



Internal Guidelines for Educational Support in the European School Munich

Revision January 2024

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1. Introduction

This document is produced in line with the legal framework determined by the decision-making bodies of the European Schools such as

General Rules of the European Schools

<https://www.eursec.eu/BasicTexts/2014-03-D-14-en-12.pdf>

Policy on the Provision of Educational support in the European Schools

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

Provision of Educational Support in the European Schools-Procedural document

<https://www.eursec.eu/Documents/2012-05-D-15-en-13.pdf>

These guidelines also take on board the recommendations highlighted in the

Report on Inclusive Education in the European Schools

<https://www.eursec.eu/Documents/2018-09-D-28-en-4.pdf>

and outcomes from the

Evaluation Report on the Implementation of the Educational Support Policy in the European Schools <https://www.eursec.eu/Documents/2018-09-D-53-en-4.pdf>

It also considers the implementation of priorities of the Action Plan Educational Support and Inclusive Education <https://www.eursec.eu/Documents/2018-12-D-34-en-5.pdf>

The aim of this document is to provide a framework for all the partners in education in the European School Munich (ESM). It is designed to support parents in understanding the School's concept of Educational Support and ensures that decisions concerning Educational Support are made in the best interest of the student. The implementation of these guidelines will be reviewed annually to ensure that the content is adhered to and relevant. It will be updated regularly in line with official changes issued by the Joint Teaching Committee and the Decision of the Board of Governors.

For the purposes of this document the definition of 'special educational needs' is as follows: Respecting the diversity of children is one of the key elements of the European Schools. This means special support for children whose development, growth and learning have been affected by illness, disability, reduced functional ability, psychological problems or exceptional talent.

2. Background

The European Schools offers a multilingual and multicultural framework where the primacy of the student's dominant language is preserved to the greatest extent possible. It offers only one type of general education that, according to Article 4.7 of the Convention of the European Schools, should include "measures to facilitate the reception of children with special educational needs". This unique academic path, with cognitive and abstract learning, is validated by the acquisition of a European Baccalaureate Diploma. Different types and levels of Support have been set up to provide appropriate Support to students with specific learning needs and difficulties to enable them to develop and progress according to their potential and integrate successfully, while accessing the standard curriculum as much as possible. Differentiation is the foundation of any education targeting the needs of student; it is essential for all students, not just those who need Support. Differentiated instruction must take place in the classroom, and every European School teacher bears this in mind when considering our students' needs.

3. Inclusive Education

Inclusive Education is the guiding principle of the European Schools, which serve a diverse and mobile pupil population and offers diverse/flexible teaching and learning approaches adapted to children with different learning profiles. The European Schools work together with the families as from the admission to ensure that the individual needs of every child requiring reasonable accommodation, the provision of support, or challenge are met to help them to achieve their full potential. 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 to allow enable them to develop and progress according to their potential.

4. The School's inclusive approach

The European School Munich (ESM) advocates a 'whole school approach' to Special Educational Needs which involves all the staff adhering to a model of good practice. It encompasses a process of reflection, planning and review of policies and practices and includes an evaluation of how pupils with Special Educational Needs are identified by the School, the interventions that are put in place to meet their needs and how the outcomes of those interventions are measured and monitored. This approach places the child at the center of the process, and it involves collaborative action taken by the school community (in consultation with parents and teachers) to improve student learning, behaviour and well-being. It is about creating a secure, accepting, collaborating, stimulating community in which everyone is valued.

One of the main aims of the educational support programme is toward a more inclusive environment bearing in mind that the system is at present a single academic pathway that leads to the European Baccalaureate. Inclusive education is a process of addressing and responding to the diversity of needs of learners. It involves removing barriers so that each learner will be enabled to achieve the maximum benefit from his/her schooling. Inclusion aims towards enabling teachers and learners to feel comfortable with diversity and to see it as a challenge and enrichment of the learning environment rather than a problem. Inclusive education is a process, and it involves a particular emphasis on those groups of learners who may be at risk of marginalisation, exclusion or underachievement.

Through adopting the 'whole school approach', ESM can cater for students with diverse needs in a more comprehensive manner. The central aim is for a child-centred education for life in the wider world beyond the School, incorporating the European dimension. Our common goal is to ensure that each pupil develops his/her full potential in an inclusive environment. It ensures that all learners have the necessary skills and attitudes to be active citizens and to succeed at work and in society.

5. Differentiated teaching and learning

Differentiation is the process whereby teachers adapt what they teach and how they teach to meet the needs of the learners of different levels of ability, needs, interests and types. Given the diverse student needs in all regular classroom teachers cannot expect all students to attain the same academic standard. Differentiation forms the basis of all good and effective teaching. It is essential not only for students requiring support but for all. Differentiation designed to meet the needs of all students is the responsibility of every teacher working in the School and should take place in the classroom. It ensures that in the planning and delivery of lessons, the individual learning styles of students are considered. Effective teaching should include meeting the needs of:

- students with different learning styles
- students studying in a language section which does not correspond to their dominant language
- students arriving late at the system who have followed a different curriculum and/or whose knowledge and skills show gaps
- students with mild learning difficulty
- students who have a diagnosed special educational need
- gifted and talented students

It presupposes the use of differentiation as a primary strategy for teachers for them to enable students to access the curriculum through differentiated design of.

- learning content
- learning style
- amount of work
- learning pace
- learning locations
- organisational settings (e.g. pair work, small group work, whole class work)
- self-directed learning

All class teachers are expected to differentiate in their class in advance of applying for support for one of their students. Delineating children's educational and developmental needs is crucial before making decision about provision. Assessment lies at the heart of identification and diagnosis.

6. Early identification of special educational needs

Early identification of students' learning abilities and needs is at the basis of quality education. Knowing and identifying the early warning signs that put young children at risk for learning disabilities and understanding typical developmental milestones helps with early diagnosis and intervention. In the process of Early Identification family cooperation is crucial. In the case of entering the European Schools system, families must provide relevant information in the enrolment process to allow the School to respond to the student's learning profile. Following the Framework and Procedure for Early Identification of Pupils' Abilities and Needs (2021-01—D-29-en-3), the ESM has specific guidelines in place to observe and assess the new student's competencies and learning development.

Procedure to provide appropriate classroom supports and services to allow provision of adequate, individualised and personalised support:

- General observation: Educators (Parents, class/subject teachers, Educational Support team, other School's professionals) observe a child's learning development to identify learning pattern and signs of difficulty
- Screening: The School's professionals (class/subject teachers, support team, nurses, psychologists and external experts or services) conduct a screening of different areas of the child's functioning to identify a pupil who may have difficulties/disabilities
- Comprehensive Evaluation: Based on the information collected in the development of the previous phases, a comprehensive evaluation by external experts might be needed to understand the pupils' specific learning difficulties

7. Early intervention

The use of early intervention helps mitigate the development of learning, social and emotional difficulties and it is considered a vital component of the ESM Kindergarten programme. There is a close relationship fostered with the local 'Frühförderstelle' who on occasions (and with parental permission) support the child within the Kindergarten to bridge gaps in the area of language, social skills and motor skills. The concept of the 'Respect Flower' is a vital component to developing appropriate relationships based on mutual respect along with the associated weekly assemblies and mottos of the week.

There is the possibility of a speech therapist to perform a baseline assessment on pupils whose parents agree, at the beginning of the academic year. For those identified with speech and language issues, speech therapy is recommended either outside the School or through the Tripartite Agreement (see chapter 15).

Children are also closely observed for age-appropriate development in the areas of concentration, motor skills, stamina and social skills. The School Psychologist and/ or Educational Support Coordinator also visits the classes in Kindergarten to observe the children and makes recommendations to parents where appropriate. The School Psychologist is in close contact with Educational Support Coordinator, the Kindergarten coordinator and the Deputy Director.

8. Types of Educational Support

The first step outlines a process for identifying pupils' educational needs using the Continuum of Support. This framework recognizes that special educational needs occur along a continuum, ranging from mild to severe, and from transient to long term and that pupils require different levels of support depending on their identified educational needs. Using this framework helps to ensure that interventions are incremental, moving from class-based interventions to more intensive and individualized support, and that they are informed by careful monitoring of progress.

9. Educational Support in the Kindergarten/Primary

9.1 General Support: a short-term support

Kindergarten
Information/Procedure In Kindergarten, pre-school pupils may attend General Support to assist them in acquiring the skills necessary for year one Primary. The Support Teacher for each class is introduced to the parents of the Kindergarten children at the first parent's evening in September. This Support Teacher will support the class teacher in realising the objectives set for given learning areas. Groups are organised vertically (students from different classes in one section) and horizontally (pupils from different section) by focusing on the needs of the pupils concerned. Groups are kept small and are usually between 2-7. This form of support is given both in/outside the classroom.
Admission Pupils are selected based on the discretion of the class teacher and the groups change regularly based on the desired learning outcome of the session
Documentation There are no official documents kept or filed on these pupils.

Primary cycle
Information/Procedure In Primary School, General Support concerns any pupil who may experience difficulties in a particular aspect of a subject or who may need to 'catch up' for example, due to late arrival in the School or illness or because he/she is not studying in his/her dominant language-Pupils may also need additional help with acquiring effective learning strategies or study skills. Groups are organised vertically (students from different classes in one section) and horizontally (students from different section) by focusing on the needs of the students concerned. Groups are kept small and are usually between 2-7. This form of support is given both in/outside the classroom.
Admission <ul style="list-style-type: none">• The class teacher is given a list of pupils in his/her class at the beginning of the year of the pupils who attended for General Support the previous year.• The class teacher then has until the end of the month of September to agree with this list or to make the relevant changes and the fill out the official support requests• Parents can also request for General Support for their child from the class teacher.• The new list is then drafted and a parent letter is sent to the Parents/legal representatives. The Parents/legal representatives have the right to refuse this support.• Once the class teacher has the completed forms the group is established and General Support begins.• The Parents are informed in the letter where and when this will take place and with whom.• If there is a new pupil during the schoolyear the teacher needs to write a request form in consultation with the support teacher.
Documentation <ul style="list-style-type: none">• A letter to the parents• A support request form• A group learning plan is drafted and the Support Teacher works in line with objectives set out in the teaching plan. A biannual review based on the objectives set

9.2 Moderate Support: a medium-term support for students with mild learning difficulties or in need of a more targeted support

Kindergarten
Information/Procedure
<p>Every case is individual and a decision on what form the support takes varies based on discussion with all parties involved. A pupil receiving Moderate Support follows the standard curriculum and is assessed according to the given criteria and learning objectives for his/her class.</p> <p>The methods of assessment used by the subject teacher may be adapted and special arrangements may be considered appropriate.</p> <p>This support is given to small groups of pupils with similar needs or, where appropriate, to individual pupils in or outside the classroom depending on the individual needs of the pupil.</p>
Admission
<p>The pupils in need of Moderate Support are identified at the end of the class council in June.</p>
Documentation
<ul style="list-style-type: none">• A letter to the parents• A support request form• An individual learning plan is drafted and the support teacher works in line with objectives set out in the teaching plan and it is strategy focused.

Primary cycle
Information/Procedure
<p>Every case is individual and a decision on what form the support takes varies based on discussion with all parties involved. A pupil receiving Moderate Support follows the standard curriculum and is assessed according to the given criteria and learning objectives for his/her class.</p> <p>In the Primary School it is for those who may need additional help with acquiring effective learning strategies or skills and is usually reserved for pupils with Dyslexia, Dyscalculia, or concentration disabilities.</p> <p>The methods of assessment used by the subject teacher may be adapted and special arrangements may be considered appropriate.</p> <p>This support is given to small groups of pupils with similar needs or, where appropriate, to individual pupils in or outside the classroom depending on the individual needs of the pupil.</p>
Admission
<ul style="list-style-type: none">• In most instances a pupil who presents for Moderate Support is usually a pupil who has been on General Support but progress has been minimal.• Parents or class teachers can request Moderate Support and the request is made to the Educational Support Coordinator.• In some cases, a psychological report is recommended.• This form of support involves a meeting with the class teacher and the Educational Support Coordinator in advance of the support being granted.• The Parents fill out the letter sent to them and the group or session is established.• The Parents are informed in the letter where and when this will take place and with whom.
Documentation
<ul style="list-style-type: none">• A letter to the parents• A support request form• An individual learning plan is drafted and the support teacher works in line with objectives set out in the teaching plan and it is strategy focused.• A biannual review based on the objectives set.

9.3 Intensive Support type B (ISB): a short term designed for pupils without assessed special educational needs

Kindergarten
Information/Procedure
It is mainly used for intensive language support in L1. It takes place outside the classroom.
Admission
This is only for the cases that need both speech and language input. Most children who come to the Kindergarten get the language support they need in their class as it is seen as one of the focus areas for Early Intervention.
Documentation
<ul style="list-style-type: none">• A letter to the parents• A support request form• An individual learning plan is drafted and the support teacher works in line with objectives set out in the teaching plan

Primary cycle
Information/Procedure
In Primary School, it is mainly used for intensive language support in L1 and in L2. It takes place outside the classroom.
Admission
<ul style="list-style-type: none">• The ISB teacher informs the Parents of new pupils who are enrolled in the School without prior (or limited access) to the language section they are going into and/or the L2 that their child is entitled to ISB.• The Parents agree to the support or refuse it in the parent letter.• Either way the Parents are expected to support their child in improving the language competency by providing support in the language also outside of School.• Once the pupil has reached the desired standard the pupil no longer attends ISB and s/he returns to class and it monitored.
Documentation
<ul style="list-style-type: none">• A letter to the parents• An Individual Learning Plan is drafted and the Support Teacher works in line with objectives set out in the teaching plan• A biannual Review based on the objectives set (depending if the student needs one or two semesters to achieve the desired result)

10. Educational Support in the Secondary cycle

10.1. General Support

General Support
Information/Procedure
<p>General Support is provided for students who need to catch up in general or who may have trouble in a particular aspect of a subject where differentiation in the classroom is not sufficient. Such support is normally given outside the classroom, to small groups with a maximum of 10 students. General Support is short or long term. Groups are organised vertically (students from different classes in one section) and horizontally (students from different sections) by focusing on the needs of the students concerned. General Support can be offered in the subjects L1, L2, L3 and Mathematics. General Support is provided from S1 to S5. If a student requires support in other subjects the Parents of the student will be informed by the subject teacher, and it will be recommended to the parent of the student to organise Educational Support outside the School on a private basis. Also, exceptions can be made by short term courses in other subjects and years.</p> <ul style="list-style-type: none">• General Support will be provided from September and finishes end of June of the school year. Courses can also be offered on a later date or stopped earlier, after consultation with Subject and Support Teachers.• In September/October the subject teacher will fill out/ sign an official Support Request Form and will talk to the student and his/her parents about the offer.• General Support is organized for students during their free periods.• The Educational Support Coordinator completes an information letter to the Parents of the student recommended for support. This letter informs the Parents and the student date/time/teacher of support lessons.• Once all the documents have been completed and signed, the student is registered for General Support and his attendance is recorded in the School Management System (SMS).• Registration for Educational Support in the Secondary School is the responsibility of the Educational Support Coordinator and these lists are regularly updated and amended.• Support Teachers write a Group Learning Plan (GLP) in consultation with the subject teacher (bearing in mind the subject teacher's planning documents) based on the needs of the individuals in the group and the competencies that need to be met. This is an internal, working document based on the objectives set out in the Request Form. It encompasses the aims that are set, the strategies and resources required.• The GLP is written once a year in autumn or winter (and on certain occasions twice depending on the Support Teacher and the needs of the students).• This GLP document can be discussed with the Parents of the student if requested by either party.• All students receive a Review, which is included in their semester reports and/or interim reports. In addition, personal information meetings between the Support Teacher and parents can be arranged if required.• Documents are treated confidentially.• If a student is taken off support this is noted at the class conference and also noted in the student's support file. It is the responsibility of the support teacher or the subject teacher to inform the Parents. The student is then taken off the registration list by the Educational Support Coordinator.
Admission
<p>It is normally the subject teacher who decides if a student needs support. The Parents may also request it by writing a letter of request or an e-mail to the subject teacher or to the Educational Support Coordinator. Requesting support does not guarantee that the student will receive it. Students can be added at any time and the names of those in attendance will be registered in the School Management System (SMS).</p>
Documentation
<ul style="list-style-type: none">• Support Request Form• Letter of information to the Parents• Planning document• Feedback which is included in their semester reports and/or interim reports.

10.2 Moderate Support

Moderate Support
Information/Procedure
<p>Moderate Support can be provided for students in need of more targeted support or those with a moderate learning difficulty e.g. dyslexia or dyscalculia or for those who may need additional help with acquiring effective learning strategies or skills. Groups are organised vertically (students from different classes in one section) and horizontally (students from different sections) by focusing on the needs of the students concerned. Such support should be given in or outside the classroom and will be organised in small groups with a maximum of 3-4 students.</p> <p>The procedure for Moderate Support is the same as for General Support in terms of how the lessons are organised but the students selected for Moderate Support are selected jointly by the Educational Support Coordinator of the Secondary School. Subject teachers and Support Teachers are also often involved in this selection and the student's report plays a pivotal role also.</p> <p>An Individual Learning Plan (ILP) will be written by the support teacher after consultation with the subject teacher.</p>
Admission
<p>Teachers may request Moderate Support. If parents/legal representatives believe their child needs support, it is very important that the issue is discussed with the subject teacher in the first instance. It is very important to have the subject teacher's recommendation for support, since the subject teacher has to work in close collaboration with the Support Teacher. All requests need to have a clear justification based on facts and evidence. Recommendations contained in a medical/psychological, psycho-educational or multidisciplinary report (see Annex) are taken into consideration when such a report is presented to the Educational Support Coordinator. Moderate Support is given from S1 to S5, and in S6 and S7 to students who have received Moderate Support in previous years and still require it based on the professional opinion of his/her subject teacher, support teacher and the Educational Support Coordinator.</p>
Documentation
<ul style="list-style-type: none">• Support Request Form• Letter of information to the Parents• Planning document• Feedback which is included in their semester reports and/or interim reports.

10.3 Intensive Support type B (ISB)

Intensive Support type B (ISB)
Information/Procedure
<p>In certain circumstances the School may decide to provide Intensive Support type B for a student or a group of students without diagnosed Special Educational Needs, for example, in the form of Intensive Support for a student or group of students who are unable to access the standard curriculum. This support is normally applicable to students who are new to the School and need language support.</p> <p>It can also be essential that the Parents of the student organise support outside of School. The same procedure and documentation apply as for Moderate Support.</p> <p>For the individual an Individual Learning Plan (ILP) will be written by the support teacher after consultation with the subject teacher.</p>
Admission
<p>Students who are in this category are referred to the Educational Support Coordinator by teachers, parents/legal representatives or educational advisors.</p>
Documentation
<ul style="list-style-type: none">• Support Request Form• Letter of information to the Parents• Planning document• Feedback which is included in their semester reports and/or interim reports.

11. Intensive Support type A (ISA)

Kindergarten/ Primary cycle/ Secondary cycle
Information/Procedure
<p>Intensive Support type A (ISA) is offered to a pupil based on the expert assessment of the child and is provided for pupils with special educational needs, learning, emotional, behavioural and/or physical needs. It is granted after a SAG meeting and the basis of the discussion is a medical/psychological/multi-disciplinary report which (once the pupil is accepted onto the programme) must be regularly updated and not be more than four years old or updated when a pupil changes cycle.</p> <p>Support measures can include any or all of the following:</p> <ul style="list-style-type: none">• 1-1 support based on objectives set on an Individual Learning Plan (ILP) but also in small groups of up to 3 pupils (if beneficial for the pupils).• support in/outside the classroom• access to an assistant• modified programme /changes to the timetable• if the pupil is not promoted, they have the possibility to progress with their class• special arrangements (see chapter 12)
Admission
<ul style="list-style-type: none">• The ISA pupil is admitted onto the program after a Support Advisory Group (SAG) meeting.• The Support Advisory Group (SAG) meets officially once a year to evaluate, initiate, renew or terminate the Intensive Support Agreement (see Annex).• When deemed necessary, usually decided by the Educational Support Coordinator in consultation with the Deputy Director and/or Director, or the Parents of the student, a meeting of the Support Advisory Group, in either plenary or restricted session, may be held at any point during the school year to discuss the student, to evaluate the support and/or amend the Intensive Support Agreement.• The Support Advisory Group meets officially after Easter to discuss the students in Kindergarten, Primary School and Secondary School.• The School issues invitations to all the parties involved outlining those that will be present at the meetings and the agenda for each meeting.• Parents are encouraged to invite external experts who are working with the student in an educational context.• For some individual cases the SAG meetings are multidisciplinary in nature.• The SAG meeting is chaired by either the Deputy Director or the Educational Support Coordinator.• The Inspector of the European School System in charge of Educational Support may be present at some of the meetings.• The School Psychologist and/or the Educational Advisor are present if requested to be there by the Educational Support Coordinator.• The student's Individual Learning Plan (ILP) is discussed along with the time allocation, special arrangements and if a Tripartite Agreement is deemed necessary. This forms the basis of the Intensive Support Agreement. Other forms of support are also discussed if applicable and, on some occasions, the need for a support assistant for the student.• The Intensive Support Agreement and the Individual Learning Plan can be written in English, French or German.• Some students receiving ISA will be on an adapted curriculum and this is further elaborated on in the Individual Learning Plan.• Once consensus has been reached the Intensive Support Agreement and the student's Individual Learning Plan are signed by all present.• Minutes of each meeting are taken by the pedagogical secretary.

- Following the signing of the Intensive Support Agreement the Educational Support Coordinator coordinates the support teachers who will take the agreed students for the coming year and any other arrangements agreed at the meeting.
- This Intensive Support Agreement is valid for one school year only.
- The Educational Support Coordinator summarises the outcomes of the meetings and informs the Deputy Director if needed.
- In September the Support Teacher informs all teachers teaching the students receiving Intensive Support type A of the diagnosis and suggests strategies for assisting the student if applicable.
- The School endeavours to provide an inclusive environment for all its students. In exceptional cases, when the School cannot provide an appropriate education for a student it can declare itself unable to meet the needs of the student. In such cases, the Director takes the final decision, taking the SAG's opinion into account.

Documentation

- Intensive Support Agreement
- Communication with the parents when and with whom ISA takes place.
- Two Reviews (one in written form in January/February) and the other is the oral contribution at the SAG meetings organised in springtime.

12. Special Arrangements

- Some students may need Special Arrangements to allow them access to the standard curriculum.
- They are not intended to compensate for lack of ability, but to allow a student to achieve his/her potential in the fairest conditions possible.
- Special Arrangements can only be authorized when they are clearly related to the student's diagnosed physical, educational and/or psychological need(s).
- Special Arrangements can be granted to pupils who have no support lessons.
- When assessing the student (on promotion), the teacher uses the same standards of assessment regardless of whether a student has a diagnosis or if s/he receives Special Arrangements or not.
- Special Arrangements include changed or additional conditions during the written and/or oral examinations.

A request by teachers or parents/legal representatives should be made to the Educational Support Coordinator in the case where a student would benefit from a Special Arrangement to compensate for a physical or learning difficulty or other special need.

- More than one arrangement can be applied for.
- All students receiving Special Arrangements require a medical/psychological/psycho-educational and/or multidisciplinary report (see Annex) explaining the justification for the Special Arrangement/s.
- Each application will be treated on its own merit. The Deputy Director takes the final decision whether to allow for special arrangements (in S1 to S5), and to define for which subjects these can be used.
- Special Arrangements for the BAC cycle (year S6 and S7) are applied for in year S5 (deadline is in October for S5) and, again, the Parents/legal representatives of the students receiving already such Special Arrangements will be informed by the School well in advance of the deadline in order to present an updated medical, psychological, psycho-educational and/or multidisciplinary report valid for the BAC cycle (year S6 and S7). The report should not date back more than two years from the date of the time of application for Special Arrangements in S5. A report that has expired can be updated rather than a new assessment carried out.
- Some Special Arrangements for the BAC cycle (year S6 and S7) may be granted by the School (after informing the Central Office of the European Schools) and others will be decided upon by the Office of the Secretary-General of the European Schools (OSGES). Once a decision has been taken by the OSGES, there is no form of appeal that can be made either by the School or the Parents/legal representatives.
- If a new student comes to the School in S5, S6, or S7, exceptions can be made by way of Special Arrangements, if there is a diagnosed physical, educational and/or psychological need(s).
- The medical/psychological/psycho- educational and/or multidisciplinary report provided must be translated into English, French or German.
- Normally the medical/psychological/psycho- educational and/or multidisciplinary report includes tests. The assessment must specify the techniques and the tests used to define the specific difficulties of the student. This assessment must also include the academic positioning of the pupil regarding average scores. It is very important for the assessment report to include results of tests and not solely the names of tests carried out. The recommendations for Special Arrangements must be defined in a precise manner (e.g., additional time, use of computer etc.).
- For the students receiving Intensive Support type A (ISA) the Special Arrangements will be discussed at the Support Advisory Group meetings.
- Some students receiving Special Arrangements do not receive Educational Support in the School.
- Extraordinary Special Arrangements can also be considered but these can only be implemented if the School can accommodate them.
- All Special Arrangements are recorded in the student's file.
- A non-exhaustive list of Special Arrangements that can be applied for is enclosed in the Procedural Document <https://www.eursec.eu/Documents/2012-05-D-15-en-12.pdf>

12.1 Special Arrangements up to S5

- Pupils granted Special Arrangements will not have their marks increased. They will be subject to the general assessment criteria and marking instructions. Language assessment criteria must be in line with the assessment principles approved in the Educational Support Policy. In all subjects other than Languages (History, Geography, Economics, Mathematics, Biology, Chemistry, Physics, Music...) only the specific competences required will be assessed, so language error will not penalise the student.
- When a student would benefit from a Special Arrangement to compensate for a physical or learning difficulty, teachers or parents can request this from the Deputy Director.
- More than one arrangement can be applied for.
- For the students receiving Intensive Support type A (ISA) these arrangements will be discussed at the Support Advisory Group meetings.
- Some students receiving Special Arrangements are not receiving Educational Support in School.
- The granting of a particular arrangement in years s1-s5 does not necessarily mean that it will be granted in the European Baccalaureate cycle.

12.2 Special arrangements in the Baccalaureate (BAC) cycle (s6 and s7)

The requests have to comply with the following requirements:

- A justifying medical / psychological / psycho-educational and/or multidisciplinary report. This report must not be more than two years old, i.e., it must not be dated earlier than October when in year S3 and not later than October when in year S5.
- Template for the requesting of Special Arrangements for the European Baccalaureate cycle
- Limited authorisation to release confidential information.
- Request letter
- They will have to reach the Educational Support Coordinator by the 15th of September at the latest in the year when the pupils are in S5.
- All communications must be treated confidentiality. To this aim, the School must receive permission from the legal representative of the pupil in order to handle and release confidential information.
- All requests and documents will be scanned and transmitted by the School to the Office of the Secretary General (European Baccalaureate Unit) using a secure digital platform appointed for this by the 30th of October.
- Some special arrangements for the BAC cycle (year S6 and S7) will be granted by the School and others will be granted by the Board of Inspectors or the Support Inspectors.
- If a student comes new to the School in S5, S6 or S7 exceptions can be made by way for special arrangements if there is a diagnosed physical and/or psychological need(s).

Noting that a special, centrally organised, application procedure applies for all European Schools with a deadline in the school year before the start of the BAC cycle (S5).

A student who has a medical/psychological/psycho-educational and/or multidisciplinary report but has not received support lessons can also be eligible to apply for special arrangements.

13. Gifted and highly motivated students

In the School, an attempt in first stage is made to provide the gifted and highly motivated pupils special incentives within the regular lessons through differentiation.

In certain cases, purposeful measures, as moving a year ahead, are taken on a case-by-case basis after careful consideration, following procedure written in the procedural document 2012-05-D-en-13.

In Primary School, a 'Challenge programme' is organised for gifted and highly motivated pupils. This is a programme designed to challenge such pupils in areas that are of interest to them: in Maths, Arts and Theatre in second language (once a week with pupils of similar ability levels).

In Secondary School after school activities are provided as well: These pupils can take part in a 'Challenge Programme' or the 'Programme to strengthen the 8 key competences' where they are welcomed to broaden and deepen their competences, personality, and skills.

In the second semester of the schoolyear 2023-2024, Secondary School starts with a pilot project which we have called Eureka! In a period of 10 weeks, highly gifted pupils from s1, s2 and s3 will participate on question-research orientated projects.

These projects are led by mentors in small groups of students with similar interests. Pupils can work alone or together on a project. The mentor is there to guide and stimulate their curiosity and help them with obstacles, communication and social skills and time management.

For the pilot phase of the project the students were solely selected by their teachers, students needed to be recommended more than once. If the programme is a success, for the years after, the selecting procedure needs to be adjusted.

14. Transition

14.1 Promotion and progression

Educational Support aims at enabling the pupil to reach the levels of performance/and at developing the competences as required for all pupils. A pupil benefiting from a modified curriculum to meet his/her needs will be promoted when he/she meets the expected requirements for his/her study level as defined in the General Rules of the European Schools and in the assessment criteria of the different subjects.

If a pupil is not promoted, he/she may progress with his class group for as long as this is beneficial to the pupil's social and academic development. Progression is only possible for students who are on the support programme and are following a modified programme set to their individual needs. Being in progression means that the student has not reached the expected level of achievement but can still follow their class to the next level based on emotional/social considerations and the collective professional opinion of his/her teachers that it is in the best interest of the pupil. The decision to put a pupil on progression without promotion is always discussed at a Support Advisory Group meeting for the pupil before a concrete proposal is taken to the Director.

Any pupil who has benefited from progression without promotion may return to a standard curriculum and be promoted to a higher class if s/he shows that the minimum requirements for his/her study level are met. Promotion from S5 to S6 is only possible when the pupil has followed the full curriculum and met its requirements. All European Baccalaureate candidates must have followed the full S6 and S7 curriculum to qualify for the European Baccalaureate Diploma.

14.2 Transition between cycles

Close communication between the cycles is important to allow a successful transition from Nursery to Primary and from Primary to Secondary. Confidentiality must be respected as much as possible but shall not hinder communicating important information. Smooth transition is also necessary for new students entering the School at any stage in the European School System.

Nursery to Primary

Nursery teachers must notify the Educational Support Coordinator of any pupils who have received support and/or continue to need support as they move to Primary.

Future P1 teachers should attend end-of-year SAG meetings organised for year2

Kindergarten (M2) pupils who will continue to receive Educational Support in P1.

and attend the Class Council of M2 in June.

Primary to Secondary

The Primary Educational Support Coordinator shares all the information regarding pupils in the different support areas with the Secondary Educational Support Coordinator.

The Secondary Educational Support Coordinator attends the P5 End of Year Advisory Groups and P5 Class Councils. S/he meets with the School Psychologist.

The Secondary Educational Support Coordinator passes on the information relating to P5 pupils to the Educational Advisor of S1.

15. Tripartite Agreements with therapists (external professionals)

There might be students whose development and learning needs require special support given by external therapists.

The provision will be organised based on a Tripartite Agreement, which is a contract established between the School, the Parents/legal representatives of the student and the therapist (included in the list of therapists approved by the European Commission).

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 organize 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 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.

- All information regarding the 'Call for expression for interest for therapists' shows on the website of the OSGES under the link: <http://schola-europaea.eu/cei/>
- The document http://schola-europaea.eu/cei/file/call3_EN.pdf clarifies the object, eligibility criteria and procedure to follow and mentions the link to the application form <http://schola-europaea.eu/cei/register.php> where the therapists fill in all their data

16. Communication and cooperation with parents

It is a fact that, when parents are involved with their child's education and work in partnership with the School, their child learns and achieves more. When Educational Support is offered to a student by the School it is vital that the Parents of the student ensure that their child attends the Support Lesson/s. If the child misses Support Lessons without a reasonable excuse, then the Educational Support will be withdrawn and given to another student.

The operation of an effective communication system between all the parties involved in meeting the individual learning needs of the student is essential. Promotion of parental understanding and involvement at an induction meeting for parents at the beginning of the year and the arrangement of formal and informal parent-teacher meetings during the year ensure that parents are fully informed of their child's progress. Parents also have a vital role to play in supporting their child at home when given tasks that complement the work done in school. When students struggle to make the expected progress, a meeting is held involving all parties connected with the child to plan effective measures in supporting them.

Good parental engagement is an essential factor in enhancing outcomes for pupils with Special Educational Needs.

17. Application and enrolment

The European School Munich (ESM) is mindful that it is in a position of trust by all the stakeholders and there is an expectation that a professional approach will be used in matters of confidentiality. ESM has a duty of care and responsibility towards the students and is committed to respecting their privacy and complies with the data protection regulations.

Procedure:

- Parents/legal representatives register their child in School. This form they be requested via <https://esmunich.de/grundschule/kontakt/sekretariat.html> or <https://esmunich.de/hoehere-schule/kontakt/sekretariat.html>
- The Registration Form has a separate sheet (Annex III) for inputting more information regarding a pupil's Special Educational Needs. Parents are required to include all relevant information about the child and to enclose any medical/psychological/multidisciplinary reports they might have. Once the Parents/legal representatives have filled out the Registration Form it is submitted to the enrolment officer in the School and then the information form on Special Educational Needs (Annex III) is forwarded to the Educational Support Coordinator along with any other documents pertaining to the pupil.
- The Educational Support Coordinator checks the documents and informs (where applicable the School Psychologist), the Deputy Director and on occasions the support expert for the Language Section in question. On some occasions the Educational Support Coordinator requests permission to talk to the responsible of the school where the pupil is currently attending.

- An internal pre-meeting is scheduled without the Parents/legal representatives of the pupil initially so that information can be shared, and options can be discussed.
- The Educational Support Coordinator shares the vital information with the Support Advisory Group (SAG) internal team (pre-meeting) and drafts a plan of how to proceed.

This includes:

- what the perceived needs of the pupil are (see Article 4.4.3 of the Procedural Document <https://www.eursc.eu/Documents/2012-05-D-15-en-13.pdf>)
- the nature, type and amount of support needed
- all necessary human resources we have available to the School
- personnel/materials/time: internal and external, specific expertise of teaching staff with required qualifications
- if there needs to be an application for a "Schulbegleiter"
 - Parents/ legal representatives are sometimes advised to explore other options if it is felt by the internal team that there are options available in the area that are better suited to the pupil. Advice is also given with regard such schools.
- The SAG then meets with the Parents/legal representatives also in attendance. The Parents/legal representatives are invited to bring any external therapists (who work with the pupil) to the meeting so that all professional opinions can be considered.
- The following are discussed:
 - the different support structures that the School offers
 - the needs of the pupil and possible Special Arrangement/s
 - the resources in the School (with particular reference to an assistant where applicable) considering recommendations cited in the reports sent)
 - the distinction between progression and promotion which may be applicable for an inclusive case
 - other schools that offer more (where applicable) along with a recommendation to the Parents to visit other schools so that they can compare and see what is best for their child as that is a priority concern for the School.
 - how the needs to the pupil will be addressed e.g. ILP in terms of objectives set/evaluated and the role of all in the process along with a clear procedure re. communication between all parties
 - Outcome and plan of action inclusive of transition from the pupil's Kindergarten or former school to ESM (where applicable) re. visitation.

This meeting is to ensure a fuller understanding of the pupil.

- If the Parents/legal representatives agree for the pupil to come to ESM then an official ILP is drafted and close cooperation is maintained with the Parents/legal representatives until the situation is settled and the pupil is on a good path.
- ESM endeavours to provide an inclusive environment for all its pupils. All parties want what is in the best interest of the child. It may become apparent either prior to admission or during the pupil's school life that ESM is not the best option when making provision for the pupil's pedagogical and social integration. In exceptional cases, when the School cannot provide an appropriate education for a student it can declare itself unable to meet the needs of the student. In such cases, the Director takes the final decision, in consultation with the Support Inspectors, the National Inspector, considering the discussion/outcome of the Support Advisory Group's meeting. In such cases, the School assists the Parents as far as possible with the transition process and the School Psychologist is also part of this process.

18. Discontinuation of studies of pupils with special educational needs

The European Schools are committed to providing Inclusive Education, considering the best educational response to the pupils' needs and abilities. This responsibility encompasses assuring general accessibility, including for pupils with special needs and/or disabilities; the provision of reasonable accommodation to the pupils' needs and ensuring a smooth and effective transition to other educational paths, when appropriated. 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. This may become apparent either before admission or during the child's schooling.

Before declaring that the School is unable to meet the child's special educational needs, the Director will ensure that all efforts possible are made to accept the child at the ESM in line with the School's Educational Support Guidelines and the relevant documents of the European School system governing Educational Support. The decision follows a strict procedure and different steps, to which intermediation and appeal provisions apply.

1. Collecting the documentation concerning the student	
Who?	Educational Support Coordinator
Procedure	<p>Based on the available documents the Educational Support Coordinator will review the special educational needs of the child.</p> <p>The following documents form the basis for this review:</p> <ul style="list-style-type: none"> - the medical / psychological/ psycho-educational and/or multi-disciplinary report, - the ISA - the ILP - the school/ progress reports - the minutes of the SAG meetings - the reports of external experts and those from professionals working under a Tripartite Agreement - any other relevant documentation.

2. Writing and discussing an internal report	
Who?	Educational Support Coordinator, Support Advisory Group (SAG)
Procedure	<p>First step: The Educational Support Coordinator examine the documentation and write a detailed report containing</p> <p>a) a summary of the pupil's history. This report shall give due consideration to the findings of a medical/ psychological/ psycho-educational and/or multidisciplinary report.</p> <p>b) a clear distinction of support measures which</p> <ul style="list-style-type: none"> - the School could provide through its own staff or through local Support services, therapists/external experts - the School is unable to provide through its own staff or through local Support services, therapists/external experts. In case of the latter, all reasons will be explained in the report. <p>c) an analysis of causes and reasons why the School might have to declare itself unable to meet the child's needs.</p> <p>If possible, the report will present alternative options for future schooling of the child in the host country. This will be done in consultation and collaboration with the external experts, when possible, responsible for writing the medical / psychological/ psycho-educational and/or multi-disciplinary report.</p> <p>Second step: the SAG discusses the report written by the Educational Support Coordinator</p> <ul style="list-style-type: none"> - The Director will convene a meeting of the SAG to be chaired by the Director or his/her delegate to which the Parents (who may be accompanied by external experts) will be invited.

	<p>- The Educational Support Coordinator will present her/his preliminary report.</p> <p>The SAG will thoroughly discuss the situation described in the report, examine the special educational needs, the current and potential future Support measures, the options for alternative schooling, considering above all what will be in the best interest of the child.</p> <p>The discussion should lead to a proposal regarding the continuation or discontinuation of the studies of the child at the School.</p> <p>In the latter case, the proposal will be accompanied if possible by some recommendations on alternative schools. This will be done in consultation and collaboration with the external experts, when possible, responsible for writing the medical / psychological/ psycho-educational and/or multi-disciplinary reports.</p>
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3. Taking the decision	
Who?	Director, Educational Support Inspector, National Inspector
Procedure	<p>Based on the opinion of the SAG, the Support Inspector and the National Inspector, the Director may</p> <ul style="list-style-type: none"> - declare the School unable to meet the child's needs, duly justifying the reasons based on all documentable evidence submitted, - declare that the School is able to partly meet the child's needs but inform the Parents that there might be better solutions available in the education system of the host country and provide the Parents with relevant information concerning the advantages of the latter, - decide on the continuation of the enrolment of the child and start the relevant procedure in order to renew and possibly modify the ISA and the ILP.

4. Communication of the decision	
Who?	Director, Educational Support Inspector, legal representatives of the student
Procedure	<p>Based on the opinion of the SAG, the Support Inspector and the National Inspector, the Director may</p> <ul style="list-style-type: none"> - declare the School unable to meet the child's needs, duly justifying the reasons on the basis of all documentable evidence submitted, - declare that the School is able to partly meet the child's needs but inform the Parents that there might be better solutions available in the education system of the host country and provide the Parents with relevant information concerning the advantages of the latter, - decide on the continuation of the enrolment of the child and start the relevant procedure in order to renew and possibly modify the ISA and the ILP.

The ESM provides comprehensive documentation for each case:

- the type of support needed,
- a summary of all actions and measures taken,
- the reasons for the declaration of the School being unable to continue to meet the child's needs,
- the procedural steps taken by the Director,
- whether the Parents agreed with the decision of the Director or stating their reasons if not,
- the decision deviated from the independent opinion of external experts as laid down in medical/ psychological/ psycho-educational/ multi-disciplinary report(s) and/or additional reports submitted for consideration.

19. Reorientation – Transition to other schools

It is important to be aware that the European Schools are mainstream education establishments. However, the ESM aims at being as inclusive as possible within the limits of the regulations and the available resources and expertise. If the School is not prepared to meet the educational needs of a pupil at a given moment, an open frank dialogue with the Parents is sought to help them to explore different possibilities for school reorientation.

To this end, the Educational Support Coordinator and the School Psychologist contacts local, regional or national Community Services.

20. Appeals

Any decision made by the School is subject to appeal.

An appeal may be lodged with the Secretary-General of the European Schools within fifteen calendar days of notification of the decision.

21. Teaching Plans/Reviews

Teaching plans take the form of Group Learning Plans (GLP) or Individual Learning Plans (ILP). They contain targets which are often few in number but they inform the priority learning needs of the pupil and they are directly linked to suitable interventions. The targets are based on evidence collected through formal and informal assessment approaches. The views of the pupil are also considered through their direct involvement in the discussion or by gathering their views in advance of the review process. Targets are relevant, realistic and meaningful and they draw from the strengths and interests of the pupil. They are measurable and observable. They challenge and build on existing knowledge and address pupil's holistic needs.

The Plans are reviewed biannually, and they are a record of the progress. This evaluation is performed through teacher designed tasks, checklists, samples of work and observation. The outcome leads to adjustments of the teaching plans. Reviews include measures of attainment, communication, independence, attendance, social inclusion and well-being.

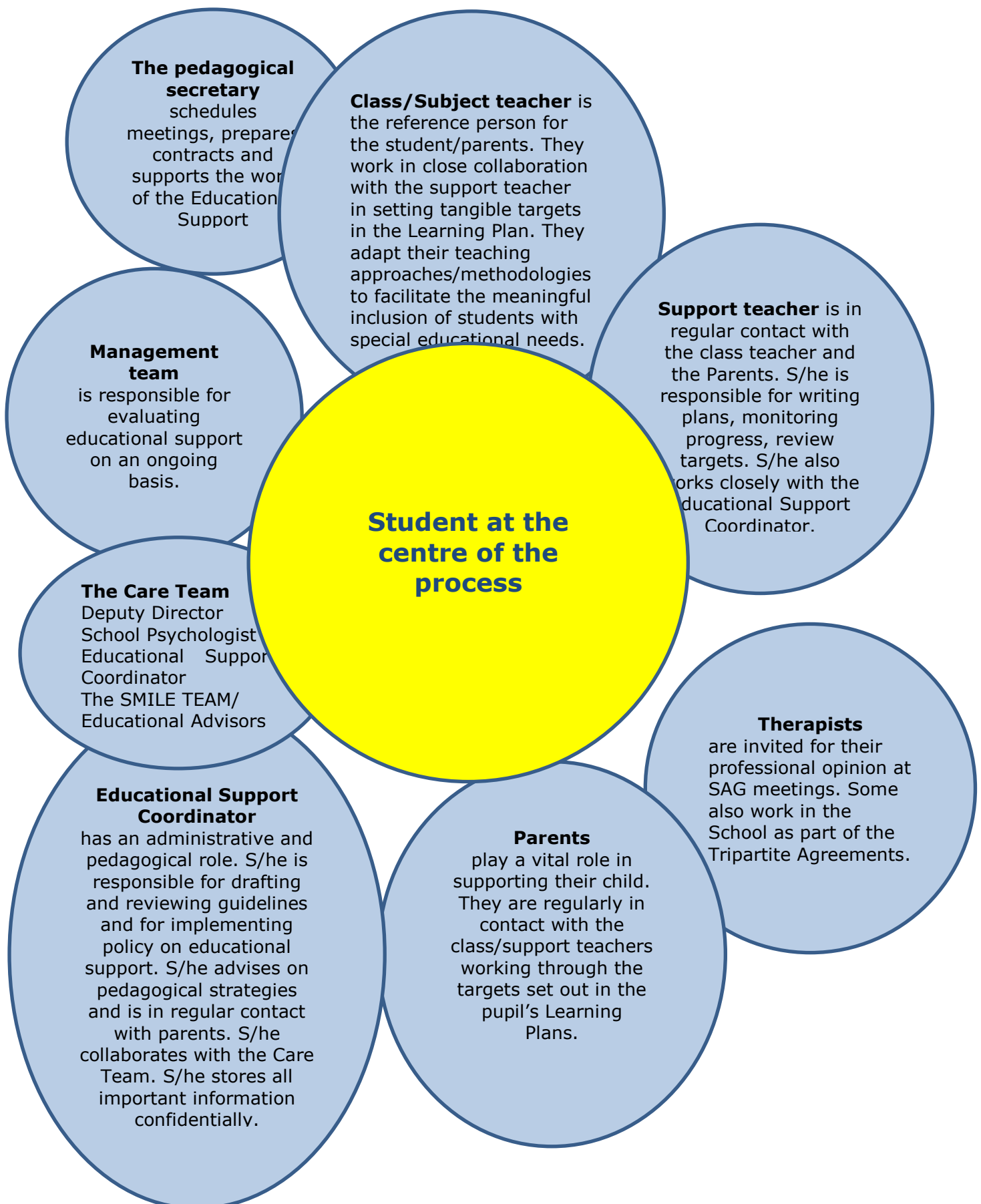
22. Individual Learning Plan (ILP)

The Individual Learning Plan (ILP) sets out the objectives in a particular subject for a particular student and also sets out the methods, objectives and criteria that will be used to implement support and evaluate the student's progress. The ILP takes into consideration the medical/psychological/psycho- educational and/or multidisciplinary report when this is available.

For students who continue with Educational Support from one year to the next, the Support Teacher will consult the previous year's ILP, consult the minutes of the previous year's SAG meeting (in the case of ISA students), discuss the student's needs with the class/subject teachers as appropriate and then the Support Teacher will draw up an ILP for the subject he or she is teaching. In the Nursery and Primary cycle, the class teacher is actively involved in the drawing up of the ILP.

All documents are kept by the Educational Support Coordinator. Once the ILPs are completed, the Educational Support Coordinator draws up the Intensive Support Agreement for students receiving Intensive Support. The Intensive Support Agreement will be signed by the Parents and the Director of the ESM. Students receiving Moderate and General Support will also have an ILP or a GLP.

23. Key actors involved in Educational Support



24. Support Advisory Group (SAG)

The main functions of the SAG are:

- To meet officially once a year to evaluate, initiate, renew, or terminate the Intensive Support Agreement (for Intensive Support A students).
- When deemed necessary, a meeting of the Support Advisory Group, in either plenary or restricted session, may be held at any point during the school year to discuss the student's progress, to evaluate the Support and/or amend the Intensive Support Agreement, with consideration given to the a medical/psychological/psycho- educational and/or multidisciplinary report expert assessment or report. This is usually organised by the Educational Support Coordinator in consultation with the Deputy Director and/or the Director (his or her delegate), or the parents/legal representatives of the student.
- The School issues invitations to all the parties involved, outlining those that will be present at the meetings, their respective roles and the agenda for each meeting.
- Parents/legal representatives are encouraged to invite external experts who are working with the student in an educational context outside the School (or within the School on the Tripartite Agreement (see chapter 15).
- The Support Advisory Group meeting is chaired by the Deputy Director or his/her delegate
- The Support Inspector may be present at some of the meetings.
- The School Psychologist and/or the Educational Advisor may be present, depending on the student's needs.
- A multidisciplinary approach is applied with the student's parents/legal representatives and both internal and external experts present to discuss the student and their progress. All parties are invited to contribute.
- The student's individual learning needs and objectives are discussed, along with the Educational Support measures and Special Arrangements that may be needed, including Tripartite Agreements and a Support Assistant if necessary. The recommendations of the SAG, will form the basis for the Intensive Support Agreement between the Director and the parents/legal representatives.

During the Support Advisory Group meeting

The Support Advisory Group, chaired by the respective Deputy Director or the Educational Support Coordinator:

- analyses the grounds of the application for Intensive Educational Support, on the basis of the expert reports and on the case history;
- based on the multi-disciplinary report, recommends Special Arrangements to meet the pupil's Special Educational Needs (arrangements concerning special equipment, teaching material, individual support);
- reaches one of the following conclusions:
 - General/ Moderate Support is the most suitable form of provision
 - the case is one where Intensive Support is needed
 - the School cannot meet the Special Educational Needs of the child.

After the meeting:

In some cases, the Intensive Support Agreement can already be signed at the end of the meeting. In other cases, the Educational Support Coordinator includes the information and conclusions of the meeting in the Intensive Support Agreement and the Parents/ legal representatives are invited to sign it at a later date. Parents receive for signature the draft Intensive Support Agreement. A copy of the signed Intensive Support Agreement will be sent to the Parents.

The SAG is organised at the end of the school year, to discuss the overall progress of the student. During this meeting, all parties communicate their view on the student's situation and progress, the end-of-year transition, and the estimated Support needs for the next school year. They also state the estimated Support to be put in place as of September (in School and outside) taking into consideration any medical/ psychological/ psycho- educational and/or multidisciplinary reports provided to the School.

25. The Support Teams

The Support Teams (see Annex 1,2) at the ESM are in charge for Nursery and Primary cycle and the Secondary cycle and allow for the exchange of relevant information in a confidential way to inform the key people in the ESM and divide tasks.

Each member is frequently in contact with the class teachers, Support Teachers, L2 teachers, as well as the SEN assistants, parents, assistance services, and the external specialists at the ESM, depending on his/her function. Staff members are encouraged to contact the Support Teams if they have a concern or question about a pupil.

The purpose of the meetings of the Support Teams is to consider the behavior and needs of pupils requiring special attention, and to respond to them in the most appropriate way.

26. Confidentiality

ESM will spare no effort to put in place all the necessary measures to ensure the confidentiality of information shared by the families, pupils or external specialists in compliance with the General Data Protection Regulations (GDPR)

https://esmunich.de/fileadmin/Website/Downloads/Allgemein/Privacy_Statement_ESM_General.pdf

<https://esmunich.de/en/metanavigation/standard/privacy-policy.html>

The School reserves the lawful right to contact competent external institutions (i.e. Youth Protection Service, etc.) in the event that the confidential information provided raised serious health, safety or security concerns regarding its pupils.

27. Useful links/ references

Website of the European School Munich (<https://esmunich.de/home.html>)

Website European Schools <https://www.eurasc.eu/de>:

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

Provision of Educational Support in the European Schools - Procedural document <https://www.eurasc.eu/Documents/2012-05-D-15-en-13.pdf>

General Rules of the European Schools <https://www.eurasc.eu/BasicTexts/2014-03-D-14-en-13.pdf>

28. Annexes

1. Composition of the Support Teams
2. Composition of the Support Advisory Group
3. Roles of:
 - a) Educational Support Coordinator
 - b) Support Teachers
 - c) SEN Assistants
 - d) Therapists
4. Criteria for the medical / psychological / psycho-pedagogical / multidisciplinary report
5. Model template of Intensive Support Agreement
6. Model template for Individual Learning Plan for Moderate Support
7. Model template for Individual Learning Plan for Intensive Support
8. Model template Support Advisory Group meeting

Composition of the Support Teams

Nursery/ Primary Cycle	
Deputy Director	Anastazija AVSEC
Assistant to the Deputy Director	Flemming STIE
Educational Support Coordinator	Vinciane HORNUNG
School Psychologist	Kristina PRADO PIRES ALBUQUERQUE

Secondary Cycle	
Deputy Director	Martin DUGGEN
Principal Educational Advisor	Václav SALVET
Educational Support Coordinator	Evelien DE MOES
School Psychologist	Sylvia REICHENEDER-SCHWARZ

COMPOSITION OF THE SUPPORT ADVISORY GROUP (SAG)

Support Advisory Group	
Nursery and Primary	Secondary
Chair: Director or their delegate: member of the management or the EdSup Coordinator	Chair: Director or their delegate: member of the management or the 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>
Teachers <ul style="list-style-type: none"> • class teacher • other teachers involved (where appropriate) • L1 teacher • support teacher • support coordinator 	Teachers <ul style="list-style-type: none"> • class teacher • teachers of the subjects concerned • L1 teacher • support teacher • support coordinator • cycle coordinator (where appropriate) • educational adviser (where appropriate)
Specialists: <ul style="list-style-type: none"> • school psychologist • school doctor (if necessary) • other specialists (if necessary), the therapists working under a tripartite agreement (if necessary) 	Specialists: <ul style="list-style-type: none"> • school psychologist • school doctor (if necessary) • other specialists as the therapists working under a tripartite agreement (if necessary)
The parents/legal representatives of the pupil concerned, who may be accompanied by a qualified specialist.	The parents/legal representatives of the pupil concerned, who may be accompanied by a qualified specialist.
<ul style="list-style-type: none"> • Liaison between two teaching levels: • the primary teacher, where appropriate, to liaise when the child moves up to the primary; • the Educational Support Coordinator of the subsequent level; • one or more secondary cycle teachers, where appropriate, to liaise when the pupil moves up to the secondary. 	<ul style="list-style-type: none"> • Liaison between two teaching levels: • the Educational support coordinator of the precedent level; • the primary teacher and the previous support teacher, where appropriate, to liaise when the child moves up to the secondary;

a) The role of the Educational Support Coordinator

The Director/Deputy Director will appoint one or more Educational Support Coordinators. The purpose of coordination in the School is to organise and implement the educational Support Policy successfully and efficiently. Such coordination will include:

- assisting the Director/Deputy Director in providing educational Support;
- liaising on educational Support between cycles;
- harmonising educational Support provision within and across language sections;
- identifying needs for in-service training in the educational Support area;
- playing an active part in organising educational Support and in-service training;
- compiling Support data;
- keeping a record of all students receiving General, Moderate or Intensive Support;
- keeping and storing confidential documents, GLPs and ILPs in line with the General Data Protection Regulation;
- recommending, in consultation with other professionals, working with the student(s) when there is no further need for educational Support;
- acting as a contact point for parents, students, staff and, if necessary, other experts and informing them of students' educational needs;
- contributing to harmonisation of educational Support within the ES system.

b) The role of the Support teachers

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

Locally recruited teachers will have the proper qualifications expected for the cycle and/or subject which they are teaching. The diplomas and certificates will be sent to the National Inspector for approval. The person will have additional qualifications, experience, or aptitude for teaching students with diverse needs. The Support teacher:

- will use appropriate differentiated teaching methods;
- will undertake detailed observation and assessment;
- will decide on the most appropriate teaching strategies for the student, in consultation with the class or subject teacher and any other professionals working with the student;
- will write a GLP for the group receiving General Support and an ILP for each student in cooperation with the class/subject teacher (<https://www.eursc.eu/Documents/2012-05-D-15-en-13.pdf>)
- will liaise and cooperate with class or subject teachers and the other members of the team during the learning process;
- will evaluate the student's progress;
- will keep records of achievement in order to have accessible information when needed;
- will liaise with parents about the student's progress and needs.

c) The role of the SEN Assistants

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

On the system level the role and responsibilities of support assistants are specified in the job description of a SEN Assistant (document 2011-07-D-1-en-1).

In the European School Munich, we work with "Schulbegleiter", mainly provided by external associations and therefore the job description could be slightly different from system level. The decision to request for a "Schulbegleiter" and the precise implementation is always made in a SAG meeting.

d) The role of the Therapists

There might be students whose development and learning needs require special Support given by paramedical auxiliary staff (essentially speech and physical therapists). The provision will be organised on the basis of a Tripartite Agreement.

The School's role is to make a suitable room available to the student and to the professional whose services are used, to agree on a timetable, to take account of class activities and to provide coordination and monitor student's development through meetings of the Support Advisory Group. Paramedical auxiliary staff provides services and is paid directly by parents.

Criteria for the medical/ psychological/ psycho-pedagogical/ multidisciplinary report

<https://www.eursec.eu/Documents/2012-05-D-15-en-13.pdf> (see 4.4.2 for details)

- It should be legible, written on letterhead, dated and signed;
- Specify the title, name and professional references of the expert (s) who conducted the assessment and diagnosed the student;
- Through the medical / psychological / psycho-pedagogical or multidisciplinary report, clearly specify the nature of the student's medical and / or psychological disorders, his or her needs and the tests or techniques used to make a diagnosis;
- The report for learning disabilities should describe the student's strengths and difficulties (cognitive assessment) and their impact on learning (evidence-based education) as well as the tests and techniques used to make a diagnosis.
- The report for medical / psychological problems must specify the student's medical / psychological needs and their impact on learning (evidence-based education):
- All reports need a summary or conclusion and must include clear indications of the necessary adjustments and, where appropriate, teaching / learning recommendations to be provided to the School;
- The file must be regularly updated and must not be more than four years old when the pupil changes cycle. In the case of permanent and stable disability and with the agreement of the Support Advisory Group, regular updates can be made without re-testing;
- In the event of a request for special provisions for the European Baccalaureate, a fully updated medical / psychological / psycho-pedagogical and / or multidisciplinary report is required. The file must not be older than two years, i.e. should not be dated earlier than October in S3 and not later than October in S5.
- In exceptional, unpredictable, and duly documented circumstances (critical illness, accident, new registrations, etc.) and only in these cases, the request for special provisions may be made after the expiration of the period specified above. The application must be accompanied by a complete file specifying the grounds on which it is based;
- To avoid any risk of conflict of interest, the expert who evaluates a student cannot be a member of the staff of the European Schools or a family member of the student;
- Accompany the report with an English, French or German translation if the original is not written in one of the lingua franca.

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

Pupils with special needs will be admitted to the European School and will receive Intensive Support, provided that their special educational needs allow them to follow a 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 6: 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	

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If this pupil has a medical/psychological/psycho-educational and/or multi-disciplinary report, please state the diagnosis contained therein:

Name of the expert and date of the report:

School history

(schools attended, repeating a year etc.)

1.

2.

3.

Medical needs

(for allergies, diabetes etc.)

Description of the main barriers to learning faced by the pupil/pupil's special educational needs:

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

Challenges (weaknesses, difficulties)

Pupil's interests and learning profile

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SUPPORT

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

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5.				Date NYA / /	Date NA / /	Date A / /
6.				Date NYA / /	Date NA / /	Date A / /
7.				Date NYA / /	Date NA / /	Date A / /

Individual Learning Plan is written by:

Name

Signature

Place

Date



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	
Diagnosis as written on last medical / psychological/ psycho-educational / multi-disciplinary report:	

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

Annex 7: Model template for Individual Learning Plan for Intensive Support A



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



Modifications/accommodations

<p>The following modifications/accommodations are used:</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>Classroom accommodations</p>	
	<p>Classroom Accommodations (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>Special Arrangements for assessment (Annex 2)</p> <p><input type="checkbox"/></p> <p>Others</p> <p>School report <input type="checkbox"/></p> <p>School report/Semester report contains adapted assessment</p>	

**Classroom Accommodations** (Annex 1)**General Classroom Accommodations**

Accommodation	All subjects /areas	Some subjects/ areas	Which subjects/areas
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

Accommodation	All subjects areas	Some subjects/ areas	Which subjects/areas
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"/>	
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 areas	Some subjects 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 areas	Some subjects 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"/>	

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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"/>	
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 areas	Some subjects 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"/>	



Special Arrangements for Assessment (annex 2)

Special Arrangement	All tests	Some tests (specify)	All areas/ subjects	Some areas/ subjects (specify)
a) Separate room for the test/examination/assessment;	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
b) Change of seating arrangements;	<input type="checkbox"/>		<input type="checkbox"/>	
c) Taking of medication and/or refreshment in the case of a medical condition, for example, diabetes;	<input type="checkbox"/>		<input type="checkbox"/>	
d) An assistant to provide physical care for a pupil to ensure his or her well-being and safety. This assistant may not be a relative of the pupil or the teacher of the subject that is being examined;	<input type="checkbox"/>		<input type="checkbox"/>	
e) The use of a specific learning aid which is normally used in class, for example, a magnifying glass;	<input type="checkbox"/>		<input type="checkbox"/>	
f) a hearing aid; use of FM hearing system coloured overlay; a low vision aid; coloured lenses;	<input type="checkbox"/>		<input type="checkbox"/>	
g) For colour-blind pupils, colours can be substituted with words on the test/examination paper or a reader can name the colours for the pupil;	<input type="checkbox"/>		<input type="checkbox"/>	
h) List of approved devices/software/applications to be used in assessment;	<input type="checkbox"/>		<input type="checkbox"/>	
i) 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"/>	
j) 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"/>	



k) 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"/>	
l) Disregard of spelling mistakes in language subjects in case of dyslexia, when a spellchecker is not granted;	<input type="checkbox"/>		<input type="checkbox"/>	
m) 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"/>	
n) Written answers for oral examinations by a candidate who has severe difficulties in oral expression;	<input type="checkbox"/>		<input type="checkbox"/>	
o) 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"/>	

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;

Special Arrangement	All tests	Some tests (specify)	All areas/ subjects	Some areas/ subjects (specify)
p) 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.

Special Arrangement	All tests	Some tests (specify)	All areas/ subjects	Some areas/ subjects (specify)
q) 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"/>	
r) An audio recording of answers where a scribe is not available	<input type="checkbox"/>		<input type="checkbox"/>	

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<p>s) 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</p>	<input type="checkbox"/>		<input type="checkbox"/>	
<p>t) Approved software or a prompter to assist a pupil with severe concentration difficulties or neurological disability in paying attention to the assessment tasks</p>	<input type="checkbox"/>		<input type="checkbox"/>	



SUPPORT

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

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					/ /	
7.				Date NYP / /	Date NA / /	Date A / /

Individual Learning Plan is written by:

Signature

Name

Place

Date

Model template for the School Report (secondary cycle)



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School Year

REPORT

NAME:

CLASS:

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

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Subjects for which adapted content expectations for assessment are used

Subjects	Standards reached	Comments

Subjects or courses from which the pupil was granted total exemption

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

Annex 8: Model template for Support Advisory Group meeting



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SUPPORT ADVISORY GROUP MEETING

Date of Advisory Group meeting: / /

Name of the pupil

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

*subject or area of expertise