outcomes of educational support for pupils with low achievement/learning difficulties can be described as follows:

- Improved learning

- Enhancement of basic skills and learning strategies to a level which enables the pupils, whenever possible, to participate in the full curriculum
- The achievement of adequate levels of competency by the pupils
- The application of independent learning strategies by the pupils resulting in commitment to and involvement in their own learning, positive attitudes to school and high levels of self-esteem
- Partnership between teachers, learning support teachers and parents in planning, and implementing learning support for the pupils
- The implementation of a tracking system at whole-school level to monitor the progress of the pupils receiving support

Part 3. Organization of Educational Support

3.1. Roles and responsibilities in educational support provision

The effective implementation of educational support is central to the achievement of the aims and outcomes outlined earlier. In order to develop and implement the school's plan on educational support the collaboration and consultation of several members of the school community is necessary. Within our team we have experienced professionals with specialized expertise in pedagogical support and mediation of learning and cognitive disabilities. Working to support students who are gifted is also central to our goal as is providing the right level of challenge for every student. The Board of Management, the principal teacher, class teachers, the learning support coordinators, the learning support teachers, and assistants, the therapists, psychologists, parents and relevant professionals have all a role to play. For detailed information about the roles and responsibilities of the staff involved in educational support please refer to the document 2012-05-D-15-en-12. The contact details of the staff involved in the provision of educational support at the EEB2 are included in Appendix 1.

3.2. Strategies for preventing learning difficulties

3.2.1. Identifying and selecting pupils for support

There are many ways in which a pupil's additional learning needs may be identified. These include:

- Admissions procedures
- Information from the pupil's previous school
- Comments made by the pupil
- Parental concerns
- Class/Subject teacher concerns through ongoing teacher assessments and observations
- Formal teacher assessments
- Concerns raised at year group, or class council meetings
- Whole year group assessment indicating a gap in knowledge and/or skills.

3.2.2. Enrolment of pupils with additional learning needs

It is mandatory that the parents provide the school with all the relevant information including the pupil's level of academic attainment, previous educational support and/or special educational needs. It is the responsibility of parents to guarantee that the information given is correct.

3.3. Types of educational support

Educators are constantly seeking effective ways to meet the needs of all learners, so that every student can experience success. When students learn differently or have particular talents, teachers are required to identify their learning needs and intervene. This intervention may be in the form of specific teaching in any particular instance, or it may be over a longer, more sustained period.

Teachers have the responsibility to create the best possible learning environment for each and every student through effective screening, progress monitoring and data-based decision-making processes utilizing a framework of intervention which is described below.

3.3.1. Differentiation

These guidelines place considerable emphasis on the central importance of appropriate classroom-based intervention (whether or not learning support teaching is involved) in addressing the needs of all children.

Differentiation means planning and executing teaching for all children in all classes taking account of individual differences in learning styles, interests, motivation and aptitude, and reflecting these differences in the classroom.

Differentiation forms the basis of effective and inclusive education. All pupils need and benefit from it – the ones who have specific or general learning difficulties as well as the gifted ones. The aim of differentiated teaching is to meet the pupils' educational needs, and it is the responsibility of every teacher working in the European Schools and must be common classroom practice.

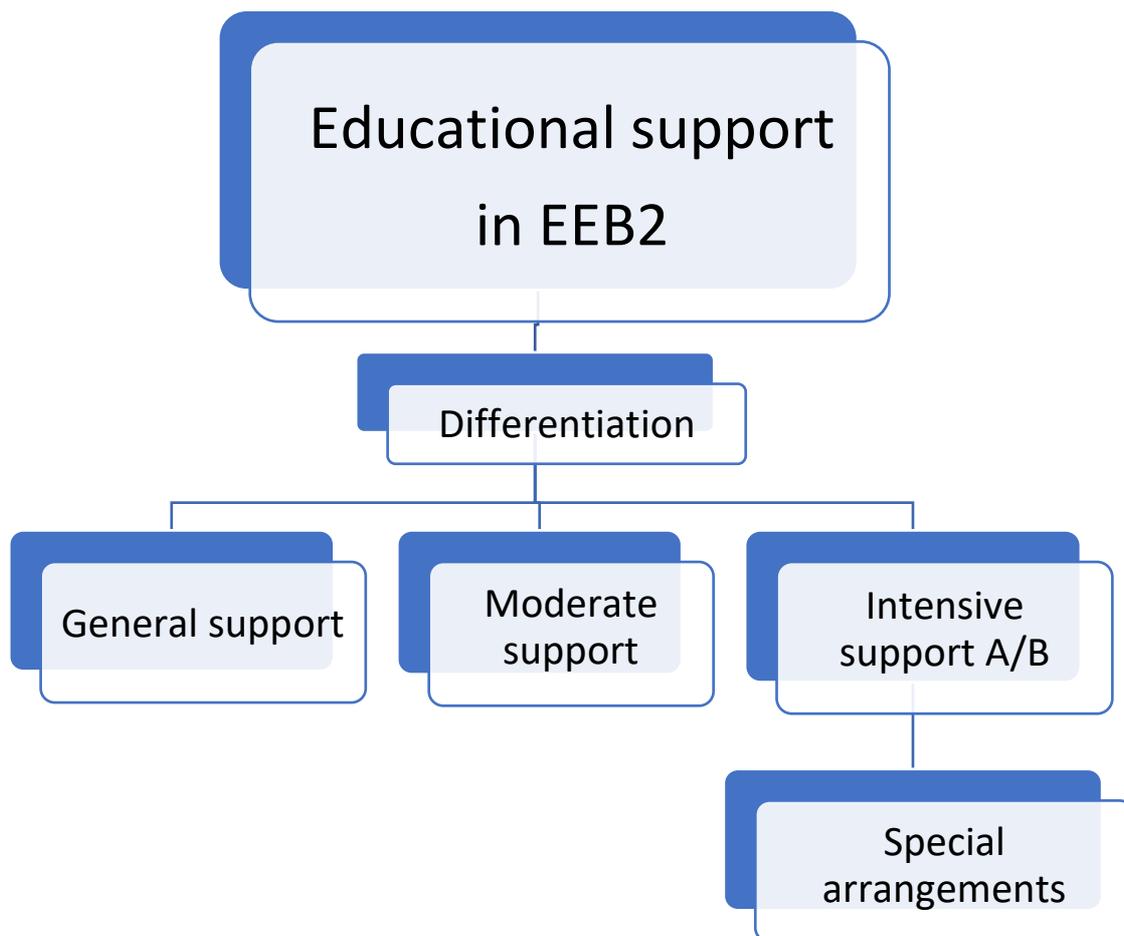
Different educational needs that must be met could be, for example:

- pupils with different learning styles
- pupils studying in a language section which does not correspond to their mother tongue
- pupils arriving in the system at a later stage who have followed a different curriculum and/or whose knowledge and skills show possible gaps
- pupils with a mild learning difficulty
- pupils with a diagnosed special educational need
- gifted and talented pupils

The school is able to meet the needs of most students in the classroom with differentiated strategies. However, when differentiation is not sufficient in order to meet the pupil's needs, the EEB2 provides a range of other support structures. The support is meant to be flexible and the need of the quantity and quality is to be assessed and confirmed regularly.

The range of support is described in broad categories although children do not always fall neatly into these boxes. The different types of support include general, moderate and intensive support (see fig.1).

Fig.1. Framework for educational support



3.3.2. General Support

3.3.2.1. Description

Regardless of the overall cognitive profile or average academic success, any pupil may encounter difficulties or need to catch up in a specific aspect of a subject. The reasons may be very different and vary from the pupil's late arrival in the school to illness or challenges

caused by not being able to study in his/her mother tongue. The need for General Support may also arise from a mild or temporary lack of learning strategies or study skills.

General Support is normally provided in groups, in or outside the classroom. The duration of General Support varies and is decided on a case by case basis. The specific targets and planning of the general support are set and noted in the Group Learning Plan (GLP) by the support teacher, in collaboration with the subject teacher. The Group Learning Plan is kept by the Support Coordinator.

3.3.2.2. Procedure

Requests for General Support usually come from teachers. The need for support has to be clearly specified and also indicated in the pupil's learning results and grades. Should a parent/a legal representative believe that general support is needed for their child they should first discuss it with the pupil's teacher. If the teacher is in agreement with the parent/legal representative, the teacher will refer the pupil to the Educational support coordinator for General support.

The parents will be informed about the recommendation of educational support for their child. When the educational support is provided to the pupil, the parents/legal representatives need to answer in writing whether they accept the proposal or not.

Once the Educational Support Coordinator is informed about the need for General Support, he/she starts to find out how to create small groups, whenever possible, depending on the availability of support teachers. In very exceptional cases, General Support may be provided for an individual pupil.

The support teacher writes the Group Learning Plan together with the class/subject teacher. Parents are regularly informed of pupil's progress regarding the support provided. When General Support lasts one semester or more, the support teacher writes an evaluation for each pupil in the end of each semester and sends it directly to the parents by email copying the Educational Support Coordinators into the message.

3. Moderate Support

3.3.3.1. Description

Moderate support is an extension of General Support and is provided when pupils are in need of more targeted support, or in the case of moderate learning difficulty. It can be provided for pupils who e.g. are suffering from challenges with accessing the curriculum due to language issues, concentration problems or other reasons.

Moderate Support is provided either in small groups or individually, in or outside the classroom depending on pupil's needs and the availability of teachers. The duration of Moderate Support might be longer than of General Support and pupils get an Individual Learning Plan.

3.3.3.2. Procedure

Teachers request Moderate Support for their pupils. In some cases, the request can also be done by the parents of the pupil. In this case parents should first discuss it with the pupil's teacher. If the teacher is in agreement with the parent/legal representative, the teacher will refer the pupil for Moderate support.

The need for Moderate Support has to be indicated by clearly justified reasons, which cannot be contradictory to the pupil's overall grades and learning results.

The parents will be informed about the recommendation of Moderate Support for their child. When the Moderate Support is provided to the pupil, the parents need to answer in writing whether they accept the proposal or not.

Once the Support Coordinator is informed about the need for Moderate Support, he/she creates small groups, or arranges individual support in or outside the classroom depending on pupil's needs and the availability of support teachers.

The support teacher writes an Individual Learning Plan together with the class/subject teacher. The ILP includes specific learning objectives and criteria for evaluating pupil's progress and the success of the support. Parents are regularly informed of pupil's progress regarding the support provided. The support teacher writes an evaluation for each pupil in Moderate Support at the end of each semester and sends it directly to the parents by email copying the Educational Support Coordinators into the message.

3.3.4. Intensive Support

3.3.4.1. Intensive Support A (ISA)

3.3.4.1.1. Description

Intensive Support A can be provided to a pupil only following an expert assessment, comprising of a medical/psychological/psycho-educational and/or multidisciplinary report, justifying the pupil's special individual needs, and the signing of an agreement between the Director, his or her delegates and the parents.

Intensive Support A is provided for pupils with special educational needs: learning, emotional, behavioral and/or physical needs.

Intensive support is individualized support. It is given in very small groups with pupils who have similar problems or occasionally individually.

3.3.4.1.2. Procedure

Early identification is essential, especially in the cases when Intensive Support is needed. The need for Intensive Support is identified either on enrolment or during the school year by pupil's parents or teachers. On enrolment, when it seems clear that a pupil may need Intensive Support A, the Director or his/her delegate will decide to convene a meeting of the Support Advisory Group to consider whether the school is able to meet the pupil's needs.

As the European Schools are not able to provide a fully inclusive education system, there may be occasions where despite the school's best efforts, continuing education in the European School is not the best interest of the pupil. In such cases, the school can declare itself unable to meet the pupil's needs and the Director takes the final decision, taking the Support Advisory Group's opinion into account.

When a question of a possible need for intensive support arises during the pupil's schooling, either teachers or parents make a written request for Intensive Support to the Support Coordinator. The Support Coordinator contacts the parents and requests a medical/psychological/psycho-educational/multidisciplinary report in order to get exact and detailed information about the pupil's special needs. The assessment report must meet all the criteria outlined in appendix 2.

When the assessment report is ready and delivered to the school, the parents are invited to the Support Advisory Group meeting to discuss how best to meet the pupil's needs and to sign the Intensive Support Agreement together with the Director and/or his delegate. The Intensive Support Agreement is valid for one academic year only, and the need to renew the agreement should be evaluated by the end of the academic year.

Following the signing of the Intensive Support Agreement the Support Coordinator organizes the Intensive Support and any arrangements required and ensures that all the relevant information is available for all the teachers involved in the pupil's education.

Following diagnostic assessment, the educational support coordinator discusses the outcomes of the assessment with the pupil's class or principal teacher, the support teacher(s), the subject teachers, and the parents in the context of a Support Advisory Meeting. Consideration is given to the type of intervention that best meets the pupil's needs and agreement is reached on the strategy.

The support teacher writes an ILP in cooperation with the subject/class teacher. He/she sends an intensive support evaluation report to the pupil's parents/legal representatives at the end of both Semesters.

3.3.4.1.3. Progression, Assessment, Promotion and the Adapted Program

The aim of educational support in EEB2 is to enable the pupil to reach the levels of performance as required for all pupils.

Most pupils in the European Schools are on promotion, which means that they follow the normal curriculum, and with or without educational support, they are able to reach the expected level and successfully complete the academic year. At the end of the academic year, the Class Council takes the decision to promote the pupil to the year above.

However, in some cases, when the pupil's challenges and skills do not enable his/her progress in the generally expected way, it might be the best interest of a pupil to follow a modified (or adapted) curriculum. The modified/adapted curriculum can be applied to one or even to all the subjects that the pupil is studying.

When the pupil is following an adapted curriculum, he/she will be promoted only if he/she meets the expected requirements for his/her study level as defined in the General Rules of the European Schools and in the assessment criteria for the different subjects.

In the case when the pupil is not promoted, he/she may progress with his/her class group for as long as it is beneficial to his/her social and academic development. In that case, this is referred to as progression without promotion.

The agreement of a pupil's adapted curriculum is made and signed between the parents and the Director during the Support Advisory Group meeting.

The support teacher writes an Adapted ILP for the pupil, in cooperation with the subject/class teachers.

The progress of the pupil in Adapted Curriculum needs to be evaluated and the parents are kept informed on a regular basis. The support teacher writes an Intensive Support Evaluation at the end of both semesters and sends it directly to the parents by email, copying the Support Coordinator into the message. The subject teachers write comments (no grades) in the report of a pupil who is following an Adapted Curriculum.

In the cases where the pupil has been progressed without promotion, he/she may return to a standard curriculum and be promoted to the year above if he/she is able to show that the minimum requirements for his/her study level have been met.

Promotion from S5 to S6 is only possible when the pupil has followed the standard curriculum and met its requirements. In the Baccalaureate Cycle all the pupils must follow the standard curriculum in order to qualify for award of the Baccalaureate diploma.

3.3.4.2. Intensive Support B

In some exceptional cases, the Director may decide to provide a pupil intensive support on a short-term basis without diagnosed special educational needs (Intensive Support B or ISB). The reasons for ISB can be for example, intensive language support for a pupil or a group of pupils to help them to access the normal curriculum.

3.3.4.2.1. Procedure

Either the teachers, the parents or the cycle coordinators may make a written request for short-term Intensive Support for the pupil.

Once/If the need for the support is accepted and recommended, the parents are informed about it, and they sign an agreement stating the reasons, nature and the length of the Intensive Support to be given, together with the Director.

The Support Coordinator organizes the Intensive Support B, in or outside the classroom, depending on the pupil's needs and the availability of teachers.

3.3.5. Tripartite Agreements

This is an agreement between the school, the parents of a pupil on Intensive Support A and a therapist to work on the school premises. The parents ask the school to choose a therapist who is registered with the school and pay for the fees. The school provides the premises for the sessions. This agreement is only available for ISA students and it is discussed at the support advisory meetings.

3.3.6. Gifted Pupils

Gifted and highly motivated pupils are always challenged in class through differentiation. In secondary school they are also challenged through the participation in cross-section and cross-schools' competitions across several areas of the curriculum. Subject teachers are responsible for the participation to competitions in their subject area.

3.3.7. Special Arrangements

3.3.7.1. General information

Special arrangements consist of an adaptation of the conditions during oral and written examinations so as to compensate for the specific needs of the pupil. They are designed to allow a student to achieve his/her potential in the fairest conditions possible and to allow students to access the curriculum. They are not intended to compensate for a lack of ability.

Special arrangements can only be authorized when they are clearly related to the student's diagnosed physical and/or psychological need(s). All students receiving special arrangements require a medical/psychological and/or multi-disciplinary report explaining the justification for special arrangements (see appendix 2).

When assessing the student the teacher uses the same standard of assessment (chapter IX, General Rules <http://www.eurasc.eu>) for all students regardless of whether a student has received a diagnosis or if she receives special arrangements.

3.3.7.2. Applying for Special Arrangements from S1 to S5

Requests for Special Arrangements in s1-s5 must be discussed in the context of a Support Advisory Meeting. They must be clearly justified in an updated medical/psychological or

multi-disciplinary report, in either French, German or English which fulfils the criteria outlined in Appendix 2.

The decision to grant special arrangements in s1-s5 is taken by the school Director, taking the Support Advisory Group's decision into account.

The granting of a particular arrangement in years s1-s5 does not necessarily mean that it will be granted in the European Baccalaureate cycle.

3.3.7.3. Procedure for requesting Special Arrangements in the BAC cycle

Requests for special arrangements (see full list in Appendix 3) in the BAC cycle must be made using a common application form template at the end of S4 or at the beginning of S5.

They must be accompanied by an updated medical/psychological or multi-disciplinary report, in either French, German or English (see Appendix 2 for the full criteria).

The application form, together with the assessment report must be sent to the Educational Support Coordinator by the **15th of October** at the latest (in the year when the pupils are in **S5**).

The requests are assessed by a team of experts at the European Baccalaureate Unit.

Their decision on the granting of special arrangements is communicated to the school by the end of April on the year when the pupils are in S5. No complaint or appeal about a decision taken on the granting or refusal of special arrangements may be lodged without prejudice to Article 12.1, laying down arrangements for complaints about and appeals against the Baccalaureate examination.

Requests will not be considered after the deadline unless due to exceptional and/or unforeseeable situations (e.g. serious illness, accident, newly enrolled pupils etc).

3.4. Monitoring the progress of individual pupils/Continuation-discontinuation of educational support

Pupils who are in receipt of educational support are monitored regularly in relation to the attainment of short-term objectives by the learning support teacher(s) and learning support assistant when applicable.

Regular communication between the learning support teacher/assistant and the pupil's legal representatives should be maintained so that the pupil's progress can be reviewed, and necessary adjustments made. Parents are invited to consult learning support teachers at completion of each term in the context of reviewing the pupil's progress. A detailed review of the pupil's progress is given at the end of each semester. This review should culminate in the decision on the level of support that the pupil will need in the future.

The progress of the pupil in Intensive Support A and the effectiveness of the support is evaluated on a regular basis and parents are informed accordingly. Depending on the pupil's needs, this may range from infrequent monitoring and assessment to more frequent and intensive support teaching.

The progress of each pupil who is in receipt of intensive support is evaluated at the end of each term. The support teacher writes an Intensive Support Evaluation at the end of each semester and sends it directly to the parents by email, copying the Educational Support Coordinator into the message.

Part 4. Strategies for communicating and recording information

4.1. Transition between cycles and schools

Transition is a process which requires time and commitment; it is not a one-off event. The Educational Support departments work across the Primary and Secondary schools, ensuring as smooth a transition as possible between the stages. Meetings are held in the Spring term to discuss transition and whether/how the support needs of individual students can continue to be met in the Secondary School. The S1 cycle coordinators have specific responsibilities for primary-secondary school liaison. They arrange visits to the secondary school to help orientate incoming or new pupils.

Where students join the Secondary School from another educational setting, information is sought through discussion with parents and pupils, and (with parental permission) from the child's previous school, in order to build up as clear a picture as possible of individual needs.

Where a student transfers to another school, the Educational Support Coordinator will liaise if required with the new setting, provided permission to do so has been granted by the student/parents.

4.2. Approaches to involving parents

The EEB2 promotes the active involvement of parents. Parents have an important role to play, they have **rights** and **responsibilities** in the education of their child. The educational support team works in partnership with parents in order to help children who are experiencing low achievement and/or learning disabilities.

Parents are welcome to arrange an appointment to discuss their child's progress with the class teacher, Learning Support teacher or Educational Support Coordinator at any time when they feel concerned, or have information they would like to share that could affect their child's success.

For children who have a diagnosis, parents are invited to discuss the outcomes of the diagnosis; they are involved also with implementing elements of the ILP, by sharing insights into the child's development and learning difficulties, by discussion the outcomes of the assessment. Parent of pupils in receipt of educational support are encouraged to contact the learning support teacher if any difficulties arise within during a term and to attend a meeting at the end of each term with the teacher to review the child's progress in achieving the learning targets set out in the learning plan. The school recognizes the importance of family involvement and a consistent approach between home and school.

If a student has been identified as having a special educational need, an Individual Learning Plan (ILP) will identify learning goals and outcomes to be achieved, along with appropriate learning support strategies. The ILP is often shared with pupils and parents and is reviewed bi-annually.

Learning Support progress is included in the Semester 1 and 2 school reports and parents are able to discuss their child's progress at parents' evening.

Activities are regularly organized to increase the involvement of parents of pupils in supporting their children's learning. In the past such activities have included information sessions on the following topics;

- The purpose and procedures of the school's educational support service
- Gifted pupils and differentiation
- A day in the life of a pupil with dyslexia

4.3 Resources for educational support

The school is drafting a list of resources that are available in the school of educational support. A procedure for repairing/replacing the resources is in place.

The school is committed to the training of learning support teachers/assistants and subject teachers. Principal teachers, subject teachers, learning support teachers and assistants are regularly invited to participate in in-service training with particular reference to methods and approaches designed to prevent or alleviate learning difficulties.

4.4 Cooperation with local community support services

The school has links to some external services provided in Brussels to support students with special needs. These usually include:

- Educational psychology services (CHS etc)
- Parent support services (ADHD)
- Education welfare services (Centres Psycho-Médicaux Sociaux PMS)
- Speech and language therapy

Specific training for staff focused on the needs of particular pupils may be commissioned. Similarly, it may be necessary to regularly access specialist advice to provide effective provision for a pupil.

4.5 Accessibility - school transport

The EEB2 is committed to providing an accessible environment, which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We aim to ask about any disability or health condition in early communications with new parents and carers as part of our school admission procedure. Where access is a challenge

for physically impaired pupils, we seek expert advice for identified individual needs. We consult with experts when new situations regarding pupils with disabilities are experienced.

4.6 Time-tabling for educational support teaching

When time-tabling educational support lessons, the school must take into consideration the pupil's right to access the full curriculum (except for pupils on the adapted program) and the schedule of the learning support teacher. Learning support lessons in secondary usually take place in addition to the pupil's regular class. For some pupils the possibility of combining support in different areas within the same learning support lesson is considered.

4.7 Record keeping

The ILPs of pupils who receive intensive support are kept confidentially in the pupil's educational support files. These files are kept in a secure location (a locked filing cabinet in the Educational Support Coordinator's room). These records help the planning and the recording of achievement and progress.

The school has been collecting information about students with disability and/or low academic achievement and submitting it to the Board of Governors/Joint Teaching Committee every year. Data on the support of general, moderate and intensive support is used to support evidence-based policy development and future planning related to students with disability and/or low academic achievement. The data is published annually on the www.eurasc.eu portal. The last statistical report published dates from 2018 (Statistical report on educational support and on the integration of pupils with special educational needs into the European Schools in the year [2018-11-D-32-en-4](#) (published on 3rd May 2018).

4.8. Reviewing/revising school policy of educational support

A comprehensive review and revision of the elements of the planning dealing with educational support should take place every two to three years, taking into account the views of the Board of Management, the principal/class teacher, the learning support teacher(s), other teachers and the pupils in the school. The outcome of the review leads to a revision of the school plan and changes in specific practices as appropriate.

4.9. Confidentiality and Data Protection Policy

The school is committed to the protection of personal information and complies with applicable privacy legislation and policies. When student information is provided to the Board of Governors for the purposes of policy development that information does not explicitly identify any student. Student names or student identifiers are not provided. Prior to handling and/or releasing confidential information the school must receive permission from the legal/representative of the pupil.

Appendix 1 - 2020-2021 List of contacts and functions

See website: <https://www.eeb2.be/en/contact/>

Appendix 2- Criteria for medical/psychological/multi-disciplinary report

In accordance with the European schools' policy on educational support - **Provision of Educational Support in the European schools 2012-05-D5-EN-12** - the psychological/medical/multidisciplinary reports must fulfil the following criteria:

- 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.
- Provide a clear diagnosis according to DSM-V or ICP-10.
- State the nature of the pupil's medical/ psychological/psycho-educational needs.
- Contain a summary or conclusion stating the special arrangements required as well as where appropriate, recommendations for teaching/ learning for the school's consideration.
- Reports for learning disorders need to describe the pupil's strengths and difficulties through standardized scores (cognitive assessment) and their impact on learning (educational evidence) and the tests or techniques used to arrive at the diagnosis.
- Reports for medical/psychological issues need to specify the pupil's medical/psychological needs and their impact on learning (educational evidence).
- The report must be regularly updated and it must not be more than two years old. In case of a permanent and stable disability and based on an agreement signed during the Support Advisory Meeting, it is possible to provide regular updates without the need to pass new tests.
- All requests for special arrangements in the European Baccalaureate cycle must be accompanied by a justifying comprehensive updated medical/psychological/psycho-educational or multi-disciplinary report. The report must be less than two years old at the time of application for special arrangements (it must not be dated earlier than October when in year S3 and not later than October when in year S5).
- Requests for special arrangements will not be considered after the deadline unless due to exceptional and/or unforeseeable circumstances (e.g. serious illness, accident, newly enrolled pupils etc). Late requests must be fully justified and documented.

- In order to avoid possible conflict of interests, the expert assessing pupils will be neither an employee of the European Schools nor a relative of the pupil.
- If not written in one of the working languages, the report must be accompanied by a translation into French, English or German.

Notes:

- A request for a spell checker because of severe dyslexia requires a Standard Score of 85 or less on a standardized academic achievement test in reading and/or writing.
- A request for a simple arithmetic calculator, whenever no calculator at all would be allowed, because of diagnosed severe dyscalculia, requires a Standard score of 85 or less on a standardized academic achievement test in Maths; for students who have been diagnosed with severe dyslexia, severe ADHD or severe working memory deficits it requires a standard score of 85 or less on a standardized cognitive test.

Appendix 3– List of Special Arrangements

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.

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. For oral examinations, a maximum of ten extra minutes can be granted only for the preparation. The oral examinations will take 20 minutes in any case. The examination time will not be extended.

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 dyslexia¹. 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 dyscalculia², because of diagnosed severe dyslexia, severe ADHD or severe Working memory deficit³.

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.

¹ Severe dyslexia implies a Standard Score of 85 or less on a standardised academic achievement test in reading and/or writing.

² Severe dyscalculia implies a Standard score of 85 or less on a standardised academic achievement test in Maths

³ severe working memory deficits imply a Standard score of 85 or less on a standardised cognitive test

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