

# Introduction to the Educational Support programs at the ES Karlsruhe

## Educational Support programs

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.

Educational support programs are available in the following forms:

1. General support
2. Moderate support
3. Intensive support

### 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 given in or outside the classroom, to small groups and is short term.

#### Registration

General support measures can be requested in writing, stating the particular areas of need, by teachers or pupils' legal representatives to the support coordinator.

#### 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

### 2. Moderate Support

Moderate support is aimed at pupils with a mild learning difficulty or in need of more targeted support. This could be appropriate for pupils who may be experiencing considerable difficulty in accessing the curriculum due to, for example, language issues, concentration problems 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. It might be provided for a longer period than General Support.

Teachers request Moderate Support for their pupils. In some cases, pupils' legal representatives may also make a request.

#### Registration

Moderate support measures can be requested in writing, stating the particular areas of need, by teachers or pupil's legal representatives to the support coordinator. \*

## Documentation

Written request from teacher or pupils' legal representatives to the coordinator

- Individual Learning Plan for each pupil
- Documents supporting the need for special arrangements provided by pupils' legal representatives
- Information to pupil's legal representatives
- Report on the pupil's achievement

Any medical/psychological or multidisciplinary report provided is regarded as confidential.

Teachers working with the pupil are permitted to read these reports.

### 3. Intensive Support

The school offers a programme for Intensive Support of two types: 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 A 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. Pupils, as long as this can be shown to be in the interest of the pupil's social and academic development, can follow a modified curriculum and then accompany their class to the next level.
- Intensive B Support** is given in exceptional circumstances and on a short-term basis only. A Director may decide to provide Intensive Support for a pupil or a 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 curriculum.

## Registration

### For pupils whose needs are best described using description A:

- 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 below) 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.
- All the Director's decisions about admission into Intensive Support will be made taking into account the proposals of the Support Advisory Group.
- Pupil's legal representatives will provide the Support Advisory Group with a medical/ psychological and/or multidisciplinary report.
- Following the signing of the Intensive Support Agreement the support coordinator organises the Intensive Support and any other arrangements required.
- 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.

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

## Documentation

### For pupils whose needs are best described using description A:

- A formal assessment from a medical/ psychological and/or multidisciplinary service.
- Individual Learning Plan for each pupil including targets to be achieved
- Report on the pupils' achievements

#### 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.

### 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 pupils' achievements

## Individual Learning Plan

An individual learning plan (ILP) is drawn up for each support pupil with the aim of setting targets in order for him/her to achieve the same level of learning as his/her fellow pupils and integrate him/her into the class.

The aim of the program is to enable the pupil to complete their school career successfully, either after the 5<sup>th</sup> Year harmonized examinations or with the European Baccalaureate.

In special cases a support pupil can progress into the next class without having been promoted. However, any pupil entering the European Baccalaureate must have completed the dull curriculum (General Rules, Chapter IV)

## Special Arrangements

### 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 15<sup>th</sup> October the year preceding entry into the Baccalaureate cycle, i.e. S5.

## Assessment and promotion

All decisions concerning promotion of pupils receiving support to the year above are taken by the Class Council.

If the curriculum and/or syllabus have been modified to meet the needs of the pupil then he or she cannot be promoted. 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.

## Special Regulations

European Schools do not offer a fully inclusive education system. This means that there may be occasions where despite the schools' best efforts, continuing education in the European School is not in the best interest of the child.

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.

## Regulations and ESK internal policy

For complete and detailed regulations please refer to the following documents:

- *Policy on the Provision of Educational Support in the European Schools (Ref.: 2012-05-D-14-en-7)*
- *Provision of Educational Support in the European Schools - Procedural document (Ref.: 2012-05-D-15-en-8)*
- *Internal Policy on the Provision of Educational Support in the European School Karlsruhe (Presented in the Administration Board on the 17.09.2019)*

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