



European School Karlsruhe

INTENSIVE SUPPORT AGREEMENT

Agreement has hereby been reached between

Herr Gassner , Director

and

Mr....., parent/ legal representative

Mrs....., 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 ... Primary, English Language section

for the period between September 20- and July 20-

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

Place Karlsruhe, 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.



SUPPORT ADVISORY GROUP MEETING

Date of Advisory Group meeting:

People in attendance:

Position	Name	Signature
Parent	Mr.	
Parent	Mrs.	
Deputy Head, Primary	Mr.	
Support Coordinator, Primary	Mrs.	
Support Coordinator, English Section	Ms.	
Class Teacher		
Support Teacher		



INDIVIDUAL LEARNING PLAN INTENSIVE SUPPORT

Pupil:

Class:

Teacher:

Name		Home address	
Date of birth		Nationality	
Date of entry to the school		Section and class child entered school	
Parent's name		Parent's name	
Home address		Home address	
Telephone number		Telephone number	
Email address		Email address	

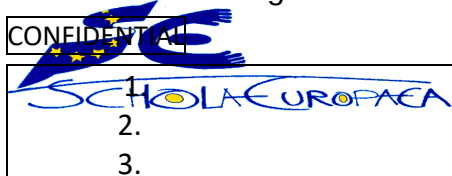
Language history

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	Medical needs (for allergies, diabetes etc.)

Individual Learning Plan for Intensive Support

CONFIDENTIAL



Actual Intervention by specialists	IN SCHOOL	OUTSIDE SCHOOL	TIME ALLOCATED	Aim of the Intervention
Speech/language				
Motor skills				
Physical				
Occupational				
Counselling				
Psychologist				
Medical treatments, doctors				

Individual Learning Plan for Intensive Support

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Description of the pupil's special needs:

Strengths

Challenges

Pupil's interests and learning styles



Adaptations

The following adaptations are used: <i>Curriculum adaptations:</i> Individual subject objectives: Subjects not taken: Other: <i>Timetable changes:</i> <i>Adapted content expectations for assessment:</i> ISA Time: Assistant Hours:	Classroom adaptations	In class	Homework	Assessment
	Additional time Computer/laptop Calculator Reduced homework questions Amended seating Buddy system (some playtimes) Mind maps Audio books Visual learning aids Teacher's notes provided Alternative assessment (maths) Assess content not spelling Separate room for testing Other Special arrangements for exams or tests Additional time Computer/laptop Calculator Scribe Reader Separate room Amended seating Supervised rest breaks Other: School report School report/Semester report contains adapted assessment			

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 / /

Individual Learning Plan is written by:

Support teacher:

Parents:

Place: Karlsruhe

Date:

Class Teacher

Assistant:
