



# Educational Support Guidelines



European School of Luxembourg II – Nursery and Primary Cycle:  
Educational Support and Inclusive Education



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## 1. Our Educational Support Philosophie

The European School is a multilingual and multicultural environment in which the primacy of a child's mother tongue is safeguarded wherever possible. The European School offers a single type of general academic education, in which learning conditions become increasingly demanding. This single academic pathway, involving highly cognitive and abstract learning, leads to the award of the European Baccalaureate diploma.

Inclusive Education is the guiding principle of the European Schools, which serve a diverse and mobile pupil population and offers diverse/flexible teaching and learning approaches adapted to children with different learning profiles. The European Schools work together with the families as from the admission to ensure that the individual needs of every child requiring reasonable accommodation, the provision of support, or challenge are met in order to help them to achieve their full potential.

Different forms and levels of support are provided, designed to ensure appropriate help for pupils having special educational needs or experiencing difficulties at any point in their schooling in order to allow them to develop and progress according to their potential and to be successfully integrated.



## 2. Introduction

In April 2021, the Board of Governors approved the revised version of the ‘Policy on the Provision of Educational Support and Inclusive Education’ (hereinafter, the Policy).

- The policy clarifies and harmonises the provision of support in the European Schools and ensures that the child is at the centre of the support.
- The policy was revised in the context of the ES’ commitment to ensure the right to Inclusive Education according to Article 24 of the UN Convention as a follow-up to the UN recommendation and the 2018 evaluation and Report on Inclusive education.
- The policy should be considered in the broader context of inclusive education and promotion of the well-being of pupils as well as their cognitive, affective and creative development.
- The policy avoids categorising or labelling negatively the child by recognising that any child may need support at some time during his/her schooling.
- The policy makes clear that decisions concerning support are made in the best interest of the child.
- The policy recognises the need to harmonise support across the schools. However, each school exists in its own local context, so detailed arrangements for meeting pupils’ needs and abilities should take local differences and opportunities into account.
- The policy on the Provision of Educational Support and Inclusive Education in the European Schools has been conceived in line with the key EU strategies.
- Schools’ internal guidelines and procedures must be in line with this document. In case of disagreement, the current document overrules the local rules and practices put in place by the Schools.

## 3. Educational Support

The European Schools strive to ensure that all pupils are able to fulfil their potential to the maximum extent possible and to encourage them to become self-confident, autonomous learners. To that purpose, the European Schools promote accessible learning environments and provide personalised support in the form of reasonable accommodations and support measures that cater for the pupils’ needs and foster a successful, increasingly autonomous learning path.



## 4. Teaching and learning in the European Schools

### 4.1 Communication with legal representatives

The European Schools believe that where parents are involved in their children's education and work in partnership with the school, children achieve and thrive more. Communication between the school and the pupil's legal representatives should be open and regular.

This communication is organized in accordance with Article 24 of the General Rules of the European Schools<sup>1</sup>. It is essential that parents inform the school of any issues which could affect their child's learning progress and that the school regularly informs parents on their child's development.

### 4.2 Access to Learning on equal basis and differentiated teaching

The European Schools (ES) are faced with ever greater challenges as the school population becomes increasingly diverse. In order to meet the needs of individual pupils, teachers use a variety of differentiated teaching methods in their classrooms. In order to meet the needs and abilities of individual pupils, the European Schools apply a consistent framework for the early identification to identify the pupils' functional strengths, abilities and learning styles.

The European Schools recognize that each student learns in a unique manner and teachers promote the access to learning by creating accessible and flexible learning environments, using of a variety of teaching methods and learning materials in their classrooms. Under certain conditions, a pupil may follow a modified curriculum.

Differentiation is the planning and execution of teaching and learning for all children in all classes which take account of individual differences in learning style, interest, motivation and aptitude, and reflecting these differences in the classroom.

Differentiation forms the basis of effective teaching. It is essential for all pupils, including those pupils requiring support or challenge.

Differentiated teaching aimed at meeting all the pupils' needs and abilities is the responsibility of every teacher working in the European Schools and must be common classroom practice.

Differentiated teaching ensures that in planning and delivering lessons, teachers are aware of and take into consideration the different learning styles and individual needs and abilities of all pupils.

This includes meeting the needs of:

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

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. Negative or too explicit labelling of diverse learners is to be avoided at all cost.

### 4.3 Educational Support Provision

All forms of support should be considered as progressive since they are based on meeting the pupil's needs and abilities, which may vary over time. It is possible for a pupil to benefit from several different levels of support at the same time. Additional support may result in individual or group lessons to supplement the regular curriculum. A pupil's absence from other lessons while receiving Educational Support should be restricted to exceptional cases. Educational Support can be general, moderate or intensive.

Guidelines are based on the directives of the Board of Governors which appear in the following documents:

- Policy on the Provision of Educational Support in the European Schools - [2012-05-D-14-en-10](#)
  - Provision of Educational Support and Inclusive Education in the European Schools - Procedural document - [2012-05-D-15-en-14](#)
- Provision of Educational Support in the European Schools - Procedural document revised - [2021-05-D-36-en-5](#)
- Core elements of School Specific Guidelines on Educational Support - [2019-06-D-9-en-3](#)
  - Action Plan Educational Support and Inclusive Education - [2018-12-D-34-en-5](#)
  - Report on Inclusive Education in the European Schools - [2018-09-D-28-en-4](#)
  - Evaluation Report on the Implementation of the Educational Support Policy in the European Schools - [2018-09-D-53-en-4](#)



## 5. Resources

**Human resources.** The European Schools must take appropriate measures to employ teaching and non teaching staff with the skills to work effectively in inclusive education environments and qualified to provide Educational Support. An adequate number of qualified and committed school staff is a key asset in the introduction and sustainability of inclusive education. Educational Support is based on multi-professional cooperation. The school management must assure timely planning and allocation of qualified staff to provide Educational Support and recruitment and training is done in accordance. Roles, duties and working conditions of support coordinators, support teachers, support assistants, psychologists and therapists are described in the document 'Provision of Educational Support in the European Schools – Procedural document' (2012-05-D-15).

**Material resources.** Fulfilment of accessibility standards as well as the necessary and updated technologies and material resources must be assured in order to enable the access and participation of all pupils in the learning process on equal basis with others. Educational Support requires suitable accessible rooms, assistive and compensatory technologies, equipment and material for its activities. Calculation of the budget allocated for support follows the regulations of the European Schools. The allocation for General, Moderate and Intensive Support is described in the document 'Provision of Educational Support in the European Schools – Procedural document' (2012-05-D-15).

## 6. Stakeholders involved in support

The promotion of Inclusive Education, including the provision of Educational Support, entails a whole system and whole school approach. Ensuring the promotion of, the commitment towards, and awareness-raising across the system on common values and principles inherent to inclusive education, the availability of resources and the allocation of qualified professionals to the provision of Educational Support is a responsibility that must be shared at system level. The stakeholders responsible for successful implementation of the Support Policy are the national authorities, the Board of Governors, the Boards of Inspectors, the Joint Teaching Committee, the Budgetary Committee, the Educational Support Policy Group, the Pedagogical Development Unit, the Baccalaureate Unit and the ICT and Statistics Unit of the Office of the Secretary-General, Support Inspectors and national inspectors of the Member States hosting a European School, the European Schools, pupils and their legal representatives.

### 6.1. At school level

#### *6.1.1. The School Management*

Has an overview, is part of the Care Team, works closely with the Education Support Coordinator and all support teachers and organises Support Advisory Group meetings with the help of the coordinator.

#### *6.1.2 Care Team*

consists of:

- the Deputy Director,
- the Assistant to the Deputy Director,
- the Educational Support Coordinator,
- the School Psychologist,
- the nurse(s),
- the school doctor

The Care Team is present in both the Nursery and Primary Cycle and the Secondary Cycle. The Care Team allows for the exchange of relevant information (often including cases of Educational Support) in a confidential way to inform the key people in the School and divide tasks.

Each member is in contact with the class teachers, Support teachers, L2 teachers, as well as the ISA assistants, parents, assistance services, and the external specialists at School, depending on his/her function. Staff members are encouraged to contact the Care Team if they have a concern or question about a pupil. The purpose of these meetings is, to take into account, the behavior and needs of pupils requiring special attention, and to strive to respond to them in the most appropriate way.



### 6.1.3 The Educational Support Coordinator

The school management has appointed one EdSup Coordinator according to the profile established in the document *Recommendations Concerning the Qualifications and Expertise of Educational Support Coordinators*. The purpose of coordination in the schools is to organise and implement the educational support policy successfully and efficiently.

- assisting the Director/Deputy Director in providing educational support, including the elaboration of school internal guidelines; collaborating in the recruitment and evaluation of educational support staff (support teachers and assistants); ensuring the organisation and follow-up to the SAG including the signing of Intensive Support Agreements and the writing of ILPs; organisation and supervision of the process of requests for special arrangements, ensuring the application of the agreed special measures; organisation and monitoring of the process in the case of a possible non-enrolment or discontinuation of studies for pupils with special educational needs;
- liaising on educational support between cycles;
- harmonising educational support provision within and across language sections;
- identifying needs for in-service training in the educational support area;
- ensuring the implementation of a harmonised approach in the early identification of and intervention in specific learning and educational needs;
- playing an active part in organising educational support in-service training;
- contributing to awareness-raising within the school's community;
- liaising with the existing teams/groups in the school with the responsibility of ensuring the pupils' wellbeing;
- compiling support data;
- keeping a record of all pupils receiving General, Moderate or Intensive Support;
- keeping and storing confidential documents, GLPs and ILPs in line with privacy regulations;
- recommending, in consultation with other professionals, working with the pupil(s) when there is no further need for educational support;
- acting as a contact point for parents/legal representatives, pupils, staff and, if necessary, other experts and informing them of pupils' educational needs;
- contributing to harmonisation of educational support within the ES system;

#### 6.1.4 Class teachers

- Adhere to the common values and have the qualifications and experience to promote accessible learning environments and differentiate their teaching according to the pupils' learning needs and abilities;
- Reference person for the student and his/her parents.
- They ensure a constructive relationship between the school and the parents in order to offer the pupil the necessary security to develop.

#### 6.1.5 Educational Support Teachers

In addition to the competences established for all teachers, they have the specific qualifications, knowledge, and skills to provide effective Educational Support responding to the different learning and special education needs.

The qualifications of seconded teachers must be recognised by the appointing country. The national inspectors must confirm the qualifications of locally recruited teachers. For that purpose, the school management sends the diplomas and certificates to the national inspector for approval.

The Educational Support Teacher:

- works with pupils who need Educational Support and who have special educational needs (learning, emotional, behavioral and/or physical needs);
- provides General support to small groups in or outside the classroom as well as Moderate and Intensive support in small groups or individual support in or outside the classroom;
- uses appropriated differentiated teaching methods and support pupils in developing appropriate learning strategies using adapted teaching material;
- undertakes detailed observation and assessment and supports Class and Subject teachers in early identification of educational support needs;
- decides 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;
- writes a GLP for the group receiving General support and an ILP for each pupil receiving moderate or intensive support in cooperation with the class/subject teacher;
- liaises and works under the coordination of the Ed.Sup. Coordinator;
- liaises and cooperates with the Class or Subject teachers and the other members of the team during the learning process, advising them on the various learning profiles of pupils with specific learning needs and special education needs and innovative approaches in teaching and learning to cater for those needs;
- liaises with external experts and therapists working under tripartite agreement

- evaluates the pupil's progress;
- keeps records of achievement in order to have accessible information when needed;
- liaises with parents about the child's progress and needs;
- attends meetings and training work;
- takes responsibility for his/her continuous professional development, including reflecting on the (own) practice and continually learning and updating their knowledge.

#### *6.1.8 Educational Support Assistants*

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

The role and responsibilities of the Support Assistant includes tasks in the areas that involve - **support to the school, class/subject and support teachers**: general participation in the school's activities; planning and preparation of activities, participation in general activities;  
- and **direct support to the pupils**: participation in specific activities developed by the pupil, nursing and care activities.

Where required for enabling reasonable accommodation (e.g. the use of a scribe, or to ensure a stable point of reference, e.g. for anxiety disorders ) where this is in the interest of the pupil, the presence of the assistant during tests and examinations is allowed, without prejudice to the assessment and exam rules

#### *6.1.9. Parents*

They are deeply involved in support and they are considered a part of the Team. They help the team to target the support needed to best develop the student's potential. In the case of intensive support, they must provide a valid assessment report in one of the three vehicular languages (English, French or German).



#### *6.1.10. Therapists-Tripartite agreement*

There might be pupils whose development and learning needs require support given by therapists (essentially speech therapists, psychomotor therapists, and behaviour therapists). The provision will be organised on the basis of a tripartite agreement.

The school's role is to make a suitable room available to the pupil and to the professional whose services are used, to agree on a timetable, to take account of class activities and to provide coordination and monitor the pupil's development through meetings of the SAG in which therapists may participate.

These therapists provide services and are paid directly by parents. Only for attendance at each meeting of the SAG, at the request of the school management or of parents/legal representatives, will the therapists receive a flat-rate payment made by the school.

To facilitate provision for such pupils and their inclusion into the school community, the Office of the Secretary-General of the European Schools (OSGES) invites expressions of interest in order to compile a list of therapists who, at the request of pupils' legal representatives, can provide their services on the premises of the European Schools and in collaboration with the educational team.

Therapists may be registered on different lists, provided they have the requisite duly recognized professional qualifications. To provide their services, in line with free cross-border provision in the EU, there shall be no requirement to be professionally established in the resident Member State of the school concerned. However, the therapists must have their qualifications recognised in the School's hosting Member State.

### 6.1.11 School Psychologists

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

The role of the School Psychologists may range from:

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

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

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Personnel of reference in Nursery/Primary		
<b>Deputy Director</b>	Mr. Philippe Richard	MAM-DEPUTY-DIRECTOR-NURSERY-AND-PRIMARY-CYCLE@eursc.eu
<b>Support Coordinator</b>	Mrs Maria Tzioufa	maria.tzioufa@eursc.eu
<b>School Psychologist</b>	Mr Leroy Nicolas	nicolas.leroy@eursc.eu

## 7. How does support work?

### 7.1 Differentiated teaching

(Throughout the school year)

Differentiation is the planning and execution of teaching and learning for all children in all classes, which takes account of 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 for all pupils, including those requiring support or challenge. Differentiated teaching aims at meeting all the pupils' needs is the responsibility of every teacher working in the ES and must be common classroom practice.

Differentiated teaching ensures that in planning and delivery of lessons, teachers are aware of and take into consideration the different learning styles and individual needs of all pupils. This includes meeting the needs of:

- 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.



## 7.2 When differentiation in the classroom is not enough

<b>General Support</b>	
<b>Duration</b>	<b>Short term</b> Can start at several times throughout the school year based on teacher's request. From September/October based on the class councils at the end of the school year and/or observation at the beginning of the new school year. From November, after the oral report. From March, after the school reports.
<b>Parent's authorization</b>	Needed. The class teacher will provide a document parents need to sign. The document will be returned to the support coordinator.
<b>Type of teaching</b>	Group, up to 10 pupils. In or outside the classroom.
<b>Personnel providing support</b>	Support teacher : Responsible for the GLP, progress evaluations 1 <sup>st</sup> and 2d semester.
<b>Communication School/Parents</b>	The Group Learning Plan (GLP) is created by the support teacher in consultation with the class teacher/subject teacher and the support coordinator and it is then sent to the parents. A progress report for general support is drawn up by the support teacher and sent to the parents/legal representatives at the same time as the main school reports.

### 7.3. If General support is not enough

<b>Moderate Support</b> is an extension of General Support in terms of complexity and duration.	
It is provided for pupils in need of more targeted support or those with moderate learning difficulty. It can be cross-subject/cross-curricular. It might be appropriate for some pupils who may be experiencing, for example, considerable difficulty in accessing the curriculum due to language issues, concentration problems, neurological impediments, or other reasons.	
<b>Duration</b>	<b>Short term</b> (can be longer than general): Can start several times throughout the school year based on teacher's or parent's request. From September/October based on the class councils at the end of the school year and/or observation at the beginning of the new school year. From November, after the oral report. From March, after the school reports.
<b>Parent's authorization</b>	Needed. The class teacher will provide a document that parents need to fill in. The document will be returned to the support coordinator.
<b>Type of teaching</b>	Group up to 6 pupils. In or outside the classroom.
<b>Personnel providing support</b>	<b>Support teacher</b> : Responsible for the ILP, progress evaluations 1 <sup>st</sup> and 2d semester.
<b>Communication School/Parents</b>	The Individual Learning Plan (ILP) is created by the support teacher in consultation with the class teacher and the support coordinator and it is then sent to the parents.

#### 7.4. In case of a learning difficulty

Intensive Support A	
<b>Duration</b>	<b>No time limit.</b>
<b>Parent's authorization Procedure</b>	<p><b>A multi-disciplinary report*</b> written by an expert (medical, psychological, psycho- pedagogical...) needs to be transmitted by the parents/legal representatives to the support coordinator, to the school psychologist, to the deputy Director of nursery and primary. The ISA agreement, written by the educational team in collaboration with the parents, is based on the expert report and proposed in the Support Advisory Group meeting. Afterwards, the intensive support convention can be signed by the School's Director and the parents.</p> <p><b><i>The report needs to be updated every 4 years.</i></b></p>
<b>Type of teaching</b>	<b>Individual/small group (up to 3). In or outside the classroom.</b>
<b>Personnel providing support</b>	<ul style="list-style-type: none"> <li>• <b>Support teacher</b></li> <li>• An in/out of the class <b>assistant</b> Support assistants have an important role in supporting students and the work done by teachers. The role of the assistant includes good communication skills, flexibility, patience, personal initiative and discretion. (Intensive Support Assistant profile, reference 2011-07-D1-FR1) and/or</li> <li>• <b>External therapist</b> (speech therapist, psychomotricity, etc.) in which case <b>tripartial convention*</b> is signed between the school/therapist/legal representatives.</li> <li>• <b>School psychologist</b> (if needed)</li> </ul>
<b>Communication School/Parents</b>	<p>Parents/pupil's representatives are invited to Support Advisory Group (SAG) meeting by the school and the educational team: deputy or assistant deputy Director, support coordinator, support teacher, class/subject teacher, school psychologist and possibly other <b>external experts*</b>.</p> <p>The Individual Learning Plan (ILP) is created by the support teacher in consultation with the class teacher, support assistant and the support coordinator and it is then sent to the parents. The ISA agreement is signed on the basis of the ILP.</p>



#### *7.4.1. The main functions of the SAG are*

- To meet officially once a year to evaluate, initiate, renew, or terminate the Support agreement (for Intensive Support A students).
- When deemed 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 discuss the student's progress, to evaluate the Support and/or amend the Support Agreement, with consideration given to the medical/psychological/psycho-educational and/or multidisciplinary report expert assessment or report.

This is usually organised by the Educational Support Coordinator in consultation with the Deputy Director and/or the Director (his or her delegate), or the parents/legal representatives of the student.

- The school issues invitations to all the parties involved, outlining those that will be present at the meetings, their respective roles and the agenda for each meeting.
- Parents/legal representatives are encouraged to invite external experts who are working with the student in an educational context outside the school (or within the school on the Tripartite Agreement).
- The Support Advisory Group meeting is chaired by the Deputy Director or his/her delegate.
- The Support inspector may be present at some of the meetings.
- The school's psychologist and/or the educational advisor may be present, depending on the student's needs.
- A multidisciplinary approach is applied with the student's parents/legal representatives and both internal and external experts present to discuss the student and their progress. All parties are invited to contribute.
- The student's individual learning needs and objectives are discussed, along with the Support measures and special arrangements that may be needed, including Tripartite Agreements and a Support assistant if necessary. The recommendations of the SAG, will form the basis for the Agreement between the Director and the parents/legal representatives.
- Minutes/decisions are taken at the meetings and distributed to all members of the SAG.

### 7.4.2. High potential pupils in ISA program

Students with gifts and talents perform—or have the capability to perform—at higher levels compared to others of the same age, experience, and environment in one or more domains. They require modification(s) to their educational experience(s) to learn and realize their potential. Student with gifts and talents:

- Come from all racial, ethnic, and cultural populations, as well as all economic strata.
- Require sufficient access to appropriate learning opportunities to realize their potential.
- Can have learning and processing disorders that require specialized intervention and accommodation.
- Need support and guidance to develop socially and emotionally as well as in their areas of talent.

Teachers in our school are very well aware of those needs. Some of the pupils might need everyday support, while others only benefit from a specific course, once a week.

#### In Nursery / Primary

- Until P2 teachers differentiate in their classrooms to meet the needs of their pupils, give differentiated work, create small projects, etc.
- From P3 to P5, pupils participate in a different group during European hours. A specialized teacher, following the curriculum of the European Hours, introduces a different way of teaching, focusing on group work and investing in each pupil's individual ability. The teacher also tries to reinforce the L2 of the pupils.

### 7.4.3. Intensive support B

Is provided in exceptional circumstances, and on a short-term basis only, the Director may decide to provide Intensive Support B for a pupil or group of pupils without diagnosed special educational needs, who cannot access the curriculum. For example, when a pupil/pupils cannot access the curriculum due to language related issues (because they are attending lessons taught in a language they do not yet know), pupils may have access to subject integrated language support: support from a teacher of their dominant language to facilitate the transfer of structural concepts and terminology between the two languages.

Intensive Support B	
<b>Duration</b>	<b>Short term</b> ( <i>maximum 2 years</i> ). Can start at any time based on teacher's or parent's request.
<b>Parent's authorization</b>	Needed.
<b>Type of teaching</b>	<b>Group</b> (up to 10 pupils)/ <b>individual</b> . <b>Outside the classroom.</b>
<b>Personnel providing support</b>	<b>Support teacher</b> , responsible for preparing the ILP, the ISB agreement and two progress evaluations per year, 1 <sup>st</sup> and second Semester.
<b>Communication School/Parents</b>	The Individual Learning Plan (ILP) is created by the support teacher in consultation with the class teacher and the support coordinator and it is then sent to the parents. The ISB Agreement is signed on the basis of the ILP.

# Educational Support

## Differentiation

## Accessible Learning Environnements-UDL

### General Support

### Moderate Support

### Intensive Support

Short term (maximum 2 semesters)

Group

Group Learning Plan

Longer term (4 semesters)

Group or Individual

Individual Learning Plan

### Intensive support A

(Based on a multidisciplinary assessment updated every 4 years)

Infinite

Individual or small group

Individual Learning Plan

SAG meeting

ISA agreement

2 Evaluations from support teacher per year

### Intensive Support A

Promotion: Pupil follows normal curriculum every day

### Intensive Support A

Progression: Pupil follows an adapted curriculum

### Intensive Support B

Limited language support for other temporary difficulties



### 7.5. Reasonable accommodation

Depending on their needs, pupils may require different accommodations.

The European Schools offer accommodations in learning and assessment situations.

The European Schools will promote the use of assistive/compensatory technology (devices, applications, and software) and other accommodations to those pupils with disabilities who may require them to enable them to access education on an equal basis with others.

The European Schools are aware of the rapid development of innovations and new technologies designed to facilitate early identification of eventual learning needs and abilities, remove barriers to access the curriculum and enhance learning. Therefore, the European Schools aim to keep pace with the development of these technologies, making them accessible to the teaching and learning process, including as special arrangements to all types of assessment.

#### *7.5.1. Decisions concerning the provision of reasonable accommodation*

The European Schools are committed to providing Inclusive Education, taking into account the best educational response to the pupils' needs and abilities. This responsibility encompasses assuring general accessibility, including for pupils with special needs and/or disabilities; the provision of reasonable accommodation to the pupils' needs and ensuring a smooth and effective transition to other educational paths, when appropriated. There may be occasions where, despite the school's best efforts, the School may not be able to provide reasonable accommodation to respond to the pupil's needs. In those cases, the schools should duly justify the reasons. Other educational options should 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. Before taking the final decision on the provision of the accommodations to cater for the pupil's needs or ensuring a smooth and effective transition to alternative schooling options, the Director must seek advice from the Educational Support Coordinator and the Support Advisory Group as well as from the Educational Support inspectors and the relevant national inspectors



### 7.5.2. Special Arrangements

Special Arrangements are intended to remove barriers and ensure that individual pupils with special educational needs have equal opportunities in the assessment and can demonstrate the knowledge and skills they have learned and fulfil their potential in the fairest possible conditions. Special Arrangements are authorised when they are clearly related to the pupil's diagnosed special needs and/or disability and justified by means of a medical/psychological/psycho-educational and/or multidisciplinary report.

The ES are committed to an educational philosophy based on common European School syllabuses with common assessment criteria. This means that the educational support policy may not reflect the standard practice of one country.

These arrangements are listed and put at the disposal of the pupils during examinations, tests and other forms of assessment to allow the pupil to fulfil his or her potential in the fairest possible way. They are not intended to compensate for a lack of ability but allow the pupil to fulfil his or her potential in the fairest conditions possible.

Special arrangements are only authorized when they are clearly related to the pupil's diagnosed needs by means of a medical/psychological/psychoeducational and/or multidisciplinary report justifying these special arrangements.

If the evaluation conditions during the Pre-Baccalaureate and Baccalaureate examinations present a risk to disadvantage the candidate's performance – especially if he/she shows special educational needs – by preventing him/her showing the level at which he/she has acquired the required competences, special arrangements may be requested and authorized for the written and oral examinations. This authorization must be requested **by October 15th when the pupil is in S5**. These arrangements are not intended to compensate for any lack of knowledge or ability.

(2012-05-D-15-en-12)



## 8. Early Identification of the child's abilities and needs

In the heterogenous nursery classes of the European Schools where the composition of children is highly diversified, some children may have certain difficulties which could affect their successful learning, e.g., in the child's language development, motor coordination, social relationship with peers or in understanding the world around them. There is a need of a systematic and professional observation/basic screening of all children to identify these possible difficulties, to differentiate teaching and learning accordingly and, if needed, provide children with appropriate help and educational support.

a) As early as possible, during the first months of the school year, it is essential to have feedback from the medical staff working in the schools on two specific points: **vision and hearing** of all children.

b) In parallel, the nursery teachers

- **identify signs of learning challenges** by observation of all children in the class during daily activities

- **identify children who may have additional educational needs** by more focused observation/basic screening during daily activities

Observation should be carried out for each child in the class in specific areas to get a complete overview of the child's possible difficulties. The child's different learning areas must be taken into account in a holistic way in order to have the most complete global view. **This systematic observation/ basic screening does not replace but can initiate or complement further professional diagnostic evaluation.**

If needed, difficulties identified in some children will be followed by a more in-depth analysis/evaluation. The school team may, if necessary, ask the parents to contact external experts to have a more detailed diagnosis of certain functions.

In EELUX2, we have put in place a procedure of Early Identification and Intervention (see Appendix 10)



## 9. Assessment and promotion

Principles of 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(a) and with Article 61 of the General Rules of the European Schools, all decisions concerning promotion to the year above are taken by the Class Council. 5.2. Educational Support aims at enabling the pupil to reach the levels of performance/and at developing the competences as required for all pupils. A pupil benefiting from a modified curriculum in order to meet his/her needs will be promoted when he/she meets the expected requirements for his/her study level as defined in the General Rules of the European Schools and in the assessment criteria of the different subjects. If a pupil is not promoted, he/she may progress with his class group for as long as this is beneficial to the pupil's social and academic development. In that case, this is referred to as progression without promotion. From a formal point of view, the pupil who progresses without promotion remains 'non-promoted' (for example, with a view to integration into another school system). 5.3. Any pupil having benefited from progression without promotion may return to a 'standard curriculum' and be promoted to a higher class if he/she shows that the minimum requirements for his/her study level have been met. All European Baccalaureate candidates must have followed the full S6 and S7 curriculum in order to qualify for award of the Baccalaureate diploma. A pupil can only qualify for award of the European Baccalaureate when he/she has been duly promoted from S6 to S7.

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(a) and with Article 61 of the General Rules of the European Schools, all decisions concerning promotion to the year above are taken by the Class Council.

Educational Support aims at enabling the pupil to reach the levels of performance as required for all pupils. **A pupil benefiting from a modified curriculum in order to meet his/her needs will be promoted only if he/she meets the expected requirements for his/her study level** as defined in the General Rules of the European Schools and in the assessment criteria of the different subjects.

**If a pupil is not promoted, he/she may progress** with his class group for as long as this is beneficial to the pupil's social and academic development. In that case, this is referred to as progression without promotion. **From a formal point of view, the pupil who progresses without promotion remains 'non-promoted'** (for example, with a view to integration into another school system).

***Any pupil having benefited from progression without promotion may return to a 'standard curriculum' and be promoted to a higher class if he/she shows that the minimum requirements for his/her study level have been met.***

Promotion from S5 to S6 is only possible when the pupil has followed the full curriculum and met its requirements in S5.

All European Baccalaureate candidates must have followed the full S6 and S7 curriculum in order to qualify for award of the Baccalaureate diploma.

A pupil can only qualify for award of the European Baccalaureate when he/she has been duly promoted from S6 to S7.

## 10. Certification

For some pupils the academic demands of the European Schools are not appropriate, and they may be required to leave in order to continue with a different type of schooling. The European Schools will issue a certificate describing the subjects followed, the hours completed and the level of the pupil's attainment in the child's best interest.

Certification and transition to national schools

When a pupil follows a modified curriculum, the European Schools will issue a certificate describing the subjects followed, the hours completed and the level of the pupil's attainment, which will be recognised by in the Member States similarly to the correspondent national certificates. In this respect, national Inspectors will ensure the close cooperation between the school and national educational system.

## 11. Repeating

At the end of a school year, the Class Council may also decide that it is in the best interest of the child to repeat the school year just completed. Normally, the Class Council would have received the advice for repeating from the Support Advisory Group in the case of students under Intensive Support A.



## 12. Non-integration of a pupil

The European Schools do not offer a fully inclusive education system. This means that there may be occasions where despite the school's best efforts, continuing education in the European School is not in the best interest of the child. This may become apparent either before admission or during the child's schooling.

The school has to be able to make appropriate provision for the pupil's pedagogical and social integration. If this is not the case, on the opinion of the Support Advisory Group, the school is entitled to declare itself unable to meet the pupil's needs and to recommend that the parents seek an alternative solution for their child's education, in an establishment better suited and equipped to meet the child's educational and developmental needs. In such circumstances, the school assists the parents as far as reasonably possible.

## 13. Transition between cycles

### 13.1. From Nursery to Primary:

At Luxembourg II, transition between these cycles is very important and it takes place in three stages towards the end of the school year:

1. Nursery teachers meet Primary teachers and exchange information about their pupils
2. Nursery pupils visit primary school and engage in activities with the P1 pupils
3. P1 pupils visit Nursery and engage in common activities prepared by their teachers.

Additionally, ISA pupils get to visit once more the Primary building, with their assistants alone, if needed.

### 13.2. 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.

A Care Team meeting is also organised in June. All members of the Care Team exchange important information about the pupils. All members are bound with confidentiality.



## 14. DATA protection

EELUX2 ensures good governance in Educational Support.

The staff members of the European Schools processing personal data will do so only in an authorised manner and are bound by a duty of confidentiality.

In the course of assessing and planning Educational Support and providing the most suitable educational provision, the European Schools collect the following pupil's personal and sensitive information:

- 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.

Data processing activities are handled only by European Schools staff members with a legitimate need to access the pupils and legal representatives/parents' personal data, for the pedagogical activities described above in full compliance with GDPR.

## Appendix 1

### 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/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.



## Appendix 2: Intensive Support Agreement

### EUROPEAN SCHOOL LUXEMBOURG 2

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

Agreement has hereby been reached between

M. 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 02/09/2023 and 05/07/2024

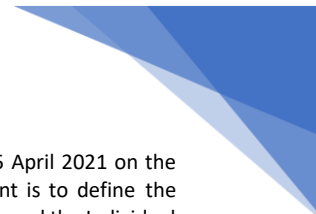
A new fact or a fact unknown at the time of stipulation may lead to revision of this Agreement.

Place Bertrange-Mamer, 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.

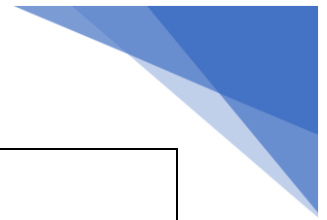
The Secretary-General must take a decision within one month of the date of reception of the appeal.

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.

## EUROPEAN SCHOOL LUXEMBOURG II

### Pupil

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

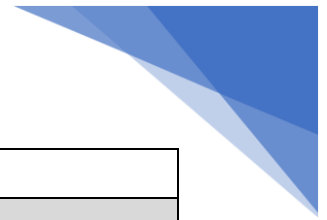


Home address		Home address	
Telephone number		Telephone number	
Email address		Email address	

**Language history**

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

<p><b>Diagnosis as written on last medical / psychological/ psycho-educational / multi-disciplinary report:</b></p>
<p><b>Name of the expert and the date of last medical/ psychological /psycho-educational/multi-disciplinary report:</b></p>
<p><b>School history</b> (schools attended, repeating a year etc.)</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>



Actual Intervention by specialists	OUTSIDE SCHOOL	TIME ALLOCATED	Aim of the Intervention
Speech/language			
Motor skills			
Physical			
Occupational			
Counselling			
Psychologist			
Medical treatments, doctors			
Other			
<p><b>Description of the pupil's special needs/main barriers faced by the pupil:</b></p>          			
<p><b>Strengths</b> (academic, social/ emotional/ personality/ extra-curricular)</p>          			

**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><b>Classroom accommodations</b></p>	
<p>individual subject objectives:</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>subjects not taken:</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>other:</p>	<p>School report/Semester report contains adapted assessment <input type="checkbox"/></p>	
<p><i>Timetable changes:</i></p>		
<p><i>Modified content expectations for assessment:</i></p>		



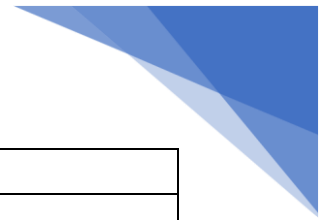
### Classroom Accommodations

#### 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**

<b>Accommodation</b>	<b>All subjects/ areas</b>	<b>Some subjects/ areas</b>	<b>Which subjects/areas</b>
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**

<b>Accommodation</b>	<b>All subjects/ areas</b>	<b>Some subjects/ areas</b>	<b>Which subjects/areas</b>
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"/>	





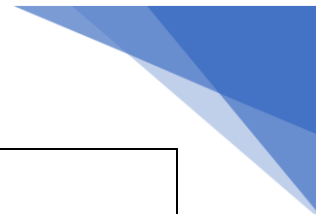
Use positive reinforcement	<input type="checkbox"/>	<input type="checkbox"/>	
Have parents sign behaviour chart	<input type="checkbox"/>	<input type="checkbox"/>	
Have parents sign homework	<input type="checkbox"/>	<input type="checkbox"/>	
Model expected behaviour	<input type="checkbox"/>	<input type="checkbox"/>	
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

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"/>	



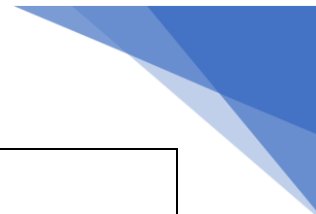
i) Modifications to the format of the assessment paper: size of paper and font, contrast, alignment, line spacing and printed pages. A paper and digital Braille version of the exams may also be made available;	<input type="checkbox"/>		<input type="checkbox"/>	
j) Additional time can be granted to pupils 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, 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"/>	
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;

Special Arrangement	All tests	Some tests (specify)	All areas/ subjects	Some areas/ subjects (specify)
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.**

Special Arrangement	All tests	Some tests (specify)	All areas/ subjects	Some areas/ subjects (specify)
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"/>	
--	--------------------------	--	--------------------------	--

**INDIVIDUAL LEARNING PLAN INTENSIVE SUPPORT for the student:**

Date:

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 2 reports per year in February and in June
1.				
2.				
3.				

Individual Learning Plan is written by:

Name

Signature

Place

Date



## Appendix 3: List participants SAG meeting

### EUROPEAN SCHOOL OF LUXEMBOURG 2

#### SUPPORT ADVISORY GROUP MEETING

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**Date of Advisory Group meeting:**

**Name of student:**

Name of student:
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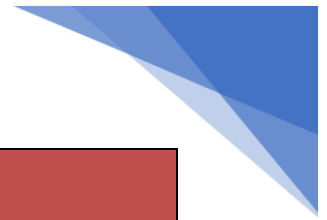
Position	Name	Signature
Parent/legal representative		
Parent/legal representative		
Deputy director Nursery / Primary		
Support coordinator Primary/Nursery		
Class and L1 teacher		
Support Teacher Support Assistant (optional)		
L2 teacher		
Psychologist		

---



### Appendix 4: Preparation grid for SAG meeting

<i>Preparation for SAG/support advisory meeting</i> <i>ISA 202...-202..,</i> <i>.../.../202...</i>	
<i>Name / Nom</i>	
<i>Date of Birth / Date de naissance</i>	
<i>Section and year group / Section et</i> <i>année scolaire</i>	
<i>Class Teacher / Titulaire de classe</i>	
<i>L2 Teacher/ Enseignant L2</i>	
<i>Start date of ISA support / Date de début</i> <i>soutien ISA</i>	
<i>Psychologist/ Psychologue</i>	
<b>Diagnosis / Assessment</b>	
<i>Treatment /Prise en charge :</i>	



### Comments/ Commentaires

**Class teacher:**

**Support Teacher:**

**Support assistant (optional):**

**Parents/Parents**

### Conclusions / Conclusions

Signatures

**Maria TZIOUFA, Support Coordinator.**



## Appendix 5: Parent's invitation to SAG meeting

Mme et M. ....

Bertrange, le .../...../202...

### INVITATION

.....né le .../...../201..... classe .....

Vous êtes invité(e)s à participer à la prochaine réunion du groupe conseil qui se tiendra via Teams de .....à ..... le ....., .../0..../202.....

#### **ORDRE DU JOUR**

1. Discussion
2. Perspectives
3. Divers

.....  
 Directeur adjoint

#### Destinataires :

Fonctions	Noms
Parents	
Coordinatrice ISA Mat / Prim	
Directeur Adjoint	
Titulaires de classe L1/L2	
Enseignante / Assistante de soutien	
Psychologue scolaire	



## Appendix 6: Parental Authorization for General or Moderate Support

### SUPPORT 202...-202....

#### Parental Authorization for General / Moderate Support

Date: .../202...

Dear Parents,

In order to help your child .....in class .....with his/her classwork, the school will offer a support course for your child on .....

Duration of the support course (first and last day)

The Support teacher will make an individual learning plan (GLP/ILP) in collaboration with the subject teacher. This will be sent to you and kept by the teachers and the Support Coordinator. When the support course is finished/at the end of the semester/trimester, you will receive an evaluation.

Yours sincerely,

Maria Tzioufa  
Support Coordinator  
[Maria.tzioufa@teacher.eursec.eu](mailto:Maria.tzioufa@teacher.eursec.eu)

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**Reply slip.** (To be returned to the subject teacher who will give it to Mrs Maria Tzioufa **before** the first support lesson.)

My son/daughter Class

will be attending\*/will not be attending\* the support class in the school year 2024-25

from .

Date\_\_\_\_\_ Signature\_\_\_\_\_



## Appendix 7: GLP template

Worksheet for teacher.  
Hand in to SUPCO.

**GENERAL SUPPORT – GLP for the pupil:** \_\_\_\_\_

**Class:** \_\_\_\_\_ **Teacher:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Objectives of support (Specify what aspect(s) of the subject/learning area is/are being targeted?)	Persons responsible	Methods (What methods are used to reach the objectives?)	Assessment (What tools are used to assess progress?)
1.			
2.			
3.			
4.			
5.			
6.			

## Appendix 8: ILP template

Worksheet for teacher.  
Hand in to SUPCO.

### MODERATE SUPPORT – ILP1 for the student:

**Class:**

**Teacher:**

**Date:**

Objectives of support (Specify what aspect(s) of the subject/learning area is/are being targeted?)	Person s respon sible	Methods (What methods are used to reach the objectives?)	Assessment (What tools are used to assess progress?)
1.			
2.			
3.			
4.			
5.			



## Appendix 9: Tripartial Convention

### MODEL AGREEMENT PARAMEDICAL AUXILIARY STAFF

BETWEEN:

1. Mr and Mrs ....., parents of the pupil ....., enrolled in year ... of the ..... cycle of the European School, ....., resident at ....., hereinafter referred to as the parents.
2. Mr / Mrs ....., (speech therapist, physiotherapist, psychologist, ..... ) practising at ....., hereinafter referred to as the member of the paramedical auxiliary staff.
3. The European School, ....., represented by....., Director, hereinafter referred to as the School.

WHEREAS:

The pupil ..... has special educational needs. It has emerged that in addition to the support put in place by the School's teaching team, coordinated by the Advisory Group, it is beneficial for the pupil for ..... sessions to be organised on school premises. The parents of the pupil ..... wish this paramedical support to be provided by Mr/Mrs ....., whom they have chosen freely, without any involvement on the School's part.

1. The member of the paramedical auxiliary staff will provide ..... sessions for the pupil ..... at the rate of ..... times per week from .../.../201.. to .../.../ 201..., at ..... (time) on ..... (day(s)), in room ....., made available for that purpose by the School.
2. The member of the paramedical auxiliary staff hereby undertakes to participate in / to produce a detailed report in anticipation of the meeting of the Advisory Group charged with assessing the pupil's development and fixed for .../.../201....
3. The member of the paramedical auxiliary staff has been chosen by the parents. The parents hereby undertake to pay the cost of the services provided by the member of the paramedical auxiliary staff, without any financial contribution from the School. The cost of the services provided amounts to the sum of € ..... / session of .... hours, paid on presentation of a fee note, by transfer into the member of the paramedical auxiliary staff's bank account No .....- .....- .....
4. The School will make available to the member of the paramedical auxiliary staff and to the pupil ..... a room (No ....) in the building. The member of the paramedical auxiliary staff will ensure that the room and any specific teaching material or equipment made available to him/her are kept in a perfect state of repair.
5. The member of the paramedical auxiliary staff will perform the task defined in Article 1 autonomously and will be guided, in performance of this agreement, by the pupil's best interests, which will be assessed, where appropriate, in collaboration with the educational team. The School and the member of the paramedical auxiliary staff hereby acknowledge that they have not entered into any legal relationship and that there is no relationship of subordination between them. The member of the paramedical auxiliary staff hereby undertakes to fulfil all his/her legal, ethical, fiscal and administrative obligations and gives an assurance that he/she has all the required qualifications.

Done at .....

In triplicate, each of the parties acknowledging receipt of their copy,

The School

The member of the paramedical auxiliary staff

The parents

## Appendix 10: Early Identification

