



General Internal Guidelines for Educational Support

for parents

Version 30. September 2016

Internal Guidelines on Educational Support in the European School Munich

This document is produced in line with the Policy and the Provision of Educational Support documents in the European Schools <http://www.eursc.eu/de/European-Schools/studies-certificates/educational-support>

The implementation of these Guidelines will be reviewed every two years or as circumstances warrant, to ensure that the content enclosed is adhered to and up to date. Adjustments will be made accordingly along with official changes issued by the Board of Governors and/or the Joint Teaching Committee.

This document highlights the common practice for Educational Support in Kindergarten, primary cycle and secondary cycle of the European school Munich.

1. Introduction

The European School Munich advocates a 'whole school approach' to special educational needs which involves all the staff adhering to a model of good practice. The staff of the school is committed to identifying and providing for the needs of the children in the school. It is about creating a secure, accepting, collaborating, stimulating community in which everyone is valued. Through adopting the 'whole school approach', the European School Munich can cater for students with diverse needs in a more comprehensive manner. This approach aims at a cohesive response to diverse learning needs and a consistent practice, as far as possible, in a culture of ongoing improvement which sets high expectations, monitors student's progress and discussion of student achievement. The central aim is for a child-centered education for life in the wider world beyond the school, incorporating the European dimension.

In order to optimize the teaching and learning it is vital to:

- set achievable targets which promote self-esteem and a positive attitude to learning
- encourage differentiation, supporting the learning process
- work in partnership with students and parents
- promote collaboration among teachers
- enable students to monitor their own learning and become independent learners within their own ability

The aim of this document is to provide a framework for all the partners in education in the European School Munich. It makes clear that decisions concerning support are made in the best interest of the student.

1.2 Communication and cooperation with parents

The teaching and management staff of the European School Munich believe that when parents are involved in their child's education and work in partnership with the school, their child learns and achieves more. The operation of an effective communication system between all the parties involved in meeting the individual learning needs to the student is essential. Promotion of parental understanding and involvement at an induction meeting for parents at the beginning of the school 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 him/her.

2. Levels of Educational Support

Please see individual documents for all three schools for further elaborations regarding the different forms of educational support.

2.1 Tripartite Agreements

This is an agreement between the school, the parents of a student on Intensive Support type A and a therapist to work with this student on the school premises in/outside of his/her timetable. Priority is always given to the school regarding timetabling. Some educational support is organised in November so the

therapists may need to change their timetable if it clashes with the support time allocated to a given student. The alternative is that the parents of the student organise the support outside of school. The parents organise the therapist who is registered with the school and pay for the tuition and the school provides for the premises for the session/s. This agreement is only available for ISA students and is discussed at the Support Advisory Group (SAG) meetings.

2.2 Support Advisory Group (SAG)

- The Support Advisory Group meets officially once a year to evaluate, initiate, renew or terminate the support agreement.
- When deemed necessary, usually decided by the 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 support agreement.
- The Support Advisory Group meets officially before Easter to discuss the students in kindergarten and primary school students and after Easter to discuss the secondary school students.
- 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 experts¹ who are working with the student in an educational context outside the school (or within the school on the Tripartite Agreement).
- The Support Advisory Group meeting is chaired by either the Deputy Director or the support coordinator.
- The support inspector may be present at some of the meetings.
- The school's psychologist or a member and/or the educational advisor are present if requested to be there by the support coordinator.
- A multidisciplinary approach is applied with the student's parents 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 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 support agreement². Other forms of support are also discussed if applicable and on rare occasions, the need for a support assistant for the student.
- The support agreement and the Individual Learning Plan can be written in English, French or German.
- Some students receiving Intensive Support type A will be on an adapted curriculum and this is further elaborated on in the Individual Learning Plan. It is possible to return to the full curriculum but before re-enrolment in the standard curriculum the student must achieve the pedagogical competencies of that academic year.
- Once consensus has been reached the Intensive Support agreement and the student's Individual Learning Plan are signed by all present.
- Meetings are minuted.
- The planning part of the document is sent the following September/October as it involves a new academic year.
- Following the signing of the Support Agreement the support coordinator organises which teachers will be taking the agreed students for the coming year and any other arrangements agreed at the meeting.
- This support agreement is valid for one school year only.
- The support coordinator summarises the outcomes of all the meetings and informs the Deputy Directors of both schools.
- The support coordinator drafts the table with the names of all the students receiving Intensive Support type A, their diagnosis and the special arrangement agreed for them if applicable. This table is on Moodle (school's internal platform) and can only be accessed by teachers in the school. Teachers are informed by email/ announcement on SMS (School Management System) whenever a new student is added to the list.
- 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.

¹ See Annex 1 Procedural document <http://www.eurisc.eu/getfile/1887/2>

² See Annex 2 of the Procedural document <http://www.eurisc.eu/getfile/1887/2>

- 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 Support Advisory Group's opinion into account.

2.3. Special Arrangements³

2.3.1 Information

- These arrangements are designed to allow a student access to the 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 authorised when they are clearly related to the student's diagnosed physical and/or psychological need(s).
- When assessing the student the teacher uses the same standards of assessment (Chapter IX, General Rules <http://www.eurisc.eu>) for all students regardless if 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.
- When a student would benefit from a special arrangement in order to compensate for a physical or learning difficulty, teachers or parents⁴ can request this from the Deputy Director.
- More than one arrangement can be applied for.
- All students receiving special arrangements require a medical/psychological and/or multidisciplinary report (details see 4.4.2 of Procedural document <http://www.eurisc.eu/de/European-Schools/studies-certificates/educational-support> explaining the justification for the special arrangement/s).
- Each application will be treated on its own merit. The Director takes the final decision to allow for special arrangements (in S1 to S5) and to define in which subjects these can be used.
- Special arrangements for the BAC cycle (year S6 and S7) are applied for in year S5 and, again, the parents of the students receiving such arrangements will be informed by the school well in advance of the deadline (30th April) in order to present a psychological report valid for the BAC cycle (year S6 and S7). The psychological report needs to be valid for within two years of the application in S5.
- 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).
- 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.
- 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.
- The generic list of special arrangements that can be applied for is enclosed in the Procedural document <http://www.eurisc.eu>).

2.3.2 Procedure for request of special arrangements from s1 up to s5

Please refer to, <http://www.eurisc.eu/de/European-Schools/studies-certificates/educational-support>
<http://www.eurisc.eu/Documents/2012-05-D-15>

2.3.3 Special arrangements in S6 and S7 (BAC cycle)

Please refer to, <http://www.eurisc.eu/de/European-Schools/studies-certificates/educational-support>
<http://www.eurisc.eu/Documents/2012-05-D-15>

³ This document is based on the Provision of Educational Support in the European Schools-Procedural document (<http://www.eurisc.eu/getfile/1887/2>)

⁴ For the purposes of this document the term 'parent' infers the student's legal representatives.

4. Gifted and highly motivated pupils

In primary school and in secondary school a 'Challenge programme' is organised for gifted and highly motivated pupils. In primary school this is largely organised during European hours and in secondary school it is part of the whole day concept.

5. Transition

In transition students face changing social context as they leave behind the known for the unknown. It is a process, not a one-off event which requires time and commitment.

5.1 Transition from Kindergarten to primary school

There is close communication between the support coordinator/Deputy Director and the Kindergarten coordinator in advance of the Kindergarten pupils entering year one primary. There is a preparatory class council in January/February. Present at these meetings are the Kindergarten class teachers, the support coordinator, the school psychologist and the Deputy Director. The SWALS teachers are asked to write a brief report on each of their pupils and to identify future support needs if applicable. A class council is also held again the end of the academic year to ascertain which pupils may require General or Moderate Support in the first few months of primary school. Present at these meetings are the Kindergarten teachers (class teachers and SWALS teachers), the year 1 class teachers for the following year (if feasible), the support coordinator, the school psychologist and the Deputy Director. Parents are informed of the outcome of the class council if there is a recommendation for their child to receive support, additional support or referral to an outside agency.

For pupils coming from an external Kindergarten to year one ESM the parents of these pupils are obliged to provide the school with all the information in advance of enrolment. If the pupil has educational and/or psychological needs it is important for the class teacher and/or support coordinator to meet with the parents in advance of the pupil starting year one in order to target support effectively. On occasions there is also a need for a Support Advisory Group meeting (see Procedural document for Intensive Support type A).

5.2 Transition from primary school to secondary school

The educational advisor for S1 is present at the year 5 class councils and on occasions the class teachers of first year secondary school (if they are known at the time). This ensures a smooth exchange of information on pupils who need support transferring from the primary school to the secondary school.

The pupils attending General Support in year 5 will not be officially recommended for educational support in first year secondary school. Instead the subject teachers in the first year secondary school will be given a list of these pupils from year 5 primary and these pupils will be closely observed in the first month of secondary school. If it is deemed that educational support is necessary then the subject teacher and/or parent of the pupil will apply to the support coordinator in the secondary school and the pupil will be registered for support.

The pupils attending Moderate Support will continue with educational support in the first year secondary school and the pupils receiving ISA will be discussed at the ISA Support Advisory Group meetings. Pupils who received ISB will also be closely monitored and their needs assessed individually.

Pupils who were previously on ISA and after discussion at the SAG meetings no longer require such intensive support are either given a different form of support in the secondary school or are taken off support and put on the observation list.

All pupils on ISA and in receipt of special arrangements are made known to all teachers via Moodle and the list is kept confidential.

For students coming from an external school to the secondary school the parents of these students are obliged to provide the school with all the information in advance of enrolment. If the student has educational and/or psychological needs it is important for the support coordinator and/or Deputy Director/school and psychologist to meet with the parents in advance of the student starting the secondary school in order to target support effectively and for the parents to present any relevant documentation. On occasions there is also a need for a Support Advisory Group meeting (see Procedural document for Intensive Support type A).

A transition meeting is also organised in September where the teachers from year 5 primary meet with the class teachers of their pupils in the secondary to exchange confidential information regarding the children in their care. This is managed by the support coordinator in collaboration with the educational advisor for S1.

6. Educational Support Staff

For more information regarding the roles of the educational support staff please refer to <http://www.eurasc.eu/de/European-Schools/studies-certificates/educational-support>
<http://www.eurasc.eu/Documents/2012-05-D-15>

6.1 Educational support assistants

In exceptional cases and when necessary a support assistant is discussed at Support Advisory Group meetings. The amount of hours when the assistant will work with the student is also discussed.

The support assistant is provided by local organisations or employed by the school. The parents of students who are in need of a support assistant and are in the German section apply locally for the assistant (with guidance from the school). For students who are in other language sections the school advertises the post as it is imperative that the assistant works in the dominant language of the student. Training is organised every year in September for support assistants and all the information pertaining to their job is available from the support coordinator. Payment can vary depending on the employer.

The range of duties and responsibilities of support assistants vary considerably and depend in large part on the difficulties experienced by the pupil. Some students have mobility issues e.g. are in a wheelchair while others have difficulties concentrating and need an assistant to keep the student on task while also recognising when s/he needs a break. The aim of the support assistant is to assist the student in accessing the curriculum while at the same time encouraging the student to be more autonomous in his/her learning. Some support assistants accompany a student for a number of years and that is reviewed on an annual basis at the Support Advisory Group meetings. The support assistant writes a report or has a meeting with the subject teacher in advance of the meeting and gives their view of the student that is presented at the meeting by the subject teacher.

7. Advisory team

Educational support is one element of the Advisory team in the European School Munich. Other support services linked to educational support and also part of the team include:

- The school psychologist
- The SMILE/KIVA team which operates in the primary school
- The educational advisors in the secondary school

Some of these roles are further elaborated in the separate documents relating to each school on this website.

8. Admission/ Procedure/ Documentation

For further information regarding:

- how to apply for educational support for your child
- the procedure used in our school
- the documentation that needs to be filled

please refer to the individual guidelines for Educational Support in Kindergarten, primary and secondary cycle of the European School Munich. It is always advisable to talk with the class teacher of your child in the Kindergarten /primary school and the subject teacher of your child in the secondary school before applying for support.

9. Personnel

If you have any questions regarding educational support please contact:

Brid Lütke-meier (brid.luetkemeier@teacher.eurasc.eu) who is the overall support coordinator and is responsible for Intensive Support type A in the secondary school

Veronika Artelsmair (veronika.artelsmair@teacher.eurasc.eu) is the support coordinator in the secondary school



Educational Support in Kindergarten

Internal Guidelines for parents

Version 30. September 2016

1. Introduction

This document is produced in line with the Policy and the Provision of Educational Support documents in the European Schools <http://www.eursc.eu/de/European-Schools/studies-certificates/educational-support>

The implementation of these Guidelines will be reviewed every two years or as circumstances warrant, to ensure that the content enclosed is adhered to and up to date. Adjustments will be made accordingly along with official changes issued by the Board of Governors and/or the Joint Teaching Committee.

2. Teaching and learning in Kindergarten

The early years of a pupil's life are one of rapid growth and development. Good quality early years education and care broaden pupil's learning and social and emotional experience by giving them a sense of belonging and supporting them to become confident and secure, eager and enthusiastic learners. In the European School Munich the emphasis is on the holistic development of the pupil. Young pupils are active and experienced learners with natural curiosity, resilience and a lot of enthusiasm. Special educational needs are an all-encompassing term that reflects diversity in pupil's learning and developmental profiles. These areas are not clear cut and there is diversity within each group. Specifically it refers to pupil's characteristics that can be grouped into 4 categories:

1. Cognitive and learning difficulties
2. Emotional, behavioural and social difficulties
3. Communication and interaction difficulties
4. Sensory and/or physical difficulties

It is widely accepted that the earlier learning difficulties are identified the more likely it is for parents and educators to minimize their impact on young pupil's learning and social-emotional development. At the European School Munich the emphasis is placed on **early intervention**. Fundamental to this approach is a solid understanding of the need for a **multi-sensory approach** that is structured, cumulative, sequential and where necessary repetitive to circumvent the issues in memory and learning. Multi-sensory approach implies that the learning environment should accommodate visual, auditory and kinesthetic learning preferences. This form of teaching is crucial as it will accommodate all the different modalities of learning.

Educational support in the Kindergarten is divided into pedagogical and psychological support. It is implemented by the support teachers working in consultation with the class teachers, the parents of the child and when necessary with the Kindergarten coordinator, the support coordinator and on specific occasions with the school's psychologist and/or Deputy Director.

2.1 Differentiated Teaching

Differentiation is the planning and execution of teaching and learning for all pupils in all classes which take account of individual differences in learning style, interest, motivation and aptitude, and reflect these differences in the classroom. Differentiation forms the basis of effective teaching. It is essential for all pupils including those pupils requiring support. Differentiated teaching aimed at meeting all the pupils' needs is the responsibility of every teacher working in the European school Munich and must be common classroom practice.

3. Levels of Educational Support

Differentiation is in general applied and but on the rare occasion when differentiation in the classroom is not sufficient, the European schools provide a range of support structures. All forms of educational support should be considered as flexible and progressive since, they are based on meeting the pupils' needs, which may vary over time. It is possible for a pupil to benefit from several different levels of support at the same time.

3.1 General Support

3.1.1 Information

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. In Kindergarten, all pre-school pupils may attend educational support at one time or other to assist them and their teacher in acquiring the skills necessary for year one primary. The support teacher for each class is introduced to the parents⁵ of the Kindergarten children at the first parent's evening in September.

3.1.2 Admission

The pupils who are unable to access the curriculum despite differentiation are identified by the class teacher.

3.1.3 Procedure

The class teacher consults with the assigned support teacher and this group of children then work with the support teacher. The group may change on regular bases depending on the individual needs of the pupil. The focus of the lesson changes regularly based on the professional opinion of the class teacher and the educational needs of the pupils in attendance. All pre-school children may receive general support at some time during this year and it is central to the school's philosophy of early intervention.

3.1.4 Documentation

There is no official documentation kept on these pupils.

3.2 Moderate Support

3.2.1 Information

Moderate Support is for those pupils in need of more targeted support or those with a moderate learning difficulty. A pupil receiving Moderate Support follows the standard curriculum and is assessed according to the given criteria and learning objectives for his/her class. 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.

The following is a list of areas covered by the support teacher with pupils receiving Moderate Support:

- graphemic awareness
- phonemic awareness
- phonetic awareness (if applicable)
- oral language development/enrichment
- number recognition and 1-1 correspondence
- fine motor skills
- gross motor skills
- knowledge of colours and shapes
- social skills/communication
- concentration/work speed/endurance in a given task
- independence/self-confidence
- following instructions/routines/rules

3.2.2 Admission

⁵ For the purposes of this document the term 'parent' infers the pupil's legal representatives.

Pupils are selected by the class teacher based on observation and internal assessment. In such instances the class teacher will also have consulted with the support teacher and the groups will be organised in a horizontal and vertical way focusing on the objectives set and the learning outcomes to be achieved.

The support teacher works in the class with the class teacher in September until the pupils in need of more targeted support are identified.

The class teacher in consultation with the support teacher fills out a pupil request form for each pupil in need of moderate support.

3.2.3 Procedure

- The class teacher then sends out a letter of consent to the parents of the pupil (organised by the support teacher) recommending that the pupil attends for moderate support. Once this letter is returned to the class teacher signed, the pupil is registered officially for moderate support.
- This is the same procedure for pupils whose dominant language does not correlate with their language section.
- Both the letter of consent and the request form for each pupil on educational support is submitted to the support coordinator by the support teacher.
- If a parent does not sign the letter of consent the pupil does not receive educational support and the support coordinator is informed by the class teacher. All documentation is filed confidentially.
- Support teachers write a Group Learning Plan (GLP) or an Individual Learning Plan (ILP) in consultation with the class teachers 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 and the assessment used. The document is subject to change and evolves over time and ultimately forms the basis of the review document for every pupil in the group.
- The Group Learning Plan/ Individual Learning Plan are written once a school year in September/October (and occasionally twice depending on the support teacher and the needs of the pupils in his/her care).
- This planning document is discussed with the parents of the pupil at the November meetings with the class teacher. The support teacher can also be present if the parent and/or teacher of the pupil requests it.
- The progress of the pupil is reviewed twice a school year (in February and again in June) by the support teacher and/or class teacher. The review is sent home to the parents of the pupil for signing. This review is written in German, English or French. The class teacher sends it home and is returned to the class teacher after signing and is kept in the pupil's file.

3.2.4 Documentation

- The class teacher and the support teacher fill out the Support Request form in advance of the pupil receiving support
- Letter of consent to the parents
- Planning document
- Review form (X2/ February/June)

3.3. Intensive Support type A (ISA)

3.3.1 Information

Intensive Support type A is provided for pupils with diagnosed special educational needs. These pupils have usually attended general and/or moderate support in advance of receiving intensive support type A. Applications for intensive support type A can be recommended by the class teacher and/or the support coordinator or requested by the pupil's parents.

3.3.2 Admission

The provision of intensive support type A requires a detailed medical/psychological assessment (criteria see 4.4.2, Procedural document, <http://www.eurasc.eu>) and the signing of a support agreement between the school and the parents of the pupil. The support advisory group reviews the support agreement on an annual basis and again during the school year if any party deems it necessary. Some pupils who are newly enrolled to the school but whose parents present documentation that merit intensive support type A, are admitted directly to the programme once the procedure has been adhered to in advance of admission.

3.3.3 Procedure

As the procedure for ISA is common for the Kindergarten, primary and secondary school please refer to: <http://www.eurasc.eu/de/European-Schools/studies-certificates/educational-support>

3.3.4 Documentation

- A written request from the class teacher or the parents of the pupil to the support coordinator and/or Deputy Director.
- A formal assessment from a medical/ psychological and/or multidisciplinary service.
- A signed agreement incorporating an Individual Learning Plan for each pupil
- Updated planning documentation to be sent in October/November of the following academic year
- One review in February

3.3.5 Tripartite Agreement

For further information regarding Tripartite Agreements please refer to: <http://www.eurasc.eu/de/European-Schools/studies-certificates/educational-support>

3.4 Intensive Support type B (ISB)

3.4.1 Information

Intensive Support type B (ISB) is provided in exceptional circumstances, and on a short-term basis only, and a Director may decide to provide Intensive Support B for a pupil without special educational needs, for example, in the form of intensive language support for a pupil who is unable to access the standard curriculum.

3.4.2 Admission

- The class teacher in consultation with the support teacher fills out a pupil request form.
- The class teacher then sends out a letter of consent for the parents of the pupil recommending that s/he attends for intensive support type B. Once this letter is returned to the class teacher signed, the pupil is registered officially for support.
- The parents of the pupil can also request intensive support type B for their child and in such instances the support coordinator organises a meeting with the parents of the pupil.
- Both the letter of consent and the request form for each pupil on support is submitted to the support coordinator.
- If a parent does not sign the letter of consent the pupil does not receive support and the support coordinator is informed by the class teacher. All documentation is filed confidentially.
- Support teachers write a Group Learning Plan (GLP) or an Individual Learning Plan (ILP) in consultation with the class teachers based on the needs of the individual/s 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 and the assessment used. The document is subject to change and evolves over time and ultimately will form the basis of the review document for every pupil in the group.
- This planning document is discussed with the parents of the pupil at the November meetings and the support teacher can also be present if you request it.

- This plan is written at the beginning of every semester and the aims are altered in accordance with the pupil's progress.
- The progress of the pupil is reviewed once/twice a school year (in February and again in June) depending on the progress of the pupil. The review is sent home to the parents of the pupil for signing. This review is written in German, English or French. The class teacher sends it home and is returned to the class teacher after signing and is kept in the pupil's file.

3.4.3. Procedure

As the procedure for ISB is common for the Kindergarten, primary and secondary school please refer to <http://www.eursec.eu/de/European-Schools/studies-certificates/educational-support>

3.4.4. Documentation

- The class teacher and the support teacher fill out the support request form in advance of the pupil receiving ISB
- Letter of consent to the parents
- Group learning plan (GLP) or Individual learning plan (ILP)
- Review form

4. Accommodations for Kindergarten

In Kindergarten the main accommodations discussed are classroom adaptations as most special arrangements are not applicable to Kindergarten.

The following classroom adaptations are discussed at support advisory group meetings and those applicable are noted in the support agreement:

- amended seating
- buddy system
- mind maps
- visual learning aids
- use of computer

4.1 Special arrangements

This refers to accommodations primarily used in the secondary school. When a pupil would benefit from a special arrangement in order to compensate for a physical or learning difficulty, parents and/or the class teacher can request a special arrangement from the Deputy Director. For further information of these arrangements please refer to <http://www.eursec.eu/de/European-Schools/studies-certificates/educational-support>

5. The role of the school's psychologist in Educational Support

The class teacher is supported by the school psychologist in line with the school's early intervention programme. The school psychologist observes all class from September to December and advises teachers when/where necessary. A class council is held with the school psychologist, the support coordinator and the Director along with all the Kindergarten staff in January of each academic year to discuss all pre-school children and again in June to discuss the progress of each of the children in the Kindergarten.

IMPORTANT:

For further information please consult with the class teacher.

Person responsible for educational support in the Kindergarten:

Brid Lütke-meier (brid.luetkemeier@teacher.eursec.eu)



Educational Support in the Primary School

Internal Guidelines for parents

Version 30. September 2016

4. Introduction

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5. Differentiated Teaching

Differentiation is the planning and execution of teaching and learning for all pupils in all classes which takes account of individual differences in learning style, interest, motivation and aptitude, and reflect these differences in the classroom. Differentiation forms the basis of effective teaching. It is essential for all pupils including those pupils requiring support. Differentiated teaching aimed at meeting all the pupils' needs is the responsibility of every teacher working in the European school Munich and must be common classroom practice.

6. Levels of Educational Support

Differentiation is normally sufficient for all learners but on the rare occasion when differentiation in the classroom is not sufficient, the European schools provide a range of support structures. All forms of educational support should be considered as flexible and progressive since, they are based on meeting the pupils' needs, which may vary over time. It is possible for a pupil to benefit from several different levels of support at the same time.

3.1 General Support

3.1.1 Information

General Support is organised for those pupils who may experience difficulty in a particular aspect of a subject, may need to 'catch up' due to late arrival in the school year in ESM or illness or maybe studying in their dominant language e.g. SWALS⁶ and may need additional help with acquiring effective learning strategies or skills. Such support should preferably be given in or outside the classroom; to small groups and it is short term. Groups are organised vertically⁷, horizontally⁸ by focusing on the needs of the pupils concerned. General Support is offered in the subjects L1, L2, and Mathematics. If a pupil requires support in other subjects the parents of the pupil will be informed and it will be recommended to the parent of the pupil to organise it on a private basis.

Differentiated teaching ensures that in planning and delivering lessons, teachers are aware of and take into consideration the different learning styles of all pupils.

3.1.2 Admission

It is normally the class teacher in consultation with the support teacher who selects and identifies a pupil in need of support. The parents of the pupils may write a letter of request or an e-mail to the class teacher or to the support coordinator. Admission to general support is flexible.

⁶ Students without a language section

⁷ Pupils from different classes in one section can share a support session

⁸ Pupils from different sections or within a section share a support session

3.1.3 Procedure

The pupils who were recommended for general support in their reviews and at the class council will already be registered and have a file. They will continue with support unless the parent of the pupil wishes them not to. In such an instance the parent will be requested to write a letter informing the school that they would like to take their child off support. This is put in the pupil's file.

- Registration for general support in the primary school is the responsibility of the support coordinator.
- The class teacher in consultation with the support teacher fills out a request form for the support coordinator.
- The support teacher fills in a letter of consent which s/he gives to the class teacher to give to the parents of the pupil recommending that the pupil attend for general support. Once this letter is returned to the class teacher signed the pupil is registered officially for support.
- If a parent does not wish for their child to receive educational support as recommended by the school they tick the relevant box in the parent information letter and this is filed. Alternatively, they can write an e-mail stating that.
- If a pupil is taken off support because the pupil has met the competencies of this subject the parent of the pupil and the support coordinator are informed.
- Support teachers write a group learning plan (GLP) in consultation with the class teachers 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 and the assessment used. The document is subject to change and will evolve over time and ultimately will form the basis of the review document for every pupil in the group.
- This GLP is written once a year in September/October (and occasionally twice depending on the support teacher and the needs of the pupils in his/her care).
- The GLP is discussed at the November meetings with the parents of the pupils and the support teacher can also be present if requested.
- Where applicable, advice is also given to parents regarding how they can support their child at home. This is particularly the case where behaviour management is involved.
- A review of each pupil's progress is written twice a year, once in February and again in June.
- This review is written in English, French or German.
- This review is sent home in a separate envelope with a cover letter and a copy of the review.
- The original review is signed by the pupil's parents and returned to the class teacher.
- 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 to inform the parents of this fact in the review document. The student is then taken off the registration list by the support coordinator.

3.1.4 Documentation

- Support Request form
- Letter of consent to the parents
- Group Learning Plan
- Review form (X2 Feb/June)

3.2 Moderate Support

3.2.1 Information

Moderate Support can be provided for pupils 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, horizontally by focusing on the needs of the pupils concerned.

3.2.2 Admission

The class teacher consults with the support teacher and then with the support coordinator and one of the team informs the parents of the pupil that the pupil requires more targeted support. On occasions, the support coordinator requests to meet the parents of the pupil and the class teacher and/or support teacher may also be present at the meeting.

3.2.3 Procedure

The same procedure applies for moderate support as for general support.

3.2.4 Documentation

The same documentation applies for moderate support as for general support except that in some cases the support teacher writes an individual learning plan (ILP) instead of a group learning plan (GLP) if the support session is 1-1.

3.3 Intensive Support type A (ISA)

3.3.1 Information

Intensive Support type A is provided for pupils with diagnosed special educational needs. These pupils have usually attended general and/or moderate support in advance of receiving intensive support type A. Applications for intensive support type A can be recommended by the class teacher and/or the support coordinator or requested by the pupil's parents.

3.3.2 Admission

The provision of intensive support type A requires a detailed medical/psychological assessment (criteria see 4.4.2, <http://www.eursc.eu/Documents/2012-05-D-15-de-11.pdf>) and the signing of a support agreement between the school and the parents of the pupil. The support advisory group reviews the support agreement on an annual basis and again during the school year if any party deems it necessary. Some pupils who are newly enrolled to the school but whose parents present documentation that merit intensive support type A, are admitted directly to the programme once the procedure has been adhered to in advance of admission.

3.3.3 Procedure

As the procedure for ISA is common for the Kindergarten, primary and secondary school please refer to: <http://www.eursc.eu/de/European-Schools/studies-certificates/educational-support>.

3.3.4 Documentation

- A written request from the class teacher or the parents of the pupil to the support coordinator and/or Deputy Director.
- A formal assessment from a medical/ psychological and/or multidisciplinary service.
- A signed agreement incorporating an Individual Learning Plan for each pupil
- Updated planning documentation to be sent in October/November of the following academic year
- One review in February

3.3.5 Tripartite Agreement

For further information regarding Tripartite Agreements please refer to: <http://www.eursc.eu/de/European-Schools/studies-certificates/educational-support> .

6.1 Intensive Support type B (ISB)

3.4.1 Information

In exceptional circumstances intensive support type B is provided without a diagnosed special educational need, for example, in the form of intensive support for a pupil or group of pupils unable to access the normal curriculum normally due to not having the language of the section on arrival to the school. It is provided on a short-term basis and it is based on the individual needs of the pupil. It is also expected that the parents organise language support outside of the school.

3.4.2 Admission

The class teacher sends out a letter of consent for the parents of the pupil recommending that s/he attends for intensive support type B. Once this letter is returned to the class teacher signed, the pupil is registered officially for support.

The parents of the pupil can also request intensive support type B for their child and in such instances the support coordinator organises a meeting with the parents of the pupil.

3.4.3 Procedure

- Both the letter of consent and the request form for each pupil on support is submitted to the support coordinator.
- If a parent does not sign the letter of consent the pupil does not receive support and the support coordinator is informed by the class teacher. All documentation is filed confidentially.
- Support teachers write a Group Learning Plan (GLP) or an Individual Learning Plan (ILP) in consultation with the class teachers based on the needs of the individual/s 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 and the assessment used. The document is subject to change and evolves over time and ultimately will form the basis of the review document for every pupil in the group.
- This planning document is discussed with the parents of the pupil at the November meetings and the support teacher can also be present if you request it.
- This plan is written at the beginning of every semester and the aims are altered in accordance with the pupil's progress.
- The progress of the pupil is reviewed once/twice a school year (in February and again in June) depending on the progress of the pupil. The review is sent home to the parents of the pupil for signing. This review is written in German, English or French. The class teacher sends it home and is returned to the class teacher after signing and is kept in the pupil's file.

3.4.4 Documentation

- The class teacher and the support teacher fill out the Support Request form in advance of the pupil receiving ISB
- Letter of consent to the parents
- Group learning plan (GLP) or Individual learning plan (ILP)
- Review form

4. Accommodations for Primary School

In primary school the main accommodations discussed are classroom adaptations as most special arrangements are not applicable to primary school.

The following classroom adaptations are discussed at support advisory group meetings and those applicable are noted in the support agreement:

- amended seating

- buddy system
- mind maps
- visual learning aids
- use of computer

4.1 Special arrangements

This refers to accommodations primarily used in the secondary school. When a pupil would benefit from a special arrangement in order to compensate for a physical or learning difficulty, parents and/or the class teacher can request a special arrangement from the Deputy Director. For further information of these arrangements please refer to

<http://www.eursc.eu/de/European-Schools/studies-certificates/educational-support> .

IMPORTANT:

For further information please consult with the class teacher.

Person responsible for educational support in the primary school:

Brid Lütke-meier (brid.luetkemeier@teacher.eursc.eu)

Educational Support in the Secondary School

Internal Guidelines for parents

Version 30. September 2016

7. Introduction

This document is produced in line with the Policy and the Provision of Educational Support documents in the European Schools <http://www.eursec.eu/de/European-Schools/studies-certificates/educational-support>.

The implementation of these Guidelines will be reviewed every two years or as circumstances warrant, to ensure that the content enclosed is adhered to and up to date. Adjustments will be made accordingly along with official changes issued by the Board of Governors and/or the Joint Teaching Committee.

8. Differentiated Teaching

Differentiation is the planning and execution of teaching and learning for all students in all classes which takes account of individual differences in learning style, interest, motivation and aptitude, and reflect these differences in the classroom. Differentiation forms the basis of effective teaching. It is essential for all students including those students requiring support. Differentiated teaching aimed at meeting all the students' needs is the responsibility of every teacher working in the European school Munich and must be common classroom practice.

9. Levels of Educational Support

Differentiation is normally sufficient for all learners but on the rare occasion when differentiation in the classroom is not sufficient, the European schools provide a range of support structures. All forms of educational support should be considered as flexible and progressive since, they are based on meeting the student' needs, which may vary over time. It is possible for a student to benefit from several different levels of support at the same time.

3.1 General Support

3.1.1 Information

General Support is provided for students who may experience difficulty in a particular aspect of a subject where differentiation in the classroom is not sufficient. Such support should be given in or outside the classroom; to small groups and it is short term. Groups are organised vertically⁹, horizontally¹⁰ by focusing on the needs of the students concerned. Group size will vary. General support is offered in the subjects L1, L2, L3 and Mathematics. General support is provided from S1 to S4. 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 it on a private basis.

Differentiated teaching ensures that in planning and delivering lessons, teachers are aware of and take into consideration the different learning styles of all pupils.

3.1.2 Admission

It is the subject teacher who identifies a student is in need of support. The parents of the student may also request it by writing a letter of request or an e-mail to the subject teacher or to the support coordinator.

Requesting support does not guarantee that the student will receive it. Students can be added at any time and the name of those in attendance is registered with the support coordinator.

3.1.3 Procedure

- General support will be provided from October to June of the school year.
- In September the subject teacher will fill out/ sign an official support request form.
- General Support is organised for students during their free periods.
- The support coordinator completes an information letter to the parents of the student recommended for support for a longer period of time. This letter informs the parents and the student date/time/teacher of support lessons.

⁹ Students from different classes in one section can share a support session

¹⁰ Students from different sections or within a section share a support session

- Once all the documents have been completed and signed, the student is registered for general support.
- Registration for support in the secondary school is the responsibility of the support coordinator and these lists are regularly updated and amended.
- Support teachers write a group learning plan (GLP) in case of long term general support 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 and the assessment used. The document is subject to change and will evolve over time and ultimately will form the basis of the review document for every student in the group.
- The GLP is written once a year in September/October (and occasions twice depending on the support teacher and the needs of the students).
- This GLP document is discussed with the parents of the student if requested by either party.
- Documents are treated confidentially.
- For those who receive general support for a whole school year, the student will receive two reviews, one in February and the other in June. The student signs that s/he has received the review on each occasion.
- This review is written in English, French or German.
- 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 to inform the parents of this fact in the review document. The student is then taken off the registration list by the support coordinator.

3.1.4 Documentation

- Support request form
- Letter of information to the parents
- Planning document
- Review form (x2 Feb/June)

3.2 Moderate Support

3.2.1 Information

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, horizontally by focusing on the needs of the students concerned.

3.2.2 Admission

This support is more targeted and focuses on developing learning strategies specific to a mild learning difficulty while also supporting the student with study skills relating to the content taught previously in class. Recommendations in a psychological report are taken on board if one exists. If not, then the support teacher will use her/his professional expertise and consult with the subject teacher and/or class teacher where relevant.

Moderate Support is given:

- a. From S1 to S5 inclusive
- b. in S6 and in S7 for students who have received moderate support in previous years and still require it based on the professional opinion of his/her support teacher and the support coordinator
- c. for students new to moderate support with a diagnosis from a specialised teacher confirming a mild learning difficulty. In such cases the parents of the students needs to apply formally to the support coordinator (see e-mail address at the end of this document)

3.2.3 Procedure

The same documentation applies for moderate support as for general support.

3.2.4 Documentation

The same documentation applies for moderate support as for general support.

3.3 Intensive Support type A (ISA)

3.3.1 Information

Intensive Support type A (ISA) is provided on the basis of a medical/psychological/psycho-educational and/or multidisciplinary report produced by an expert, justifying the pupil's special individual needs and including the signing of an agreement between the Director and the parents. Intensive Support is provided for pupils with special educational needs such as learning, emotional, behavioural or physical needs (see also the document 'Provision of Educational support in the European Schools – Procedural document' (2012-05-D-15-EN-11). The provision of Intensive Support is recommended to the Director by the Support Advisory Group. Pupils can follow the standard or modified curriculum. In the latter situation, the pupil accompanies his/her class with progression but without promotion to the next class and as long as this can be shown to be in the best interest of the pupil's social and academic development.

3.3.2 Admission

The provision of intensive support type A requires a detailed medical/psychological assessment (criteria see 4.4.2, Procedural document, <http://www.eurasc.eu>) and the signing of a support agreement between the school and the parents of the student. The support advisory group reviews the support agreement on an annual basis and again during the school year if any party deems it necessary. Some students who are newly enrolled to the school but whose parents present documentation that merit intensive support type A, are admitted directly to the programme once the procedure has been adhered to in advance of admission.

3.3.3 Procedure

As the procedure for ISA is common for the Kindergarten, primary and secondary school please refer to: <http://www.eurasc.eu/de/European-Schools/studies-certificates/educational-support> .

3.3.4 Documentation

- A written request from the subject teacher or the parents of the pupil to the support coordinator and/or Deputy Director.
- A formal assessment from a medical/ psychological and/or multidisciplinary service.
- A signed agreement incorporating an Individual Learning Plan for each pupil
- Updated planning documentation to be sent in October/November of the following academic year
- One review in February

3.3.5 Tripartite Agreement

For further information regarding Tripartite Agreements please refer to: <http://www.eurasc.eu/de/European-Schools/studies-certificates/educational-support> .

3.4 Intensive Support type B (ISB)

3.4.1 Information

Intensive Support type B (ISB) is provided in exceptional circumstances, and on a short-term basis only, and a Director may decide to provide Intensive Support B for a pupil without special educational needs, for example, in the form of intensive language support for a pupil who is unable to access the standard curriculum. This support is normally applicable to pupils who are new to the school and need language support.

3.4.2 Admission

A list of students needing Intensive Support type B is given to the support coordinator by the Educational Advisors.

3.4.3 Procedure

The same procedure and documentation applies as for general/moderate support.

If, after one semester the student has not reached the adequate level necessary, the parents of the student will be requested to continue the 1-1 support outside of school and the student's progress will be reviewed and updated support will be decided on an individual basis.

3.4.4 Documentation

The same documentation applies for general/ moderate support.

4. Special arrangements

This refers to official accommodations primarily used in the secondary school. For further information of these arrangements please refer to the document on Internal Guidelines for Educational Support on www.esmunich.de

IMPORTANT:

For further information please consult with the subject teacher.

Persons responsible for educational support in the secondary school:

Veronika Artelsmair (veronika.artelsmair@teacher.eurisc.eu) is the support coordinator responsible for general, moderate support and ISB in the secondary school.

Brid Lütke-meier (brid.luetkemeier@teacher.eurisc.eu) is the support coordinator responsible for ISA in the Secondary School.