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Educational Support and Inclusive Education Guidelines for the ES Alicante

Updated in October 2025

School Philosophy

The European School of Alicante follows the principles established in the *Convention defining the Statute of the European Schools*. In accordance with this legislation, the school provides education within a multilingual and multicultural framework that promotes respect for diversity, inclusion, and equal opportunities. Pupils are taught in their mother tongue or dominant language while being introduced to other EU languages and cultures, ensuring the development of both a strong personal identity and a deep appreciation of Europe's cultural richness.

Guided by the values of human dignity, freedom, democracy, equality, and respect for human rights, the European School of Alicante seeks to nurture open-minded, responsible citizens prepared to contribute to a peaceful, cooperative, and sustainable Europe. The school's educational philosophy encourages academic excellence, critical thinking, and intercultural understanding, helping students grow into individuals capable of meeting the challenges of an interconnected and evolving world.

Principles of our school internal guidelines for Educational Support and Inclusive Education

The Educational Support and Inclusive Education Guidelines of ES Alicante outline the school's approach to supporting pupils with diverse learning needs. The document defines the principles of inclusive education and describes the procedures for the identification, assessment, and support of pupils requiring additional educational support, including those with high abilities.

These internal guidelines are based on the general Educational Support document for all 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-14.

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.eursec.eu/en/European-Schools/studies/educational-support>

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.

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.

Differentiated teaching is essential in the Primary and Secondary level of the European School of Alicante, as it allows teachers to address the wide cultural, linguistic, and academic diversity of its pupils. Since children come from different educational systems and family backgrounds, adapting methodologies and resources ensures that each pupil can progress at their own pace and from their own starting point. This approach fosters inclusion and equity, which are central values of the European educational project.

Furthermore, differentiated teaching supports the holistic development of pupils by respecting their learning styles, interests, and specific needs. By offering multiple ways to access content, demonstrate understanding, and be assessed, it enhances motivation, active participation, and self-confidence. At the primary stage, where the foundations of independent learning and intellectual curiosity are built, this approach is crucial to ensuring strong and balanced progress.

Finally, differentiated teaching reinforces the mission of the European School of Alicante as an institution that promotes cooperation, interculturality, and respect for diversity. It provides teachers with tools to personalize learning while maintaining common objectives, thus strengthening both academic achievement and pupils' emotional well-being. In this way, children are not only prepared for academic success but also for becoming European citizens who are engaged and aware of the value that diversity brings.

To whom do the guidelines apply

The guidelines apply to:

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.

Early Identification needs process

Early identification of pupils' educational, developmental or special needs aligns with the European Schools' Policy on the Provision of Educational Support and Inclusive Education (2012-05-D-14) and its Procedural Document (2012-05-D-15). These documents set out an official framework: pupils are monitored continuously, and different levels of support (general, moderate, intensive) are provided depending on the nature and seriousness of the need. The European School of Alicante adopts this framework in its local policy, so that the identification process is systematic, timely, and rooted in observation, assessment, and collaboration.

In the **Nursery level**, early identification is based on close and continuous observation of developmental milestones (motor skills, speech/language, social interaction), as well as the child's ability to engage in daily routines and respond to the learning environment. Teachers document observations, using informal checklists or developmental benchmarks, and note any delays or atypical patterns. If concerns arise, the teacher refers to the Support Advisory Team (or equivalent) and involves parents/caregivers to gather information about behaviour outside school. This kind of early scrutiny is consistent with the framework for early identification of pupils' abilities and needs established in Annex II of 2012-05-D-15.

Moving into **Primary**, formal and informal assessments are combined: standardized tests, teacher observations, portfolio work, class performance, language support (for multilingual students), socio-emotional behaviour, and responses to differentiated instruction. When "normal differentiation" within class (i.e. adaptations the teacher makes regularly) is not enough, the school's educational support structure engages further. Teachers inform parents, involve support personnel, and if necessary request more specialized assessment. This corresponds to the stages outlined in the European Schools' procedural document, where levels of support escalate from general to moderate to intensive as needed.

In **Secondary**, the identification process must also take account of increased academic complexity, subject specialization, and pupils' greater autonomy. Subject teachers monitor performance across multiple subjects, study/work organisation, homework, participation, and behaviour. Pupils themselves are encouraged to self-reflect and may raise concerns. If a pattern of difficulty emerges (e.g. in multiple subjects, or in balancing workload), the Secondary support team works together with the student, their subject teachers, parents, and possibly external specialists to decide on interventions. Interventions might include additional support classes, reasonable accommodations, examination arrangements, or an individual support plan. This approach is in line with how the European Schools implement support in secondary cycles, including special arrangements for assessments.

Across all levels (Nursery, Primary, Secondary), parental involvement is a legal and procedural requirement. The European Schools' documents stipulate that parents are to be informed, consulted, and involved in decisions from the moment a need is suspected. This ensures transparency, fosters trust, and allows the school to draw upon information about the child's history outside school, which

may be essential for accurate identification.

An important part of the process is **flexibility of support and continuous monitoring**. As children grow, develop, and their contexts change, the support required may increase, decrease, or shift. The European Schools' policy emphasises that support be adaptable: general support may suffice at one stage, but later moderate or intensive support might be needed; conversely, with progress, a child might move from intensive to moderate or back to general. The European School of Alicante's local policy echoes this, offering different levels of support, and reviews of progress.

Finally, all identification and support steps are underpinned by robust documentation, data protection, and procedural clarity. The European procedural document 2012-05-D-15 includes annexes such as the Framework and Procedure for Early Identification of Pupils' Abilities and Needs and Core Elements of School Specific Guidelines on Educational Support. These ensure that who records what, who has access to records, how long they are kept, and how decisions are made, is clearly defined. The European School of Alicante's local policy similarly includes templates and guidelines (e.g. for moderate or intensive support) and conforms to the retention and confidentiality requirements laid out in the European Schools' documentation.

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.

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.

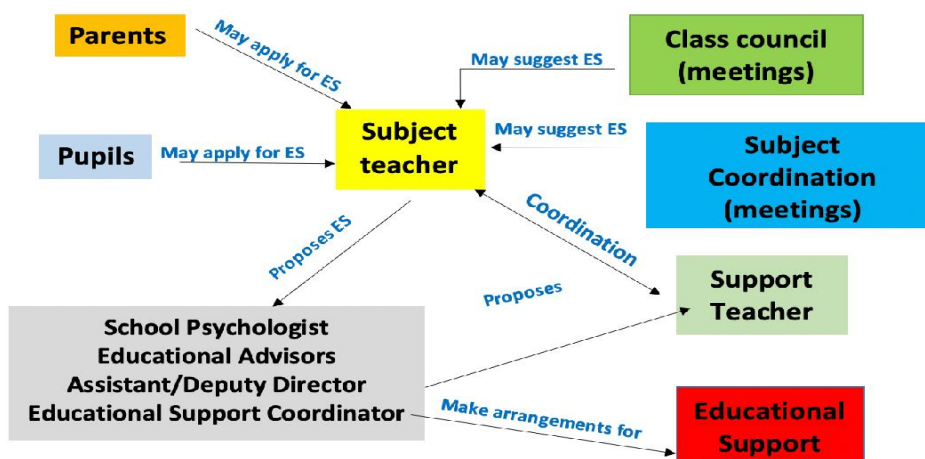
This Intensive Support **type A** (ISA) is provided on the basis of a medical/psychological/psycho-educational and/or multidisciplinary report (view Annex II) produced by an expert, justifying the pupil's special individual needs and including the signing of an agreement between the Director and the 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).

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.

Educational Support Structures

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:



Gifted and talented pupils

Education for gifted pupils is framed by the principle set out in the European Schools of recognizing that all children need support tailored to their level of ability to develop their full potential.

The school has an internal policy for gifted and talented pupils that defines the concept of giftedness and establishes clear objectives and procedures for the identification and assessment of students with high abilities. The policy also specifies the actions required to plan an appropriate educational response to each pupil's needs.

Specific language learning difficulties

Support is also available for pupils whose dominant language or previous language of instruction does not coincide with the section in which they are enrolled.

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.

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.

Priorities

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

Languages & scientific subjects

Compulsory subjects rather than optional subjects

Limitations:

Budget for Educational Support.

The timetable. Sometimes support will have to be organized after school hours or on Wednesday afternoons.

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

Objectives

Educational support objectives are to:

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.

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

Keep parents regularly informed about the pupils' progress.

Accommodations and Special Arrangements

Accommodations

Procedural Document of the European Schools, titled *Provision of Educational Support in the European Schools* (2012-05-D-15-en-14), outlines clear guidelines for implementing reasonable accommodations within the educational environment. These accommodations aim to ensure that all pupils, regardless of their specific needs, have equitable access to learning and can progress according to their potential. The document emphasizes the importance of providing accessible and flexible learning environments, employing a variety of teaching methods and materials tailored to the individual needs of each pupil.

Regarding the identification of pupils with special educational needs or high abilities, the process begins with observation and assessment by teachers, supported when necessary by collaboration with parents and the school psychologist. When specific needs are identified, parents are requested to provide external medical, psychological, or multidisciplinary reports (see Annex II) to evaluate the pupil and their requirements. These reports must be updated regularly and generally not older than two years, unless otherwise agreed due to a permanent and unchanging disability. It is also highlighted that evaluators must be external professionals unrelated to the pupil to avoid any conflicts of interest.

Furthermore, the mentioned document stresses the necessity of a transition plan that ensures the effective sharing and discussion of relevant information and documentation among all parties involved throughout the pupil's educational cycle. This includes the implementation of personalised support measures, such as the use of assistive technologies, adaptations in assessment, and adjustments in teaching practices, with the objective of removing learning barriers and promoting a successful and increasingly autonomous educational pathway for every pupil.

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.

Educational Support Structures

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 10th 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.

Organization of Educational Support

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

Organises training courses for teachers in the area of support and inclusion

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 General Learning Plan (GLP) for the group receiving General Support and an Individual Learning Plan (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 and Support Advisory Group (SAG) meetings.

Role of the Educational Support Assistant (ESA)

The Educational Support Assistant (ESA) is allocated pupils with special educational needs (SEN). This is specific help, arranged in the SAG meeting when the need for intensive support is agreed, to include one-to-one help in or outside the classroom.

ESA delivers targeted educational and behavioural support to named pupil(s) in line with the Individual Learning Plan (ILP) and agreed strategies, that promotes inclusion, access, safety, and dignity. ESA key responsibilities are to:

Ensure pupils' health, safety, and comfort to enable full participation in the school environment.

Provide educational and behavioural support to pupils with SEN, promoting inclusion and enabling access to educational activities.

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 Educational Support Coordinator in the process of advising Educational Support staff on the implementation of specific learning strategies.

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.

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/class 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 10th 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.

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

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.

Pupil's legal representatives will provide the Support Advisory Group with a medical/psychological/psycho-educational/multidisciplinary report.

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.

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.

All the Director's decisions about admission into Intensive Support will be made taking into account the proposals of the Support Advisory Group.

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.

When the school cannot provide an appropriate education for a child it can declare itself unable to meet the child's needs.

In such cases, the Director takes the final decision, taking the Support Advisory Group's opinion into account.

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

The Educational Support Coordinator arranges the meetings.

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.

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.

The Support Advisory Group meeting is chaired by either the Director or his/her delegate.

The Educational Support Coordinator 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.

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

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

Individual Learning Plan (ILP): 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.

An ILP is reviewed annually and approved by the Support Advisory Group (Intensive Support: A)

An ILP is written by the support teacher(s) in cooperation with the subject/class teacher and/or support coordinator.

The Intensive Support Agreement is valid for one school year only and a Support Advisory Group meeting should be held each year to begin, renew or terminate Intensive Support.

Duration and general characteristics of the educational support 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, in Secondary school, 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 support lesson (**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. Secondary 1st year pupils also receive around specific on “learning to learn” taught by the class teacher.

New SWALS (students without a language section) arriving at the school could 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 Educational Support 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.

Tripartite agreement

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 Educational Support teacher. It is an additional element that the European School 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 external expert 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.

If a pupil receives therapy from an external specialist on school premises during school hours and has an allocated ESA, the ESA is expected to observe the sessions, provided this has been agreed at the SAG meeting.

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.” [...].

Progress, assessment and promotion

According to 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 Support 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/class and Support teachers in collaboration 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 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

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 the templates with the teachers involved in each Support Course (Support/Class/Subject teachers of the support courses).

The Class, Subject and Support teachers are required to fill in the ILP.

Cooperation with local and/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.

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 enroll on a new educational solution.

Transition between cycles

The transition from Early Education to Primary Education is a critical phase in a child's development, and in the European Schools, it is carefully structured to ensure continuity and emotional security. This shift typically occurs around the age of 6, after two years of Early Education. At this stage, children move from a predominantly play-based learning environment to a more structured setting, with formal instruction in literacy, numeracy, and other subjects. However, the child-centered approach remains central, and emphasis is placed on creating a smooth, supportive experience for all learners.

Key to a successful transition is the collaboration between Early Education and Primary staff. Teachers communicate closely to share information on each child's development, strengths, and areas for support. Transition activities are planned — such as classroom visits, joint projects, or story sessions with Primary teachers — to familiarize the children with the new environment and teaching methods. Parents are also involved in this process through meetings and guidance, ensuring that they

can support their children during this important step.

Additionally, the European Schools emphasize **inclusive education and early detection of learning needs**, which plays a vital role during this transition. Any identified learning or emotional challenges are addressed through differentiated teaching or support measures, ensuring that no child is left behind. The Support Advisory Group (SAG) may become involved where needed, and if appropriate, an individual learning **plan** can be developed. Overall, the goal is to build confidence, independence, and a positive attitude toward learning from the very beginning of a child's formal education.

The transition from Primary to Secondary Education represents a significant step in a pupil's academic and personal development. In the European Schools, this change usually occurs around the age of 11 or 12, marking the move from a generalist, broad curriculum to more specialized subject areas. The environment becomes more structured, with different teachers for each subject and increased expectations in terms of autonomy, responsibility, and study skills. Supporting pupils during this transition is crucial to help them adapt successfully to the new demands and avoid potential anxiety or difficulties.

Effective communication between Primary and Secondary staff is fundamental for a smooth transition. Information about each pupil's academic progress, learning styles, and any special educational needs is carefully shared. Orientation sessions, visits to the secondary school, and introductory activities are commonly organized to familiarize pupils with the new setting and routines. Parents are also involved to ensure they can provide emotional and practical support during this period of change.

Furthermore, the European Schools' commitment to inclusive education continues during this stage. Early identification of learning or social-emotional challenges remains a priority, with support mechanisms such as individual learning plans and specialized assistance available as needed. The Support Advisory Group (SAG) works to tailor interventions that help pupils maintain motivation and engagement. Overall, the goal is to foster resilience, independence, and a positive attitude toward learning as pupils embark on this new educational phase.

Data protection

General Data Protection Regulations

The European School of Alicante follows a comprehensive Data Protection Policy in full compliance with the General Data Protection Regulation (GDPR). This policy outlines the school's commitment to protecting personal data, detailing how information is collected, stored, used, and shared. For more information, the school's full Privacy Statement is available on the official website, providing transparency about data processing practices and individuals' rights regarding their personal information. The Privacy Statement can be accessed directly:

<https://www.escuelaeuropea.org/escuela-europea-de-alicante/proteccion-de-datos>

Política de Protección de Datos (in Spanish) and its English equivalent.

European School Privacy Statement (EN / ES)

Cláusula informativa para viajes y salidas escolares (information clause for school trips & outings)

ICT Charter Students

Autorización uso de datos de trabajadores de empresas externas (authorization for use of data of external company workers).

The European School of Alicante adheres strictly to the principles of confidentiality and data protection as outlined in the General Data Protection Regulation (GDPR). All documentation related to pupils' academic records, educational support plans, and personal information is stored securely and accessed only by authorized personnel. The school ensures that sensitive data is handled with the utmost discretion, following established protocols to prevent unauthorized access, loss, or misuse. Any sharing of information, whether internally among staff or externally with parents or specialists, is done transparently and only with explicit consent, respecting the rights of students and their families.

Furthermore, the school-specific guidelines include clear procedures for data retention and deletion, ensuring that records are kept only as long as necessary for educational and legal purposes. Staff members receive regular training on GDPR compliance to maintain awareness of their responsibilities regarding data protection. In cases where documentation pertains to educational support or health-related issues, additional safeguards are implemented to protect the privacy of the pupil. Overall, the European School of Alicante demonstrates a strong commitment to upholding data privacy standards, fostering trust and security within the school community.

Management of Educational Support Documentation

European School of Alicante in compliance with the *Educational Support Guidelines of the European Schools (2022)*, the European School of Alicante shall maintain clear procedures to ensure the secure management of information and documentation related to Educational Support.

All Educational Support documentation shall be securely stored in the school's archive under the responsibility. Access to such documentation will be restricted to authorized personnel only, including the Director, Deputy Director for the relevant cycle, Educational Support Coordinators, and the pupil's class or subject teachers, as appropriate. Access will be granted solely for educational and administrative purposes, following GDPR and European Schools data protection regulations.

Parents or legal guardians may request access to their child's Educational Support documentation through a formal written request to the school administration. The documentation will be stored for the period required by the European Schools' data retention policy and then deleted or archived securely. These procedures will be reviewed annually to ensure full compliance with current European Schools legislation and data protection standards:

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: Template: Individual Learning Plan for Moderate Support

Annex IV: Template: Intensive Support Agreement

Annex I:

Table of the members of the Support Advisory Group

Support Advisory Group	
Nursery and Primary	Secondary
Chair: Director or their delegate: member of the management or the Educational Support Coordinator	Chair: Director or their delegate: member of the management or the
<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>
Teachers class teacher other subject teachers involved (where appropriate) L1 teacher support teacher support coordinator	Teachers class teacher teachers of the subjects concerned L1 teacher support teacher support coordinator cycle coordinator (where appropriate) educational adviser (where appropriate)
Specialists: school psychologist school doctor (if necessary) other specialists (if necessary), the therapists working under a tripartite agreement (if necessary)	Specialists: school psychologist school doctor (if necessary) other specialists as the therapists working under a tripartite agreement (if necessary)
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.
Liaison between two teaching levels: the primary teacher, where appropriate, to liaise when the child moves up to the primary; the Educational Support Coordinator of the subsequent level; one or more secondary cycle teachers, where appropriate, to liaise when the pupil moves up to the secondary.	Liaison between two teaching levels: the Educational support coordinator of the precedent level; the primary teacher and the previous support teacher, where appropriate, to liaise when the child moves up to the secondary.

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

Individual Learning Plan for Moderate Support

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INDIVIDUAL LEARNING PLAN FOR MODERATE SUPPORT

(Fill in the relevant parts/boxes)

Pupil

Name		Home address	
Date of birth	/ /	Nationality	
Date of entry to the school	/ /	Section and class	
Parent's name		Parent's name	
Home address		Home address	
Telephone number		Telephone number	
Email address		Email address	

Language history

Languages spoken at home	
Dominant language (L1)	
Second language	
Section language	
Additional information	

If this pupil has a medical/psychological/psycho-educational and/or multi-disciplinary report, please state the diagnosis contained therein:	
Name of the expert and date of the report:	
School history (schools attended, repeating a year etc.) 1. 2. 3.	Medical needs (for allergies, diabetes etc.) None

Description of the main barrier to learning faced by the pupil/pupil's special educational needs:
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Strengths(academic, social/emotional/personality/extra-curricular)

Challenges(weaknesses, difficulties)

Pupil's interests and learning profile

SUPPORT

Objectives of support (Specify what aspect(s) of the subject/learning area is/are being targeted?)	Persons responsible	Accommodations, Resources and methods (Which resources and methods are used to reach the objectives?)	Assessment (What methods/tools are used to assess progress?)	Progress Not yet Achieved (NYA) Nearly achieved (NA) Achieved (A)		
				Date NYA / /	Date NA / /	Date A / /
				Date NYA / /	Date NA / /	Date A / /
				Date NYA / /	Date NA / /	Date A / /
				Date NYA / /	Date NA / /	Date A / /

5.				Date NYA / /	Date NA / /	Date A / /
6.				Date NYA / /	Date NA / /	Date A / /
7.				Date NYA / /	Date NA / /	Date A / /

Individual Learning Plan is written by:

Name

Mark Scott

ES Alicante

Date

20/09/2025

Signature

Annex IV

Intensive Support Agreement



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INTENSIVE SUPPORT AGREEMENT

Agreement has hereby been reached between
, School and
, parent/ legal representative
, parent/ legal representative

Having regard to Articles 1-7 of this Agreement Having regards to the
General Rules of the European Schools

Having regard to the Policy on the Provision of Educational Support and Inclusive
Education in the European Schools

On the provision of Intensive Educational Support
for , born on

Pupil in year of nursery primary secondary, language section
for the period between and

A new fact or a fact unknown at the time of stipulation may lead to revision of this
Agreement.

Place , Date

Director

Parent/legal representative

SUPPORT ADVISORY GROUP MEETING

Date of Advisory Group meeting: / /

Name of the pupil

People in attendance	Name	Signature
Position		
Parent/legal representative		
Parent/legal representative		
Director or his/her delegate		
Support coordinator		
Class teacher		
Support teacher		
Teacher *		
Teacher *		
Teacher *		
School psychologist		
Support assistant		
Expert *		
Expert *		
Inspector		
Other		

*subject or area of expertise

INDIVIDUAL LEARNING PLAN INTENSIVE SUPPORT

(Fill in the relevant parts/boxes)

Pupil

Name		Home address	
Date of birth	/ /	Nationality	
Date of entry to the school	/ /	Section and class	
Parent's name		Parent's name	
Home address		Home address	
Telephone number		Telephone number	
Email address		Email address	

Language history

Languages spoken at home	
Dominant language (L1)	
Second language	
Section language	
Additional information	

Diagnosis as written on last medical / psychological/ psycho-educational / multi-disciplinary report:

Name of the expert and the date of last medical/ psychological /psycho-educational/multi-disciplinary report:

School history
(schools attended, repeating a year etc.) 1.

2.

3.

Medical needs
(for allergies, diabetes etc.)

Actual Intervention by specialists	IN SCHOOL	OUTSIDE SCHOOL	TIME ALLOCATED	Aim of the Intervention
Speech/language	<input type="checkbox"/>	<input type="checkbox"/>		
Motor skills	<input type="checkbox"/>	<input type="checkbox"/>		
Physical	<input type="checkbox"/>	<input type="checkbox"/>		
Occupational	<input type="checkbox"/>	<input type="checkbox"/>		
Counselling	<input type="checkbox"/>	<input type="checkbox"/>		
Psychologist	<input type="checkbox"/>	<input type="checkbox"/>		
Medical treatments, doctors	<input type="checkbox"/>	<input type="checkbox"/>		
Other	<input type="checkbox"/>	<input type="checkbox"/>		

Description of the pupil's special educational needs/main barriers faced by the pupil:

Strengths (academic, social/ emotional/ personality/ extra-curricular)

Challenges (weaknesses, difficulties)

Pupil's interests and learning profile

Modifications/accommodations

<p>The following modifications/accommodations are used:</p> <p><i>Curriculum modifications:</i></p> <p>individual subject objectives:</p> <p>subjects not taken:</p> <p>other:</p> <p><i>Timetable changes:</i></p> <p><i>Modified content expectations for assessment:</i></p>	<p>Classroom accommodations</p>	
	<p>Classroom Accommodations (annex 1)</p> <p>General Classroom Accommodations <input type="checkbox"/></p> <p>Material to be used by the pupil <input type="checkbox"/></p> <p>Classroom Accommodations Behaviour and attention <input type="checkbox"/></p> <p>Classroom assignments <input type="checkbox"/></p> <p>Special Arrangements for assessment (Annex 2) <input type="checkbox"/></p> <p>Others <input type="checkbox"/></p> <p>School report</p> <p>School report/Semester report contains adapted assessment <input type="checkbox"/></p>	

Classroom Accommodations (Annex 1)

General Classroom Accommodations

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

Material to be used by the pupil

Accommodation	All subjects/ areas	Some subjects/ areas	Which subjects/areas
Textbooks for at-home use	<input type="checkbox"/>	<input type="checkbox"/>	
Large print textbooks	<input type="checkbox"/>	<input type="checkbox"/>	
Subject sheets with highlighted instructions	<input type="checkbox"/>	<input type="checkbox"/>	
Graph paper to assist in organizing or lining up math problems	<input type="checkbox"/>	<input type="checkbox"/>	

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Use of idea processors (to generate , manipulate , and organize ideas) : outlining, mapping, making schemes.	<input type="checkbox"/>	<input type="checkbox"/>	
Graphic organizers	<input type="checkbox"/>	<input type="checkbox"/>	
Use of calculator	<input type="checkbox"/>	<input type="checkbox"/>	
Use of Audiobooks	<input type="checkbox"/>	<input type="checkbox"/>	
Use of computer, tablet, and specific software	<input type="checkbox"/>	<input type="checkbox"/>	
Use of a spelling dictionary or electronic spelling aid.	<input type="checkbox"/>	<input type="checkbox"/>	
Use of alternative books or materials on the topic being studied	<input type="checkbox"/>	<input type="checkbox"/>	
Adaptive writing utensils	<input type="checkbox"/>	<input type="checkbox"/>	

Classroom arrangements

Accommodation	All subjects/ areas	Some subjects/ areas	Which subjects/areas
Alteration of the classroom arrangement	<input type="checkbox"/>	<input type="checkbox"/>	
Space for movement or breaks	<input type="checkbox"/>	<input type="checkbox"/>	
Quiet corner or room to calm down and relax when anxious	<input type="checkbox"/>	<input type="checkbox"/>	
Preferential seating	<input type="checkbox"/>	<input type="checkbox"/>	
Use of a study carrel	<input type="checkbox"/>	<input type="checkbox"/>	

Behaviour and attention

Accommodation	All subjects/ areas	Some subjects/ areas	Which subjects/areas
Assistance in maintaining orderly space	<input type="checkbox"/>	<input type="checkbox"/>	
Reduction of distractions	<input type="checkbox"/>	<input type="checkbox"/>	
Set and post class rules	<input type="checkbox"/>	<input type="checkbox"/>	
Verbal/sound and visual cues regarding directions and staying on task	<input type="checkbox"/>	<input type="checkbox"/>	
Daily check-in with teachers or assistants	<input type="checkbox"/>	<input type="checkbox"/>	
Follow a routine/schedule	<input type="checkbox"/>	<input type="checkbox"/>	
Agenda book and checklists	<input type="checkbox"/>	<input type="checkbox"/>	
Hands-on activities	<input type="checkbox"/>	<input type="checkbox"/>	
Work-in-progress check	<input type="checkbox"/>	<input type="checkbox"/>	
Visual daily schedule	<input type="checkbox"/>	<input type="checkbox"/>	
Alternate quiet and active time	<input type="checkbox"/>	<input type="checkbox"/>	
Rest breaks	<input type="checkbox"/>	<input type="checkbox"/>	
Varied reinforcement procedures	<input type="checkbox"/>	<input type="checkbox"/>	

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Immediate feedback	<input type="checkbox"/>	<input type="checkbox"/>	
Use proximity/touch control	<input type="checkbox"/>	<input type="checkbox"/>	
Cue expected behaviour	<input type="checkbox"/>	<input type="checkbox"/>	
Use de-escalating strategies	<input type="checkbox"/>	<input type="checkbox"/>	
Use peer supports and mentoring	<input type="checkbox"/>	<input type="checkbox"/>	
Daily feedback to the pupil	<input type="checkbox"/>	<input type="checkbox"/>	
Use positive reinforcement	<input type="checkbox"/>	<input type="checkbox"/>	
Have parents sign behaviour chart	<input type="checkbox"/>	<input type="checkbox"/>	
Have parents sign homework	<input type="checkbox"/>	<input type="checkbox"/>	
Model expected behaviour	<input type="checkbox"/>	<input type="checkbox"/>	
Chart progress and maintain data	<input type="checkbox"/>	<input type="checkbox"/>	

Classroom assignments

Accommodation	All subjects/ areas	Some subjects/ areas	Which subjects/areas
Give the pupil a written copy of instructions and requirements for each assignment	<input type="checkbox"/>	<input type="checkbox"/>	
Highlighting important words or phrases in reading assignments	<input type="checkbox"/>	<input type="checkbox"/>	
Word bank of choices for answers to questions	<input type="checkbox"/>	<input type="checkbox"/>	
Film or video supplements in place of reading text	<input type="checkbox"/>	<input type="checkbox"/>	
Use of idea processors	<input type="checkbox"/>	<input type="checkbox"/>	
Allow the pupil to create an audio or video recording of their response to a classroom assignment.	<input type="checkbox"/>	<input type="checkbox"/>	
Projects instead of written reports.	<input type="checkbox"/>	<input type="checkbox"/>	
Alternative forms of assignment:	<input type="checkbox"/>	<input type="checkbox"/>	
Allow outlining, instead of writing for an essay or major project	<input type="checkbox"/>	<input type="checkbox"/>	
Reworded questions in simpler language	<input type="checkbox"/>	<input type="checkbox"/>	

Special Arrangements for Assessment (annex 2)

Special Arrangement	All tests	Some tests (specify)	All areas/ subjects	Some areas/ subjects (specify)
v) Separate room for the test/examination/assessment;	<input type="checkbox"/>		<input type="checkbox"/>	
w) Change of seating arrangements;	<input type="checkbox"/>		<input type="checkbox"/>	
x) Taking of medication and/or refreshment in the case of a medical condition, for example, diabetes;	<input type="checkbox"/>		<input type="checkbox"/>	
y) An assistant to provide physical care for a pupil to ensure his or her well-being and safety. This assistant may not be a relative of the pupil or the teacher of the subject that is being examined;	<input type="checkbox"/>		<input type="checkbox"/>	
z) The use of a specific learning aid which is normally used in class, for example, a magnifying glass;	<input type="checkbox"/>		<input type="checkbox"/>	
aa) a hearing aid; use of FM hearing system coloured overlay; a low vision aid; coloured lenses;	<input type="checkbox"/>		<input type="checkbox"/>	
bb) 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;	<input type="checkbox"/>		<input type="checkbox"/>	
cc) List of approved devices/software/applications to be used in assessment;	<input type="checkbox"/>		<input type="checkbox"/>	
dd) Modifications to the format of the assessment paper: size of paper and font, contrast, alignment, line spacing and printed pages. A paper and digital Braille version of the exams may also be made available;	<input type="checkbox"/>		<input type="checkbox"/>	
ee) Additional time can be granted to pupils whose working pace is affected by their condition. A maximum of 25% extra-time can be granted for examinations; This measure applies to all harmonised tests. For examinations taking place in the classroom (A-tests) other measures may be considered/envisaged, such as shortened assignments for the class and extra time for pupils with special arrangements or shortened assignments for pupils with special arrangements but ensuring the assessment of the same/all competences,	<input type="checkbox"/>		<input type="checkbox"/>	
ff) Use of approved applications/software for spell checker because of dyslexia. This request has to be confirmed by the school;	<input type="checkbox"/>		<input type="checkbox"/>	
gg) Disregard of spelling mistakes in language subjects in case of dyslexia, when a spellchecker is not granted;	<input type="checkbox"/>		<input type="checkbox"/>	
hh) For deaf or hard of hearing pupils, questions and instructions during oral exams are given in writing, exercises using audio files or videos are replaced by written exercises, or pupils receive a script of audio file or video;	<input type="checkbox"/>		<input type="checkbox"/>	
ii) Written answers for oral examinations by a candidate who has severe difficulties in oral expression;	<input type="checkbox"/>		<input type="checkbox"/>	
jj) Use of a computer, laptop, tablet or any approved device and the correspondent approved software to replace handwriting for pupils diagnosed with dyslexia, dysgraphia, dyspraxia or any other disorder affecting written expression.	<input type="checkbox"/>		<input type="checkbox"/>	

The school ensures that any computer/ laptop/device being used is cleared of stored information and the spell check function or other software and is not connected to the Internet. It should be noted that content/skills, not language errors, are assessed in examinations other than language examinations. Pupils may use their own devices, providing that the school has the means to verify the abovementioned conditions;

Special Arrangement	All tests	Some tests (specify)	All areas/ subjects	Some areas/ subjects (specify)
kk) A communicator to assist a deaf or hard of hearing pupil through sign language or lip speaking.	<input checked="" type="checkbox"/>		<input type="checkbox"/>	

Arrangements that may be replaced by technology. The pupil must be familiar with the technology before using it in assessment situations.

Special Arrangement	All tests	Some tests (specify)	All areas/ subjects	Some areas/ subjects (specify)
ll) Approved speech-to-text and text-to-speech software/device or a scribe to transcribe word for word the pupil's dictated answers and to read back the pupil's answers where necessary	<input type="checkbox"/>		<input type="checkbox"/>	
mm) An audio recording of answers where a scribe is not available	<input type="checkbox"/>		<input type="checkbox"/>	
nn) Approved text-to-speech software/device or a reader to read both the assessment paper and to read back the answers. In this case, the additional time 25% may be granted	<input type="checkbox"/>		<input type="checkbox"/>	
oo) Approved software or a prompter to assist a pupil with severe concentration difficulties or neurological disability in paying attention to the assessment tasks	<input type="checkbox"/>		<input type="checkbox"/>	

SUPPORT

Objectives of support (Specify what aspect(s) of the subject/learning area is/are being targeted?)	Persons responsible	Resources and methods (including accommodations) (Which resources and methods are used to reach the objectives?)	Assessment (What tools are used to assess progress?)	Progress Not yet achieved (NMP) Nearly achieved (NA) Achieved (A)		
1.				Date NYP / /	Date NA / /	Date A / /
2.				Date NYP / /	Date NA / /	Date A / /
3.				Date NYP / /	Date NA / /	Date A / /
4.				Date NYP / /	Date NA / /	Date A / /
5.				Date NYP / /	Date NA / /	Date A / /
6.				Date NYP / /	Date NA / /	Date A / /
7.				Date NYP / /	Date NA / /	Date A / /

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Individual Learning Plan is written by:

Signature

Name

Place

Date
