

## Secondary Educational Support and Inclusive Education Guidelines

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## 1. Principles of our local policy for Educational Support and Inclusive Education

Our local policy for the secondary school 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-10
- Provision of Educational Support in the European Schools- Procedural document 2012-05-D-15-en-13

These documents are updated and available in English, French and German on the website of the Office of the Secretary-General of the European Schools:

<https://www.eurisc.eu/en/European-Schools/studies/educational-support>

### 1.1. Concept

Educational support and inclusive education is a strategy across the European School system to set up educational support when and where there is a real need for it and to provide inclusive education for a diverse pupil population. Indeed, the provision of educational support is foreseen for **learning difficulties** that can be addressed with appropriate pedagogical interventions. Educational support is intended to make the entire curriculum accessible to pupils experiencing difficulties in one or other areas 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. Likewise, the measures also aim to support gifted students in their best possible development.

Inclusion, therefore, means providing all students with a varied and flexible teaching according to their personal learning profile and abilities, in order to make the most of their personal potential and to encourage them to become self-confident, autonomous learners. The European School of Alicante sets this as its goal and formulates below the guidelines for the implementation of this.

### 1.2. Access to learning on an equal basis and differentiated teaching

The planning and delivery of teaching and learning activities should take into account the diversity of learners in the classroom through the creation/development of accessible, flexible and varied learning environments.

Differentiation is the planning and execution of teaching and learning for all children in all classes, considering their individual differences and the diversity of learning profiles, interest, motivation, and aptitude, and reflects these differences in the classroom.

Differentiation forms the basis of effective teaching. It is essential, not only for pupils requiring support, but for all. Differentiation in order to meet the needs of all pupils is the responsibility of every teacher working in the European School 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. To whom do the guidelines apply

- 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/multilingual pupils
- pupils arriving later into the system 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 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

When taking into account the planning and implementation of differentiated teaching, in order to ensure inclusion and participation, it is vital that the whole class is engaged so that the pupils' sense of belonging to a community is adhered to as a priority. Professionals promote positive experiences for all pupils, ensuring a learning environment that embraces and values diversity and difference in the classroom.

## 2. Educational Support

Where normal differentiation in the classroom is not sufficient, the European Schools provide a range of support structures. Support is flexible and varies as a pupil develops and his/her needs change.

These support measures result in general, moderate or intensive support, type A, B and/or special arrangements.

## 2.1. Educational Support Structures

Teaching and Learning					
Access to Learning on an Equal Basis and Differentiated Teaching					
Educational Support Structures					
Universal and Special Arrangements + accommodations		General	Moderate	Intensive	
				A	B
	Short-term	X	X	X	X
	Medium-term		X	X	
	Long-term			X	

- **General Support** concerns any pupil who may experience difficulties in a particular aspect of a subject or who may need to 'catch up' in a given subject, for example, due to late arrival in the school or illness or because he/she is not studying in his/her dominant language. Pupils may also need additional help with acquiring effective learning strategies or study skills. Such support is provided in or outside the classroom, to small groups and it is short term. Groups are organised vertically, horizontally, within or across sections, by focusing on the needs of the pupils concerned.
- **Moderate Support** is an extension of General Support and is provided for pupils with a mild learning difficulty or in need of more targeted support. This could be appropriate for pupils who may be experiencing considerable difficulty in accessing the curriculum due to, for example, language issues, concentration problems or other reasons.
  - It is provided for a longer period than General Support.
- **Intensive Support** is provided to pupils showing special educational needs according to the following descriptions:
  - A. This Intensive Support **type A** (ISA) is provided on the basis of a medical/psychological/psycho-educational and/or multidisciplinary report (view Annex II) produced by an expert, justifying the pupil's special individual needs and including the signing of an agreement between the Director and the parents. Intensive Support is provided for pupils with special educational needs such as learning, emotional, behavioural or physical needs (see also the document 'Provision of Educational support in the European Schools – Procedural document' (2012-05-D-15)).

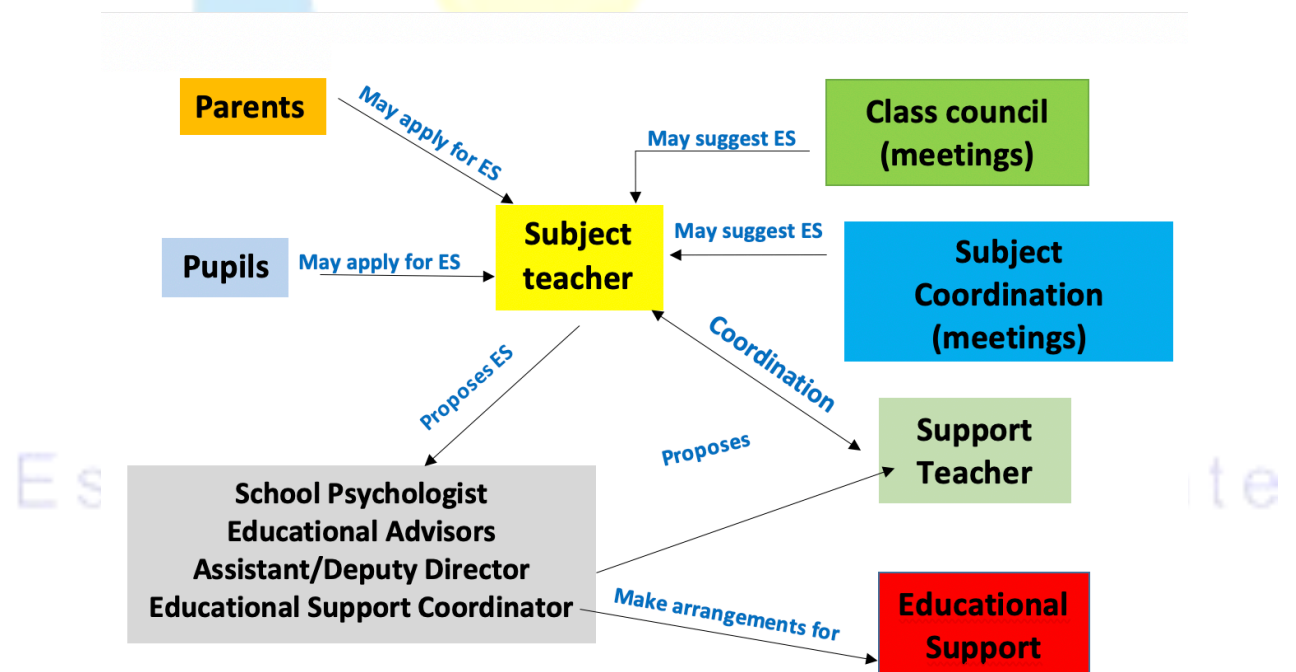
The provision of Intensive Support is recommended to the Director by the Support Advisory Group. Pupils can follow the standard or modified curriculum. In the latter situation, the pupil accompanies his/her class with progression but without promotion to the next class and as long as this can be shown to be in the best interest of the pupil's social and academic development.

- B. This Intensive Support **type B** (ISB) is provided in exceptional circumstances, and on a short-term basis only, and a Director may decide to provide Intensive Support B for a pupil without special educational needs, for example, in the form of intensive language support for a pupil who is unable to access the standard curriculum.

### 2.1.1. Selection of pupils for Educational Support

The final class councils can propose pupils to follow educational support lessons for the next school year. Furthermore, at the beginning of the school year, teachers can propose that certain pupils follow educational support lessons. (These are normally **long-term needs or medium term**). For the 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 educational support lessons, as it can be seen in the following figure:





### 2.1.2. Gifted and talented students

A gifted and talented student is a pupil of high ability in some or all areas, who may nevertheless also require special learning conditions to fulfil their educational potential.

The procedure for supporting these students is:

1. Identify the students with high abilities in some or all areas by the teachers or by the parents.
2. Meeting with the teachers, parents and the school psychologist to collect the information.
3. In case of clear evidence of high abilities, request the parents for an external medical/ psychological and/or a multidisciplinary report (view Annex II) to evaluate the student and his/her needs.
4. Once the report is given to the Support Coordinator, arrange a meeting with the teachers, the Deputy Head and the school psychologist in order to study the measures the school could offer according to the report.
5. The measures could be:
  - i. Level I: Adapted curriculum to help the student to develop his/her maximum capabilities. (without or with support classes)
  - ii. Level II: When the measures in Level I are not enough, the direct promotion to the year above could be considered.

### 2.1.3. Specific language learning difficulties

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

The support can be given in two directions, either to maintain their dominant language or to facilitate their integration in the new L1 and/or L2.

**L2** This programme is aimed at supporting pupils that are weak in L2, or never had that L2 before arriving at the school. It can consist of very intense support during a shorter period of time.

## 2.2. Priorities

Educational support applies to all subjects, but **priority** is given to:

- Years 1-3
- Languages & scientific subjects
- Compulsory subjects rather than optional subjects
- Pupils in large groups
- Possibility of forming a group (around 3 or more)

### 2.3. Limitations

- Budget for Educational Support.
- The school timetable. Sometimes ES will have to be organized after school hours or on Wednesday afternoons.
- Timetable of pupils.
- 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.
- Parental support. Educational support can be withdrawn if parents reject the support in writing.

### 2.4. Objectives

- Help the pupils to overcome shortcomings in a specific subject and give them a more solid foundation in skills and knowledge.
- Help the pupils to improve the results in the concerned subjects so that their promotion to the following school year will not be jeopardized.
- Foster learner autonomy through enhancing the pupils' study skills applied to a specific subject.
- Increase teacher cooperation.
- Introduce the use of virtual learning platforms to help supporting the pupils' learning.
- Keep parents regularly informed about the pupils' progress.

## 3. Special Arrangements

The European Schools offer special arrangements. These arrangements are listed and made available to pupils during examinations, tests and other forms of assessment to allow the pupil to fulfil his/her potential in the fairest possible way. The list of special arrangements is available in the document 'Provision of Educational support in the European Schools – Procedural document' (2012-05-D-15).

Special arrangements are authorized when they are clearly related to the pupils' diagnosed need(s) by means of a medical/psychological/psycho-educational and/or multidisciplinary report (view Annex II) justifying these special arrangements.

The implementation of special arrangements is decided on an individual basis by the School Management (up to and including S5) following discussion with parents and teachers.

In S6 and S7, certain special arrangements can be directly authorized by the Director, other arrangements require the approval of the Board of Inspectors for the secondary cycle, according to the list of both categories of special arrangements as set out in the document

'Provision of Educational support in the European Schools – Procedural document' (2012-05-D-15).

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

### 3.1. Procedure for the request of Special Arrangements for years S6 and S7

A written request for special arrangements in S6 and S7 will be made to the Support Coordinator by either a teacher or teachers or by the pupil's legal representatives.

The application must state precisely on which specialist's diagnosis the request is based. The application must also state precisely which special arrangements are being requested. An updated – **dating back no more than two years** i.e. should not be dated earlier than October in S3 and not later than October in S5 – medical/ psychological and/or a multidisciplinary report (view Annex II) explaining the need for special arrangements is required. A pupil's legal representative must provide the relevant documents. If not written in one of the working languages, be accompanied by a translation into French, English, or German.

Each application for special arrangements will be treated on its own merit.

**DEADLINE:** Requests for special arrangements for the Baccalaureate must be made by **10<sup>th</sup> October of the year preceding entry into the Baccalaureate cycle, i.e. 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 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.

The documents for requesting "special arrangements for the European Baccalaureate cycle" are available on the School web site "Educational Support":

- Template for requesting special arrangements for the European Baccalaureate cycle (2019-09-D-12-en)
- Limited authorisation to release confidential information



## 4. Local organization of Educational Support

### 4.1. Role and task of the Educational Support Coordinator

- Carry out a preliminary expected 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 Pedagogical Advisers and Deputy Head.
- Contact and collaborate on a regular basis with Pedagogical Advisers, class teachers, subject coordinators and subject teachers.
- Facilitate Educational support and subject teacher collaboration.
- Stay informed about the progress of pupils receiving Educational support to ensure maximal support or withdrawal of pupils from Educational support lessons where support is no longer needed.
- Disseminate information regarding materials, resources and in-service training.
- Produce an end of the 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 in 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.

### 4.2. Roles of the Educational Support teacher and the subject teacher

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

The support teacher should **give feedback** to the subject teacher, class teacher, Educational support coordinator and parents about the evolution of the pupil. Furthermore, the support teacher:

- will use appropriate differentiated teaching methods
- will undertake detailed observation and assessment
- will decide on the most appropriate teaching strategies for the pupil, in consultation with the class or subject teacher and any other professionals working with the pupil

- will write a GLP for the group receiving General Support and an ILP for each pupil receiving Intensive or Moderate support **in cooperation with the class/subject teacher**
- will liaise and cooperate with class or subject teachers and the other members of the team during the learning process
- will evaluate the pupil's progress
- will keep records of achievement in order to have accessible information when needed
- will liaise with parents about the child's progress and needs
- will participate in the pupil's class councils.

#### 4.3. Role of the Support Assistant

The Support assistant is allocated pupils with specific learning difficulties, receiving educational support. This is specific help, arranged in the advisory group 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, organising their schoolbags and personal possessions.

Support assistants have an important role in supporting pupils and in the work done by the teachers. The assistant's role includes good communication skills, flexibility, patience, self-initiative and discretion. If, for some reason, an assistant is not present, the pupil will be integrated into the class.

#### 4.4. Role of the School Psychologists

School Psychologists play an important role in the organisation and functioning of Educational Support.

The role of the School Psychologists may range from:

- collaborate/intervene in setting up accessible learning environments
- develop activities of early detection and prevention of learning difficulties/disabilities/ disorders,
- support teachers and other support staff on putting in place measures of Intensive Support and Special Arrangements and or/classroom accommodations,
- facilitate/establish contact with external experts/resource centers-local or national- participation in the SAG.

The School Psychologists will collaborate with the EdSup Coordinator in the process of advising Educational Support staff on the implementation of specific learning strategies.

#### 4.5. Role of the students

Students receiving General and Moderate Support will be encouraged to discuss their needs and the type of support. Pupils receiving Intensive Support will be consulted about the type of support needed, before it is put in place. As far as possible the pupil's views will be taken into account.

#### 4.6. Role of the parents

Parents will play an active role in the contacts with their child's teachers. Parents will make any relevant information available to the school on admission or during the school year. The parents may ask during the course to the subject teacher for educational support classes for their child. In case the subject teacher considers necessary this support he/she will inform the educational coordinator and the Deputy Director about that request. If the request is for intensive support they must provide medical/psychological/psycho-educational and/or multidisciplinary report (view Annex II) and it should be updating every four years or when the pupil changes cycle.

The parents may also request for Special Arrangements (it must be clearly related to the pupils' diagnosed need(s) by means of a medical/psychological/psycho-educational and/or multidisciplinary report (view Annex II) justifying these special arrangements.

Requests for special arrangements for the Baccalaureate must be made **by 10<sup>th</sup> of the year preceding entry into the Baccalaureate cycle, i.e. S5.**

When parents decide to refuse, the educational support proposed by the school they will inform the school of the decision in writing.

#### 4.7. Role of the Support Advisory Group

The Support Advisory Group is a multi-professional group at the school's level which assesses the requests and documentation for Intensive Support and gives its advice to the Director for decision- making; the composition of the group is presented in Annex 1.

#### Procedure for admission in Intensive Support

- 1) The Educational Support Coordinator or a Support Assistant contacts the pupil's legal representatives and requests documentation so that a meeting of the Support Advisory Group can be held.
- 2) Pupil's legal representatives will provide the Support Advisory Group with a medical/ psychological/psycho-educational/multidisciplinary report.
- 3) This documentation must be regularly updated and not be more than four or respectively two years old if there has been a change in cycle. In case of permanent and unchanging disability and when the Support Advisory Group agrees, no retesting other than regular updates will be required.
- 4) In the case of a pupil who may require Intensive Support A, the Director will decide to convene a meeting of the Support Advisory Group to consider whether the school is able to meet the child's needs.

- 5) All the Director's decisions about admission into Intensive Support will be made taking into account the proposals of the Support Advisory Group.
- 6) The SAG agrees on a proposal taking into account of the assessments and recommendations in the medical/psychological/psycho-educational and/or multidisciplinary report and including the proposed accommodations in learning and assessment situations and support measures. The Director takes the final decision based on the proposal of the SAG.
- 7) When the school cannot provide an appropriate education for a child it can declare itself unable to meet the child's needs.
- 8) In such cases, the Director takes the final decision, taking the Support Advisory Group's opinion into account.
- 9) For specific, urgent cases, the management of the School might take interim decisions, and the Educational Support may be provided before/until the medical/psychological/ psycho-educational and/or multidisciplinary report is made available.

### Advisory Group Meetings

- 1) The Educational Support Coordinator or a Support Assistant arranges the meetings.
- 2) If necessary, a meeting of the Support Advisory Group, in either plenary or restricted session, may be held at any point during the school year to evaluate and/or amend the Intensive Support Agreement.
- 3) The Support Advisory Group meeting is held to discuss how best to meet the pupil's needs and to advise the Director on the arrangements to be put in place.
- 4) The Support Advisory Group meeting is chaired by either the Director or his/her delegate.
- 5) The Educational Support Coordinator or a Support Assistant prepares the minutes of the Support Advisory Group meeting and the Intensive Support Agreement for signing by the Director and the pupil's legal representatives.
- 6) The secondary Educational Support Coordinator and the future secondary class teacher attend the Support Advisory Group meetings for the P5 classes and ensure that all relevant information is passed on to all secondary class/subject teachers at the beginning of the school year. For Intensive Support A, a SAG at the end of P5 prepares the support and accommodations to be used as of the start of S1.

**Intensive Support Agreement** is a formal, signed agreement between the school and the pupil's legal representative which requires the opinion of the Support Advisory Group on special support measures which may require an additional budget.

### Procedure for filling in the Intensive Support Agreement

- 1) Following the signing of the Intensive Support Agreement the Educational Support Coordinator organises the Intensive Support and any other arrangements required.



- 2) Individual Learning Plan: any pupil receiving Intensive Support in a European School must have an ILP. This document, written by the support teacher in collaboration with the class/subject teacher includes specific learning objectives, appropriate teaching methods and measurable targets, set within a given timeframe.
- 3) An ILP is reviewed annually and approved by the Support Advisory Group (Intensive Support: A)
- 4) An ILP is written by the support teacher(s) in cooperation with the subject/class teacher and/or support coordinator.
- 5) The Intensive Support Agreement is valid for one school year only and a full Support Advisory Group meeting should be held each year to begin, renew or terminate Intensive Support.

#### 4.8. 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 closed due to an early and successful remediation. However, some pupils may be excluded from ES if they do not show interest, miss lessons with no justification or do not take responsibility for their own learning, showing no effort or no motivation at all.

Also, some pupils can be proposed for a few lessons clinics (**short-term needs**). These are specific educational support actions focusing on a clearly defined problem, on the revision of some specific contents, or a test, etc.

Study skills or “*learning to learn*” strategies are embedded in the educational support lessons and subject related. 1<sup>st</sup> year pupils also receive around specific on “*learning to learn*” taught by the tutor.

New pupils arriving at the school without a language section can also benefit from special arrangements. When we encounter very serious cases where the new L1 or/and L2 is a barrier to access other lessons, then we need to organise a language immersion for a few months using existing L1 and L2 lessons from another year levels. This we call an **adapted timetable**, and it is normally complemented with tuition in small ES groups or with one to one lessons. Later on, the pupils are reintegrated in their normal lessons and normally keep their support lessons as well.

#### 4.9. Tripartite

Therapy can be arranged in the schools on the basis of a tripartite agreement, albeit that such agreements are not officially part of the Educational Support provided by the ES. It is an additional element that the ES system offers to parents. Under such an agreement, the school’s role is to make a suitable room available to the pupil and to the professional whose services are used, to agree on a timetable, to take account of class activities and to provide coordination and monitor pupils’ development through meetings of the support advisory group.



#### 4.10. Progress, assessment and promotion

Assessment of pupils receiving support and appeals procedures follow the regulations set out in Chapter IX of the General Rules of the European Schools. In accordance with Article 57 and with Article 61 (of the General Rules of the European Schools (2014-03-D-14), all decisions concerning promotion to the year above are taken by the Class Council. Appeals against decisions on repeating a year can be found in Article 62.

These documents are updated and available on the website of the Office of the Secretary-General of the European Schools: <https://www.eursec.eu/BasicTexts/2014-03-D-14-en-13.pdf>

We want to highlight especially Art. 57 (c):

“As laid down in the Provision of Educational Support in the European Schools, cases of pupils with an adapted curriculum i.e. pupils with special educational needs receiving Intensive Support A shall be considered with reference to the criteria set out in the agreement; the Support Advisory Group shall propose arrangements for progress and for the continuation of schooling to the Class Council. Pupils with an Individual Learning Plan ILP will receive the same school report as other pupils. However, it will be noted on the school report that the pupil will also be assessed against the objectives of his/her ILP.”

and Art. 61-B-7.:

“As laid down in the provision of Educational Support in the European Schools, the cases of pupils with special educational needs with an adapted curriculum shall be considered with reference to the criteria set out in the agreement; the Support Advisory Group shall propose arrangements for progress and for the continuation of schooling to the Class Council. The pupil’s legal representatives will receive an achievement certificate giving details of the progress made.”

and Art. 62 -1.

[...] “Failure to provide assistance in the form of the pupil’s integration into the Educational Support programme shall not constitute a procedural irregularity, unless it can be demonstrated that the pupil or his/her legal representatives sought such assistance and that it was improperly refused by the school.” [...]

#### 4.11. Documents for Educational Support

According for the regulations the following documents have to be filled in:

- Intensive Support Agreement:
  - The Intensive Support Agreement is a formal, signed agreement between the school and the pupil's legal representative which requires the opinion of the Support Advisory Group on special support measures which may require an additional budget.
  - Filled in by the Educational Support Coordinator in collaboration with the Advisory Group.
- Individual Learning (ILP) Plan for Moderate Support:
  - Any pupil receiving Moderate support in a European School must have an ILP. This document, written by the support teacher in collaboration with the class/subject teacher includes specific learning objectives, appropriate teaching methods and measurable targets, set within a given timeframe.
  - The educational support coordinator creates and shares (in OneDrive Office365) the templates with the teachers involved in each Support Course (Class Teachers, Support Teachers and Subject teachers of the support courses).
  - The Subject and Support teachers are required to fill in the ILP.
- Individual Learning Plan (ILP) for Intensive Support:
  - Any pupil receiving Intensive support in a European School must have an ILP. This document, written by the support teacher in collaboration with the class/subject teacher includes specific learning objectives, appropriate teaching.
  - The educational support coordinator creates and share (in OneDrive Office365) the templates with the teachers involved in each Support Course (Class Teachers, Support Teachers and Subject teachers of the support courses)
  - The Subject and Support teachers are required to fill in the ILP.
  - An ILP is reviewed annually and approved by the Support Advisory Group (Intensive Support: A) or by the Class Council (Intensive support: B).
- Group Learning Plan for General Support (GLP)
  - Group Learning Plan: A GLP is written by the support teacher with the collaboration of the class/subject teacher for any group created to give General Support to pupils. It includes learning objectives, methods of teaching, targets and criteria for evaluating success.
  - The educational support coordinator creates and share (in OneDrive Office365) the templates with the teachers involved in each Support Course (Support Teachers and Subject teachers of the support courses).
  - The Subject and Support teachers are required to fill in the ILP.

#### **4.12. Cooperation with local and/or national or regional or community support services, associations and schools in the area of educational support**

The European School Alicante is exploring ways for strengthening the cooperation with national resource centers, vocational and professional schools, associations (e.g. ONCE y AISPANIA). There is also a tripartite agreement with clinical professionals. There is an extraordinary connection between the school, City Hall and universities which share expertise and provide support to European School Alicante.

#### **4.13. Procedure to enable transfer to schools outside the system of the European Schools**

The European School Alicante works together with the students, their families and the school or educational system that will receive the student. The European School Alicante is committed to strengthen further the cooperation between the School and the hosting Member State/Municipality and the local schools, providing information, certificates of attendance and school reports or the organization of regular meetings with the stakeholders. Concerning the leaving certificate for students with modified curriculum who are not promoted but progressed, the European School Alicante tries to find a curriculum based on the objective to prepare him/her for a smooth transition for a different educational response. The experience and good practice show that our students easily adjust to their new school and/or pass the exams needed to enrol on a new educational solution.

## **5. Annexes**

- Annex I:** Table of the members of the Support Advisory Group
- Annex II:** Criteria for the medical/psychological/psycho-educational and/or multidisciplinary report
- Annex III:** Educational support calendar

## Annex I

**Table of the members of the Support Advisory Group**

<b>Support Advisory Group</b>	
<b>Nursery and Primary</b>	<b>Secondary</b>
Chair: Director or their delegate: member of the management or the EdSup Coordinator	Chair: Director or their delegate: member of the management or the EdSup Coordinator
<i>Where appropriate, the school may request the assistance of the relevant inspector(s): Support Inspector for the Nursery and Primary cycle, and/ or the inspector of the pupil's nationality and/or the inspector of the school's host country.</i>	<i>Where appropriate, the school may request the assistance of the relevant inspector(s): Support Inspector for the Secondary cycle, and/or the inspector of the pupil's nationality, and/or the inspector of the school's host country.</i>
<b>Teachers</b> <ul style="list-style-type: none"> <li>• class teacher</li> <li>• other teachers involved (where appropriate)</li> <li>• L1 teacher</li> <li>• support teacher</li> <li>• support coordinator</li> </ul>	<b>Teachers</b> <ul style="list-style-type: none"> <li>• class teacher</li> <li>• teachers of the subjects concerned</li> <li>• L1 teacher</li> <li>• support teacher</li> <li>• support coordinator</li> <li>• cycle coordinator (where appropriate)</li> <li>• educational adviser (where appropriate)</li> </ul>
<b>Specialists:</b> <ul style="list-style-type: none"> <li>• school psychologist</li> <li>• school doctor (if necessary)</li> <li>• other specialists (if necessary), the therapists working under a tripartite agreement (if necessary)</li> </ul>	<b>Specialists:</b> <ul style="list-style-type: none"> <li>• school psychologist</li> <li>• school doctor (if necessary)</li> <li>• other specialists as the therapists working under a tripartite agreement (if necessary)</li> </ul>
The parents/legal representatives of the pupil concerned, who may be accompanied by a qualified specialist.	The parents/legal representatives of the pupil concerned, who may be accompanied by a qualified specialist.
<b>Liaison between two teaching levels:</b> <ul style="list-style-type: none"> <li>• the primary teacher, where appropriate, to liaise when the child moves up to the primary;</li> <li>• the Educational Support Coordinator of the subsequent level;</li> <li>• one or more secondary cycle teachers, where appropriate, to liaise when the pupil moves up to the secondary.</li> </ul>	<b>Liaison between two teaching levels:</b> <ul style="list-style-type: none"> <li>• the Educational support coordinator of the precedent level;</li> <li>• the primary teacher and the previous support teacher, where appropriate, to liaise when the child moves up to the secondary;</li> </ul>

## Annex II

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

- 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 test 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.
- *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.



### Annex III Educational support calendar

WHEN	WHO AND HOW <sup>i</sup>					
	Class Teacher	Subject Teacher	Educational support Teacher / Intensive Support Assistant	Advisory Group for Intensive Support A Students	Ed. Supp. Coordinator	Secondary Deputy Director
June July	Prepare a list of proposed educational support students for next academic year. To be included in the class council report	Suggest pupils that may need ES next school year	Attend end of the school year class council meetings.	Revision of the support courses during the year and suggest proposals for next year	Attend to the Advisory Groups P5 to collect information about ISA Students Attend end of the year class council meetings (P5 and Secondary) Prepare a preliminary list for next school year. Send information to the families about the procedure for Request for Special arrangement for the BAC	
End week August September October	Suggest pupils that may need ES.	Suggest pupils that may need ES.  Specify needs of ES pupils for each pupil	ES lessons start:  ISA: first week of September  ISB, MS, GS: second week of September or when necessary  Check ES Progress	Advisory groups meetings for new students with medical/ psychological and/or a multidisciplinary report:  Renovation of the Educational Support Agreements (meetings when necessary)	Arrange ES groups: Assign teachers: Create a document with the support courses: periods, courses, students, sections, teachers and dates. This file will be updated during the year Create the courses in SMS (at the beginning of the course and when a new course is created) Inform parents, students and teachers of inclusion in ES programme: <ul style="list-style-type: none"> <li>with the timetables for the courses created from the beginning of the courses</li> <li>using the Announcements application in SMS for courses creating during the year.</li> </ul> Inform the school administration of the extra support periods of the teachers Create templates for the Individual and Group General Learning Plans in OneDrive O365, Share the templates with the teachers involved in each Support Course (Class Teachers, Support Teachers and Subject teachers of the support courses) Remind the information to the families about the procedure for Request for Special arrangement for the BAC (beginning September)	Approval of the preliminary list of Support Courses for next year



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**Secondary Educational Support and Inclusive Education**  
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WHEN	WHO AND HOW <sup>i</sup>					
	Class Teacher	Subject Teacher	Educational support Teacher / Intensive Support Assistant	Advisory Group for Intensive Support A Students	Ed. Supp. Coordinator	Secondary Deputy Director
					Review the Request for Special arrangement for the BAC (for students in S5 before 15 <sup>th</sup> October) together with Intensive Support Assistant	
	Fill in the Individual and Group Learning Plans in OneDrive O365				First weeks of September: Interview with the parents of the new students with medical/ psychological and/or a multidisciplinary report. Inform them about the Educational Support Policy of the school and suggest the ES Courses for them. Complete Educational Support Survey for the previous school year.	
November December	Check ES Progress Suggest pupils that may need ES.	Meet with support teacher to discuss ES pupil. Propose pupils joining or moving out of ES Specify needs Check ES progress.	Meet with subject teacher to discuss ES pupil. Inform parents of progress of ES pupils. Check ES Progress Complete November ES report.		Review November reports to identify pupils potentially needing ES Review ES groups Inform parents of new pupils in ES or moving out of ES Check that ES reports are ready.	Approval of the new Support Courses
	Fill in the progress in the Individual Learning Plans (using OneDrive O365) for the students with ISA, ISB and MS Students)					
January	Check ES Progress Suggest pupils that may need ES.	Meet with support teacher to discuss ES pupil. Specify needs. Check ES progress.	Meet with subject teacher to discuss ES pupil. Inform parents of progress of ES pupils. Complete January ES report. Attend January class council meetings.	Check ES Progress	Review January reports to identify pupils potentially needing ES Review ES groups Check that ES reports are ready. Inform parents of new pupils in ES or moving out of ES.	Approval of the new Support Courses
	Fill in the progress in the Individual Learning Plans (using OneDrive O365) for the students with ISA, ISB and MS Students)					
February	Inform parents of progress of ES pupils				Review ES groups	Approval of the new Support Courses

WHEN	WHO AND HOW <sup>i</sup>					
	Class Teacher	Subject Teacher	Educational support Teacher / Intensive Support Assistant	Advisory Group for Intensive Support A Students	Ed. Supp. Coordinator	Secondary Deputy Director
March	Propose students exceptionally for ES. Propose pupils joining or moving out of ES.	Specify needs. Check ES progress.	Check ES Progress Complete March ES report		Inform parents of new pupils in ES or moving out of ES Review March reports to identify pupils potentially needing ES Review ES groups Check that ES reports are ready.	
	Fill in the progress in the Individual Learning Plans (using OneDrive O365) for the students with ISA, ISB and MS Students)					
April	Inform parents of progress of ES pupils				Review ES groups	
May	Propose pupils to be sent the May letter	ES finishes	ES finishes Prepare ES reports to be sent with 2 <sup>nd</sup> semester report	Advisory group meetings	ES lessons finish. Send letters informing parents end of ES	
June	Fill in the progress in the Individual Learning Plans (using OneDrive O365) for the students with ISA, ISB and MS Students)				Check that ES reports are ready. Print the Individual Learning plans and add them to the Students files in Secretary.	

**<sup>i</sup> Students and Parents**

During the year, students and parents may also apply for Educational Support Courses. The Educational Support coordinator requires information of the teachers to evaluate these requests.

If the course has been already created and the timetables are compatible the student is added to this group in SMS. If the course has not been set up, it is always necessary to have the approval of the Secondary Deputy Director to create a new course.