

September 2016.

Part 2 – Support in the Nursery and Primary Cycles

This policy document explains the rules of provision of Educational Support in the Nursery and Primary cycles in case the normal differentiated teaching that takes place in the classroom is not sufficient to support pupils in areas in which they are experiencing learning difficulties and are unable to access particular areas of the curriculum.

The support sessions can be organized in or outside the classroom, individually or in a small group, for a short time and a longer time.

There are three different forms of Education Support:

- General Support
- Moderate Support
- Intensive Support type A and B

2.1 Monitoring and Evaluation period

In general at the beginning of the school year there is a two week evaluation period when all class teachers and Language 2 teachers estimate the possible needs of Educational Support of their pupils. For the pupils who are already enrolled in the school the proposal can come from **the Class Council information** from the end of the previous year. Monitoring the pupils continues throughout the entire school year and, in case the need for additional Educational Support is identified, the class/subject teacher will proceed with the request in writing a **Support Request form** to the Learning Support Coordinator, copied to the Deputy Director. The management and the support coordinator will decide when support is necessary.

The **Intensive Support type A** is provided following the proposal of the Support Advisory Group (SAG) and by the decision of the Deputy Director. It is based on a medical/psychological and/or multidisciplinary Report presented by parents or legal representatives. The need can be identified either on enrolment or during the school year.

All decisions taken are based on the needs and in the best interest of our pupils. Also on the availability of specialist teachers and language of the child (section).

2.2 Organisation and Responsibility

The request is written on the Support Request Form which includes details of pupils' names, support area(s), nature and time needed for the support. It will be submitted by the class/subject teachers to the Support Coordinator and copied to the Deputy Director. The number of support hours and support period is allocated, support groups assigned to support teachers by the Support Coordinator (in liaison with Deputy Director).

Parents are informed of the support given via mail. If they don't consent, they will be advised to seek extra help outside of school. Parents will be asked to sign a letter of non-consent.

2.3 Documentation

An Individual Learning Plan (ILP) or Group Learning Plan (GLP) will be created by the learning support teacher or class teacher according to the specific need of the pupils, in cooperation with the class/subject teacher annually. The class teacher informs parents or legal guardians of the support recommended via letter, which need to be signed to indicate consent. At the end of the (short or longer term) support period the support teacher, together with the subject teacher, will report on the pupils' progress (in February and June) and notify the end of support or request the continuation.

For Intensive Support A, an Individual Learning Plan (ILP) will be created by the Learning Support teacher, according to the specific needs of the pupil, in cooperation with the class/subject teacher and Support Coordinator annually with a review in February and June.

For General Support, a group learning plan (GLP) will be created by the class teacher, in cooperation with the learning support teacher, according to the needs of the pupils. There will be a review of the annual plan in February and June.

All the learning plans (ILPs and GLPs) are printed and signed after the end of the support period and kept in the centralized file system. Copies are sent to the Learning Support Coordinator.

There is a common template to be used for the General, Moderate and Intensive support which comes from the Provision of Educational Support in the European Schools - Procedural Document. It lists objectives, methods and assessment and dates of progress. The template will give three options and can be deleted appropriately to either Intensive, Moderate or General Support. Attached to this document will be a Review Sheet to be updated in February and June.

2.4 Provision Period

General and Moderate Educational Support and Intensive Support type B are provided starting from the third full week of September until the 15th June and during the periods decided by the Deputy Director. After this time plans are evaluated, signed and filed in the pupils files.

2.5 General Support

When:

- Difficulty in a particular aspect of a subject or needs to catch-up due to late arrival in the ES system or maybe working in mother tongue or dominant language.
- Pupils may need help to acquire effective learning strategies or study skills.

How:

- Requested by teachers or parents in writing (Request Form) to the Support Coordinator /Deputy Director
- The parents are informed that the support has been recommended.
- The support would be short-termed (from one term to one year).
- The support would be in small groups or individually in exceptional cases.
- The class teacher, together with the support teacher, will jointly develop and monitor the GLP (Group Learning Plan) with the objectives and methodology to develop pupils.
- All the documentation is confidential.
- The class teacher will inform parents of the development of the child. The class teacher is the main teacher responsible for the pupils.

2.6 Moderate Support

When:

- This is an extension of general support.
- It is provided for pupils in need of more targeted support or with a moderate learning difficulty.
- It might be appropriate for pupils who are experiencing difficulty accessing the curriculum due to language issues, concentration problems or other issues.
- It might be provided for a longer period than General Support and each pupil has an Individual Education Plan.

How:

- Requested by teachers or parents in writing and addressed to the Support Co-ordinator. The management and the Support Coordinator will decide when support is necessary.
- The parents are informed that the support has been recommended by letter and will sign for consent.
- It can take place in or outside the classroom.
- It is given to small groups or to individual pupils.
- Longer term support.

- Special arrangements may be considered.
- The class teacher together with the support teacher will jointly develop and monitor the GLP (Group Learning Plan) with the objectives and methodology to develop pupils.
- All the documentation is confidential.
- Class Teachers will inform parents of the development of the child.

2.7 Intensive support, two different types of support: A and / or B

- To help pupils to develop his/her competences.
- In or outside the classroom.
- To small groups or to individual pupils.
- Special arrangements may be considered.
- Individual Learning Plan.
- The pupils absence from lessons in other subjects due to IS should be exceptional!
- All the documentation is confidential.

2.7.1 Intensive Support A

- For pupils with special educational needs (SEN) – learning, emotional, behavioural or physical disabilities.
- Provided following the proposal of a Support Advisory Group (SAG) and by the decision of the Director.
- Based on medical/ psychological and/ or multidisciplinary report.
- Agreement between the Director and the legal representative of the pupil.
- Need identified on enrolment or during the school year.
- A pupil can follow modified curriculum or syllabus and accompany their class.
- Short, middle or long term.

2.7.2 Intensive Support B

- For pupils without special educational needs, for example in the form of intensive language support to access the curriculum (SWALS) or pupils who are incorporated later in to the school.
- Requested by teachers or by parents in writing to the Support Coordinator.
- Decided by the Director.
- Short term intensive support with the agreement signed by the Director and parents.
- The teachers in charge of the support develop an individual plan.
- All the documentation is confidential.
- Class teacher will inform the parents of the development of the child.

2.8 Support provision priorities

- Language 1 and 2.
- Mathematics.
- Language of the section (SWALS).
- Early identification of learning problems/individual needs.

2.9 Areas for Development

- Transition from Nursery to Primary
- Transition from Primary to Secondary
- Cooperation with relevant institutions of host country (The Netherlands)
- Gifted and Talented pupils

2.10 Templates are attached for the following:

- Support Request Form
- Letter of consent to the parents
- Internal planning document for General, Moderate & Intensive Support (and Pupil Profile sheet)
- Review form (x2 Feb/June)

2.11 Transition from Primary to Secondary

- The primary SupCo gives relevant information to the secondary SupCo at the end of each school year.
- The secondary SupCo and the future secondary class teachers attend the meetings of the last Class councils and the SAG for P5 classes and ensure that all relevant information is passed.
- The secondary SupCo is responsible for passing relevant information to the subject teachers in S1.

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.