



European Schools

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Pedagogical Development Unit

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Provision of Educational Support in the European Schools – Procedural document

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DEFINITIVE VERSION¹

¹ THE DEFINITIVE VERSION TAKES INTO ACCOUNT THE REMARKS EMITTED BY THE PARENTS DURING THE BoG OF DECEMBER 2012 AND THE JTC OF FEBRUARY, 2013

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Introduction

This document clarifies and highlights some regulations contained in the Policy on the Provision of Educational Support in the European Schools document (2012-05-D-14). The aim is to harmonise implementation of the provision of educational support in the European Schools (ES).

In planning and providing educational support for pupils in the European Schools, the main principles set out in the policy document must be respected. Although circumstances in different schools vary, the interests of the pupil are always of the utmost importance.

The structure of this procedural document follows the structure of the policy document.

1. Teaching and Learning in the European Schools

Good quality teaching includes different kinds of teaching methods. However, even a wide variety of methods is not always enough and support structures are needed.

Teaching and Learning	
Differentiated Teaching	
Special Arrangements	

Support Structures			
	General	Moderate	Intensive
Short-term	X	X	X
Medium-term		X	X
Long-term			X

1.1. Differentiated teaching

Differentiation forms the basis of all good and effective teaching. It is essential, not only for pupils requiring support, but for all. Differentiation in order to meet the needs of all pupils is the responsibility of every teacher working in the ES 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.

This should include 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
- gifted and talented pupils

1.2. Special arrangements

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 any one country.

These 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 need(s).

1.2.1. 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 (see 4.4.2 for details) 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.

Any special arrangements taken are recorded in the pupil's file.

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.
- 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) A pupil who has followed an option course normally taught in his or her Language 1 but not organised in this language in the school attended may use a bilingual dictionary (Language 1 ↔ language of course).
- 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.
- h) Modifications to the format of the assessment.
- i) Additional time in tests and examinations – where possible a maximum of 10 minutes can be allowed for each hour of the examination/test, i.e. for assessments of 90 minutes, allow 15 minutes additional time.
- j) Use of a computer or laptop - in this case the equipment is used as a typewriter to replace handwriting. Schools must ensure that any computer/laptop being used is cleared of stored information. It should be noted that in examinations, other than language examinations, content/skills, not language errors, are assessed. In the case of a severely dyslexic pupil the school could consider use of a spell checker or a scribe.
- k) The use of a simple arithmetic calculator, whenever no calculator 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.

In exceptional cases, requested by the pupil's legal representatives and supported by the teachers and by a psychological or multidisciplinary report, a pupil can be moved up to one year above (e.g. P2 to P3). This must be in the interest of both the pupil's academic and social development. A temporary move can be made under the Intensive Support Agreement following the existing procedure. At the end of the school year, the Class Council can make a decision about the final move and the Agreement could be terminated. This move is not allowed from S5 to S6.

Extraordinary arrangements

The list above is not intended to be exhaustive. Where a pupil's needs cannot be met by any of these arrangements, the school may make further appropriate arrangements. These arrangements will be made only if the school is able to find solutions locally.

1.2.2. Special arrangements in S6 and S7

Special arrangements include changed or additional conditions during the written and oral examinations.

Special arrangements are in themselves designed to compensate for any specific individual need. When assessing the candidate the teacher and external examiner will not award any further compensation for the candidate's learning need. The same standards of assessment are always applied to all candidates.

Procedure

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.

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 (see 4.4. for details) explaining the need for special arrangements is required. A pupil's legal representative must provide the relevant documents.

Each application for special arrangements will be treated on its own merit.

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.

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.

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.
- 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.

The arrangements listed below may only be authorised by the Board of Inspectors (Secondary) or the Inspector responsible for support (Secondary)

- a) A candidate who has followed in a foreign language an option course normally taught in his or her Language 1 but not organised in this language in the school attended may have two sets of examination questions, one in his or her Language 1, the other in the language in which the course has been followed. The candidate is required to answer the examination questions in the language in which he or she has followed the course.
- b) A candidate whose L1 does not correspond to the language of the course may use a bilingual dictionary (Language 1 ↔ language of the course).
- c) Modifications to the format of the assessment.
- d) Additional time – where possible a maximum of 10 minutes can be allowed for each hour of the examination/test, i.e. for assessments of 90 minutes allow 15 minutes additional time.
- e) Use of a computer or laptop - in this case the equipment is used as a typewriter to replace handwriting. Schools must ensure that any computer/laptop being used is cleared of stored information. It should be noted that in examinations, other than language examinations, content/skills, not language errors, are assessed. In the case of a severely dyslexic pupil the school could request use of a spell checker or a scribe.
- f) Use of a simple arithmetic calculator, whenever no calculator at all would be allowed, to assist a pupil with dyscalculia difficulties.
- g) 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. A pupil permitted to take a rest period can also have additional time.
- h) 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 the additional time of 10 minutes per hour is allowed.
- i) An audio recording of answers where a scribe is not available.
- j) 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.

- k) A communicator to provide assistance to a hearing-impaired pupil through sign language or lip speaking.
- l) A prompter to assist a pupil with severe concentration difficulties or neurological disability in paying attention to the assessments tasks.
- m) Written instructions for hearing-impaired pupils.
- n) Written answers for oral examinations for pupils who have severe difficulties in oral expression.

Extraordinary arrangements:

The list above is not intended to be exhaustive. All other arrangements may only be authorised by the Board of Inspectors (Secondary) or the inspector responsible for support (Secondary). Arrangements should not provide the candidate with an advantage. Each request will be considered on its own merit.

1.3. Educational Support Provision

The ES offer three types of support programmes, namely General, Moderate and Intensive Support. These are precisely defined in the Policy on the Provision of Educational Support in the European Schools document (2012-05-D-14).

The resources, administration, assessment and promotion principles are described in chapters 3, 4 and 5.

2. Roles and responsibilities

2.1. National authorities

When appointing seconded staff, the national authority will ensure that the seconded teachers have the qualifications and experience to identify and take account of the different learning styles and needs of individual pupils and to differentiate their teaching according to the pupils' needs.

The national inspector will examine and approve the qualifications and experience of locally recruited support teachers with the aim of securing the relevant expertise to provide support.

Attention will be paid to the skills mentioned above when evaluating teachers.

The national inspector will assist schools, where required, in interpreting the recommendations made by a national expert or institute and will liaise with the schools and national experts or institutions who or which offer support to the pupil.

2.2. Boards of Inspectors, Joint Teaching Committee and Budgetary Committee

The committees will supervise the education provided by the ES, including the evaluation of the effectiveness of the support provided.

2.3. Pedagogical Development Unit, in conjunction with the ICT and Statistics Unit

The Units will assist the various preparatory committees in performing their role and will provide the technical and administrative support necessary for the effective evaluation of support provision in the schools.

2.4. Support Policy Group

The Support Policy Group will ensure that the views of all those concerned by support (parents, schools, Secretary-General and Inspectors) are fully represented. The group will raise issues or questions of concern in the area of support and will prepare documents for presentation to the decision-making bodies.

2.5. Support Inspectors (nursery and primary, secondary)

Support inspectors will promote the harmonised and consistent implementation of the Educational Support Policy and Provision.

They will advise school Directors or attend meetings of Support Advisory Groups, when this is requested and, where needed, ensure consistent application of principles for allocating and organising support.

Support inspectors will organise annual in-service training for support coordinators.

Support inspectors will provide statistical reports on the provision and results of support. They will follow up on any issues arising from the statistical analysis of support.

2.6. Schools

The schools are responsible for proper implementation of the Educational Support Policy and Provision.

The schools will be expected to have clearly stated internal guidelines for the early identification of pupils' needs.

When appointing locally recruited staff the school will ensure that teachers have the qualifications and experience to identify and take account of different learning styles and needs of individual pupils and to differentiate teaching according to the pupils' needs.

The school will ensure that teachers implement effective organisational, teaching and learning strategies for supporting the individual needs of every pupil (differentiated

teaching and learning in the classroom, teaching and learning in small groups, individual teaching and learning in and outside the classroom, cooperation of all the teachers involved in teaching the pupil, systematic evaluation of the pupil's progress).

The school will ensure that appropriate teaching strategies are demonstrated when evaluating teachers.

The school will appoint one or more support coordinators and provide an adequate amount of time for the job.

The school will document the responsibilities of all those involved in the planning of the educational support or the writing of the Group Learning Plan (GLP) or Individual Learning Plan (ILP) or Intensive Support Agreement.

The school will include in its educational support guidelines a statement on how documentation will be kept/recorded with respect to confidentiality.

The school will organise local in-service training for teachers.

The school will inform parents regularly about their child's progress.

The school will cooperate with national authorities.

The school will cooperate with the relevant institutions of the host country or the member state.

2.7. Pupils

Pupils receiving General and Moderate Support will be encouraged to discuss their needs and the type of support.

Pupils receiving Intensive Support will be consulted about the type of support needed, before it is put in place. As far as possible the pupil's views will be taken into account.

2.8. Parents

Parents will play an active role in the contacts with their child's teachers. Parents will make any relevant information available to the school on admission or during the school year.

When parents decide to refuse the educational support proposed by the school they will inform the school of the decision in writing.

3. Resources

3.1. Human resources

3.1.1. The Support Coordinators

The Director/Deputy Director will appoint one or more support coordinators. The purpose of coordination in the schools is to organise and implement the educational support policy successfully and efficiently.

Such coordination will include:

- assisting the Director/Deputy Director in providing educational support
- 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
- playing an active part in organising educational support in-service training
- 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, pupils, staff and, if necessary, other experts and informing them of pupils' educational needs
- contributing to harmonisation of educational support within the ES system.

The support coordinator will have good management skills, a good knowledge of different languages, as well as qualifications and, whenever possible, experience in teaching pupils with diverse needs.

Coordinators' duties will be modified in accordance with the particular conditions in each school. They will be clearly defined in the job description. The coordinator will have a key administrative and pedagogical role. The ES does not recommend or require a time allocation for a support coordinator to carry out the responsibilities of the position. The time allocation will reflect each school's particular needs. Schools need to familiarise themselves with the role of the support coordinator as outlined in this document and make a sound decision regarding time for the support coordinator.

The time allocated should be sufficient to perform the job effectively and professionally.

3.1.2. Support Teachers

Seconded teachers (class teachers and subject teachers) who offer support lessons will be expected to have proper qualifications for the cycle and/or subject which they are teaching, recognised by the appointing country. The person will preferably have additional qualifications, experience or aptitude for teaching pupils with diverse needs.

Locally recruited teachers will have the proper qualifications expected for the cycle and/or subject which they are teaching. The diplomas and certificates will be sent to the national inspector for approval. The person will preferably have additional qualifications, experience or aptitude for teaching pupils with diverse needs.

The support teacher:

- will use appropriate differentiated teaching methods
- will undertake detailed observation and assessment
- will decide 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
- will write a GLP for the group receiving General Support and an ILP for each pupil in cooperation with the class/subject teacher
- will liaise and cooperate with class or subject teachers and the other members of the team during the learning process
- will evaluate the pupil's progress
- will keep records of achievement in order to have accessible information when needed
- will liaise with parents about the child's progress and needs

3.1.3. Support Assistants

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

The role and responsibilities of support assistant are specified in the Job description of a SEN Assistant document (2011-07-D-1).

3.1.4. Therapists

There might be pupils whose development and learning needs require special support given by paramedical auxiliary staff (essentially speech therapists and psychomotor 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 pupil's development through meetings of the Support Advisory Group.

Paramedical auxiliary staff provides services and is paid directly by parents. Only for attendance at each meeting of the Support Advisory Group, at the school's request, will the member of the paramedical auxiliary staff receive a flat-rate payment made by the school.

3.2. Material resources

3.2.1. Facilities and equipment

The quality of the environment has an important impact on learning. The school will offer appropriate rooms with enough suitable equipment and material for support activities.

3.2.2. Budget

General and Moderate Support

General and Moderate forms of support have a joint budget, which is recalculated on an annual basis. The amount for the joint budget for each school is calculated in accordance with Annex II, document 2011-01-D-33.

The joint budget for General and Moderate Support is based on the total number of pupils in the school. In addition, schools include in this joint budget the allowance (see Annex II, document 2011-01-D-33) allocated for pupils who do not have their own language section in the school. To forecast this joint budget, the numbers from the previous school year are used (i.e. school population in 2012-2013 for the 2014 budget).

Decisions regarding distribution of the joint support budget for General and Moderate Support are left to the school's autonomous planning, which adheres to the general guidelines provided in the main Support Policy document.

The calculations used in Annex II to document 2011-01-D-33 are provided for administrative purposes only. The support given is allocated according to pupils' needs, across the cycle as a whole and not per section or year group.

Funds for General and Moderate Support are entered in budget line/item 60 1205.

Intensive Support

- A. For pupils with special educational needs, the ES system has a specific and separate budget based on the needs in each school and forecast one year in advance, calculated on the basis of the number of pupils with special needs (Group A) already present in the school;
- B. To provide Intensive Support for any pupil not in Group A, funds are taken from the joint support budget.

The proposed budget is presented to the school's Administrative Board for approval, together with the necessary justifications: list of pupils with special educational needs, without names, with indication of: cycle, learning disability and allocated costs and type (lesson or assistance) of the support needed.

Funds for Intensive Support are entered in budget line/item 60 7101. Funds for Intensive Support should be provided to meet the needs of identified pupils during the school year of the forecast². The school will have to find any extra funds required from within the budget already available in the system (among all schools and across all chapters when justified).

4. Administration (enrolment/admission/procedures/documentation)

4.1. Enrolment principles

On enrolment the school will collect relevant information from the parents, including the pupil's level of academic attainment and previous educational support provision and/or special educational needs.

It is the responsibility of parents to guarantee that the information given is correct, reliable and complete.

² i.e., the budget [use t and t+1 for actual years] 2014 is forecast, discussed and approved in January-April 2013. So, the budget for Intensive Support will be based on the needs of the pupils present in school in January 2013. It is possible that in September 2013, new special educational needs pupils will be enrolled, but since no reasonable forecast could be made in January, then the needs of these new pupils will have to be considered along with the associated funding needs.

In the case of a pupil who may require Intensive Support, the Director will decide to convene a meeting of the Support Advisory Group to consider whether the school is able to meet the child's needs.

Any relevant information will be passed to the support coordinator. The support coordinator will ensure that the class/subject teacher is informed of any relevant information.

When parents or pupil's legal representatives are unable to provide the necessary information at the time of enrolment, the accepted enrolment may be cancelled by the Director.

4.2. General support

4.2.1. Who is it for?

- Every pupil may need General Support, over and above normal classroom differentiation, at some time during schooling.
- Pupils 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 mother tongue or dominant language.
- Pupils may need additional help with acquiring effective learning strategies or study skills.

4.2.2. Admission

Every school will create clear and transparent guidelines for the provision of General Support.

4.2.3. Procedures

- Requests for General Support come from teachers or from parents.
- Parents are informed that educational support has been recommended for their child. Support coordinators create small groups, whenever possible, or organise in or outside the class room support, depending on the availability of support teachers. In very exceptional cases, General Support may be provided for an individual pupil.
- Together with the class/subject teacher, the support teacher writes the Group Learning Plan (GLP) of the group's work – the plan includes group targets and success criteria.
- Records are kept by the support coordinator.
- Parents are informed of their child's progress in the General Support group.

4.2.4. Documentation

- Written request from the teacher or the pupil's legal representatives to the coordinator
- Group Learning Plan
- Prior information to pupils' legal representatives
- Reports on pupils' progress

4.3. Moderate Support

4.3.1. Who is it for?

- This is an extension of General Support.
- It is provided for pupils in need of more targeted support or those with a moderate learning difficulty.
- 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 or other reasons.
- It might be provided for a longer period than General Support and each pupil has an Individual Learning Plan (ILP).

4.3.2. Admission

Schools will have clear and transparent guidelines for the provision of Moderate Support.

4.3.3. Procedures

- Teachers request Moderate Support for their pupils. In some cases, pupils' legal representatives may also make a request.
- Pupils' legal representatives are informed that educational support has been recommended for their child.
- Support coordinators create small groups or individual support, in or outside the classroom depending on pupils' needs and the availability of teachers.
- Groups are organised vertically, horizontally, within or across sections, by focusing on the needs of the pupils concerned.
- Support teachers write an ILP for each pupil in cooperation with the class/subject teacher. This ILP should be monitored regularly.

- The ILP includes specific learning objectives and criteria for evaluating pupil progress and the success of the support.
- Pupils' legal representatives are informed of their child's progress in Moderate Support.

4.3.4. Documentation

Any medical/psychological or multidisciplinary report provided must be regarded as confidential. Great care must be taken about how and to whom access is given. Teachers working with the pupil are permitted to read these reports but the reports are not distributed.

All documents are kept by the support coordinator:

- Written request from teacher or pupil's legal representatives to the coordinator
- Individual Learning Plan for each pupil
- Documents supporting the need for special arrangements provided by pupil's legal representatives
- Information to pupil's legal representatives
- Report on the pupil's achievement

4.4. Intensive Support

4.4.1. Who is it for?

A. This is given following an expert assessment of the child's needs and the signing of an agreement between the Director and the parents. Intensive Support is provided for pupils with special educational needs; learning, emotional, behavioural and/or physical needs.

B. In exceptional circumstances, and on a short-term basis only, the Director may decide to provide Intensive Support for a pupil or group of pupils without 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 normal curriculum.

The pupil's absence from lessons in other subjects because of Intensive Support should be restricted as far as feasibly possible to exceptional cases.

4.4.2. Admission

For pupils whose needs are best described using description A:

- All the Director's decisions about admission into Intensive Support will be made taking into account the proposals of the Support Advisory Group.
- The Support Advisory Group will be informed of the conclusions of medical/psychological and/or multidisciplinary reports.
- Pupil's legal representatives will provide the Support Advisory Group with a medical/ psychological and/or multidisciplinary report.

Criteria for the medical/psychological 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
- State specifically the nature of the pupil's medical and/or psychological needs and the tests or techniques used to arrive at the diagnosis
- Describe the pupil's strengths and difficulties and their impact on learning
- Include a summary (or conclusion) and, where appropriate, recommendations for teaching/ learning for the school's consideration
- If not written in one of the working languages, be accompanied by a translation into French, English or German

In order to avoid possible conflict of interests, the expert assessing pupils will be neither an employee of the ES nor a relative of the pupil.

This documentation must be regularly updated and not be more than two years old. In case of permanent and unchanging disability and when the Support Advisory Group 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 and/or multidisciplinary report will be required.

For pupils whose needs are best described using description B:

All the Director's decisions about admission into short-term Intensive Support will be made following discussion with the support coordinator and relevant teacher(s).

4.4.3. Procedures

For pupils whose needs are best described using description A:

- A need for Intensive Support is identified either on enrolment or during the school year by pupil's legal representatives or teachers.
- A written request is made to the support coordinator for Intensive Support by the teachers or pupil's legal representatives.
- The support coordinator contacts the pupil's legal representatives and requests documentation (as outlined above) so that a meeting of the Support Advisory Group can be held.
- The Support Advisory Group meeting is held to discuss how best to meet the pupil's needs and to advise the Director on the arrangements to be put in place.
- The Support Advisory Group meeting is chaired by either the Director or his/her delegate.
- The support coordinator prepares the minutes of the Support Advisory Group meeting and the Intensive Support Agreement for signing by the Director and the pupil's legal representatives.
- Following the signing of the Intensive Support Agreement the support coordinator organises the Intensive Support and any other arrangements required.
- An ILP is written by the support teacher(s) in cooperation with the subject/class teacher and/or support coordinator.
- The Intensive Support Agreement is valid for one school year only and a full Support Advisory Group meeting should be held each year to begin, renew or terminate Intensive Support.
- If 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 evaluate and/or amend the Intensive Support Agreement.
- When the school cannot provide an appropriate education for a child it can declare itself unable to meet the child's needs.
- In such cases, the Director takes the final decision, taking the Support Advisory Group's opinion into account.

For pupils whose needs are best described using description B:

- Teachers or pupil's legal representatives request short-term Intensive Support for the pupil in writing.

- The pupil's legal representatives are informed that this support has been recommended for their child.
- The Director and pupil's legal representatives sign an agreement stating the reasons, nature and length of the Intensive Support to be given.
- The support coordinator creates small groups or organise individual support, in or outside the classroom, depending on the pupil's needs and the availability of teachers.
- Groups are organised vertically, horizontally, within or across sections, by focusing on the needs of the pupils concerned.
- The support teachers write an ILP for each pupil in cooperation with the class/subject teacher. This should be monitored regularly.
- The ILP includes specific learning objectives and criteria for evaluating pupils' progress and the success of the support.
- Pupils' legal representatives are informed of their child's progress in short-term Intensive Support.

4.4.4. Documentation

All medical/psychological and multidisciplinary reports must be regarded as strictly confidential. Great care must be taken as to how and to whom access is given. Teachers working with the child should be permitted to read these reports. However, in the case of particularly sensitive issues, the support coordinator will provide only a summary of the report's conclusions and any suggestions which are relevant to teaching and learning.

For pupils whose needs are best described using description A:

- Request in writing from the teacher or the pupil's legal representatives to the support coordinator
- A formal assessment from a medical/ psychological and/or multidisciplinary service. The report may be written by a clinical team comprising various medical, health, educational or counselling professionals with appropriate qualifications. It is not permitted for a relative of the pupil or an employee of the ES to write or be involved in the writing of the report.
- A formal, signed agreement between the school and the pupil's legal representatives (Intensive Support Agreement)
- Individual Learning Plan for each pupil including targets to be achieved

- Report on the pupil's achievements

For pupils whose needs are best described using description B:

- Request in writing from the teacher or the pupil's legal representatives to the support coordinator
- A formal agreement between the school and the legal representatives (Intensive Support Agreement)
- Individual Learning Plan for each pupil including targets and achievements
- Report on the pupil's achievements

4.5. Appeals procedure

If an application for enrolment or integration 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 will take a decision within one month of the date of receipt of the appeal.

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

5. Assessment and promotion

5.1. Principles for assessment and promotion

For the assessment and promotion of pupils receiving educational support but following a complete curriculum according to full requirements, the provisions in Chapter IX of the General Rules will apply.

If the curriculum and/or syllabus are modified to meet the needs of the pupil, he or she may not be promoted in the usual way. The pupil may accompany 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 full curriculum if all requirements for promotion are fulfilled. Before re-enrolment in the standard curriculum the pupil must perform at the same level as any other pupil.

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

If a pupil's curriculum is adapted in S6, it is not possible to resume the standard curriculum either during S6 or between S6 and S7. Any pupil entering for the European Baccalaureate must have completed the full curriculum (General Rules, Chapter IV).

The European Schools will issue a School Report which describes the subjects followed and the level of the pupil's attainment.

5.2. Transition between cycles

Transition from the Nursery to the Primary cycle:

- The nursery teachers inform the support coordinator about any pupils who have received support and/or who may continue to need support.
- The support coordinator and the future class teacher attend the Support Advisory Group meetings for the N2 classes and ensure that all relevant information is passed on to all primary class/subject/support teachers.

Transition from the Primary to the Secondary cycle:

- The primary support coordinator informs the secondary support coordinator of any pupils who have received support and/or who may continue to need support.
- The secondary support coordinator and the future secondary class teacher attend the Support Advisory Group meetings for the P5 classes and ensure that all relevant information is passed on to all secondary class/subject teachers at the beginning of the school year.
- In order to ensure that the needs of pupils studying in a language section which does not correspond to their mother tongue are met, their Language 1 and section class teacher work together and ensure that any relevant information is passed on to subject teachers.

6. European Baccalaureate

The European Schools believe that all students should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. Where standard assessment conditions could put a candidate, in particular those with special educational needs, at a disadvantage, preventing them from demonstrating their level of attainment, special arrangements for written and/or oral examinations may be requested and authorised. These arrangements are not intended to compensate for any lack of knowledge or ability.

7. Quality assurance

The effectiveness of the educational support provided will be monitored and evaluated at both the school and system level. At the ES system level, a number of measures are in place (data collection, statistical report, Whole School Inspection, in-service training of support coordinators, etc.).

The school will create clear and transparent guidelines for early identification, provision of General, Moderate and Intensive Support and monitoring of the degree of success of its activities (professionalism of the staff, self-evaluation, etc.).

Annexes

1. Table of the members of the Support Advisory Group
2. Model template for Intensive Support Agreement
3. Model template for Individual Learning Plan for Moderate Support
4. Model template for Individual Learning Plan for Intensive Support
5. Model template for the School Report (secondary cycle)
6. Definitions of terms

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 style="text-align: center;">Teachers</p> <ul style="list-style-type: none"> • class teacher • other teachers involved (where appropriate) • L1 teacher • support teacher • support coordinator 	<p style="text-align: center;">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



INTENSIVE SUPPORT AGREEMENT

Agreement has hereby been reached between

, Director

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 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 and

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

Place , Date

Director

Parent/legal representative

Articles of this Agreement:

Article 1: Pursuant to the decisions of the Board of Governors of the European Schools adopted on 3, 4 and 5 December 2012 on the provision of educational support in the European Schools, in accordance with the implementing rules for the admission of pupils with special needs into Intensive Support, 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 (essentially speech therapists and psychomotor therapists), the provision is organised on the basis of a tripartite agreement between the School, the parents/guardians and the therapist.

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 special measures 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 mainstream or specially adapted course of study. The School may declare itself incompetent to admit a pupil whose special educational needs are such that it is unable to offer the support required. In that case, the School may refuse admission or continuation of integration into a mainstream school environment.

Article 3: This Agreement determines the type of admission (full or partial) and the Support planned, which may be provided in class or outside class in collective form to small groups of pupils with similar needs or in individual form.

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/integration 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 teaching and supervisory team of the class concerned.

Article 6: Under this Agreement, the pupil's admission/integration 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. If necessary, the Agreement may be adapted during the school year on a proposal from the Support Advisory Group.

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

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

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



INDIVIDUAL LEARNING PLAN FOR MODERATE SUPPORT

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	
Second language	
Section language	
Additional information	



Diagnosis:	
If the medical/ psychological and/or multi-disciplinary report is needed, the date of the last report:	
School history (schools attended, repeating a year etc.) 1. 2. 3.	Medical needs (for allergies, diabetes etc.)



Description of the pupil's special needs:
Strengths (academic, social/ emotional/ personality/ extra-curricular)
Challenges (weaknesses, difficulties)
Pupil's interests and learning styles



SUPPORT

Objectives of support <small>(Specify what aspect(s) of the subject/learning area is/are being targeted?)</small>	Persons responsible	Methods <small>(What methods are used to reach the objectives?)</small>	Assessment <small>(What tools are used to assess progress?)</small>	Progress <small>Needs more practice (NMP) Nearly achieved (NA) Achieved (A)</small>		
1.				Date NMP / /	Date NA / /	Date A / /
2.				Date NMP / /	Date NA / /	Date A / /
3.				Date NMP / /	Date NA / /	Date A / /
4.				Date NMP / /	Date NA / /	Date A / /
5.				Date NMP / /	Date NA / /	Date A / /
6.				Date NMP / /	Date NA / /	Date A / /
7.				Date NMP / /	Date NA / /	Date A / /

Annex 3: Model template for Individual Learning Plan for Moderate Support



CONFIDENTIAL

Individual Learning Plan is written by:

Name

Signature

Place

Date



SUPPORT ADVISORY GROUP MEETING

Date of Advisory Group meeting: / /

People in attendance:

Position	Name	Signature
Parent/legal representative		
Parent/legal representative		
Director or his/her delegate		
Support coordinator		
Class teacher		
Support teacher		
Teacher *		
Teacher *		
Teacher *		
Psychologist		
Support assistant		
Expert *		
Expert *		
Inspector		
Other		

*subject or area of expertise



INDIVIDUAL LEARNING PLAN INTENSIVE SUPPORT

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	
Second language	
Section language	
Additional information	



Diagnosis:				
Date of last medical/ psychological and/or multi-disciplinary report:				
School history (schools attended, repeating a year etc.) 1. 2. 3.			Medical needs (for allergies, diabetes etc.)	
Actual Intervention by specialists	IN SCHOOL	OUTSIDE SCHOOL	TIME ALLOCATED	Aim of the Intervention
<input type="checkbox"/> Speech/language	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/> Motor skills	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/> Physical	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/> Occupational	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/> Counselling	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/> Psychologist	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/> Medical treatments, doctors	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/> Other	<input type="checkbox"/>	<input type="checkbox"/>		



Description of the pupil's special needs:
Strengths (academic, social/ emotional/ personality/ extra-curricular)
Challenges (weaknesses, difficulties)
Pupil's interests and learning styles



Adaptations

<p>The following adaptations are used:</p> <p><i>Curriculum adaptations:</i></p> <p><input type="checkbox"/> individual subject objectives:</p> <p><input type="checkbox"/> subjects not taken:</p> <p><input type="checkbox"/> other:</p> <p><input type="checkbox"/> <i>Timetable changes:</i></p> <p><input type="checkbox"/> <i>Adapted content expectations for assessment:</i></p>	<p>Classroom adaptations</p>	<p>In class</p>	<p>Homework</p>	<p>Assessment</p>
	<p>Additional time <input type="checkbox"/></p> <p>Computer/laptop <input type="checkbox"/></p> <p>Calculator <input type="checkbox"/></p> <p>Reduced homework questions <input type="checkbox"/></p> <p>Amended seating <input type="checkbox"/></p> <p>Buddy system <input type="checkbox"/></p> <p>Mind maps <input type="checkbox"/></p> <p>Audio books <input type="checkbox"/></p> <p>Visual learning aids <input type="checkbox"/></p> <p>Teacher's notes provided <input type="checkbox"/></p> <p>Alternative assessment <input type="checkbox"/></p> <p>Assess content not spelling <input type="checkbox"/></p> <p>Separate room for testing <input type="checkbox"/></p> <p>Other <input type="checkbox"/></p> <p>Special arrangements for exams or tests</p> <p><input type="checkbox"/> Additional time</p> <p><input type="checkbox"/> Computer/laptop</p> <p><input type="checkbox"/> Calculator</p> <p><input type="checkbox"/> Scribe</p> <p><input type="checkbox"/> Reader</p> <p><input type="checkbox"/> Separate room</p> <p><input type="checkbox"/> Amended seating</p> <p><input type="checkbox"/> Supervised rest breaks</p> <p><input type="checkbox"/> Other</p> <p>School report</p> <p><input type="checkbox"/> School report/Semester report contains adapted assessment</p>			



SUPPORT

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?)	Progress		
				Needs more practice (NMP)	Nearly achieved (NA)	Achieved (A)
1.				Date NMP / /	Date NA / /	Date A / /
2.				Date NMP / /	Date NA / /	Date A / /
3.				Date NMP / /	Date NA / /	Date A / /
4.				Date NMP / /	Date NA / /	Date A / /
5.				Date NMP / /	Date NA / /	Date A / /
6.				Date NMP / /	Date NA / /	Date A / /
7.				Date NMP / /	Date NA / /	Date A / /

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



CONFIDENTIAL

Individual Learning Plan is written by:

Name

Signature

Place

Date

Annex 5: Model template for the School Report (secondary cycle)



EUROPEAN SCHOOL

School Year

REPORT

NAME:

CLASS:

Subjects	10	7	6	5	4	Comments
	9				3	
	8				2	
					1	
					0	

Subjects for which adapted content expectations for assessment are used

Subjects	Standards reached	Comments

Subjects or courses from which the pupil was granted total exemption

In witness thereof this certificate has been drawn up for whatever legitimate purpose it may be required

Annex 6: Definitions of terms:

As the European Schools exist in a multicultural and multilingual context it is necessary to agree on definitions for certain concepts which are then used in a very specific way. These definitions are defined within the ES context and may differ from those used in member states. The list below is not exhaustive and will be further developed as necessary.

Academic development

Academic development refers to the progression in classes and individual subjects.

Catching up

Former catching up support, also known as *rattrapage*: to enable pupils to make rapid progress in, for example, Language 2 over a short period of immersion to bring the pupil up to the level of the rest of the class.

Cognitive development

Cognitive development is the development of thought processes, including memory and recall, problem solving, and decision-making.

Confidential documents

Documents containing information whose unauthorised disclosure could be prejudicial. Documents are mostly to be used in the case of Intensive Support. All medical/psychological and multidisciplinary reports must be regarded as strictly confidential. Great care must be taken as to how and to whom access is given. Teachers working with the child should be permitted to read these documents. However, in the case of particularly sensitive issues, the support coordinator will provide only a summary of the report's conclusions and any suggestions which are relevant to teaching and learning.

Differentiation

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

Early Identification

It is widely recognised that the early identification of pupils' needs and the early provision of appropriate differentiation or support can lead to improved achievement.

Educational support

This refers to the full range of support measures which are available to the school to provide support of all types to facilitate integration into all aspects of the curriculum. This is as opposed to support of a social, medical or psychological nature, although it is recognised that there may be connections between them.

Full curriculum

The ability to follow the 'full curriculum' implies that the pupil is able to be fully integrated into all subjects according to the full requirements, although additional support lessons may also be followed.

Gifted and talented pupil

A pupil of high ability in some or all areas, who may nevertheless also require special learning conditions to fulfil their educational potential.

Group Learning Plan

Group Learning Plan: A GLP is written by the support teacher with the collaboration of the class/subject teacher for any group created to give General Support to pupils. It includes learning objectives, methods of teaching, targets and criteria for evaluating success.

Harmonisation

Harmonisation is the process of creating common standards between teachers within and across language sections and within the different European Schools, to ensure that the most equal conditions for teaching and learning are in place. This includes harmonising approaches in all aspects (e.g. assessment, planning) of the work in the schools.

Horizontally

Grouping pupils studying in the same year, across the language sections

Inclusion

An inclusive school offers access and an appropriate education to all children, regardless of their level of ability, disability or special educational need. The European Schools are not able to offer fully inclusive educational provision.

Individual Learning Plan

Individual Learning Plan: any pupil receiving Moderate or Intensive levels of support in a European School must have an ILP. This document, written by the support teacher in collaboration with the class/subject teacher includes specific learning objectives, appropriate teaching methods and measurable targets, set within a given time-frame. An ILP is reviewed annually and approved by the Support Advisory Group (Intensive Support: A) or by the Class Council (Intensive support: B).

Integration

The European Schools integrate a diverse range of pupils from EU member states. They admit pupils who can follow a general academic programme of study and whose needs they have the staff, facilities and competence to meet. In the case of pupils with special educational needs integration must be truly beneficial for the pupil concerned and not just in terms of social stimulation. There must be real participation in general class activities and some participation in cognitive activities.

Intensive Support Agreement

A formal, signed agreement between the school and the pupil's legal representative which requires the opinion of the Support Advisory Group on special support measures which may require an additional budget.

Learning difficulty and Learning disability

These are umbrella terms which are used to cover a wide variety of difficulties that affect pupils' learning. The distinction between the terms is not clearly defined in the literature on special educational needs.Learning strategies

Learning strategies determine the approach for achieving the learning objectives which are likely to reflect the differentiated teaching and learning.

Learning styles

Learning style is an individual's natural or habitual pattern of acquiring and processing information in learning situations.

Learning Support

All forms of educational support beyond normal differentiation in the classroom. This includes what was formally known as: SEN support; *soutien*; learning support; *rattrapage*; catch-up language support; SWALS support

Medical report

A report requested from, and provided by a medical specialist, usually for the Support Advisory Group

Modified curriculum

A modified curriculum is applied for a pupil who is not able to participate in the full curriculum and he/she can have an educational programme on the recommendation of the Support Advisory Group.

Multidisciplinary report

A report which may be drawn from a range of expert sources (medical, psychological etc.)

Multi-professional cooperation

Cooperation and collaboration between professionals, experts, teachers and the management on a support case

Paramedical auxiliary staff

Auxiliary (supporting or assisting) supplementary medical personnel

Pedagogical integration

Integration into the curriculum

Preparatory committees

Matters for discussion and decision by the Board of Governors are first studied by a number of preparatory committees whose meetings take place during the school year and involve a range of different groups of teachers, parents, inspectors and the Office of the Secretary-General and the other stakeholders. The most important preparatory committees are: the Joint Teaching Committee, the Boards of Inspectors, the Budgetary Committee, the Administrative Boards, the Directors and

the Teachers, the Staff Committee, the Parents' Association, the Pupils' Committee, the Financial Controller, the Complaints Board.

Promotion

A pupil with satisfactory results is promoted to the next class. The Rules governing promotion are set out in the General Rules of the European Schools.

Psychological report

A report requested from, and provided by an educational psychologist, usually for the Support Advisory Group.

Pupils in a language section which does not correspond to their mother tongue

Pupils whose mother tongue/dominant language is the official language of an EU member state (with the exception of Irish and Maltese) but for whom no language section in their mother tongue/dominant language exists in their school.

Rattrapage

The term formerly used to describe language 'catch-up' classes in L2. It is a form of learning support and as such can be regarded as a General Support measure. No special or separate mark can be given. According to Article 61.2-b, Class Councils may disregard unsatisfactory results in L2, L3 or L4 or in subjects taught in the vehicular language in the case of a new pupil at the end of his or her first year in the school.

Report on the pupil's achievement

The official school reports which are provided by the school according to the General Rules of the European Schools.

Social development

Pattern or process of change exhibited by individuals resulting from their interaction with other individuals, social institutions, social customs

Social integration

The ability of pupils to integrate into the class and the school and establish relationships with other pupils and adults in the school

Special arrangements

A pupil with diagnosed physical or psychological need(s) may have special arrangements to allow the pupil to fulfil his or her potential in the fairest possible way. Lists of these arrangements are presented in chapter 1.2.

Special educational needs

Pupils with special educational needs or disabilities who, without appropriate forms of support, are unable to fulfil their educational potential

Support Advisory Group

Multi-professional group at the school's level which assesses the requests and documentation for Intensive Support and gives its advice to the Director for decision-making; the composition of the group is presented in Annex 1.

Support coordinator

Support coordinator organises and implements the educational support policy in cooperation with the deputy director of the appropriate cycle in the school.

Support Policy Group

Steering group where the representatives of inspectors, schools, staff, parents and the Office of the Secretary-General are present. Raises issues or questions of concern in the area of support and prepares documents for presentation to the decision-making bodies.

Teaching strategies

Teaching methods used by teachers to provide differentiated teaching and learning strategies

Tripartite contract

An agreement made between the school, the parents and a therapist selected by the parents, so that paramedical interventions, required by pupils in need for intensive support, could be delivered in the school premises and paid by the parents.

Vertically

Grouping pupils studying in the same language section but in different years

OPINION OF THE JOINT TEACHING COMMITTEE

At its meeting of 11 and 12 October 2012, the Joint Teaching Committee (JTC) scrutinised the document “Provision of Educational support in the European Schools”.

The JTC expressed some remarks about the document and required a coherent terminology, which would clarify possibilities to offer the support and increase transparency in procedures. The support budget could be used more flexible in order to achieve better efficiency.

The JTC brings forward the document “Provision of Educational support in the European Schools” 2012-05-D-15-en-4 to the Budgetary Committee, which takes into account the remarks of the JTC and recommends the Budgetary Committee to express a favourable opinion in view of its approval by the Board of Governors.

OPINION OF THE BUDGETARY COMMITTEE

At its meeting of 6 and 7 November 2012, the Budgetary Committee recommended that the Board of Governors should approve the new single and consistent educational support policy for the purposes of greater efficiency.