



## **European School Bergen**

**2017.11.07**

### **Whole School Educational Support Guidelines**

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#### **1 Introduction**

For all issues relating to educational support it is necessary to refer to the latest version of the two support documents to be found on the website of the European Schools:

1. Policy on the Provision of Educational Support in the European Schools
2. Provision of Educational Support in the European Schools – Procedural document

#### **Coordinators for 2017-18**

**Primary Coordinator** – Fabienne d'Anjou

**Secondary Coordinator** – Tish Stoakes

#### **2. Job description for the educational support coordinator**

- In discussion with the deputy of the appropriate cycle, is responsible for the day-to-day support in the cycle
- Timetabling of support and creating support groups in the cycle
- Attendance at Advisory Group meetings
- Coordination of Intensive Support agreements
- Managing special arrangements in the secondary cycle (for students S4/S7)
- Staffing needs will be discussed with the deputy
- Be involved with parents and families
- Acting as a contact point for parents, pupils, staff and, if necessary, other experts and informing them of pupils' educational needs
- 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.

#### **3. Job description for the support teacher**

- Uses appropriate differentiated teaching methods
- Undertakes detailed observation and assessment
- 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 in cooperation with the class/subject teacher
- Liaises and cooperates with class or subject teachers and the other members of the team during the learning process
- 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, when requested by the class teacher.

## **Educational Support in the Nursery and Primary Cycles**

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This 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

### **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 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.

### **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.

#### **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 15<sup>th</sup> June and during the periods decided by the Deputy Director. After this time plans are evaluated, signed and filed in the pupils files.

#### **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.

#### **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.

**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.

**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.

**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.

**8 Support provision priorities**

- Language 1 and 2.

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

### **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

### **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)

### **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.

# Educational Support in the Secondary Cycle

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## 1 Organisation and Communication

In secondary priority is given to:

- Languages (L1, L2)
- Maths (and Scientific subjects)
- Support is given in small groups which are created horizontally or vertically
- Normally support lessons are given outside the pupil's timetable. In case of Moderate or Intensive Support, the lessons can be given during the normal timetable

## 2 Monitoring and Evaluation period

- In general at the beginning of the school year there is a two week evaluation period when all subject 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 subject teacher will proceed with the request in writing to the **Secondary 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).

## 3 Organisation and Responsibility

- The request is written which includes details of pupils' names, support area(s), nature for the support. It will be submitted by the subject teachers or parents to the Support Coordinator and copied to the Deputy Director.
- The number of support periods are allocated, support groups assigned to support teachers by the Support Coordinator in liaison with Deputy Director.
- Parents are informed of the support given via email. If they do not give consent, they will be advised to seek extra help outside of school.

## 4 Documentation

- An Individual Learning Plan (ILP) or Group Learning Plan (GLP) will be created by the learning support teacher according to the specific need of the pupils, in cooperation with the subject teachers annually. The support coordinator informs parents or legal guardians of the support recommended via email. At the end of the semester the support teacher, together with the subject teacher, will report on the pupils' progress (in February and July) 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 June.
- An Advisory Group Meeting can be held any time during the school year if needed. The Intensive Support Agreement can also be adapted during the school year if needed.
- For General Support, a group learning plan (GLP) will be created by the support teacher, in cooperation with the subject teachers, 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 at the secretary of the secondary school. Copies are sent to the Learning Support Coordinator.
- There is a common template to be used for 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.

## 5 Provision Period

- General and Moderate Educational Support are provided starting from the first week of October until the 15<sup>th</sup> June and during the periods decided by the Deputy Director. After this time plans are evaluated, signed and filed in the pupils files.
- Intensive Support A is provided from the beginning of the school year until 15<sup>th</sup> June.
- Intensive Support B is provided when needed.

## 6 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.
- The support teacher, together with the subject teacher, will jointly develop and monitor the GLP (Group Learning Plan) with the objectives and methodology to develop pupils.
- All the documentation is confidential.

## 7 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.
- Longer period than General Support and each pupil has an individual learning plan (ILP).
- 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 Coordinator/or Deputy Director. The management and the Support Coordinator will decide when support is necessary.
- The parents are informed that the support has been recommended.
- It can take place in during the normal timetable or outside of it.
- It is given to small groups or to individual pupils.
- Longer term support.
- Special arrangements may be considered.
- The support teacher together with the subject teacher will jointly develop and monitor the ILP with the objectives and methodology to develop pupils.

- All the documentation is confidential.
- Educational Support Report is given twice a year (February/July).

## **8 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.

### **8.1 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.

### **8.2 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..

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.

## **9 Special Arrangements for the Exams and Tests**

- When a pupil would benefit from a special arrangement in order to compensate for a physical or learning difficulty, teachers or parents can request this from the Deputy Director.
- Parents are informed that they can ask for special arrangements for their child and parents are asked to provide a medical/psychological/psycho-educational/multidisciplinary report explaining the need for special arrangements
- Up to S5 the Deputy Director takes the final decision to allow special arrangements and to define in which subjects these can be applied.
- Any special arrangements taken are recorded in the pupil's file.

## **10 The arrangements listed below can be authorised by the school, up to and including S5:**

- a) Separate room for the test/examination/assessment.
- b) Change of seating arrangements.
- c) Taking of medication and/or refreshment in the case of a medical condition, for example, diabetes.
- 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.
- e) 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.
- f) 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.
- g) Use of a spell checker because of severe dyslexia. This request has to be confirmed by the school.
- h) Modifications to the format of the assessment.
- i) Additional time can be granted to pupils whose working pace is affected by their condition. For each hour of examination, a maximum of 10 minutes can be granted. For 90 minutes' assessments, an additional 15 minutes can be granted.
- j) Use of a computer or laptop or a typewriter 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.
- k) The use of a simple arithmetic calculator, whenever no calculator at all would be allowed.
- l) A scribe to transcribe word for word the pupil's dictated answers and to read back the pupil's answers where necessary. In this case additional time of 10 minutes per hour is allowed..
- m) An audio recording of answers where a scribe is not available.
- n) A reader to read both the assessment paper and to read back the answers. In this case, the additional time of 10 minutes per hour is allowed.
- o) A communicator to provide assistance to a hearing-impaired pupil through sign language or lip speaking.
- p) A prompter to assist a pupil with severe concentration difficulties or neurological disability in paying attention to the assessment tasks.
- q) Written instructions for hearing-impaired pupils.
- r) Written answers for oral examinations by a candidate who has severe difficulties in oral expression.

## **11 Procedure for Special Arrangements in S6 and S7**

- Normally special arrangements in years S6 and S7 will be allowed only when similar arrangements have been used in a previous year or previous years. This does not necessarily apply to newly enrolled pupils in S6.
- A written request for special arrangements in S6 and S7 will be made to the support coordinator by either a teacher or teachers or by the pupil's legal representatives by 30th April of the year preceding entry into the Baccalaureate cycle, i.e. during S5. .
- The application must state precisely on which specialist's diagnosis the request is based. The application must also state precisely which special arrangements are being requested. An updated – dating back not more than two years – medical/ psychological and/or a multidisciplinary report explaining the need for special arrangements is required. A pupil's legal representative must provide the relevant documents.
- The schools must inform the Central Office by 15 May of special arrangements to be made in S6 and S7.
- Solely in exceptional situations which are unforeseeable and duly attested (serious illness, accident, newly enrolled pupils, etc.) the request for the granting of special arrangements may be submitted after the deadline indicated above. The request must be accompanied by full documentation setting out the grounds on which it is based.

## **12 The arrangements listed below may be authorised by the school for S6 and S7:**

Schools must inform the Central Office by 15 May of all special arrangements which have been authorised by the Director.

- a) Separate room for the test/examination/assessment.
- b) Change of seating arrangements.
- c) Taking of medication and/or refreshment in the case of a medical condition, for example, diabetes.
- 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
- e) 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.
- f) 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.

## **13 The arrangements listed below may only be authorised 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 specialist's reports and by the school

- a) Modifications to the format of the assessment.
- b) Additional time can be granted to pupils whose working pace is affected by their condition. For each hour of the examination, a maximum of 10 minutes can be granted. For 90 minutes' assessments an additional 15 minutes can be granted.
- c) Use of a computer or laptop or a typewriter to replace handwriting for pupils diagnosed with dyslexia, dysgraphia or any other disorder affecting written expression. 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.
- d) Use of a simple arithmetic calculator, whenever no calculator at all would be allowed because of severe dyscalculia.
- e) Use of a spell checker because of severe dyslexia. This request has to be confirmed by the school.
- f) 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.
- g) A scribe to transcribe word for word the pupil's dictated answers and to read back the pupil's answers where necessary because of severe dyslexia.
- h) An audio recording of answers because a scribe is not available and because of severe dyslexia.
- i) A reader to read both the assessment paper and to read back the answers because of severe dyslexia.
- j) A communicator to provide assistance to a hearing-impaired pupil through sign language or lip speaking.
- k) A prompter to assist a pupil with severe concentration difficulties or neurological disability in paying attention to the assessments tasks.
- l) Written instructions for hearing-impaired pupils.
- m) Written answers for oral examinations for pupils who have severe difficulties in oral expression.