



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

*Produced in line with:*

**Policy on the Provision of Educational Support in the European Schools**, (Ref: 2012-05-D- 14-en-10, Orig.: EN). <https://www.eursc.eu/Documents/2012-05-D-14-en-10.pdf>

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# **Contents**

## **1. Introduction**

**1.1** Access to Learning on Equal Basis and Differentiated teaching

**1.2** Identification of educational needs

**1.3** Early Intervention

**1.4** Confidentiality / Data Protection

**1.5** Key actors and their roles and responsibilities

## **2. Levels of Educational Support**

**2.1** General Support

**2.2** Moderate Support

**2.3** Intensive Support A and B

**2.4.** Challenge Programme

**2.5** Transition

**2.6** Special Arrangements

**2.7** Assessment and promotion

**2.8.** Cooperation with local services

## **3. Home / School Partnership**

## **4. Appeals procedure**

## **5. References**

## **6. Annexes**

## 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 and equal opportunities for all the pupils, including those having special educational needs, experiencing difficulties at any point in their schooling or gifted ones in order to enable them to develop and progress according to their potential.’ (2012-05-D-14-en-10)*

This document specifies the support offered at the European School Karlsruhe (ESK) 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-10, produced by the European Schools Office of the Secretary-General, Pedagogical Development Unit.

The ESK Support programme is available for any pupils 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 website [es-karlsruhe.eu](http://es-karlsruhe.eu)).

The European Schools 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.

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 ESK 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 Access to Learning on Equal Basis and 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 profiles, styles, individual needs and abilities of all 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 profiles and 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.

## **1.2 Early Identification and Intervention of Educational Needs**

Research has demonstrated the positive long-term effects of early intervention.

The European Schools system aims to identify children with special educational needs as early as possible, to provide them with the support required for their social, academic or emotional development. In order to implement educational support in the most efficient way, ESK has developed early identification and early intervention practices.

Where normal differentiation in the classroom is not sufficient, the school provides a range of support structures. It is the responsibility of the class/subject teacher and/or the pupil's legal representatives, to request additional educational support from the relevant support coordinator, when differentiation is not sufficient to meet the educational needs of a child.

Parents are expected to provide the relevant information to the School.

- In the **Nursery and in the Primary School**, the teachers and support coordinator work closely together in identifying pupils who have difficulties with learning and/or development. The support teacher uses a variety of tools to identify the nature of the difficulties. (E.g. class observation, language tests/language sample, checklists for developmental milestones in language/motor skills/behaviour, behaviour recording). Any concerns are shared with the parents.

The teachers and coordinators monitor the situation and consider what factors may be affecting the child's progress. E.g. Child's background, language profile, school history especially important for new enrolments, was the child absent for a long period due to illness/other reasons, has the child encountered a substantial change to their personal life in some way which could impact their learning (separation/serious illness or death of a loved one), has the child's eyesight and hearing been checked. It is important to have all the necessary information in order to decide the next steps. Parents are expected to provide the relevant information to the school.

If the problem is considered to be mild and is not across all settings/subjects, the child may be offered learning support. In both cases, parents will be informed and asked to follow the support procedure.

When these factors have been carefully considered and steps taken to gain a full picture of the child, staff assess whether there is a significant discrepancy between the child's performance and that of peers the same age. If the answer is yes, then the duration, pervasiveness and severity of the problem is important. If it has existed for some time, across multiple settings and is severely affecting their learning, social or daily life, then a recommendation may be made for a psychological/multidisciplinary assessment by professionals in addition to being offered learning support.

- In the **Secondary School**, an observation phase early during the school year, (generally September month) is used to identify pupils' needs and put the necessary support in place. Observation continues during the whole school year and support can be started at any time if necessary. Periods of more intense observation and evaluation take place at the beginning of the school year, when reports are completed, and after examinations periods. Subject teachers and class teachers collaborate with the support coordinator on a regular basis to evaluate the needs of pupils, organise and prioritise their support.

Multiple tools, in addition to observation, are used to identify the needs of students as early as possible. Communication between stakeholders is especially important (teachers, class teachers, support coordinator, support teachers and assistants, parents, students) during meetings and parents evenings, communication with external professionals (*psychologists debriefing, Hilfeplangespräche with Autismuszentrum/Integration Fachdienst, Schule für Sehbehinderte for example*) Teachers discuss assessment results and compile their comments and marks together for the November reports cards (and 3 more times during the school year).

The needs of newly enrolled pupils are evaluated before they start at ESK through the placement entry tests. The support coordinator and the enrolment officer work closely to identify special/academic needs of new pupils at the time of registration and admission through the information provided by the parents, previous school and medical reports. The entry tests in combination with this information are used to identify any possible needs of new pupils and put a support plan in place for them as early as possible.

### **1.3 The following approach is taken for all levels of support:**

#### **a) Early identification of pupils' needs as described above**

#### **b) Early Intervention: Learning Plans**

Where applicable, Individual or Group Learning Plans are drawn up, setting targets for pupils to improve their learning and 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. For best outcome, pupils and families are expected to be fully engaged in the support process.

#### **c) 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 a Learning Plan, targets are regularly reviewed, evaluated and up dated as targets are achieved.

At the end of every support intervention, the strategies and targets stated in the general, moderate and intensive support Individual or Group Learning Plans are reviewed. The outcome of the support for targeted objectives as well as the motivation of pupil(s) are evaluated. Based on this evaluation, decisions are made: continuation, change of type of support, discontinuation, etc. Recommendations for parents are made. This information is recorded in an evaluation/review form filled in by the support teacher.

## 1.4 Confidentiality / Data Protection

The European Schools assure good governance in Educational Support.

In the course of assessing and planning educational support and providing the most suitable educational provision, the European Schools collect personal and sensitive information on some pupils. All documents are filed and kept locked in the relevant educational support coordinators' office.

Data processing activities are handled only by European Schools staff members with a legitimate need to access the pupils and legal representatives/parents' personal data, for the pedagogical activities described above in full compliance with GDPR.

The staff members of the European Schools processing personal data will do so only in an authorised manner and are subject to a duty of confidentiality.

At the end of a pupils' stay at the European School Karlsruhe, the legal representatives may request to get the original documentation in possession of the school handed back to them. The school internal documentation concerning the pupil's support is archived and kept by the school for 6 years, after which it is shredded.

Link to ESK [privacy statement](#).

## 1.5- Key actors and their roles and responsibilities

**The school management** cooperates with other professionals, (Educational Support Coordinators, Educational Support Teachers, Educational Support Assistants, Psychologists, teachers), the Care Team and other school staff members in all the different aspects of educational support: early identification, provision of educational support and special arrangements.

The decision of granting general, moderate or intensive support and the implementation of special arrangements in the classroom and in assessment situations is made on an individual basis by the school management (up to and including S5) following discussion in the Support Advisory Group (SAG) or, in the case this does not apply, with support coordinators, parents and teachers. The provision of Intensive Support A (ISA) is recommended to the Director by the SAG and includes the signing of an agreement between the Director and the parents/legal representatives.

In S6 and S7, certain special arrangements can be directly authorised by the Director while other arrangements require the approval of the Board of Inspectors for the secondary cycle. See list in 'Provision of Educational Support and Inclusive Education in the European Schools - Procedural document' ([2012-05-D-15](#)) and annex to the document 'Arrangements for Implementing the Regulations of the European Baccalaureate' ([2015-05-D-12](#)).

Where applicable, the Director seeks advice from the Educational Support Coordinator, the SAG and from the educational support inspectors and national inspectors before taking the final decision on the provision of the accommodations to cater for a pupil's needs or ensuring a smooth and effective transition to alternative schooling options.

**The support coordinators** assist the Director/Deputy Directors in providing educational support. They cooperate with other professionals (Management, Educational Support Teachers, Educational Support Assistants, Psychologists, teachers and other school staff members) in early identification, provision of educational support and special arrangements.

They act as a contact point for parents/legal representatives, pupils, staff and, if necessary, other experts, informing them of pupils' educational needs and disseminating information about Educational Support (policy, rules and regulations, procedures for requests).

They receive and analyse the requests for support and special arrangements from teachers/legal representatives, including for the Baccalaureate cycle, and advise the school management. They communicate any arrangements approved by the management or the Board of Inspectors to the pupil's teachers and to parents/legal representatives. They ensure the application of the agreed special measures and organise general, moderate and intensive support lessons.

The support coordinators participate in/chair the SAG meetings. They are responsible for the organisation of the SAG meetings as well as the preparation and signing of Intensive Support Agreements and the writing of learning plans.

Where applicable, they organise and monitor the process in the case of a possible non-enrolment or discontinuation of studies for pupils with special educational needs.

They are responsible for compiling support data, keeping a record of all pupils receiving General, Moderate and/or Intensive Support as well as keeping and storing confidential documents in line with privacy regulations.

**The support teachers** work with pupils who have additional educational needs and receive Educational Support. They provide general support in small groups as well as moderate and intensive support in small groups or individually, in or outside the classroom.

In consultation with the class or subject teacher and any other professionals working with the pupil, they decide on the most appropriate teaching strategies for the pupil and write a group or individual learning plan.

They support pupils in developing appropriate learning strategies and they undertake detailed observation and assessment. They support class and subject teachers in early identification of educational support needs.

They liaise, work, and cooperate with the educational support coordinators, the class or subject teachers and the other members of the team during the learning process, as well as with external experts and therapists working under tripartite agreement. They evaluate the pupil's progress, write regular progress reports and liaise with parents about the child's progress and needs.

**The support assistants** work in varied ways depending on the pupil's needs. They provide direct support to the pupil according to the individual learning plan (e.g. in class, participating in specific activities developed by the pupil, possibly providing nursing and care activities) and support the work done by the teachers.

They participate in the preparation of an individual learning plan for the pupil they assist.

They participate in the SAG and other meetings, and they write regular progress reports for the pupils they assist.

**The therapists** (under tripartite agreements) provide services on the premises of the European Schools and in collaboration with the educational team; they are paid directly by parents.

They liaise with the educational support coordinator, the class or subject teachers, the support teachers, the support assistants and any other staff working with the pupil. When applicable, they may be involved in SAG meetings.

## **2. Reasonable Accommodation and Levels of Educational Support offered**

Depending on their needs, pupils may require different accommodations. The European Schools offer reasonable accommodations in learning and assessment situations.

Where normal differentiation in the classroom is not enough, the European Schools provide a range of support structures.

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
4. Challenge Programme

Although all forms of support should be considered, in principle, 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/multidisciplinary report, with or without the provision of support teaching.

A pupil's absence from other lessons while receiving educational support should be restricted to exceptional cases.

### **2.1 General Support**

General Support is provided to pupils who may experience difficulties 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 (maximum 5 months) and given to small groups, in or outside the classroom. The Support is planned, and specific targets are set, including criteria for success and the information is included in the Group Learning Plan (GLP). The Group Learning Plan is produced by the Support Teacher and kept by the Support Coordinator.

#### **Application and documentation**

In Primary, following the approach outlined above, class teachers inform parents of the reasons general support is recommended for their child. If parents accept, they are later informed about their child's progress.

In Secondary, Subject teachers and the Support Coordinator arrange General Support in small groups.

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

## **2.2 Moderate Support**

Moderate support is aimed at pupils with mild learning difficulties or those who need more targeted support. It is an extension of General Support in terms of complexity and duration. This support, provided on short-, medium- or long-term basis, is meant 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:**

A request for Moderate Support is made in writing to the relevant Support Coordinator by the pupil's class or subject teacher. In some cases, pupil's legal representatives may also make a request.

An Individual Learning Plan (ILP) is then drawn-up for each pupil by the Support Teacher, together with the Class/Subject Teacher. The ILP includes specific learning objectives and criteria for evaluating the pupils' progress and the success of the support. 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.

Support coordinators create small groups or individual support, in or outside the classroom depending on pupils' needs and the availability of teachers.

Based on the assessment of the learning objectives set up in the ILP, 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 (ISA) and Type B (ISB). Both are subject to a formal agreement between the school and the parents or legal representatives of the pupil. All pupils receiving Intensive Support have an Individual Learning Plan.

**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.

## **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**

Parents/Legal representatives will provide a medical/psychological/psycho-educational and/or multidisciplinary report justifying the need for accommodations in learning situations. The assessment should be carried out in the child's strongest working language by an independent, qualified expert. The school takes no responsibility for any costs involved in this testing and the choice of expert lies with the parents or legal representatives. Although the school cannot recommend a specialist, a list of specialists known to the school may be provided.

#### Criteria for the medical/psychological/psycho-educational 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
- Through medical/psychological/psycho-educational or multidisciplinary report, state specifically the nature of the pupil's medical and/or psychological needs and the tests or techniques used to arrive at the diagnosis.
- Report for learning disorders needs to describe the pupil's strengths and difficulties (cognitive assessment where relevant), their impact on learning (educational evidence), and the tests or techniques used to arrive at the diagnosis.
- Report for medical/psychological issues needs to specify the pupil's medical/psychological needs and their impact on learning (educational evidence).
- The medical/psychological/psycho-educational and/or multidisciplinary report must include the raw scores for tests with quantitative results and qualitative results for tests where only this exist, and the conclusion on how they relate to the average results. The tests should be standardised at international or national level.
- All reports need a summary or conclusion stating the accommodations required and, where appropriate, recommendations for teaching/learning for the school's consideration.
- A Medical/psychological/psycho-educational and/or multidisciplinary report must be regularly updated and not be more than four years old when the pupil changes cycle. In case of permanent and unchanging disability (and when the SAG 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/psycho-educational and/or multidisciplinary report will be

required. Documentation should not be more than two years old, i.e. should not be dated earlier than October in S3 and not later than October in S5.

- In order to avoid possible conflict of interests, the expert assessing pupils will be neither an employee of the European School nor a relative of the pupil.
- If not written in one of the working languages, be accompanied by a translation into French, English, or German.

### **c) The Advisory Group Meeting**

The **Support Advisory Group (SAG)** is a multi-professional group at the school level that assesses the requests to the provision of Intensive Support, including documentation, and advises the Director on the accommodations in learning and assessment situations to be granted and support measures to be put in place.

In both Primary and Secondary School, the SAG is chaired by the Director or their delegate: member of the management or the EdSup Coordinator.

In the Primary School, the SAG is composed of: class teacher, other teachers involved (where appropriate), L1 teacher, support teacher, support coordinator, specialists (school psychologist, therapists working under a tripartite agreement, others where appropriate), support assistant (where appropriate), parents/legal representatives of the pupil concerned, who may be accompanied by a qualified specialist.

In the Secondary School, the SAG is composed of: class, teacher, teachers of the subjects concerned, L1 teacher, support teacher(s), support coordinator, cycle coordinator (where appropriate), educational adviser (where appropriate), specialists (school psychologist, therapists working under a tripartite agreement, others where appropriate), support assistant (where appropriate), parents/legal representatives of the pupil concerned, who may be accompanied by a qualified specialist.

During transition between two teaching levels: the class teachers, one or more subject teachers of primary or secondary cycle (where appropriate), and the support coordinator(s) of the precedent and subsequent level will join the SAG.

All decisions concerning the promotion to the year above, of pupils receiving support, are taken by the class council. In the case of Intensive A pupils, the curriculum and/or the syllabus might have been modified, after a proposal by the SAG, to meet the needs of the pupil. If this is the case, he/she cannot be promoted but will be progressed. The pupil can continue with his/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.

The members of the SAG discuss the pupil's specific learning difficulties and decide how to best meet the needs of the pupil, together with the support of the parents and including external experts whenever appropriate. When the SAG reaches a decision in relation to the specific support available, two copies of the agreement are signed.

The Director is responsible for accepting and signing the Intensive A Support Agreement.

A copy of the Agreement is given to the parents, and one is kept by the school. The Intensive A Support Agreement is a legally binding document between the parents or legal representatives of a child and the Director of the school.

#### **d) Support Review**

Pupils' legal representatives are regularly informed by the support teacher(s) of their child's evolution in Intensive Support A.

At the end of each semester, support teachers prepare a written evaluation, which will be shared with parents/legal representatives.

The Intensive Support Agreement is valid for one school year only. The SAG reviews the support agreement on an annual basis and again during the school year. At least one SAG meeting shall be held each year to begin, renew or terminate Intensive Support.

#### **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 Support Coordinator and discussed with the Deputy Head to ascertain the number of hours of support required and/or available.

### **2.4 Challenge Programme**

Gifted and highly motivated pupils are offered some activities as an extension to what is already being provided by the class and subject teachers through the Challenge Programme at ESK. The programme gives an opportunity for those pupils to develop their potential, through extra activities and projects.

The general aims of the programme are to enhance the learning of gifted or talented pupils by developing some of their areas of talent/interest.

**Procedure:** class teachers or subject teachers recommend pupils for the Challenge Programme extra lessons. The support coordinators decide upon the availability and

participation. There are a limited number of places available. Available courses may change over time. The Director approves the proposals. When the support coordinators have finalised the list of participants, the parents of those children are informed about the opportunity (This is not an after-school activity like those offered by the Parent's Association where parents register their child themselves).

The details of the programme can be found on the school web site, under [Challenge Programme](#).

## **2.5 Transition**

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

During transition from primary to secondary school, the teachers and support coordinators from primary school work with the secondary school support coordinator and future class teachers and support teachers to provide background information and recommendations about P5 student's needs. This includes informal meetings, S1 teachers attending P5 class councils in June, and the secondary support coordinator attending P5 Intensive A advisory group meetings in May-June. The meetings take place early to facilitate the organisation of the necessary timetables and support for the children. The pupil's files are transferred from the primary school to the secondary school as part of the transition process.

## **2.6 Special arrangements**

Special arrangements are designed to allow a child in Primary or Secondary School to access the curriculum. They are not intended to compensate for a lack of ability but allow the pupil to fulfill 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.

In **Primary School**, special arrangements can be put in place in the classroom including for assessments.

**Procedure to request accommodations:** Both teachers and parents may send a written

request to the support coordinator. After receiving a psychological assessment/multidisciplinary report, the support teacher in consultation with the support coordinator identifies the relevant recommended accommodations.

In **Secondary School**, special arrangements can be put in place in the classroom including for assessments, and for examinations.

### **Procedure to request 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 can be allowed for the semester examinations in S5, on decision of the Deputy Director based on a medical report not older than two years. Any special arrangements taken are recorded in the pupil's file.

### **Procedure to request special arrangements in S6 and S7**

Requests for special arrangements for the Baccalaureate cycle (S6, S7 and the Baccalaureate examinations) must be made to the Support Coordinator by the pupil's legal representatives by October 15<sup>th</sup> of the year preceding the entry into the Baccalaureate cycle, i.e. S5.

A full medical / psychological, psycho-educational and/or multi-disciplinary report will be required. Documentation should not be older than two years, i.e. it should not be dated earlier than October of the S3 year nor later than October of the S5 year.

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.

Special arrangements in years S6 and S7 may only be allowed when similar arrangements have been used in a previous year or previous years. This does not necessarily apply to newly enrolled pupils in S6.

The list of arrangements is available in the document 'Provision of Educational Support in the European Schools – Procedural document' ([2012-05-D-15](#)).

No complaint or appeal about a decision taken on the granting or refusal of special arrangements may be lodged, without prejudice to Article 12.1, laying down arrangements for complaints about and appeals against the Baccalaureate examination. The granting of a particular arrangement in years S1-S5 does not necessarily mean that it will be granted in the European Baccalaureate cycle.

## **SUMMARY OF PROCEDURES TO REQUEST SPECIAL ARRANGEMENTS**

## Special arrangements up to an including S5

| Steps                               | Procedure                                                                                                                                                                                                                     |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Request</b>                      | Parents or teachers. Pupils may also discuss with their parents or teachers their needs for Special Arrangements.                                                                                                             |
| <b>Provision of relevant report</b> | Parents must provide the relevant report to support the request and allow an informed decision by the management                                                                                                              |
| <b>Discussion/justification</b>     | Parents, teachers, and Educational Support team discuss the pupil's needs and the different possibilities of Special Arrangements to address those needs                                                                      |
| <b>Decision</b>                     | The management decides based on the information provided, including the relevant report. In urgent, justified cases, the management may decide to grant Special Arrangements before and until the parents present the report. |
| <b>Notice of the decision</b>       | The decision is communicated to the pupil's teachers and the parents in due time (app two weeks after the decision is taken). The school motivates the refusal of each measure requested.                                     |

## Special arrangements in S6, S7

| Steps                                   | Special Arrangements Approved by the School                                                                                                                                                                                                     | Deadline                                                                                                                                      |
|-----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Request</b>                          | Parents or teachers. Pupils may also discuss their needs for Special Arrangements with their parents or teachers.                                                                                                                               | Before the 15 <sup>th</sup> of October when pupil in S5                                                                                       |
| <b>Provision of the relevant report</b> | Parents must provide the relevant report to support the request and allow an informed decision by the management                                                                                                                                | Before the 15 <sup>th</sup> of October when the pupil is in S5                                                                                |
| <b>Discussion/justification</b>         | Parents, teachers, and Educational Support team discuss the pupil's needs and the different possibilities of Special Arrangements to address those needs                                                                                        | Final presentation including the relevant report – 15 <sup>th</sup> of October pupil in S5                                                    |
| <b>Decision</b>                         | The management decides based on the information provided, including the relevant report. In urgent, justified cases, the management may grant Special Arrangements before and until the parents present the report.                             |                                                                                                                                               |
| <b>Notice of the decision</b>           | The decision is communicated to the pupil's teachers and the parents in due time. The school motivates the refusal of each measure requested. The School informs the BAC Unit about the Special Arrangements approved by the school management. | Communication to parents: approx. two weeks after the decision is taken.<br>Communication to the BAC Unit by the 30 <sup>th</sup> of October. |

| Steps                                   | Special Arrangements Approved by the Board of Inspectors Secondary                                                                                       | Deadline                                                                                   |
|-----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| <b>Request</b>                          | Parents, teachers, pupils ≥18 . Pupils ≤18 may also discuss their needs for Special Arrangements with their parents or teachers.                         |                                                                                            |
| <b>Provision of the relevant report</b> | Parents must provide the relevant report to support the request and allow an informed decision by the management                                         |                                                                                            |
| <b>Discussion/justification</b>         | Parents, teachers, and Educational Support team discuss the pupil's needs and the different possibilities of Special Arrangements to address those needs | Final presentation including the relevant report – 15 <sup>th</sup> of October pupil in S5 |
| <b>Request sent to the BAC Unit</b>     | The school uploads/sends the requests to the BAC Unit                                                                                                    | 30 <sup>th</sup> of October -pupil in S5                                                   |
| <b>Decision</b>                         | The Board of Inspectors Secondary analyses and decides on the requests                                                                                   | Usually in February                                                                        |
| <b>Notice of the decision</b>           | The decision is communicated to the school that informs the parents. Refusal of each measure requested is duly justified.                                | Communication to the schools approximately two weeks after the decision is taken           |

| Steps                            | Urgent Special Arrangements approved by the Director or by the Educational Support Inspector Secondary                                                                                              | Deadline                                                                     |
|----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| <b>Request</b>                   | Parents or teachers or pupils ≥18 request the Special Arrangements and provide the relevant report to support the request                                                                           | Immediately after the situation leading to the need for Special Arrangements |
| <b>Decision: Director</b>        | Special Arrangements granted by the Director – management decides<br>Special arrangements granted by the Educational Support inspector: - the management sends/uploads the request to the BAC Unit. | As soon as the request is complete                                           |
| <b>Decision: EdSup Inspector</b> | The EdSup inspector analyses the request and decides                                                                                                                                                | As soon as the request is ready to be analysed                               |

## 2.7 Assessment and promotion

In special cases, on decision of the class council, a pupil on an individual support programme, with well-documented special needs or developmental delay, can progress into the next class at the end of the school year, without having been promoted. It is possible for pupils to return to the standard curriculum if all requirements for promotion are fulfilled.

In that case, this is referred to as progression without promotion. From a formal point of view, the pupil who progresses without promotion remains 'non-promoted' (for example, with a view to integration into another school system).

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 school, pupils should not be taken out of European Hours, Music, Religion/Ethics or Sport lessons unless support is relevant to these subjects and only by approval of the Director. If a pupil does not take part in lessons for 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.

In secondary school, pupils in S5 must follow the full, standard curriculum and fulfill 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).

There may be occasions where, despite the school's best efforts, the school may not be able to provide reasonable accommodation to respond to the pupil's needs. Other educational options should be considered in cooperation with the educational system of the host country of the school or of the home country of a pupil or the country of future destination of the pupil by either complementing the European Schools' educational offer or ensuring a smooth and effective transition to other educational paths/options.

Before taking the final decision on the provision of the accommodations to cater for the pupil's needs or ensuring a smooth and effective transition to alternative schooling options, the Director must seek advice from the Educational Support Coordinator and the SAG as well as from the Educational Support inspectors and the relevant national inspectors.

### **Summary of the procedure in case of discontinuation of studies**

|                         | Key actors          | Key Actions                                                                                                                                                                                                                                                                                                     |
|-------------------------|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1-Documentation         | Support Coordinator | Review of the child's special educational needs, implemented support measures, and outcomes using existing documents: medical/psychological/multi-disciplinary reports, Intensive Support Agreement, Individual Learning Plan, progress reports, Support Advisory Group minutes, and external experts' reports. |
| 2- Preparatory Meetings | Support Coordinator | Meetings with staff involved in child's education (teachers, psychologist, medical staff), parents/legal representatives, and—if parents agree—therapists/external experts. Other staff may be included if necessary.                                                                                           |

|                                              |                                                                        |                                                                                                                                                                                                                                                                                                                                                                              |
|----------------------------------------------|------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3- Report of the Support Coordinator         | Support Coordinator                                                    | A preliminary report summarising the pupil's history, support measures, resources used, progress, and difficulties is drafted, prioritising independent external expert findings and distinguishing between support the school could and could not provide, explaining reasons. Suggestion of possible alternative schooling options in collaboration with external experts. |
| 4- Analysis (Support Advisory Group Meeting) | Director (Chair), Support Coordinator, Parents, Support Advisory Group | The Director convenes a meeting to review the coordinator's report, discuss the child's needs, available and potential supports, resources, and possible alternative schooling. The discussion leads to a proposal for continuation or discontinuation. Minutes are attached to the report.                                                                                  |
| 5- Decision                                  | Director (in consultation with inspectors)                             | Director sends the report to support and national inspectors for opinions. Based on advice, the Director may: (a) declare the school unable to meet needs; (b) declare partial ability but recommend host-country options; or (c) decide to continue enrolment with modified support plan. Parents are informed and supported for transition if necessary.                   |
| 6- Documentation (Final Record)              | Director / School Administration                                       | All discontinuation cases are thoroughly documented (anonymised): type of support needed, actions taken, reasons for the decision, procedural steps, parents' stance, and whether the decision aligns with external expert opinions.                                                                                                                                         |

Ref: [2102-05-D-15-en-14](#)

## 2.8 Cooperation with local services

The ESK cooperates with local services in various areas such as

- Provision of school assistants.
- Advisory meetings with local services and therapists (Stadt Karlsruhe social services, Reha Südwest, Integration Dienst, Autismuszentrum for example).
- Tripartite agreements can be made between the school, the parents and a therapist selected by the parents, so that paramedical interventions, required by pupils in need of intensive support, could be delivered in the school premises and paid by the parents.

To facilitate provision for such pupils and their integration into the school community, the Office of the Secretary-General of the European Schools (OSGES) invites expressions of interest in order to compile a list of therapists who, at the request of pupils' legal representatives, can provide their services on the premises of the European Schools and in collaboration with the educational team.

The role of the School is to make available a suitable room where the consultation between the student and the professional will take place, and to organise the therapy session according to the student's timetable. Priority is always given to the school timetable regarding scheduling of a tripartite service. The therapist's work will be monitored by the child's legal representatives and there will be consultation on the subject with the European School's pedagogical team, albeit that the School does not exercise power of management or authority over the therapist.

The therapist will provide his or her services completely independently and will set the cost of the said services freely in discussion with the pupil's legal representatives. Specialists are paid directly by the parents/legal representatives who may explore reimbursement issues with the relevant schemes they are

connected with.

The respective rights and obligations of the therapist, of the pupil's legal representatives and of the School's management will be defined in an ad hoc agreement specially drawn up for the purposes of provision of services on the European Schools' premises by an external service provider. The signing of such an agreement is an essential prerequisite for provision of such services.

Clarification, eligibility criteria and procedure to follow can be found under the following link <https://schola-europaea.eu/cei/call4.php> where the therapists fill in all their data. This application is then submitted for approval. Once approved, the therapist gets a notification stating they will appear on the lists. The lists are updated four times a year.

Therapists will be contacted directly by the pupil's legal representatives. Sessions will be conducted on the premises of the School attended by the pupil according to his/her needs and the therapist's availability.

From the legal angle, a tripartite agreement will be signed between the different parties concerned, i.e. the therapist, the pupil's legal representatives and the Director of the School, as far as the making available of a room is concerned.

The model tripartite agreement can be consulted on <https://schola-europaea.eu/cei/call4.php>

Ref.: [2024-01-D-49-en-2](#).

### **3. Home / School Partnership**

Communication between school and home should be open and regular. 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.

Fluid, transparent and effective communication is ensured by all standard communication means (e-mails, phone calls) meetings, school agendas, SMS announcements, teacher-parents communication folders, etc. In person and online meetings are organised: parents – teachers scheduled talks and reviews, on request parents-teachers' meetings, as well as meetings with support teachers and support coordinators.

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. This is often specified in the pupil's learning plan. Parents are required to make any relevant information available to the school. When parents decide to decline the educational support proposed by the school, they must inform the school of the decision in writing.

#### **4. 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. References**

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

- **Policy on the Provision of Educational Support in the European Schools,** (Ref: 2012-05-D-14-en-10, Orig.: EN).

<https://www.eursc.eu/Documents/2012-05-D-14-en-10.pdf>

**Provision of Educational Support in the European Schools – Procedural document,** (Ref.: 2012-05-D-15-en-14, Orig.: EN).

<https://www.eursc.eu/Documents/2012-05-D-15-en-14.pdf>

## 6. Annexes

### 6.1- Composition of the Support Advisory Group ([2012-05-D-15-en-14](#))

| <b>Support Advisory Group</b>                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Nursery and Primary</b>                                                                                                                                                                                                                                                                                                                                                                | <b>Secondary</b>                                                                                                                                                                                                                                                                                                    |
| Chair: Director or their delegate:<br>member of the management or the<br>EdSup Coordinator                                                                                                                                                                                                                                                                                                | Chair: Director or their delegate:<br>member of the management or the<br>EdSup Coordinator                                                                                                                                                                                                                          |
| <i>Where appropriate, the school may request the assistance of the relevant inspector(s): Support Inspector for the Nursery and Primary cycle, and/ or the inspector of the pupil's nationality and/or the inspector of the school's host country.</i>                                                                                                                                    | <i>Where appropriate, the school may request the assistance of the relevant inspector(s): Support Inspector for the Secondary cycle, and/or the inspector of the pupil's nationality, and/or the inspector of the school's host country.</i>                                                                        |
| <b>Teachers</b> <ul style="list-style-type: none"> <li>• class teacher</li> <li>• other teachers involved (where appropriate)</li> <li>• L1 teacher</li> <li>• support teacher</li> <li>• support coordinator</li> </ul>                                                                                                                                                                  | <b>Teachers</b> <ul style="list-style-type: none"> <li>• class teacher</li> <li>• teachers of the subjects concerned</li> <li>• L1 teacher</li> <li>• support teacher</li> <li>• support coordinator</li> <li>• cycle coordinator (where appropriate)</li> <li>• educational adviser (where appropriate)</li> </ul> |
| <b>Specialists:</b> <ul style="list-style-type: none"> <li>• school psychologist</li> <li>• school doctor (if necessary)</li> <li>• other specialists (if necessary), the therapists working under a tripartite agreement (if necessary)</li> </ul>                                                                                                                                       | <b>Specialists:</b> <ul style="list-style-type: none"> <li>• school psychologist</li> <li>• school doctor (if necessary)</li> <li>• other specialists as the therapists working under a tripartite agreement (if necessary)</li> </ul>                                                                              |
| 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.                                                                                                                                                                                                         |
| <b>Liaison between two teaching levels:</b> <ul style="list-style-type: none"> <li>• the primary teacher, where appropriate, to liaise when the child moves up to the primary;</li> <li>• the Educational Support Coordinator of the subsequent level;</li> <li>• one or more secondary cycle teachers, where appropriate, to liaise when the pupil moves up to the secondary.</li> </ul> | <b>Liaison between two teaching levels:</b> <ul style="list-style-type: none"> <li>• the Educational support coordinator of the precedent level;</li> <li>• the primary teacher and the previous support teacher, where appropriate, to liaise when the child moves up to the secondary;</li> </ul>                 |

**6.2- Model template of Intensive and Moderate Support Agreement and Individual Learning Plans ( [2012-05-D-15-en-14](#) )**

## **Annex IV.2: Model template for Intensive Support Agreement**



**EUROPEAN SCHOOL**

### **INTENSIVE SUPPORT AGREEMENT**

Agreement has hereby been reached between

, School

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 and Inclusive Education 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 13, 14 and 15 April 2021 on the provision of educational support and inclusive education in the European Schools, 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, the provision is organised on the basis of a tripartite agreement between the School, the parents/legal representatives and the therapist, whereas the school ensures coordination and alignment with the support provision.

**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 educational needs and of the accommodations, support measures and special arrangements to be arranged.

Pupils with special educational needs will be admitted to the European School and will receive Intensive Support, provided that their special educational needs allow them to follow a standard or modified curriculum. There may be occasions where, despite the school's best efforts, the School may not be able to provide reasonable accommodation and support measures to respond to the pupil's needs. In those cases, the schools should duly justify the reasons. Other educational options shall be considered in cooperation with the educational system of the host country of the School or of the home country of a pupil or the country of future destination of the pupil by either complementing the European Schools' educational offer or ensuring a smooth and effective transition to other educational paths/options,

**Article 3:** This Agreement determines the measures of Support planned, including accommodations and special arrangements for assessment, and other support activities, which may be provided in class or outside class in collective form to small groups of pupils with similar needs or in individual form.

Whenever a pupil follows a modified curriculum, 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/inclusion 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 support teacher(s) in cooperation with the subject/class teacher(s) and/or support coordinator.

**Article 6:** Under this Agreement, the pupil's admission/inclusion 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 that shall of reasonable length and with previously determined reasonable assessment criteria. 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.

## **Annex IV.3: Model template for Individual Learning Plan for Moderate Support**



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### **INDIVIDUAL LEARNING PLAN FOR MODERATE SUPPORT**

**(Fill in the relevant parts/boxes)**

**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 (L1)   |  |
| Second language          |  |
| Section language         |  |
| Additional information   |  |

### **Annex IV.3: Model template for Individual Learning Plan for Moderate Support**



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|                                                                                                                                                     |                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|
| <b>If this pupil has a medical/psychological/psycho-educational and/or multi-disciplinary report, please state the diagnosis contained therein:</b> |                                                        |
| <b>Name of the expert and date of the report:</b>                                                                                                   |                                                        |
| <b>School history</b><br>(schools attended, repeating a year etc.)<br>1.<br><br>2.<br><br>3.                                                        | <b>Medical needs</b><br>(for allergies, diabetes etc.) |

|                                                                                                           |
|-----------------------------------------------------------------------------------------------------------|
| <b>Description of the main barriers to learning faced by the pupil/pupil's special educational needs:</b> |
|-----------------------------------------------------------------------------------------------------------|

### **Annex IV.3: Model template for Individual Learning Plan for Moderate Support**



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**Strengths** (academic, social/ emotional/ personality/ extra-curricular)

**Challenges** (weaknesses, difficulties)

**Pupil's interests and learning profile**

### Annex IV.3: Model template for Individual Learning Plan for Moderate Support



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#### **SUPPORT**

| <b>Objectives of support</b><br>(Specify what aspect(s) of the subject/learning area is/are being targeted?) | <b>Persons responsible</b> | <b>Accommodations, Resources and methods</b><br>(Which resources and methods are used to reach the objectives?) | <b>Assessment</b><br>(What methods/tools are used to assess progress?) | <b>Progress</b><br>Not yet Achieved (NYA) Nearly achieved (NA) Achieved (A) |                |               |
|--------------------------------------------------------------------------------------------------------------|----------------------------|-----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|-----------------------------------------------------------------------------|----------------|---------------|
| 1.                                                                                                           |                            |                                                                                                                 |                                                                        | Date NYA<br>/ /                                                             | Date NA<br>/ / | Date A<br>/ / |
| 2.                                                                                                           |                            |                                                                                                                 |                                                                        | Date NYA<br>/ /                                                             | Date NA<br>/ / | Date A<br>/ / |
| 3.                                                                                                           |                            |                                                                                                                 |                                                                        | Date NYA<br>/ /                                                             | Date NA<br>/ / | Date A<br>/ / |
| 4.                                                                                                           |                            |                                                                                                                 |                                                                        | Date NYA<br>/ /                                                             | Date NA<br>/ / | Date A<br>/ / |

### Annex IV.3: Model template for Individual Learning Plan for Moderate Support



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|    |  |  |  |                 |                |               |
|----|--|--|--|-----------------|----------------|---------------|
| 5. |  |  |  | Date NYA<br>/ / | Date NA<br>/ / | Date A<br>/ / |
| 6. |  |  |  | Date NYA<br>/ / | Date NA<br>/ / | Date A<br>/ / |
| 7. |  |  |  | Date NYA<br>/ / | Date NA<br>/ / | Date A<br>/ / |

Individual Learning Plan is written by:

Name

Signature

Place

Date

## **Annex IV.4: Model template for Individual Learning Plan for Intensive Support**



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### **SUPPORT ADVISORY GROUP MEETING**

Date of Advisory Group meeting:    /    /

|                   |
|-------------------|
| Name of the pupil |
|-------------------|

| People in attendance<br>Position | Name | Signature |
|----------------------------------|------|-----------|
| Parent/legal representative      |      |           |
| Parent/legal representative      |      |           |
| Director or his/her delegate     |      |           |
| Support coordinator              |      |           |
| Class teacher                    |      |           |
| Support teacher                  |      |           |
| Teacher ..... *                  |      |           |
| Teacher ..... *                  |      |           |
| Teacher ..... *                  |      |           |
| School psychologist              |      |           |
| Support assistant                |      |           |
| Expert ..... *                   |      |           |
| Expert ..... *                   |      |           |
| Inspector                        |      |           |
| Other                            |      |           |

\*subject or area of expertise

## **Annex IV.4: Model template for Individual Learning Plan for Intensive Support**



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### **INDIVIDUAL LEARNING PLAN INTENSIVE SUPPORT**

**(Fill in the relevant parts/boxes)**

#### **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 (L1)   |  |
| Second language          |  |
| Section language         |  |
| Additional information   |  |

## **Annex IV.4: Model template for Individual Learning Plan for Intensive Support**



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|                                                                                                                      |                          |                          |                       |                                                        |
|----------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|-----------------------|--------------------------------------------------------|
| <b>Diagnosis as written on last medical / psychological/ psycho-educational / multi-disciplinary report:</b>         |                          |                          |                       |                                                        |
| <b>Name of the expert and the date of last medical/ psychological /psycho-educational/multi-disciplinary report:</b> |                          |                          |                       |                                                        |
| <b>School history</b><br>(schools attended, repeating a year etc.)<br>1.<br><br>2.<br><br>3.                         |                          |                          |                       | <b>Medical needs</b><br>(for allergies, diabetes etc.) |
| <b>Actual Intervention by specialists</b>                                                                            | <b>IN SCHOOL</b>         | <b>OUTSIDE SCHOOL</b>    | <b>TIME ALLOCATED</b> | <b>Aim of the Intervention</b>                         |
| <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"/> |                       |                                                        |

## **Annex IV.4: Model template for Individual Learning Plan for Intensive Support**



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|                                                                                               |
|-----------------------------------------------------------------------------------------------|
| <b>Description of the pupil's special educational needs/main barriers faced by the pupil:</b> |
| <b>Strengths</b> (academic, social/ emotional/ personality/ extra-curricular)                 |
| <b>Challenges</b> (weaknesses, difficulties)                                                  |
| <b>Pupil's interests and learning profile</b>                                                 |

## Annex IV.4: Model template for Individual Learning Plan for Intensive Support



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### Modifications/accommodations

|                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p><b>The following modifications/accommodations are used:</b></p> <p><i>Curriculum modifications:</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>Modified content expectations for assessment:</i></p> | <p><b>Classroom accommodations</b></p> <hr/> <p><b>Classroom Accommodations</b> (annex 1)</p> <p>General Classroom Accommodations <input type="checkbox"/></p> <p>Material to be used by the pupil <input type="checkbox"/></p> <p>Classroom Accommodations <input type="checkbox"/></p> <p>Behaviour and attention <input type="checkbox"/></p> <p>Classroom assignments <input type="checkbox"/></p> <p><b>Special Arrangements for assessment</b> (Annex 2) <input type="checkbox"/></p> <p><b>Others</b> <input type="checkbox"/></p> <p><b>School report</b></p> <p>School report/Semester report contains adapted assessment <input type="checkbox"/></p> |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

## **Annex IV.4: Model template for Individual Learning Plan for Intensive Support**



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### **Classroom Accommodations** (Annex 1)

#### **General Classroom Accommodations**

| <b>Accommodation</b>                                                                                                           | <b>All subjects/areas</b> | <b>Some subjects/areas</b> | <b>Which subjects/areas</b> |
|--------------------------------------------------------------------------------------------------------------------------------|---------------------------|----------------------------|-----------------------------|
| Peer or assistant note-taking                                                                                                  | <input type="checkbox"/>  | <input type="checkbox"/>   |                             |
| Provision of study sheets, notes, and teacher outlines                                                                         | <input type="checkbox"/>  | <input type="checkbox"/>   |                             |
| Use of real-life examples and concrete materials                                                                               | <input type="checkbox"/>  | <input type="checkbox"/>   |                             |
| Provision of lists of important vocabulary, if needed prior to lesson                                                          | <input type="checkbox"/>  | <input type="checkbox"/>   |                             |
| Use hands-on activities, pictures, or diagrams to support understanding of abstract concepts or complex information.           | <input type="checkbox"/>  | <input type="checkbox"/>   |                             |
| Provision books-on-tape or large print versions of text.                                                                       | <input type="checkbox"/>  | <input type="checkbox"/>   |                             |
| Use of extra visual and verbal cues and prompts                                                                                | <input type="checkbox"/>  | <input type="checkbox"/>   |                             |
| Use of mnemonics                                                                                                               | <input type="checkbox"/>  | <input type="checkbox"/>   |                             |
| Use of manipulatives                                                                                                           | <input type="checkbox"/>  | <input type="checkbox"/>   |                             |
| Review and/or simplify of directions                                                                                           | <input type="checkbox"/>  | <input type="checkbox"/>   |                             |
| Have pupil restate information                                                                                                 | <input type="checkbox"/>  | <input type="checkbox"/>   |                             |
| Review sessions                                                                                                                | <input type="checkbox"/>  | <input type="checkbox"/>   |                             |
| Provide access to learning resources and instruction material outside the class.                                               | <input type="checkbox"/>  | <input type="checkbox"/>   |                             |
| Assign a study buddy to help the pupil in and outside the class                                                                | <input type="checkbox"/>  | <input type="checkbox"/>   |                             |
| Use of assistive technology                                                                                                    | <input type="checkbox"/>  | <input type="checkbox"/>   |                             |
| Provision of an audio version of the written material                                                                          | <input type="checkbox"/>  | <input type="checkbox"/>   |                             |
| Provision books and other instructional materials in braille.                                                                  | <input type="checkbox"/>  | <input type="checkbox"/>   |                             |
| Provision of specialized equipment, such as an optical enhancer, magnifier, tape recorder, stylus and slate, or braillewriter. | <input type="checkbox"/>  | <input type="checkbox"/>   |                             |
| Support auditory presentations with visuals                                                                                    | <input type="checkbox"/>  | <input type="checkbox"/>   |                             |
| Use of augmentative and alternative communication                                                                              | <input type="checkbox"/>  | <input type="checkbox"/>   |                             |

#### **Material to be used by the pupil**

| <b>Accommodation</b>                                           | <b>All subjects/areas</b> | <b>Some subjects/areas</b> | <b>Which subjects/areas</b> |
|----------------------------------------------------------------|---------------------------|----------------------------|-----------------------------|
| Textbooks for at-home use                                      | <input type="checkbox"/>  | <input type="checkbox"/>   |                             |
| Large print textbooks                                          | <input type="checkbox"/>  | <input type="checkbox"/>   |                             |
| Subject sheets with highlighted instructions                   | <input type="checkbox"/>  | <input type="checkbox"/>   |                             |
| Graph paper to assist in organizing or lining up math problems | <input type="checkbox"/>  | <input type="checkbox"/>   |                             |

## Annex IV.4: Model template for Individual Learning Plan for Intensive Support



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|                                                                                                              |                          |                          |  |
|--------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--|
| Use of idea processors (to generate , manipulate , and organize ideas) : outlining, mapping, making schemes. | <input type="checkbox"/> | <input type="checkbox"/> |  |
| Graphic organizers                                                                                           | <input type="checkbox"/> | <input type="checkbox"/> |  |
| Use of calculator                                                                                            | <input type="checkbox"/> | <input type="checkbox"/> |  |
| Use of Audiobooks                                                                                            | <input type="checkbox"/> | <input type="checkbox"/> |  |
| Use of computer, tablet, and specific software                                                               | <input type="checkbox"/> | <input type="checkbox"/> |  |
| Use of a spelling dictionary or electronic spelling aid.                                                     | <input type="checkbox"/> | <input type="checkbox"/> |  |
| Use of alternative books or materials on the topic being studied                                             | <input type="checkbox"/> | <input type="checkbox"/> |  |
| Adaptive writing utensils                                                                                    | <input type="checkbox"/> | <input type="checkbox"/> |  |

### Classroom arrangements

| Accommodation                                            | All subjects/<br>areas   | Some subjects/<br>areas  | Which subjects/areas |
|----------------------------------------------------------|--------------------------|--------------------------|----------------------|
| Alteration of the classroom arrangement                  | <input type="checkbox"/> | <input type="checkbox"/> |                      |
| Space for movement or breaks                             | <input type="checkbox"/> | <input type="checkbox"/> |                      |
| Quiet corner or room to calm down and relax when anxious | <input type="checkbox"/> | <input type="checkbox"/> |                      |
| Preferential seating                                     | <input type="checkbox"/> | <input type="checkbox"/> |                      |
| Use of a study carrel                                    | <input type="checkbox"/> | <input type="checkbox"/> |                      |

### Behaviour and attention

| Accommodation                                                         | All subjects/<br>areas   | Some subjects/<br>areas  | Which subjects/areas |
|-----------------------------------------------------------------------|--------------------------|--------------------------|----------------------|
| Assistance in maintaining orderly space                               | <input type="checkbox"/> | <input type="checkbox"/> |                      |
| Reduction of distractions                                             | <input type="checkbox"/> | <input type="checkbox"/> |                      |
| Set and post class rules                                              | <input type="checkbox"/> | <input type="checkbox"/> |                      |
| Verbal/sound and visual cues regarding directions and staying on task | <input type="checkbox"/> | <input type="checkbox"/> |                      |
| Daily check-in with teachers or assistants                            | <input type="checkbox"/> | <input type="checkbox"/> |                      |
| Follow a routine/schedule                                             | <input type="checkbox"/> | <input type="checkbox"/> |                      |
| Agenda book and checklists                                            | <input type="checkbox"/> | <input type="checkbox"/> |                      |
| Hands-on activities                                                   | <input type="checkbox"/> | <input type="checkbox"/> |                      |
| Work-in-progress check                                                | <input type="checkbox"/> | <input type="checkbox"/> |                      |
| Visual daily schedule                                                 | <input type="checkbox"/> | <input type="checkbox"/> |                      |
| Alternate quiet and active time                                       | <input type="checkbox"/> | <input type="checkbox"/> |                      |
| Rest breaks                                                           | <input type="checkbox"/> | <input type="checkbox"/> |                      |
| Varied reinforcement procedures                                       | <input type="checkbox"/> | <input type="checkbox"/> |                      |

## Annex IV.4: Model template for Individual Learning Plan for Intensive Support



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|                                   |                          |                          |  |
|-----------------------------------|--------------------------|--------------------------|--|
| Immediate feedback                | <input type="checkbox"/> | <input type="checkbox"/> |  |
| Use proximity/touch control       | <input type="checkbox"/> | <input type="checkbox"/> |  |
| Cue expected behaviour            | <input type="checkbox"/> | <input type="checkbox"/> |  |
| Use de-escalating strategies      | <input type="checkbox"/> | <input type="checkbox"/> |  |
| Use peer supports and mentoring   | <input type="checkbox"/> | <input type="checkbox"/> |  |
| Daily feedback to the pupil       | <input type="checkbox"/> | <input type="checkbox"/> |  |
| Use positive reinforcement        | <input type="checkbox"/> | <input type="checkbox"/> |  |
| Have parents sign behaviour chart | <input type="checkbox"/> | <input type="checkbox"/> |  |
| Have parents sign homework        | <input type="checkbox"/> | <input type="checkbox"/> |  |
| Model expected behaviour          | <input type="checkbox"/> | <input type="checkbox"/> |  |
| Chart progress and maintain data  | <input type="checkbox"/> | <input type="checkbox"/> |  |

### Classroom assignments

| Accommodation                                                                                      | All subjects/<br>areas   | Some subjects/<br>areas  | Which subjects/areas |
|----------------------------------------------------------------------------------------------------|--------------------------|--------------------------|----------------------|
| Give the pupil a written copy of instructions and requirements for each assignment                 | <input type="checkbox"/> | <input type="checkbox"/> |                      |
| Highlighting important words or phrases in reading assignments                                     | <input type="checkbox"/> | <input type="checkbox"/> |                      |
| Word bank of choices for answers to questions                                                      | <input type="checkbox"/> | <input type="checkbox"/> |                      |
| Film or video supplements in place of reading text                                                 | <input type="checkbox"/> | <input type="checkbox"/> |                      |
| Use of idea processors                                                                             | <input type="checkbox"/> | <input type="checkbox"/> |                      |
| Allow the pupil to create an audio or video recording of their response to a classroom assignment. | <input type="checkbox"/> | <input type="checkbox"/> |                      |
| Projects instead of written reports.                                                               | <input type="checkbox"/> | <input type="checkbox"/> |                      |
| Alternative forms of assignment:                                                                   | <input type="checkbox"/> | <input type="checkbox"/> |                      |
| Allow outlining, instead of writing for an essay or major project                                  | <input type="checkbox"/> | <input type="checkbox"/> |                      |
| Reworded questions in simpler language                                                             | <input type="checkbox"/> | <input type="checkbox"/> |                      |

## Annex IV.4: Model template for Individual Learning Plan for Intensive Support



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### Special Arrangements for Assessment (annex 2)

| Special Arrangement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | All tests                | Some tests (specify) | All areas/ subjects      | Some areas/ subjects (specify) |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|----------------------|--------------------------|--------------------------------|
| v) Separate room for the test/examination/assessment;                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <input type="checkbox"/> |                      | <input type="checkbox"/> |                                |
| w) Change of seating arrangements;                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <input type="checkbox"/> |                      | <input type="checkbox"/> |                                |
| x) Taking of medication and/or refreshment in the case of a medical condition, for example, diabetes;                                                                                                                                                                                                                                                                                                                                                                                                                                       | <input type="checkbox"/> |                      | <input type="checkbox"/> |                                |
| y) An assistant to provide physical care for a pupil to ensure his or her well-being and safety. This assistant may not be a relative of the pupil or the teacher of the subject that is being examined;                                                                                                                                                                                                                                                                                                                                    | <input type="checkbox"/> |                      | <input type="checkbox"/> |                                |
| z) The use of a specific learning aid which is normally used in class, for example, a magnifying glass;                                                                                                                                                                                                                                                                                                                                                                                                                                     | <input type="checkbox"/> |                      | <input type="checkbox"/> |                                |
| aa) a hearing aid; use of FM hearing system coloured overlay; a low vision aid; coloured lenses;                                                                                                                                                                                                                                                                                                                                                                                                                                            | <input type="checkbox"/> |                      | <input type="checkbox"/> |                                |
| bb) 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;                                                                                                                                                                                                                                                                                                                                                                                            | <input type="checkbox"/> |                      | <input type="checkbox"/> |                                |
| cc) List of approved devices/software/applications to be used in assessment;                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <input type="checkbox"/> |                      | <input type="checkbox"/> |                                |
| dd) Modifications to the format of the assessment paper: size of paper and font, contrast, alignment, line spacing and printed pages. A paper and digital Braille version of the exams may also be made available;                                                                                                                                                                                                                                                                                                                          | <input type="checkbox"/> |                      | <input type="checkbox"/> |                                |
| ee) Additional time can be granted to pupils whose working pace is affected by their condition. A maximum of 25% extra-time time can be granted for examinations; This measure applies to all harmonised tests. For examinations taking place in the classroom (A-tests) other measures may be considered/envisaged, such as shortened assignments for the class and extra time for pupils with special arrangements or shortened assignments for pupils with special arrangements but ensuring the assessment of the same/all competences, | <input type="checkbox"/> |                      | <input type="checkbox"/> |                                |
| ff) Use of approved applications/software for spell checker because of dyslexia. This request has to be confirmed by the school;                                                                                                                                                                                                                                                                                                                                                                                                            | <input type="checkbox"/> |                      | <input type="checkbox"/> |                                |
| gg) Disregard of spelling mistakes in language subjects in case of dyslexia, when a spellchecker is not granted;                                                                                                                                                                                                                                                                                                                                                                                                                            | <input type="checkbox"/> |                      | <input type="checkbox"/> |                                |
| hh) For deaf or hard of hearing pupils, questions and instructions during oral exams are given in writing, exercises using audio files or videos are replaced by written exercises, or pupils receive a script of audio file or video;                                                                                                                                                                                                                                                                                                      | <input type="checkbox"/> |                      | <input type="checkbox"/> |                                |
| ii) Written answers for oral examinations by a candidate who has severe difficulties in oral expression;                                                                                                                                                                                                                                                                                                                                                                                                                                    | <input type="checkbox"/> |                      | <input type="checkbox"/> |                                |
| jj) Use of a computer, laptop, tablet or any approved device and the correspondent approved software to replace handwriting for pupils diagnosed with dyslexia, dysgraphia, dyspraxia or any other disorder affecting written expression.                                                                                                                                                                                                                                                                                                   | <input type="checkbox"/> |                      | <input type="checkbox"/> |                                |

## **Annex IV.4: Model template for Individual Learning Plan for Intensive Support**



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The school ensures that any computer/ laptop/device being used is cleared of stored information and the spell check function or other software and is not connected to the Internet. It should be noted that content/skills, not language errors, are assessed in examinations other than language examinations. Pupils may use their own devices, providing that the school has the means to verify the abovementioned conditions;

| <b>Special Arrangement</b>                                                                          | <b>All tests</b>                    | <b>Some tests (specify)</b> | <b>All areas/ subjects</b> | <b>Some areas/ subjects (specify)</b> |
|-----------------------------------------------------------------------------------------------------|-------------------------------------|-----------------------------|----------------------------|---------------------------------------|
| kk) A communicator to assist a deaf or hard of hearing pupil through sign language or lip speaking. | <input checked="" type="checkbox"/> |                             | <input type="checkbox"/>   |                                       |

**Arrangements that may be replaced by technology. The pupil must be familiar with the technology before using it in assessment situations.**

| <b>Special Arrangement</b>                                                                                                                                                               | <b>All tests</b>         | <b>Some tests (specify)</b> | <b>All areas/ subjects</b> | <b>Some areas/ subjects (specify)</b> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-----------------------------|----------------------------|---------------------------------------|
| ll) Approved speech-to-text and text-to-speech software/device or a scribe to transcribe word for word the pupil's dictated answers and to read back the pupil's answers where necessary | <input type="checkbox"/> |                             | <input type="checkbox"/>   |                                       |
| mm) An audio recording of answers where a scribe is not available                                                                                                                        | <input type="checkbox"/> |                             | <input type="checkbox"/>   |                                       |
| nn) Approved text-to-speech software/device or a reader to read both the assessment paper and to read back the answers. In this case, the additional time 25% may be granted             | <input type="checkbox"/> |                             | <input type="checkbox"/>   |                                       |
| oo) Approved software or a prompter to assist a pupil with severe concentration difficulties or neurological disability in paying attention to the assessment tasks                      | <input type="checkbox"/> |                             | <input type="checkbox"/>   |                                       |

## Annex IV.4: Model template for Individual Learning Plan for Intensive Support



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### SUPPORT

| Objectives of support<br>(Specify what aspect(s) of the subject/learning area is/are being targeted?) | Persons responsible | Resources and methods<br>(including accommodations)<br>(Which resources and methods are used to reach the objectives?) | Assessment<br>(What tools are used to assess progress?) | Progress               |                      |               |
|-------------------------------------------------------------------------------------------------------|---------------------|------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|------------------------|----------------------|---------------|
|                                                                                                       |                     |                                                                                                                        |                                                         | Not yet achieved (NMP) | Nearly achieved (NA) | Achieved (A)  |
| 1.                                                                                                    |                     |                                                                                                                        |                                                         | Date NYP<br>/ /        | Date NA<br>/ /       | Date A<br>/ / |
| 2.                                                                                                    |                     |                                                                                                                        |                                                         | Date NYP<br>/ /        | Date NA<br>/ /       | Date A<br>/ / |
| 3.                                                                                                    |                     |                                                                                                                        |                                                         | Date NYP<br>/ /        | Date NA<br>/ /       | Date A<br>/ / |
| 4.                                                                                                    |                     |                                                                                                                        |                                                         | Date NYP<br>/ /        | Date NA<br>/ /       | Date A<br>/ / |
| 5.                                                                                                    |                     |                                                                                                                        |                                                         | Date NYP<br>/ /        | Date NA<br>/ /       | Date A<br>/ / |
| 6.                                                                                                    |                     |                                                                                                                        |                                                         | Date NYP<br>/ /        | Date NA<br>/ /       | Date A<br>/ / |
| 7.                                                                                                    |                     |                                                                                                                        |                                                         | Date NYP<br>/ /        | Date NA<br>/ /       | Date A<br>/ / |

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Individual Learning Plan is written by:

Signature

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Name

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Place

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Date

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