

# **Educational Support Specific Guidelines**

## **European School Luxembourg II**

### **Secondary Cycle**

#### **2024-2025**





**Ecole Européenne Luxembourg II**  
**European School Luxembourg II**  
**Europäische Schule Luxembourg II**

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## I. Introduction

### A) Our School Philosophy

At our school, we believe in a teaching and learning approach that provides every student with an equal opportunity to succeed and are dedicated to offering an inclusive educational environment.

**Supporting neurodiversity** at Luxembourg II is fundamental. Every year, we strive to create increasingly inclusive classrooms. Embracing neurodiversity means recognizing and celebrating the unique profiles of each of our students, aligning with the European Schools' motto "**in varietate concordia**", united in diversity.

On this journey towards greater equity, we believe that close collaboration between the school and families is at the heart of every student's success.

### B) Background information

The European Schools provide a **multilingual and multicultural education**, emphasizing the preservation of students' mother tongues and cultural identities. Our curriculum **only** offers a **general academic education**, becoming progressively more demanding over the years. This unique academic pathway results in the acquisition of the European Baccalaureate diploma at the end of year 7.

The European Schools recognise that each **pupil learns in a unique manner** and that some may experience the need for additional support during their schooling.

When necessary, the school can offer support for students facing difficulties or with special educational needs, helping them reach their full potential and access the standard curriculum to the greatest extent possible. Various forms and levels of **support** are available at any stage of schooling (see below).

## II. References

The support guidelines of Luxembourg II adhere to the directives and the **official documents issued by the Office of the Secretary-General of the European Schools**.

These documents are available on the website of the European Schools:

- ✓ *General Rules of The European Schools* (R2014-03-D-14-EN-13)
- ✓ *Policy on the Provision of Educational Support and Inclusive Education in the European Schools* (Ref. 2012-05-D-14-en-10)
- ✓ *Provision of Educational Support and Inclusive Education in the European Schools – Procedural Document* (Ref. 2012-05-D-15-en-14)
- ✓ *Action Plan for Educational Support and Inclusive Education* (Ref. 2018-12-D-34-en-5)

For further information, please visit: <https://www.eursc.eu/en/European-Schools/studies/educational-support>

### III. Confidentiality and data protection

The European School Luxembourg II maintains good governance in Educational Support and processes personal data **confidentially** and in full compliance with the **GDPR**. The school's Data Protection Officer ensures that students' and families' **privacy** is respected throughout the support process.

Only authorized staff with a legitimate need can access pupils' personal data.

As part of the Educational Support, the School collects the following personal and sensitive information about pupils:

- ✓ Personal information (such as name, address, contact details, date of birth, parent/legal representative(s) and contact details, gender);
- ✓ Details of learning difficulties/disabilities/special educational needs;
- ✓ Information about physical or mental health;
- ✓ Information from schools attended previously.

In accordance with Article 9.2 of the Procedural Document (ref. 2012-05-D-15-en-14), all documentation related to Educational Support is kept for **six years** after the pupil has left the European Schools system. After this time, the information is made inaccessible to system users and securely destroyed.

For more information, please consult our Privacy Statement (ref. 2018-06-D-21-en-3): <https://www.eel2.eu/fr/page/protection-des-donnees>

### IV. Sharing of information

At the start of each school year, the Support Coordinators provide the concerned teachers with all essential information regarding each pupils' specific needs, diagnosis and

required accommodations. To ensure inclusive teaching, duty is on the teachers to inform themselves and reach out to the Support Coordinators or the school psychologists should they need further clarifications or additional details.

## V. Our educational Support Team

### A) Key actors in the Secondary



### B) Definition of the roles and contact details

Effective collaboration among all stakeholders is essential for delivering quality education and fostering our students' success.

You can find all the contact details on the school website:

<https://www.eel2.eu/en/page/organizational-chart>

#### Direction

The Direction holds ultimate responsibility for the implementation of Educational Support and Inclusive Education in the school.

#### Contact:

[List-mam-secretariat-secondaire@eursc.eu](mailto:List-mam-secretariat-secondaire@eursc.eu)

#### Support Coordinators

The Support Coordinators plays a pivotal role in promoting neurodiversity at school, organizing and implementing educational support, coordinating

special classroom / assessment arrangements, and ensuring the overall welfare of the students. They act as a key liaison between the parents, the pupils, and the pedagogical team.

**Contact:**

[MAM-secretariat-support-sec@eursc.eu](mailto:MAM-secretariat-support-sec@eursc.eu)

[Chloe.farina@eursc.eu](mailto:Chloe.farina@eursc.eu)

[Concetta.romano@eursc.eu](mailto:Concetta.romano@eursc.eu)

## Support Teachers

Support teachers are specialised educators responsible for providing tailored general / moderate / intensive support lessons to students with diverse learning profiles. They work in close collaboration with the subject teachers to identify the pupil's specific needs, establish a learning plan and evaluate progress.

**Contact:** please see list on the school website

## Support Assistants

Support assistants provide direct support to pupils and assist teachers in the various classroom tasks and daily school activities.

## Class Teachers

Class teachers are responsible for centralising all information on the progress and conduct of the pupils in their class and for preparing the Class Councils.

## Subject Teachers

The subject teachers possess specialised knowledge in their respective subjects and oversee students' development in relation to subject-specific skills and competencies. Within the classroom setting, they are accountable for providing differentiated instruction and implementing approved classroom and test accommodations.

**Contact:** please see list on the school website

## Advisors

The educational and administrative duties of the Advisors involve the supervision and monitoring of

pupils, the maintenance of order and discipline as well as administrative assistance connected with pupils' schooling.

**Contact:**

[List-mam-conseillers@eursc.eu](mailto:List-mam-conseillers@eursc.eu)

**Curriculum Coordinators**

The curriculum coordinators are responsible for advising on the choice of option subjects that best match the learning profiles of the students.

**Contact:**

S1-S4: [Csaba-attila.both@eursc.eu](mailto:Csaba-attila.both@eursc.eu)

S5-S7: [Emmanuel.couche@eursc.eu](mailto:Emmanuel.couche@eursc.eu)

**Language Change Coordinator**

The language change coordinator is responsible for advising about language change requests and the organisation of level tests.

**Contact:**

[David.parker@eursc.eu](mailto:David.parker@eursc.eu)

**Psychologists**

The school psychologists collaborate closely with the Support Coordinators to offer advice on the implementation of targeted learning strategies and interventions. They contribute to early detection and prevention of learning difficulties and liaise with external experts as required. While they do not offer psychological therapy, they are available to pupils in need of punctual psychological support.

**Contact:**

[Anissa.fallahzadeh@eursc.eu](mailto:Anissa.fallahzadeh@eursc.eu)

[Lisa.leonard@eursc.eu](mailto:Lisa.leonard@eursc.eu)

**Therapists**

Students can benefit from the intervention of therapists (speech, psychomotor, behavioural therapists) who provide their services on the school premises on the basis of a tripartite agreement.

**External specialists**

External specialists are involved in the assessment and the drafting of the medical / psychological /



psycho-pedagogical / multidisciplinary report. They can collaborate with the school's pedagogical team and provide additional support outside school. They may also be invited to SAG meetings upon parents' request.

### External experts

External experts are regularly invited to the school to conduct training sessions aimed at increasing awareness and providing guidance on inclusive education within their respective fields of expertise, ensuring continuous professional development for the pedagogical team.

### Parents / legal representatives

Parents play an essential role in education support by fostering effective and transparent communication with the school, supporting their child's learning journey, and participating in collaborative efforts to enhance their educational experience.

## VI. Communication

**Effective communication among the different stakeholders** involved in educational support is pivotal for enhancing both student well-being and academic performance. This collaborative exchange of information fosters a **cohesive and supportive educational atmosphere** where all parties collaborate towards student success.

The school places a high value on **parental engagement**, viewing it as a cornerstone of children's educational growth. Transparent and cooperative communication promotes a mutual understanding of each student's educational path, promoting an inclusive educational community where every student can flourish.

Throughout the year, parents are actively invited to participate in meetings (such as SAG meetings, information meetings on the school's support offer, information meetings on special arrangements for the BAC cycle, conferences, follow-up meetings, etc.) to ensure their direct involvement in their child's education.

Parents are encouraged to prioritize **communication via email** and to **first** contact the **Support Secretary** ([MAM-secretariat-support-sec@eursc.eu](mailto:MAM-secretariat-support-sec@eursc.eu)), who acts as the primary

bridge between homes and school. Due to the increasing number of students receiving support, **responses may take time** as we carefully work through each enquiry. Please note that **phones calls and meeting requests with the Support Coordinators should be reserved for exceptional situations only.**

## VII. Early identification of the pupil's needs

Early identification of students' learning abilities and needs forms the foundation of quality education. Recognizing early warning signs of potential learning disabilities and understanding typical developmental milestones facilitate timely diagnosis and intervention. Family cooperation is crucial in this early identification process. When enrolling in the European Schools system, families should provide relevant information during the enrolment process to enable the school to address the student's learning profile effectively.

The general framework of early identification of learning needs and abilities combine different and complementary phases:

- × **General Observation:** Educators (parents, class/subject teachers, support team, and other school professionals) observe a child's learning development to identify learning patterns and signs of difficulty.
- × **Screening:** School professionals (class/subject teachers, support team, nurses, psychologists) and external experts or services conduct screenings in various areas of the child's functioning to identify potential difficulties or disabilities.
- × **Comprehensive Evaluation:** Based on the information collected in the earlier phases, a comprehensive evaluation by external experts may be necessary to understand the pupil's specific learning difficulties.

For more information, please refer to the document ref. 2021-01-D-29.

## VIII. Types of Educational Support

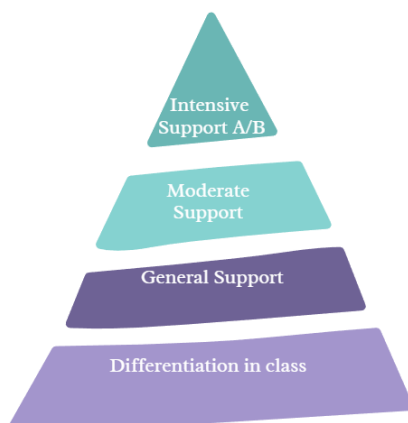
For additional details, please consult the official documents (see references above)

### A) Differentiation in the classroom

It is the responsibility of every teacher to provide an **accessible, flexible and varied learning environment** that acknowledges and values the **diversity of learners** by

applying the Universal Design for Learning (**UDL**) framework. Differentiation in the classroom includes meeting the needs of the:

- ✓ Pupils with different learning styles and profiles
- ✓ Pupils studying in a language section that does not correspond to their dominant language and with varied linguistic repertoires
- ✓ Pupils arriving later in the system who have followed a different curriculum
- ✓ Pupils with a diagnosed learning difficulty/disability/disorder and/or special educational needs and/or physical or developmental disability
- ✓ Pupils with a disability (motor, sensory, intellectual, or psycho-social)
- ✓ Gifted and talented pupils



Tailor-made accommodations in learning and assessment situations that cater to the pupils' specific needs are the foundation of teaching in Luxembourg II.

When differentiation in the classroom is not sufficient, the school can provide different kinds of support:

- × **General Support**
- × **Moderate Support**
- × **Intensive Support A**
- × **Intensive Support B**

## B) General Support

### *For whom?*

General Support is intended for pupils experiencing **difficulties in a particular aspect of a subject** and who may need to **catch up** (for example, due to late arrival in the European school system, illness, etc.).

### *When?*

General Support lessons can start anytime throughout the year and are organised on a **short-term** basis.

### *Procedure to follow*

**Subject teachers introduce a request** with a *due justification* and a detailed description of the pupil's needs, based on their observations or upon request of the parents. The request is then **submitted to the Deputy Director for approval**. If support is granted, parents will receive a proposed timetable. For organisational reasons, requests submitted after end of March will not be considered, except in exceptional cases.

### Modalities

General Support lessons are organised in **small groups** of up to 10 pupils and are taught by a Support teacher. **A minimum of 2 pupils is required** to form a group, except in exceptional circumstances. Pupils from different classes and from different sections can be grouped together.

At the end of the semester, parents receive a **Group Learning Plan** outlining the set learning objectives and progress made, along with **written feedback** from the Support teacher.

## C) Moderate Support

### For whom?

Moderate Support is aimed at pupils who need more **targeted support** or have a **mild learning difficulty**.

### When?

Moderate Support lessons can start anytime throughout the year and are organised on a **short, medium or long-term basis**.

### Procedure to follow

**Subject teachers introduce a request** with a *due justification* and a detailed description of the needs, based on their observations or upon request of the parents. The request is then **submitted to the Deputy Director for approval**. If granted, parents will receive a proposed timetable. For organisational reasons, requests submitted after end of March will not be considered, except in exceptional cases.

### Modalities

Moderate Support lessons are organised either as **individual lessons or in small groups** of up to 6 pupils and are taught by a Support teacher. Pupils from different classes and from different sections can be grouped together.

At the end of the semester, parents receive an **Individual Learning Plan** outlining the set learning objectives progress made, along with **written feedback** from the Support teacher.

## D) Intensive Support A

### *For whom?*

Intensive Support A is tailored for pupils with **special educational needs**. The child's specific needs must be assessed and justified by a **supporting** medical / psychological, psycho-educational or multidisciplinary **report** (see criteria below).

### *When?*

Following the recommendations of the Support Advisory Group meeting, intensive Support A lessons are organised on a **medium or long-term basis**. Parents will receive a proposed timetable. The pupil's absence from lessons in other subjects should be restricted as far as possible to exceptional cases.

### *Procedure to follow*

When a pupil has been diagnosed with special needs, parents submit a **written request to the Support Coordinator** and provide the School with all the supporting documentation. A **Support Advisory Group (SAG) meeting** is then scheduled to discuss the best ways to meet the pupil's needs. Participants typically include the parents/ legal representatives, the Support Coordinator, the class teacher, the teachers of the subjects concerned and, where appropriate, the school psychologist, the educational advisor, the cycle coordinator and external experts.

During the SAG meeting, the proposed recommendations from the specialist, the observations from the participants and the pupil's scholastic performance are analysed to determine **potential additional support lessons** as well as **appropriate accommodations in learning and assessment situations**. Some accommodations may not be possible due to the school's resources and policies. Ultimately, the Director makes the final decision based on the SAG's proposal.

An **Intensive Support A (ISA) Agreement** setting the agreed support measures is established for the school year. Once signed by both the Director and the parents/ legal representatives, the Support Coordinator arranges support lessons and provides parents with a proposed timetable.

The ISA Agreement **is valid for one school year only**. A SAG meeting is held each year to review the support Agreement.

### Modalities

Intensive Support lessons are given by a Support teacher and are organised **individually or in a small group** of up to 3 pupils. At the end of the school year, parents receive an **Individual Learning Plan** outlining the set learning objectives progress made, along with **written feedback** from the Support teacher.

### 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 tests should be **standardised** at international or national level.
- × All reports need a **summary or conclusion stating the accommodations** required and, where appropriate, **recommendations** for teaching/learning for the school's consideration.
- × 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/psychoeducational 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**.

### **Special arrangements**

Special arrangements are aimed at offering pupils with learning difficulties or learning disabilities the fairest possible conditions during the written and oral examinations. They consist of **changed or additional conditions during oral and written examinations to compensate for the specific needs of the pupil**. It is important to note that **the same standards of assessment** (general criteria and marking instructions) are applied to *all* candidates; Pupils awarded special arrangements will not have their marks increased.

**Up to and including S5**, special arrangements for tests and examinations are authorized by the school's **Director** on the basis of a specialist's report which should be sent to the Educational Support Coordinator. Special arrangements will be granted when they clearly relate to the student's diagnosed needs.

**For the Baccalaureate cycle (S6 and S7)**, the special arrangements in examinations are authorized by the **Board of Inspectors** of the Central Office. Usually, special arrangements in years S6 and S7 will be allowed only when similar arrangements have been used in previous years.

The **deadline** for parents / legal representatives to submit the request for Special Arrangements for the Baccalaureate is the **15<sup>th</sup> October** when pupils are in **S5**. **Requests received after this deadline will not be processed** for the assessments of the first semester; they will only be reviewed for approval for the assessments of the second semester. For the complete list of special arrangements as well as for the detailed request procedure, please refer to the Procedural Document (2012-05-D-15-en-14).

**Remark:** For **formative tests**, certain arrangements (such as a separate room, a scribe, a reader) are not possible. Instead, pupils can benefit from **alternative arrangements** or the use of **technology** (e.g. noise-cancelling headphones, text-to-speech and speech-to-text device). The school will ensure students are familiar with these tools.

For **summative tests**, if a pupil requires technological tools, they can borrow a school device\* (with all the necessary accessories) from a dedicated room **before the test**

**period and must return it afterwards.** The pupil must have their own USB drive (or adapter if necessary) for the tests. The borrowed school materials are the student's responsibility, and the school device is not to be used for any other purpose. During tests and examinations, screen recording may be implemented at the teacher's discretion as a monitoring measure.

*\* The school ensures that any tablet/laptop being used is cleared of stored information, the spell check function is off and is not connected to the Internet. The approved apps are the following: C-Pen Exam Reader, Notability, Geometry Pad +, immersive reader / immersive writer, Prizmo 5, SnapType Pro*

## E) Intensive Support B

### *For whom?*

In exceptional circumstances, Intensive Support B can may be offered to pupils without diagnosed special educational needs who **face barriers accessing the curriculum**, for example, due to **language-related issues**.

### *When?*

Intensive Support B lessons are organised on a **short-term** basis exclusively. Parents will receive a proposed timetable. The pupil's absence from lessons in other subjects should be restricted as far as possible to exceptional cases.

## F) General remarks for all types of support

### *Proposed timetables*

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

### *Pupil's Attendance*

Once parents/legal representatives approve a student's attendance in a support class, **attendance becomes mandatory**. As a result, **after three unjustified absences, a**



**student will automatically be withdrawn** from the support class. Parents will receive notification of this decision via e-mail.

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

## G) Our gifted students

At Luxembourg II, we celebrate the diversity of our learners, including those who are gifted.

As for the definition, giftedness or high ability encompasses above-average intellectual abilities across general and specific skills. While traditionally measured by an intelligence quotient of over 130 (100 being the average), modern definitions also consider other crucial factors such as dedication, perseverance, creativity and problem-solving abilities. These traits highlight the holistic approach to identifying and supporting gifted students in our school community.

In the secondary, our S1-S5 gifted students can participate in an HP Support Group led by a qualified Support teacher. This group explores topics about neurodiversity and engages students in stimulating projects. Parents are invited annually in October to learn about the projects planned for the year.

## H) Learning environments at European School Luxembourg II

On our journey toward a more inclusive school, we strive to make the learning environment at Luxembourg II more welcoming and better equipped to meet our students' needs. We offer:

- ✓ **Dedicated support rooms:** These rooms are furnished with reasonable tools, learning materials and furniture, and provide a calm and caring environment to support learning.
- ✓ **Sensory room (opening November 2024):** This multisensory room offers a relaxing space for students experiencing sensory overload. This well-being room helps them regulate their emotions, leading to improved focus on learning and interacting with others.

- ✓ **Classrooms:** All our classrooms can be equipped with reasonable materials such as:
  - **Gym balls and psychomotor cushions:** These tools support sensorimotor training, enhancing the interaction between the nervous and the muscular system. They are particularly beneficial for our students facing challenges with concentration, coordination, joint stability or movement sequences.
  - **Fidget toys:** These items improve focus and attention, reduce distractions, and alleviate stress and anxiety. They have a calming effect that enhances learning and overall well-being.
  - **Timers:** Timers help students develop better time management skills, increase focus and productivity, minimize procrastination, and improve task completion. They encourage independence, self-monitoring, and self-regulation.

## IX. Transition

### A) Transition from primary to secondary

At Luxembourg II, we make every effort to ensure a **smooth transition** for students moving from primary to secondary school.

In **June**, we hold our traditional “**Transition Day**”. During this event, S1 students spend the morning in the primary school, while P5 students have the opportunity to discover the secondary school and meet some of their future teachers and their future advisor.

Recognizing the importance of a coherent and continuous process, especially for pupils with specific needs, the school has established a comprehensive **transition plan**. This plan ensures that all relevant information and documentation are effectively shared between the two cycles.

There is a **close collaboration** between the Support Coordinators of both primary and secondary schools. The primary Support Coordinator informs and invites the secondary Support Coordinator to the **P5 SAG meetings and Class Councils**, ensuring that all pertinent information is communicated. Additionally, before the new school year begins, a meeting is organised between the P5 teachers and the new S1 teachers to facilitate a smooth transition.

## B) Promotion and Progression

At the end of each school year, the Class Council decides if a student can be promoted to the year above. When a student with specific educational needs has not reached the expected level of skills and competences to be promoted normally, they may progress with their class group for as long as this is beneficial to the pupil's social and academic growth. This is referred to as **progression without promotion**: the student will progress without being promoted and will follow a **modified curriculum**.

The proposal for a modified curriculum can come from teachers, the Educational Support Coordinator, or parents, and must be analysed in a SAG meeting before the Director's final decision. A modified curriculum entails significant changes to the learning objectives that are then tailored to the pupil's very specific needs. Assessments for pupils on a modified curriculum are adjusted only for the modified subjects, while standard subjects follow regular grading.

Pupils on a modified curriculum **may return to a standard curriculum** and be promoted if they meet the necessary requirements. The Class Council decides on promotion after evaluating the pupil's progress. It is important to note that a promotion from S5 to S6 is only possible when the pupil has covered all the curriculum in S5. All the candidates to the European Baccalaureate must have followed a full curriculum of S6 and S7 in Secondary to be eligible for the Baccalaureate diploma.

## C) Transfer to schools outside the system of the European Schools

Sometimes, it is deemed more beneficial for a pupil to attend another type of school that better meet their needs and aspirations. When a pupil who has followed a modified curriculum leaves our school, we issue a **certificate** detailing the subjects completed, the hours attended and the pupil's attainment level.

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

The national inspector plays a key role in **facilitating the connection between the school and the Luxembourgish national educational system**. Luxembourg II is working on building a network with local schools to ensure an effective transfer for pupils.

## E) Appeals procedure

If an application for **enrolment** or if an admission into Intensive Support **is rejected** by the School, an **appeal** may be lodged with the Secretary-General of the European Schools within fifteen calendar days of notification of the decision. The Secretary-General must take a decision within one month of the date of reception of the appeal. In the event of disagreement with the decision of the Secretary-General, a contentious appeal may be lodged with the Complaints Board, subject to the conditions laid down in Chapter XI of the General Rules of the European Schools.

## X. Tripartite agreements

Our school supports students with developmental and learning needs through **therapists** specialised in speech, psychomotor and behaviour therapy. An **agreement** is established between the school, the parents/legal representatives, and the therapist chosen by the parents. The role of the school is to make a suitable room available to both the pupil and the professional according to an agreed schedule. Payment for the therapist's services is handled directly by the parents/ legal representatives

## **XI. Annexes**

## Annex 1: 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>
Teachers <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>	Teachers <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>
Specialists: <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>	Specialists: <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.
Liaison between two teaching levels: <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>	Liaison between two teaching levels: <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 2: Model template of Intensive Support Agreement



EUROPEAN SCHOOL LUXEMBURG 2

### **INTENSIVE SUPPORT AGREEMENT A/B**

Agreement has hereby been reached between

Mr Van Daal, Director of the European School Luxembourg II

and

, parent/ legal representative

, parent/ legal representative

Having regard to Articles 1-7 of this Agreement

Having regards to the General Rules of the European Schools

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

On the provision of Intensive Educational Support

for , born on

Pupil in year of nursery primary secondary, language section

for the period between 05/09/2023 and 05/07/2024

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

Place , Date

Director

Parent/legal representative

### Articles of this Agreement:

**Article 1:** Pursuant to the decisions of the Board of Governors of the European Schools adopted on 13, 14 and 15 April 2021 on the provision of educational support and inclusive education in the European Schools, the purpose of this Agreement is to define the responsibilities of the contracting parties, the conditions in which the admission into Intensive Support can take place and the Individual Learning Plan to be foreseen.

Intensive support is provided for pupils with special educational needs: learning, emotional, behavioural or physical needs. Whenever the intervention of an external therapist is needed, the provision is organised on the basis of a tripartite agreement between the School, the parents/legal representatives and the therapist, whereas the school ensures coordination and alignment with the support provision.

**Article 2:** With a view to a pupil's admission into Intensive Support, the contracting parties hereby undertake to supply all the information required for proper definition of his/her special needs and of the accommodations, support measures and special arrangements to be arranged.

Pupils with special needs will be admitted to the European School and will receive Intensive Support, provided that their special educational needs allow them to follow a standard or modified curriculum. There may be occasions where, despite the school's best efforts, the School may not be able to provide reasonable accommodation and support measures to respond to the pupil's needs. In those cases, the schools should duly justify the reasons. Other educational options shall be considered in cooperation with the educational system of the host country of the School or of the home country of a pupil or the country of future destination of the pupil by either complementing the European Schools' educational offer or ensuring a smooth and effective transition to other educational paths/options,

**Article 3:** This Agreement determines the measures of Support planned, including accommodations and special arrangements for assessment, and other support activities, which may be provided in class or outside class in collective form to small groups of pupils with similar needs or in individual form.

Whenever a pupil follows a modified curriculum, it provides for a certificate, mentioning the subjects where assessment is normal and those subject to appropriate certification.

**Article 4:** A clause may be added to this Agreement to extend its scope to other aspects of the admission/inclusion of the pupil concerned, with the explicit agreement of the contracting parties. The Agreement is individual, and outcomes will be evaluated and reviewed at the end of the school year or at the end of the period during which the support has been provided. It will be used as a basis for the criteria and the decision on progression and certification at the end of the school year.

**Article 5:** This Agreement includes the individual learning plan of the pupil in question. The proposal will be drawn up in detail by the support teacher(s) in cooperation with the subject/class teacher(s) and/or support coordinator.

**Article 6:** Under this Agreement, the pupil's admission/inclusion into the school will normally be for the whole of the school year. It must therefore be drawn up at the time of admission, after a possible observation period that shall of reasonable length and with previously determined reasonable assessment criteria. If necessary, the Agreement may be adapted during the school year on a proposal from the Support Advisory Group.

**Article 7:** If an application for admission into Intensive Support is rejected, an appeal may be lodged with the Secretary-General of the European Schools within fifteen calendar days of notification of the decision.

The Secretary-General must take a decision within one month of the date of reception of the appeal.

In the event of disagreement with the decision of the Secretary-General, a contentious appeal may be lodged with the Complaints Board, subject to the conditions laid down in Chapter XI of the General Rules of the European Schools.



**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.)

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

**Description of the pupil's special 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><b>The following modifications/ accommodations are used:</b></p> <p><i>Curriculum modifications:</i></p> <p><input type="checkbox"/> individual subject objectives:</p> <p><input type="checkbox"/> subjects not taken:</p> <p><input type="checkbox"/> other:</p> <p><input type="checkbox"/> <i>Timetable changes:</i></p> <p><input type="checkbox"/> <i>Modified content expectations for assessment:</i></p>	<p><b>Classroom accommodations</b></p> <p><b>Classroom Accommodations</b> (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 <input type="checkbox"/></p> <p>Behaviour and attention <input type="checkbox"/></p> <p>Classroom assignments <input type="checkbox"/></p> <p><b>Special Arrangements for assessment</b> (Annex 2) <input type="checkbox"/></p> <p><b>Others</b> <input type="checkbox"/></p> <p><b>School report</b></p> <p>School report/Semester report contains adapted assessment <input type="checkbox"/></p>	
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## Classroom Accommodations (Annex 1)

### General Classroom Accommodations

Accommodation	All subjects/ areas	Some subjects/ areas	Which subjects/areas
Peer or assistant note-taking	<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"/>	
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"/>	
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)
a) Separate room for the test/examination/assessment;	<input type="checkbox"/>		<input type="checkbox"/>	
b) Change of seating arrangements;	<input type="checkbox"/>		<input type="checkbox"/>	
c) Taking of medication and/or refreshment in the case of a medical condition, for example, diabetes;	<input type="checkbox"/>		<input type="checkbox"/>	
d) An assistant to provide physical care for a pupil to ensure his or her well-being and safety. This assistant may not be a relative of the pupil or the teacher of the subject that is being examined;	<input type="checkbox"/>		<input type="checkbox"/>	
e) The use of a specific learning aid which is normally used in class, for example, a magnifying glass;	<input type="checkbox"/>		<input type="checkbox"/>	
f) a hearing aid; use of FM hearing system coloured overlay; a low vision aid; coloured lenses;	<input type="checkbox"/>		<input type="checkbox"/>	
g) For colour-blind pupils, colours can be substituted with words on the test/examination paper or a reader can name the colours for the pupil;	<input type="checkbox"/>		<input type="checkbox"/>	
h) List of approved devices/software/applications to be used in assessment;	<input type="checkbox"/>		<input type="checkbox"/>	
i) Modifications to the format of the assessment paper: size of paper and font, contrast, alignment, line spacing and printed pages. A paper and digital Braille version of the exams may also be made available;	<input type="checkbox"/>		<input type="checkbox"/>	
j) Additional time can be granted to pupils whose working pace is affected by their condition. A maximum of 25% extra-time time can be granted for examinations; This measure applies to all harmonised tests. For examinations taking place in the classroom (A-tests) other measures may be considered/envisaged, such as shortened assignments for the class and extra time for pupils with special arrangements or shortened assignments for pupils with special arrangements but ensuring the assessment of the same/all competences,	<input type="checkbox"/>		<input type="checkbox"/>	
k) 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"/>	
l) Disregard of spelling mistakes in language subjects in case of dyslexia, when a spellchecker is not granted;	<input type="checkbox"/>		<input type="checkbox"/>	
m) For deaf or hard of hearing pupils, questions and instructions during oral exams are given in writing,	<input type="checkbox"/>		<input type="checkbox"/>	

exercises using audio files or videos are replaced by written exercises, or pupils receive a script of audio file or video;				
n) Written answers for oral examinations by a candidate who has severe difficulties in oral expression;	<input type="checkbox"/>		<input type="checkbox"/>	
o) 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;

<b>Special Arrangement</b>	<b>All tests</b>	<b>Some tests (specify)</b>	<b>All areas/ subjects</b>	<b>Some areas/ subjects (specify)</b>
p) A communicator to assist a deaf or hard of hearing pupil through sign language or lip speaking.	<input 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.**

<b>Special Arrangement</b>	<b>All tests</b>	<b>Some tests (specify)</b>	<b>All areas/ subjects</b>	<b>Some areas/ subjects (specify)</b>
q) 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"/>	
r) An audio recording of answers where a scribe is not available	<input type="checkbox"/>		<input type="checkbox"/>	
s) 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"/>	
t) 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"/>	



**EUROPEAN SCHOOL**

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SUPPORT ADVISORY GROUP MEETING

Date of Advisory Group meeting: / /

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

\*subject or area of expertise

## Annex 3: Model template for Individual Learning Plan for Intensive Support

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<b>Description of the pupil's special educational needs/main barriers faced by the pupil:</b>
<b>Strengths</b> (academic, social/ emotional/ personality/ extra-curricular)
<b>Challenges</b> (weaknesses, difficulties)
<b>Pupil's interests and learning profile</b>

## Annex 4: Model template for Individual Learning Plan for Intensive Support

### EUROPEAN SCHOOL

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 / /

Individual Learning Plan is written by:

Signature

Name

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Place

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Date

## Annex 5: Model template for Individual Learning Plan for Moderate Support

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

**Challenges** (weaknesses, difficulties)

**Pupil's interests and learning profile**

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**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)	Nearlyachieved (NA)	Achieved (A)
1.				Date NYA / /	Date NA / /	Date A / /
2.				Date NYA / /	Date NA / /	Date A / /
3.				Date NYA / /	Date NA / /	Date A / /

Individual Learning Plan is written by:  
Name

Signature

Place

Date

## **Annex 6: Template for the requesting of special arrangements for the European Baccalaureate cycle (S6-S7)**

Ref.: 2014-09-D-12-en-5

Orig.: EN

## **Template for the requesting of special arrangements for the European Baccalaureate cycle (S6-S7)**

**REQUEST FOR SPECIAL ARRANGEMENTS FOR s6 AND s7**

Must be submitted no later than the 15<sup>th</sup> of October of the year preceding entry into the Baccalaureate cycle)

**PART A: To be filled by the School and/or the legal representatives of the pupil and/or by the pupil if s/he is not a minor**

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

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

<input type="checkbox"/>	All tests and examinations during S6 and S7 (excluding Pre-Bac and Bac)
<input type="checkbox"/>	Pre-Baccalaureate examinations in S7
<input type="checkbox"/>	European Baccalaureate examinations in S7

For European Baccalaureate examinations, the special arrangement(s) requested is/are for<sup>1</sup> :

Written examinations:		Preparation of the oral examinations:	
<input type="checkbox"/>	L1	<input type="checkbox"/>	L1
<input type="checkbox"/>	L2	<input type="checkbox"/>	Oral 2=
<input type="checkbox"/>	Math 3/5	<input type="checkbox"/>	Oral 3 =
<input type="checkbox"/>	Option 1 =		
<input type="checkbox"/>	Option 2 =		

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<sup>1</sup> Please tick the subjects for which special arrangements may **possibly** be needed for the European Baccalaureate examinations, it is understood that final choices will be made in S7.



**PART B: To be filled by the legal representatives of the pupil or by the pupil if s/he is not a minor**

Special arrangements requested:

<b>Please, specify (Tick the code identifying each special arrangement in the annex):</b>							
<input type="checkbox"/> D1	<input type="checkbox"/> D2	<input type="checkbox"/> D3	<input type="checkbox"/> D4	<input type="checkbox"/> D5	<input type="checkbox"/> D6	<input type="checkbox"/> D7	
<input type="checkbox"/> I1	<input type="checkbox"/> I2	<input type="checkbox"/> I3	<input type="checkbox"/> I4	<input type="checkbox"/> I5	<input type="checkbox"/> I6	<input type="checkbox"/> I7	
<input type="checkbox"/> I8	<input type="checkbox"/> I9	<input type="checkbox"/> I10	<input type="checkbox"/> I11	<input type="checkbox"/> I12	<input type="checkbox"/> I13	<input type="checkbox"/> I14	<input type="checkbox"/> I15

Please elaborate (Compulsory if you tick I15):

**Supporting documents:**

- Requested special arrangements are attached in the enclosed letter of application from the PUPIL's LEGAL REPRESENTATIVE(S) OR BY THE PUPIL IF S/HE IS NOT A MINOR and match the wording of the official Procedural document (2012-05-D-15-en).
- It is **MANDATORY** to provide the medical / psychological / psycho-educational and / or multidisciplinary report (should not be dated earlier than October when in year s3 and not later than October when in year s5)
- Other supporting documents

**Please, list and give a short description**

Signature of the legal representatives of the pupil or by the pupil if s/he is not a minor:

**PART C: To be filled by the School**

Has the pupil had special arrangements in year S1–S5 tests and/or examinations?

- Yes, the same as requested for S6–S7
- Yes, but different than requested for S6–S7
- No special arrangements before

The director of the School has authorised the following special arrangements for S6–S7

<b>Tick the codes identifying each special arrangement authorised in the annex</b>							
<input type="checkbox"/> D1	<input type="checkbox"/> D2	<input type="checkbox"/> D3	<input type="checkbox"/> D4	<input type="checkbox"/> D5	<input type="checkbox"/> D6	<input type="checkbox"/> D7	

<b>School recommendations (<i>Tick the code identifying each special arrangement in the annex</i>)</b>						
<input type="checkbox"/> I1	<input type="checkbox"/> I2	<input type="checkbox"/> I3	<input type="checkbox"/> I4	<input type="checkbox"/> I5	<input type="checkbox"/> I6	<input type="checkbox"/> I7
<input type="checkbox"/> I8	<input type="checkbox"/> I9	<input type="checkbox"/> I10	<input type="checkbox"/> I11	<input type="checkbox"/> I12	<input type="checkbox"/> I13	<input type="checkbox"/> I14
<input type="checkbox"/> I15						

<b>Signature of the School:</b>
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**PART D:** After checking that each part of the present document is complete and accurate, please fill in and sign here below:

<u>Names:</u>	<u>Signatures:</u>
	<b>Support Coordinator</b>
	<b>Legal representative(s) or pupil if s/he is not a minor</b>
	<b>Director</b>
<b>Place and Date:</b>	

*No complaint or appeal about a decision taken on the granting or refusal of special arrangements may be lodged, without prejudice to Article 12.1, laying down arrangements for complaints about and appeals against the Baccalaureate examination.*

## ANNEX – CODES

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

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

**D2** - Change of seating arrangements.

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

**D4** - An assistant to provide physical care for a pupil to ensure his or her well-being and safety. This assistant may not be a relative of the pupil or a teacher of the subject that is being examined.

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

**D6** - For colour-blind pupils, colours can be substituted with words on the test/examination paper or a reader can name the colours for the pupil.

**D7** - Extra-time maximum of 25 % for situations of pupils with duly justified dyslexia. In this situation, the Schools must inform the BAC unit. If the Director does not grant the requested extra-time, the request will be submitted to the Bac Unit for analysis of the JBI or the inspector in charge of Special Arrangements.

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

**I1** - Modifications to the format of the examinations: size of paper and font, contrast, alignment, line spacing, spatial presentation and printed pages. A paper and digital Braille version of the exams may also be made available.

**I2** - A maximum of 25% of extra time can be granted for the written examinations. For oral examinations, a maximum of 25% of extra time can be granted only for the preparation. The oral examinations will take 20 minutes in any case. The examination time will not be extended.

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

**I4** - Use of a spell checker because of dyslexia. This request must be confirmed by the School.

**I5** - Disregard of spelling mistakes in language tests/exams in cases of severe dyslexia in case a spellchecker is not granted.

**I6** - a) Approved speech-to-text software/device; or

b) a scribe to transcribe word for word the pupil's dictated answers and to read back the pupil's answers where necessary

**I7** - An audio recording of answers because a scribe is not available and because of dyslexia.

**I8** - a) Approved text-to-speech software/device or

b) a reader to read both the assessment paper and to read back the answers because of severe dyslexia.

**I9** - Use of a simple arithmetic calculator, whenever no calculator at all would be allowed, because of diagnosed dyscalculia, because of diagnosed dyslexia, ADHD or Working memory deficit.

**I10** - Rest period(s) – during this time, a pupil may not read, write, or take notes of any kind and may leave the room under supervision.

**I11** - A communicator to provide assistance to a hearing-impaired candidate through sign language or lip speaking.

**I12** - a) Approved software/applications or

b) a prompter to assist a candidate with severe concentration difficulties or neurological disability in paying attention to the assessment's tasks.

**I13** - Written instructions for a deaf or hard of hearing candidate, For those candidates, 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.

**I14** - Written answers for oral examinations for a candidate who has severe difficulties in oral expression.

**I15** – Others