



Internal Policy on the Provision of Educational Support in the European School Karlsruhe

Produced in line with:

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1. Introduction

‘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. Different forms and levels of support are provided, designed to ensure appropriate help for pupils experiencing difficulties and having special educational needs at any point in their school career, to allow them to develop and progress according to their potential and to be successfully integrated.’(2012-05-D-14-en-7)

This document specifies the support offered at the European School, Karlsruhe and the procedural steps in place to ensure the smooth implementation of the Policy on the Provision of Educational Support in the European Schools,, 2012-05-D-14-en-7, produced by the European Schools Office of the Secretary-General, Pedagogical Development Unit.

The ESK Support programme is available for any students who are experiencing difficulties in school, either academic or emotional, not only those diagnosed with learning disabilities. The support department has an ‘open-door’ policy, whereby teaching staff, pupils and parents are welcome to come for information and advice in relation to support available. The Support Coordinators are available for appointments (see web-site for details of the ‘Sprechstunde’ and e-mail address).

The ES are committed to an educational philosophy based on common European School syllabuses with common assessment criteria. Therefore the educational support policy may not reflect the standard practice of any one country. The aim of the programme is to enable pupils to complete their school career successfully, either after the 5th Year harmonised examinations or with the European Baccalaureate.

Occasionally, a support pupil can progress into the next class without having been promoted. It is possible for pupils to return to the standard curriculum if all requirements for promotion are fulfilled.

Pupils in S5 must follow the full, standard curriculum and fulfil the same criteria as all pupils in order to be promoted to S6. Any pupil entering the European Baccalaureate must have completed the full curriculum (General Rules, Chapter IV).

Educational Support is the term used to describe the assistance given to pupils requiring supplementary help in individual subjects or in areas where the specific competencies need to be developed in order to access the curriculum.

The provision of Educational Support in the European School Karlsruhe, places the pupil central to this support. Recognising that any child may need extra support at some point during their schooling, it avoids categorising or labelling individual children. All decisions concerning support are made in the best interest of the individual child.

1.1 Differentiated teaching

Differentiation forms the basis of all good and effective teaching for all. Differentiation, designed to meet the needs of all pupils, is the responsibility of every teacher and should take place in the classroom. Differentiated teaching ensures that in planning and delivering lessons teachers are aware of and take account of the different learning styles and needs of individual pupils.

Effective organisational, teaching and learning strategies are good educational practice, supporting the individual needs of every pupil through differentiated teaching and learning in the classroom.

This includes meeting the needs of:

- pupils with different learning styles
- pupils studying in a language section which does not correspond to their mother tongue
- pupils arriving late in the system who may have followed a different programme of study and may therefore have gaps in their knowledge or skills
- pupils with a mild learning difficulty
- pupils with a diagnosed special educational need, including gifted and talented pupils

It is the responsibility of the class/subject teacher and/or the pupil's legal representatives, to request additional educational support when differentiation is not sufficient to meet the educational needs of a child. The relevant Support Coordinator should be made aware of any pupil deemed to be a cause for concern.

1.2 Identification of educational needs

Where normal differentiation in the classroom is not sufficient, the school provides a range of support structures. Special arrangements can be agreed.

The following Action-based approach (a – d) is taken for all levels of support, as follows:

a) Evaluation of needs

The class/subject teacher is responsible for observing, planning and evaluating intervention in the form of General Support.

In Primary, the Support Coordinator will observe the child in his/her normal classroom environment. Where relevant, additional testing will be carried out. Discussions with previous class teachers will also take place to enable a full picture of the child's strengths and weaknesses in relation to their school progress. Discussions with parents take place and they are kept fully up-dated throughout this process.

In Secondary, the subject teachers are responsible for observing and applying for intervention.

b) Description of Needs

When the above data has been collected, the teacher, together with the relevant Support Coordinator, will identify concerns, the learning strengths and weaknesses of the pupil and discuss the best methods for supporting his/her learning.

c) Educational Plans

Where applicable, Individual Educational Plans are drawn up, with the aim of setting targets in order for the pupil to improve his/her level of learning to fully access the curriculum. This can include long and short term objectives, an outline of the resources to be used and criteria for assessment. Parents and teachers work together to support the implementation of this plan. If a pupil and/or family are not fully engaged, the decision to provide support will be reconsidered.

d) Evaluation of Intervention

Parents are kept informed of their child's progress through parent/teacher meetings. Class/subject teachers regularly communicate with support teachers in relation to the skills addressed and the strategies employed to reach the targets set. In the case of an Educational Plan, targets are regularly reviewed, evaluated and up-dated as targets are achieved.

1.3 Early Intervention

The European Schools System has a policy of early intervention in relation to learning and language needs. Research has demonstrated the positive long-term effects of early intervention, which aims to identify children with special educational needs as early as possible, with the aim of providing them with the support required for their social, academic or emotional development.

The Early Years Teachers and Support Coordinator work closely together in identifying pupils who may be in need of support. In such cases, parents will be informed and asked to follow the support procedure.

1.4 Confidentiality

The ESK takes a strong stance on pupil confidentiality, which is respected at all times. All sensitive documentation, including personal data, medical /psychological and/or multidisciplinary reports are treated as confidential and kept in locked filing cabinets.

Teachers concerned with a pupil's education should receive relevant information, but official documentation may not, under any circumstance, be removed from the room in which it is stored nor be copied by teachers other than the Support Coordinators.

2. Levels of Educational Support offered

In some cases it is necessary to provide additional support, over and above the normal classroom differentiation. Teaching and learning in small groups, individual teaching and learning in and outside the classroom are offered through the support programmes. Cooperation between all teachers involved in teaching the pupil, along with systematic evaluation of the pupil's progress is vital in supporting the child.

The following educational support programmes are available to pupils:

1. General Support
2. Moderate Support
3. Intensive Support

Although all forms of support should be considered, in principle, as progressive, they are based on meeting pupils' needs. Support is flexible and the level provided may vary as a pupil develops and his or her needs change. Special arrangements may be appropriate and can be agreed following educational testing and/or a psychological report, with or without the provision of specialist teaching.

A pupil's absence from other lessons while receiving educational support should be restricted, as far as feasibly possible, to exceptional cases.

2.1 General Support

General Support is provided to pupils who may experience difficulty in a particular aspect of a subject, may need to 'catch up' due to late arrival in the ES system or illness or may be working in their non-mother tongue. Such support is short term and given to small groups either, in or outside the classroom.

Application and documentation

In Primary, following the Action-based approach outlined above, Class teachers inform parents of the reasons their child is having General Support and of progress made.

In Secondary, Subject teachers inform the Support Coordinator in writing, who in turn arranges small group support or will advise the pupil to attend an existing Clinic.

2.2 Moderate Support

Moderate support is aimed at pupils with mild learning difficulties or who are in need of more targeted support. This could be appropriate for pupils who may be experiencing considerable difficulty in accessing the curriculum because of language issues, concentration problems, mild Specific Learning Difficulties or other reasons.

This support is given to small groups of pupils with similar needs or, where appropriate, to individual pupils in or outside the classroom.

Application and documentation:

Moderate Support measures must be requested by teachers or pupil's legal representatives in writing to the relevant Support Coordinator, stating the reasons and the particular areas of need.

The Moderate Support Documentation is then completed and an Individual Learning Plan (ILP) drawn-up for the pupil by the Support Teacher, together with the Class / Subject Teacher. The parents are invited to add any additional information to this document. A parent / teacher meeting is held by the class teacher, with the support teacher present. The document is read and the ILP discussed. One copy of the ILP is given to the parents and one handed to the Support Coordinator for filing.

A follow-up Support Review is held once a year, to discuss the progress of the pupil.

2.3 Intensive Support

The school offers two types of programme for Intensive Support - Type A and Type B.

Type A is provided for pupils with special educational needs: learning, emotional, behavioural or physical needs. It is given following an expert's assessment of the pupil's special individual needs. The provision of Intensive Support, recommended to the Director by the Support Advisory Group, requires a detailed medical/psychological assessment and the signing of an agreement between the Director and the parents. As long as it can be shown to be in the interest of social and academic development, a pupil can follow a modified curriculum and then accompany their class to the next level.

Type B is given in exceptional circumstances, and on a short-term basis only. The Director may decide to provide Intensive Support for a pupil or a group of pupils having no diagnosed special educational needs, for example, in the form of intensive language support for a pupil or a group of pupils unable to access the curriculum.

All decisions concerning promotion of pupils receiving support to the year above are taken by the Class Council. In the case of Intensive A pupils, the curriculum and/or syllabus might have been modified, after a proposal by the Advisory Group, to meet the needs of the pupil. If this is the case, he or she cannot be promoted but progressed. The pupil can continue with his or her class as long as this is beneficial to the pupil's social and academic development. It is possible for pupils to return to the standard curriculum if all requirements for promotion are fulfilled. Before re-enrolment the pupil must demonstrate achievement at the same level as any other pupil.

Pupils in S5 must follow the full, standard curriculum and fulfil the same criteria as all pupils in order to be promoted to S6.

Procedure for pupils needing Intensive A Support:

a) Application

A request for Intensive Support A is made in writing to the relevant Support Coordinator by the pupil's class teacher or legal representatives. The pupil's legal representatives are contacted by the relevant Support Coordinator and informed about their responsibility for supplying an up-to-date medical/ psychological and/or multidisciplinary report.

b) Assessment Criteria

A WISK IV is usually requested if an educational / psychological assessment is required. The assessment must be carried out in the child's strongest working language. The need for an independent, qualified professional assessment is explained. It is made clear that the school takes no responsibility for any costs involved in this testing and that the choice of expert lies with the parents or guardians. A list of specialists known to the school may be provided.

The relevant medical/psychological and/or multidisciplinary report:

- a. Must be legible, on headed paper, signed and dated.
- b. It must state the title, name and professional credentials of the expert(s) who has/have undertaken the evaluation and diagnosis of the pupil.
- c. The nature of the pupil's medical and/or psychological needs and the tests or techniques used to arrive at the diagnosis must be clearly stated.
- d. There must be a description of the pupil's strengths and difficulties and their impact on learning and it must include a summary (or conclusion) and, where appropriate, recommendations for teaching/ learning for the school's consideration.
- e. If not written in one of the schools working languages, French, English or German, it must be accompanied by an official translation

c) The Advisory Group Meeting

Those present discuss the pupil's specific learning disability and decide how best the needs of the pupil can be met by the school, together with the support of the parents. When the Advisory Group reaches a decision in relation to the specific support available, two copies of the contract are signed by all those present.

The relevant Support Coordinator presents each case to the Director, who is responsible for accepting and signing the Intensive A Support Contract, after taking into account the proposals of the Support Advisory Group.

A copy of the contract is then given to the parents and one is kept by the school. The Intensive A Support Contract is a legally binding document between the parents or guardians of a child and the Director of the school. (See Annex 1 for composition of Advisory Group)

d) Support Review

A Support Review is held at least once a year, in which progress is evaluated. An Intensive Support A Contract is valid for one school year only. A Support Advisory Group meeting should be held each year to begin, renew or terminate Intensive Support A. An up-dated assessment is required every 2 years for a child on Intensive Support A. Both Deputy Heads and Support Coordinators for Primary and Secondary attend reviews for any class P5 pupil who may require continued Intensive A support in Secondary.

Procedure for pupils needing Intensive B Support:

All the Director's decisions about admission into short-term Intensive Support B are made following discussion with the relevant Support Coordinator and relevant teacher(s).

The Director and pupil's legal representatives sign an agreement stating the reasons, nature and length of the Intensive Support to be given.

Application and documentation

A request is made in writing to the relevant Support Coordinator and discussed with the Deputy Head to ascertain the number of hours of support required and/or available.

2.4 Special Arrangements

Special arrangements are designed to allow a child to access the curriculum. 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 can only be authorised when they are clearly related to the pupil's diagnosed physical or psychological needs.

Special arrangements up to and including S5

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 special arrangements have been recommended for their child and parents are asked to provide a medical/psychological and/or multidisciplinary report explaining the need for special arrangements.

The Deputy Director takes the final decision to allow special arrangements and to define in which subjects these can be applied.

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.

Requests for special arrangements for the Baccalaureate must be made by 30 April of the year preceding entry into the Baccalaureate cycle, i.e. S5. A completely updated medical / psychological, psycho-educational and/or multi-disciplinary report will be required. Documentation should not be more than two years old, i.e. it should not be dated earlier than April S3 nor later than April S5.

Solely in exceptional situations which are unforeseeable and duly attested the request for the granting of special arrangements in the European Baccalaureate may be submitted after the deadline indicated above.

(See Annex 2 for Template Request for Special Arrangements for S6 and S7)

2.5 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 Primary, pupils are not allowed to be taken out of European Hours, Music, Religion/Ethics or Sport lessons unless support is relevant to these subjects. If a pupil does not take part in 2nd language lessons or any of the above subjects as a regular part of his/her timetable, he/she is deemed to have a modified curriculum and therefore will be progressed and not promoted at the end of the year.

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 school career. In those circumstances, the school recommends that the parents seek an alternative solution for their child's education, in an establishment better suited and equipped to meet his/her special needs. The ESK will advise and support the family in finding alternative schooling to the best of their ability.

The European Schools will issue a certificate of education for pupils for whom the academic demands of the European Schools are not appropriate. This describes the subjects followed, the hours completed and the level of the pupil's attainment in the best interest of the child.

2.6 Transition

Transition is a crucial stage in a pupil's life and it is vital that appropriate and continual educational support is provided. For both nursery/primary and primary secondary transitional phases the Support Coordinator for Primary is involved in these phases. Alongside the usual class conferences provided by the school, further meetings are planned to ensure a smooth transition for all pupils on Support.

3. Home / School Partnership

It is a fundamental belief of the European School system that where parents are involved with their children's education and work in partnership with the school, children achieve more. Communication between school and home should be open and regular. It is essential that parents inform the school of any concerns they may have regarding their child's progress. The ESK encourages parents to play an active role in their child's education. On enrolment, it is the responsibility of parents to inform the school regarding their child's level of academic attainment and previous educational support provision and/or special educational needs.

Parents are required to make any relevant information available to the school on admission. When parents decide to decline the educational support proposed by the school, they must inform the school of the decision in writing.

4. References

For complete and detailed regulations please refer to the following documents which came into force on 1st September 2013:

European Schools Office of the Secretary-General, Pedagogical Development Unit.
2012-05-D-14-en-7, Policy on the Provision of Educational Support in the European Schools

European Schools Office of the Secretary-General, Pedagogical Development Unit.
2012-05-D-15-en-9, Provision of Educational Support in the European Schools – Procedural document

Annex 1. Table of the members of the Support Advisory Group

Support Advisory Group	
Nursery and Primary	Secondary
Chair: Director or his/her delegate	Chair: Director or his/her delegate
<i>Where appropriate, the school may request the assistance of the Support Inspector for the Nursery and Primary cycle or of the inspector of the pupil's nationality or of the inspector of the school's host country.</i>	<i>Where appropriate, the school may request the assistance of the Support Inspector for the Secondary cycle or of the inspector of the pupil's nationality or of the inspector of the school's host country.</i>
<p>Teachers</p> <ul style="list-style-type: none"> • class teacher • other teachers involved (where appropriate) • L1 teacher • support teacher • support coordinator 	<p>Teachers</p> <ul style="list-style-type: none"> • class teacher • teachers of the subjects concerned (where appropriate) • L1 teacher • support teacher • support coordinator • cycle coordinator (where appropriate) • educational adviser (where appropriate)
<p>Specialists:</p> <ul style="list-style-type: none"> • school doctor (if necessary) • school psychologist (if necessary) • other specialists (if necessary) 	<p>Specialists:</p> <ul style="list-style-type: none"> • school doctor (if necessary) • school psychologist (if necessary) • other specialists (if necessary)
The parents/legal representatives of the pupil concerned, who may be accompanied by a qualified specialist.	The parents/legal representatives of the pupil concerned, who may be accompanied by a qualified specialist.
<p>Liaison between two teaching levels:</p> <ul style="list-style-type: none"> • the primary teacher, where appropriate, to liaise when the child moves up to the primary • one or more secondary cycle teachers, where appropriate, to liaise when the pupil moves up to the secondary 	<p>Liaison between two teaching levels:</p> <ul style="list-style-type: none"> • the primary teacher, where appropriate, to liaise when the child moves up to S1

Annex 2. Template Request for Special Arrangements for S6 and S7

REQUEST FOR SPECIAL ARRANGEMENTS FOR s6 AND s7

Must be submitted no later than the 30th of April of the year preceding entry into the Baccalaureate cycle)

PART A: To be filled by the school and/or the legal representatives of the pupil

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

SPECIAL ARRANGEMENTS ARE REQUESTED FOR: *(Please, tick the appropriate box and indicate the subjects)* ¹

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

¹ Please tick the subjects for which special arrangements may **possibly** be needed, it is understood that final choices will be made in S7.

PART B: To be filled by the legal representatives of the pupil

Special arrangements requested:

<i>Please, specify (Tick the code identifying each special arrangement in the annex):</i>									
<input type="checkbox"/> D1	<input type="checkbox"/> D2	<input type="checkbox"/> D3	<input type="checkbox"/> I1	<input type="checkbox"/> I2	<input type="checkbox"/> I3	<input type="checkbox"/> I4	<input type="checkbox"/> I5	<input type="checkbox"/> I6	<input type="checkbox"/> I7
<input type="checkbox"/> D4	<input type="checkbox"/> D5	<input type="checkbox"/> D6	<input type="checkbox"/> I8	<input type="checkbox"/> I9	<input type="checkbox"/> I10	<input type="checkbox"/> I11	<input type="checkbox"/> I12	<input type="checkbox"/> I13	<input type="checkbox"/> I14
<p>Please elaborate (Compulsory if you tick I 14):</p>									

Supporting documents:

REQUESTED SPECIAL ARRANGEMENTS ARE ATTACHED IN THE ACCOMPANYING LETTER OF APPLICATION FROM THE PUPIL'S LEGAL REPRESENTATIVE(S) AND MATCH THE WORDING OF THE OFFICIAL PROCEDURAL DOCUMENT (2012-05-D-15-en).

It is **MANDATORY** to provide the medical / psychological / psycho-educational and / or multidisciplinary report (should not be dated earlier than April when in year s3 and not later than April when in year s5)

Other supporting documents

<p>Please, list and give a short description</p>

PART C: [To be filled by the school](#)

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

- Yes, the same as requested for s6–s7
- Yes, but different than requested for s6–s7
- No special arrangements before

The director of the school has authorised the following special arrangements for s6–s7

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

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

PART D: [To be filled and signed by the legal representatives of the pupil and the school](#)

<u>Names:</u>	<u>Signatures:</u>
	Support Coordinator
	Legal representative(s)
	Director
Place and Date:	

ANNEX - CODES

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

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

D2 - Change of seating arrangements.

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

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

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

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

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

I1 - Modifications to the format of the examinations.

I2 - Additional time can be granted to pupils whose working pace is affected by their condition. For each hour of examination, a maximum of ten minutes can be granted. For 90 minutes' assessments, an additional 15 minutes can be granted.

I3 - 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, competences and not language errors, are assessed.

I4 - Use of a spell checker because of severe dyslexia². This request has to be confirmed by the school.

I5 - 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.

I6 - An audio recording of answers because a scribe is not available and because of severe dyslexia.

I7 - A reader to read both the assessment paper and to read back the answers because of severe dyslexia.

I8 - Use of a simple arithmetic calculator, whenever no calculator at all would be allowed, because of diagnosed severe dyscalculia³, because of diagnosed severe dyslexia, severe ADHD or severe Working memory deficit⁴.

I9 - 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.

I10 - A communicator to provide assistance to a hearing-impaired candidate through sign language or lip speaking.

I11 - A prompter to assist a candidate with severe concentration difficulties or neurological disability in paying attention to the assessments tasks.

I12 - Written instructions for a hearing-impaired candidate.

I13 - Written answers for oral examinations for a candidate who has severe difficulties in oral expression.

I14 - Others

² Severe dyslexia implies a Standard Score of 85 or less on a standardised academic achievement test in reading and/or writing.

³ Severe dyscalculia implies a Standard score of 85 or less on a standardised academic achievement test in Maths

⁴ severe working memory deficits imply a Standard score of 85 or less on a standardised cognitive test