

## 1. Local Support policy

Support policy for the European School of Alicante, primary and nursery is based on the general document for educational support for all the European schools: "[Policy on the Provision of Educational Support in the European Schools- 2012-05-D-14-en-8](#)" and "[Provision of Educational Support in the European Schools- Procedural document 2012-05-D-15-en-10](#)".

These documents are also available in French and German in the web site:

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

### 1.1 Concept

In the European school (ES) system, the provision of educational support is foreseen for **learning difficulties or differences** deemed remediable with appropriate teaching measures. Educational support is designed to make the entire curriculum accessible to pupils experiencing difficulties in one or other area of learning and who, **despite internal differentiation in class and their own best efforts**, fail to reach the standard required by the European schools' curriculum.

### 1.2 Differentiated teaching

Differentiation forms the basis of all good and effective teaching. It is essential for all pupils, not only for those requiring support. Differentiation in order 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.

### 1.3 Selection of pupils for educational support

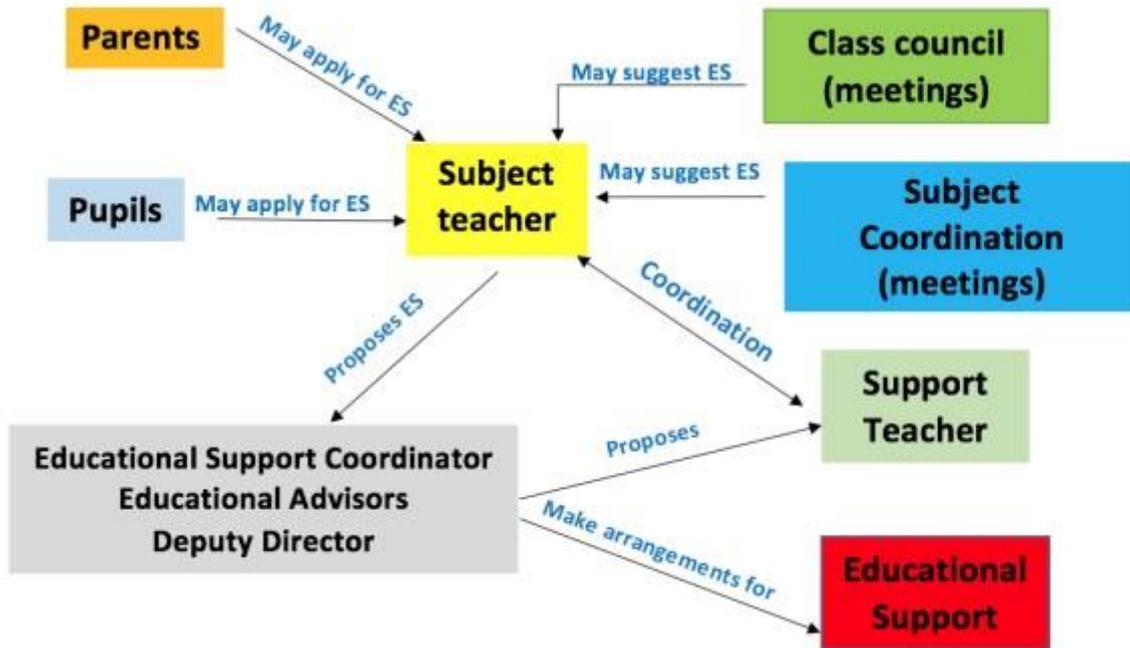
- pupils with different learning styles
- pupils studying in a language section different from their mother tongue
- pupils arriving late in the system with gaps in their knowledge and/or skills
- pupils with a mild, specific learning difficulty
- pupils with a diagnosed special educational need
- gifted and talented pupils

Support Structures			
	General	Moderate	Intensive
Short-term	X	X	X
Medium-term		X	X
Long-term			X

The final class councils in June each year can propose pupils to follow support lessons for the next school year. Furthermore, at the beginning of the school year, teachers can propose that certain pupils (including new pupils to the school) follow support lessons. (These are normally medium or **long-term needs**).

For students that are experiencing serious difficulties it is possible to activate support courses during the school year.

This can also happen at any moment when a specific learning difficulty is detected. (These are normally short-term needs). Pupils themselves and parents may also discuss with the teachers the necessity of joining support lessons, as can be seen in the following figure:



### 1.3.1 Criteria

Educational support can be activated with consideration given to the following criteria:

- Number of children in the prospective pupil's class
- The amount of educational support already active in the class
- Availability of support assistant in the class
- Use of differentiation already apparent in the class

## 1.4. Categories of educational support

### 1.4.1. General Support

- Short term, for newcomers or to focus on specific skills
- Once or twice a week.
- In groups (maximum 6 pupils)
- Parents are informed by letter and an **evaluation of progress** is sent twice a year in February and June
- Class teachers and support teachers together draft a **group learning plan**

### 1.4.2. Moderate Support

For pupils (possibly new students) who need more specific help than that provided by General Support, but for whom Intensive Support is not appropriate (see below).

For the short or medium term, as considered necessary.

One-to-one teaching for several sessions (3-5 hours per week).

As far as possible, with the same teacher (for consistency, reinforcement and continuity) who is not the same as the class teacher (to expose the pupil to different styles of teaching)

An individual learning plan, with a detailed evaluation of progress sent to parents twice a year, in February and June.

### 1.4.3. Intensive Support A

Usually in response to a specific, professional diagnosed learning difficulty

Daily contact, i.e. 5 periods per week or more.

As far as possible, one-to-one, with the same teacher who is not the same person as the class teacher (see above).

Detailed /diagnosis from external professionals (e.g. psychologist) required, a comprehensive learning plan, and a detailed evaluation of progress sent to parents twice a year, in February and June.

### 1.4.4. Intensive Support B

To provide an injection of support for a pupil who is new, or has had a particular problem (possibly emotional) and needs support to cope with the classroom situation.

As far as possible, one-to-one, with the same teacher who is not the same person as the class teacher (see above).

Daily contact, i.e. 5 periods per week or more.

An individual learning plan, with evaluation of progress sent to parents twice a year, in February and June.

**Note: Pupils can move from one Support category to another, as deemed appropriate by the class teacher, Support teacher and other stakeholders. It also may be possible for a pupil to have several different levels of support at the same time.**

## 1.5. Limitations

Budget for Educational Support

The school timetable

Timetable of pupils – if necessary, pupils can be taken from all subjects with the exception of European Hours

Timetable of Support teachers: It is not always possible to find an appropriate teacher (language, qualifications) and it is not economically viable to employ a teacher for a single lesson

Availability of Support teachers. In principle, it is preferred that a pupil has a different class teacher and Support teacher, so that he/she benefits from different teaching styles

Parental support. Educational support can be withdrawn if parents reject the support in writing

## 1.6. Objectives

Help pupils to overcome shortcomings in a specific subject, increase their confidence and give them a more solid foundation in skills and knowledge.

Help pupils to improve results in the subjects concerned so that their promotion to the following school year will not be jeopardized.

Increase cooperation among and between teachers and other stakeholders.

Introduce the use of virtual learning platforms to help support pupils' learning.

Keep parents regularly informed of pupils' progress.

## 2. Specific language learning difficulties.

The school has the possibility of giving support to those pupils whose mother tongue or previous language of instruction does not coincide with that of the section they are enrolled in.

Support can be given for two purposes: either to maintain their mother tongue or to facilitate their integration in the new L1 and/or L2.

**L2** This program is aimed at supporting pupils who are weak in L2, or had a different L2 prior to arriving at the school. It is available to pupils from Year 3 Primary and consists of general support (usually one period per week in a small group) for a short period of time, and a maximum of two years.

## 3. Special provision for gifted and talented pupils

Teachers should nominate pupils in this category based on classroom observation, work scrutiny and test scores.

Again, differentiation should be the first step in catering for these children, by

The provision of enrichment or extension activities and tasks **in class**

Opportunities for children of similar ability to work together (possibly across different age groups)

Differentiated homework and independent study

## 4. Local organisation of educational support

### 4.1. Role of the Deputy Director of Primary

The Director will nominate a support coordinator and provide an appropriate budget, time, and assistance for the coordinator to undertake his/her tasks. He/she will have regular, informative meetings with the coordinator.

The Director will attend advisory meetings to ascertain a pupil's need for intensive support.

He or she will approve, by signature, all progress evaluations and communications regarding the commencement or termination of a pupil's educational support.

He or she will take responsibility for the storage of Support documents to ensure confidentiality.

## 4.2. Role of the support teacher

The support teacher is **in constant communication with the class teacher** in order to help the pupil catch up in the areas in which she / he shows weakness. In this sense, the support teacher must carry out continuous observation and assessment of the pupils.

The support teacher will work with the class teacher to **prepare individual or group learning plans**, as appropriate, and to **provide evaluations of the child's progress**, as and when necessary.

The support teacher participates in the pupil's class councils.

Sometimes parents may decide to reinforce the remedial teaching offered by the school by hiring a **private tutor**. We strongly recommend that the school is consulted before making that decision, as such efforts may prove counterproductive, particularly in cases where the private tutor is not familiar with the European School syllabi, our methodological approach or where the pupil is not encouraged to develop his independence and autonomy. Where appropriate, we encourage Support teachers to be in contact with private tutors.

## 4.3. Role and tasks of the Support coordinator

Carry out a preliminary needs analysis for the following school year by gathering information from the end of the school year reports of class councils

Follow the proposals of pupils for educational support during the school year together with the pedagogic advisers (see 4.7 below) and Deputy Head

Contact and collaborate on a regular basis with pedagogic advisers, class teachers, subject coordinators and subject teachers

Facilitate Support and subject teacher collaboration

Keep abreast of the progress of pupils receiving educational support to ensure optimal support or withdrawal of pupils from support lessons where support is no longer needed

Disseminate information regarding materials, resources and in-service training.

Produce an end-of-school-year report in which the Educational Support actions are evaluated and trends across language sections, years and subjects are shown.

Collaborate with the Deputy Head on other required tasks

Update and make available lists of pupils receiving educational support of various types through the language sections and different year groups, through entering data in the SMS (or alternative system), bearing in mind the necessity for ensuring confidentiality.

Attend European Schools' Support working group meetings, initiated and organized by the Support inspectors.

## 4.4. Role of the Class Teacher

The class teacher will identify children at risk of failing and inform the Support coordinator that support is needed, at any time in the school year, but particularly in the class councils in June.

He/she will liaise with parents and other stakeholders in all aspects of the educational support, evaluation and assessment.

He/she will work together with the support teacher to draft an appropriate learning plan (see 4.2. above), assess pupils' progress in educational support and decide if and when a pupil should be moved from one support category to another, or, indeed, removed from educational support.

Organisation of internal support in-service training for primary staff.

#### 4.5. Role of the Support Assistant

The Support assistant is allocated pupils with specific learning difficulties, receiving intensive educational support. This is for specific help, agreed in the advisory meeting when the need for intensive support is agreed, to include one-to-one help in the classroom, assistance and supervision in sport and other practical lessons, such as art and music, and in the dining room. Some pupils will need assistance in orientating themselves in the school building, organizing their schoolbags and personal possessions.

The support assistant should not be involved in drafting any documentation, but may be asked for their opinion on the evolution of a particular pupil.

#### 4.6. Role of the Parents

Parents will play an active role in maintaining contact with their child's teachers. Parents will make any relevant information available to the school on admission or during the school year. When parents decide to refuse the educational support proposed by the school, they will inform the school of their decision in writing. Parents may ask for an appointment with a particular teacher to discuss the progress of their child, and will receive an evaluation of the child's progress in February and June.

#### 4.7. Other stakeholders

These can include psychologists, therapists and counsellors, depending on the needs of the child.

### 5. Duration and general characteristics of the lessons.

In principle, most of the courses are planned as all-year-round courses (**long-term or medium-term needs**) at the beginning of the school year and are subject based. However they may be discontinued if the intervention is deemed successful and therefore no longer required. Stakeholders decide.

In particular circumstances, a pupil may be recommended for only a few lessons / workshops (**short-term needs**). These are specific educational support actions focusing on a clearly defined problem or on the revision of some specific subject matter.

### 6. Annexes

Annex I-EN:	Criteria for the medical/psychological/psycho-educational/multidisciplinary report
Annex I-DE:	Kriterien für das medizinische/psychologische/psycho-pädagogische/ fachbereichübergreifende Gutachten
Annex I-FR:	Critères pour le rapport médical/psychologique/psychopédagogique/ pluridisciplinaire
Annex I:	Support Calendar

## Annex I (EN):

### Criteria for the medical/psychological/psycho-educational/multidisciplinary report:

#### (Intensive Support pupils and Special Arrangements S1-S5 and S6-S7)

- 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 need to describe the pupil's strengths and difficulties (cognitive assessment) and their impact on learning (educational evidence) and the tests or techniques used to arrive at the diagnosis.
- Report for medical/psychological issues need to specify the pupil's medical/psychological needs and their impact on learning (educational evidence).
- All reports need a summary or conclusion and stating the accommodations required as well as where appropriate, recommendations for teaching/learning for the school's consideration.
- This documentation must be regularly updated and not be more than two years old. In case of permanent and unchanging disability and when the Support Advisory Group 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 April S3 and not later than April S5.
- Solely in exceptional situations which are unforeseeable and duly attested (serious illness, accident, newly enrolled pupils etc.) the request for the granting of special arrangements in the European Baccalaureate may be submitted after the deadline indicated above. The request must be accompanied by full documentation setting out the grounds on which it is based.
- 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

In case of permanent and unchanging disability and when the Support Advisory Group 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/multidisciplinary report will be required.

## Annex I (DE)

**Kriterien für das medizinische/psychologische/psycho-pädagogische/ fachbereichübergreifende Gutachten:**

**(Intensive Unterstützung und Sondervorkehrungen für S1-S5 und S6-S7)**

- Das Gutachten wurde gut lesbar auf einem Briefbogen mit Briefkopf erstellt, unterzeichnet und datiert;
- Es enthält den Titel, Namen und die beruflichen Referenzen des(der) Sachverständigen, der(die) die Auswertung und Diagnose des Schülers gestellt hat.
- Durch das medizinische, psychologische, psycho-pädagogische oder fachbereichübergreifende Gutachten werden ausführlich die Art der medizinischen oder psychologischen Probleme des Schülers sowie die zu deren Diagnose verwendeten Tests und Techniken.
- Gutachten für Lernschwächen müssen eine Beschreibung der Stärken und Schwächen (kognitive Bewertung), deren Auswirkungen auf den Lernprozess (schulische Belege) sowie der zu deren Diagnose verwendeten Tests und Techniken enthalten.
- Gutachten zu medizinisch/psychologischen Problemen müssen die medizinischen/psychologischen Bedürfnisse des Schülers und deren Auswirkungen auf den Lernprozess (schulische Belege) ausführlich beschreiben.
- Jedes Gutachten enthält eine Zusammenfassung oder eine Schlussfolgerung, in denen die erforderlichen Vorkehrungen und gegebenenfalls Lehr-/Lernempfehlungen für die Schule enthalten sind.
- Diese Unterlagen sind regelmäßig, spätestens alle zwei Jahre, zu aktualisieren. Bei bleibender und unveränderter Behinderung und wenn die Beratungsgruppe dies entscheidet, sind keine anderen Tests als die üblichen erforderlichen Aktualisierungen erforderlich.
- Für einen Antrag auf sonderpädagogische Vorkehrungen für das Europäische Abitur ist eine vollständig aktualisiertes medizinische/psychologisches/psycho-pädagogisches und/oder fachbereichübergreifendes Gutachten vorzulegen. Die Unterlage dürfen nicht älter als zwei Jahre sein, d.h. sie dürfen nicht vor April S3 und nach April S5 datiert sein.
- Nur in unvorhersehbaren und ordnungsgemäß belegten Ausnahmefällen (schwere Krankheit, Unfall, neue Einschreibung usw.) ist ein Antrag auf Gewährung von Sondervorkehrungen im Europäischen Abitur auch nach der vorgenannten Frist zulässig. Der Antrag muss zudem sämtliche Unterlagen umfassen, in denen die Gründe des Antrags untermauert werden.
- Zur Vermeidung von möglichen Interessenkonflikten ist der den Schüler diagnostizierende Sachverständige weder an den Europäischen Schulen beschäftigt noch ein Familienmitglied des Schülers.
- Wenn das Gutachten nicht in einer der Vehikularsprachen verfasst wurde, wird es mit einer englischen, französischen oder deutschen Übersetzung eingereicht.

Bei bleibender und unveränderter Behinderung und wenn die Beratungsgruppe dies entscheidet, sind keine anderen Tests als die üblichen erforderlichen Aktualisierungen erforderlich. Für einen Antrag auf sonderpädagogische Vorkehrungen für das Europäische Abitur ist ein vollständig aktualisiertes ärztliches/psychologisches/psycho-pädagogisches und/oder fachbereichübergreifendes Gutachten vorzulegen.

## • **Annex I (FR)**

### **Critères pour le rapport médical/psychologique/psychopédagogique/ pluridisciplinaire (Soutien intensif et Dispositions particulières S1-S5 et S6-S7)**

- être lisible, rédigé sur papier à en-tête, daté et signé ;
- préciser les titre, nom et références professionnelles du ou des expert(s) ayant mené le bilan et diagnostiqué l'élève ;
- Via le rapport médical/psychologique/psychopédagogique ou pluridisciplinaire, préciser clairement la nature des troubles médicaux et/ou psychologiques de l'élève, ses besoins et les tests ou techniques utilisés pour poser un diagnostic ;
- Le rapport pour les troubles d'apprentissage doit décrire les forces et difficultés de l'élève (évaluation cognitive) et leur impact sur l'apprentissage (éducation basée sur les preuves) ainsi que des tests et techniques utilisés pour poser un diagnostic.
- Le rapport pour les problèmes d'ordre médical/psychologique doit spécifier les besoins médicaux/psychologiques de l'élève ainsi que leur impact sur l'apprentissage (éducation basée sur les preuves) ;
- Tous les rapports ont besoin d'un résumé ou d'une conclusion en incluent des indications sur les ajustements nécessaires ainsi que, le cas échéant, des recommandations d'enseignement/apprentissage à proposer à l'école ;
- Le dossier doit être régulièrement mis à jour et ne doit pas dater de plus de deux ans. En cas de handicap permanent et stable et moyennant l'accord du Groupe- conseil de soutien, on pourra se contenter de mises à jour régulières sans faire repasser de nouveaux tests ;
- En cas de demande de dispositions particulières pour le Baccalauréat européen, un rapport médical/psychologique/psychopédagogique et/ou pluridisciplinaire complet mis à jour est requis. Le dossier ne doit pas dater de plus de deux ans c'est-à-dire qu'il ne doit pas avoir été déposé avant avril de la 3<sup>ème</sup> secondaire ni après avril de la 5<sup>ème</sup> secondaire ;
- Dans des circonstances exceptionnelles, imprévisibles et dûment documentées (maladie grave, accident, nouveaux inscrits, etc.) et uniquement dans ces cas, la demande visant à accorder des dispositions particulières pourra être déposée après l'expiration du délai précisé ci-dessus. La demande devra être accompagnée d'un dossier complet précisant les motifs sur lesquels elle repose ;
- Pour éviter tout risque de conflit d'intérêts, l'expert qui évalue un élève ne peut être ni un membre du personnel des Ecoles européennes, ni un proche de l'élève ;
- Accompagner le rapport d'une traduction anglaise, française ou allemande si l'original n'est pas rédigé dans l'une des langues véhiculaires.

En cas de handicap permanent et stable et moyennant l'accord du Groupe-Conseil de soutien, on pourra se contenter de mises à jour régulières sans faire repasser de nouveaux tests. En cas de demande de dispositions particulières pour le Baccalauréat européen, un rapport médical/psychologique/psychopédagogique et/ou pluridisciplinaire complet mis à jour est requis.

### Annex II: Educational support calendar

Date	Primary Director	Support Coordinator	Class Teacher	Support Teacher
<b>On a regular basis</b>			Work with the support teacher to update learning plans for general, moderate and intensive support.	Work with the class teacher to update learning plans for general, moderate and intensive support
<b>July</b>	Attend end of school year class council meetings.	Prepare a preliminary list of pupils for the next school year.	Prepare a list of proposed support students for the next school year, to be included in the class council report.	Attend end of school year class council meetings.
<b>September</b>	Assign support teachers. Sign letters informing parents of inclusion in support programme (drafted by class and support teachers).	Arrange support groups. Coordinate support timetable. Inform parents of child's inclusion in support programme.	Assist support coordinator in informing parents of inclusion in support programme.	Assist Support coordinator in informing parents of inclusion in Support programme.
<b>October</b>		Oversee paperwork and timetable for new pupils, or those identified for support by class teacher.	Suggest (new) pupils that may need educational support.	Liaise with class teacher to specify needs of support for each pupil.
<b>February</b>	Sign support reports, prepared by class and support teachers.	Review support groups. Check that support reports are ready. Sign Support reports, prepared by class teacher and Support teacher.	Inform parents of progress of support pupils. Inform parents of new pupils in support or moving out. With support teacher, complete support report.	Meet with subject teacher to discuss support pupils. With class teacher, complete Support report.
<b>June</b>	Sign support reports, prepared by class teacher and support teacher.	Check that support reports are ready. Sign support reports, prepared by class teacher and Support teacher.	Inform parents of progress of support pupils. Inform parents of new pupils in support or moving out. With support teacher, complete support report.	Meet with subject teacher to discuss support pupils. With class teacher, complete support report.