



Internal Guidelines for Educational Support in the European School Munich

May 2020 updated Guidelines

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1. Internal Guidelines on Educational Support in the European School Munich

This document is produced in line with the **Policy on the Provision of Educational support in the European Schools (2012-05-D-14-en-9)** and the **Provision of Educational Support in the European Schools (2012-05-D-15)**. These guidelines also take on board the recommendations highlighted in the report on **Inclusive Education in the European Schools (2018-09-D-28-en-4)** and outcomes from the **Evaluation Report on the Implementation of the Educational Support Policy in the European Schools (2018-09-D-53-en-4)**.

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 Board of Governors.

For the purposes of this document the definition of 'special educational needs' is as follows:

'Special Educational Needs are a restriction in the capacity of the person to participate in and benefit from education on account of an enduring physical, sensory, mental health or learning disability, or any other condition which results in a person learning differently from a person without that condition' EPSEN Act 2004.

1.1. Introduction

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 centre 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 Baccalaurate. Inclusion 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. Inclusion is a process and it involves a particular emphasis on those groups of learners who may be at risk of marginalization, 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-centered education for life in the wider world beyond the school, incorporating the European dimension. Our common goal is to ensure that each pupil develops their 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.

1.2. Communication and cooperation with parents

The teaching and management staff of ESM believe that when parents are involved with their child's education and work in partnership with the school, their child learns and achieves more.

When 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 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 him/her. Good parental engagement is a critical factor in enhancing outcomes for pupils with special educational needs.

1.3. Application/Enrolment

When applying to enrol a pupil in ESM, parents/legal representatives of students of special educational needs are invited to fill out an application form. They are asked to include all relevant information about their child and to enclose any medical/psychological/multi-disciplinary reports. This information is treated confidentially.

The parents of the student are then invited to school to a Support Advisory Group (SAG) meeting with the support coordinator, the school psychologist and the Deputy Director. The parents are also given the option of bringing external experts (who have worked with their child) to the meeting. The aim of this meeting is to confidentially discuss the student and the outcomes and recommendations highlighted in the reports. The support coordinator explains the different forms of support, how it is organised and how to best tailor them to the needs of the student. The school psychologist discusses the reports submitted and makes suggestions, along with the support coordinator, re. how the school can cater for their child and what support can be offered to him/her. During this meeting the implications of progression and promotion are also explained. If the parents of the student decide that they want to send their child to ESM another SAG meeting is then called with the same school personnel involved along with the class teacher and the ISA (Intensive Support Type A) teacher. The aim of this meeting is to plan for the student to transition successfully to the school and to inform the parents of the student what the internal experts have put in place to support their child by way of teaching plans and communication. The support coordinator keeps close contact with the class teacher to ensure that the child is adjusting well to their new environment and the class/ISA teacher keep in contact with the parents of the student.

1.4. Confidentiality

ESM aims to protect the student at all times. The school is mindful that it is in a position of trust by all stakeholders and there is a general expectation that a professional approach will be used in matters of confidentiality. ESM will continue to strive to use, hold and safeguard information received from the students or referred to them-confidential information may be shared on a need to know basis, justified in the best interest of the student. ESM has a duty of care and responsibility towards the students and is committed to respecting their privacy and comply with the data protection regulations.

2. Differentiated Teaching and Learning

Differentiation is the process whereby teachers adapt what they teach and how they teach in order to meet the needs of the learners of different levels of ability, needs, interests and types. Given the diverse student needs in all regular classrooms 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 taken into account. Effective teaching should include meeting the needs of:

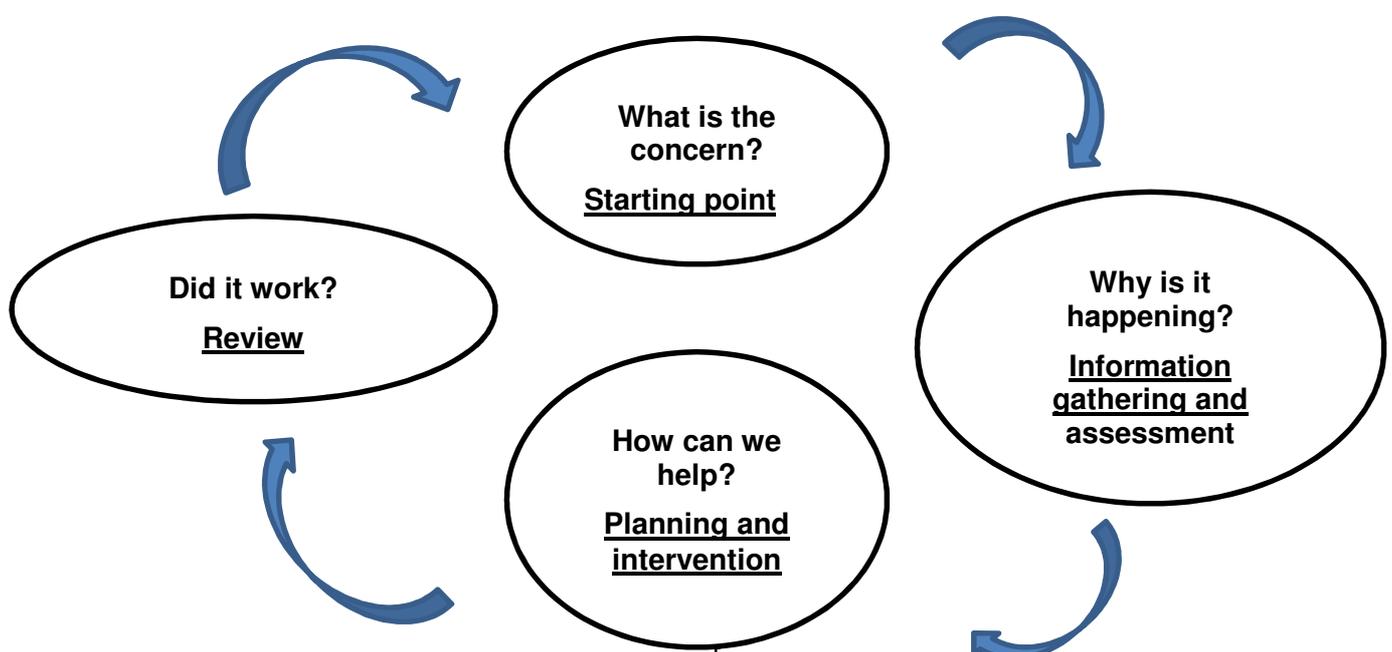
- students with different learning styles
- students studying in a language section which does not correspond to their dominant language
- students arriving late into the system who have followed a different curriculum and/or whose knowledge and skills show gaps
- students with mild learning difficulty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

It presupposes the use of differentiation as a primary strategy for teachers in order for them to enable students to access the curriculum. 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. Assessment should be three fold. Focus on the students' learning characteristics, the learning environment that the school is providing and the task. Assessment is not a single event but rather a continuous process. It is a testing experience as well as a learning experience for the teacher and the student.

3. Levels of Educational Support

How can we identify the needs?

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.



3.1. Educational Support in the Kindergarten/Primary

3.1.1. General Support

Kindergarten	Primary School
Information/Procedure	
<p>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. Groups are organised vertically¹, horizontally² by focusing on the needs of the students concerned. Groups are organised vertically¹, horizontally² by focusing on the needs of the students concerned. 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. The general support is organised vertically, horizontally, within or across sections, 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. General Support is offered from September to the end of June.</p>	
Admission	Admission
<ul style="list-style-type: none"> 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. 	<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. 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 any new pupil on the support list the teacher needs to write a request form in consultation with the support teacher. All documentation is stored in the student's file.
Documentation	Documentation
<p>There are no official documents kept or filed on these pupils.</p>	<ul style="list-style-type: none"> A parent letter A 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

3.1.2. Moderate Support

Kindergarten	Primary School
Information/Procedure	
<p>Moderate Support is medium term support for students with mild learning difficulties or in need of a more targeted support. 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. 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. Moderate Support is offered from September to the end of June.</p> <p>In the Kindergarten the pupils who attend for this form of support usually have issues with one or more of the following:</p> <ul style="list-style-type: none"> • graphemic awareness • phonemic awareness • phonological 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 <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 or Dyscalculia.</p>	
Admission	Admission
<ul style="list-style-type: none"> • The pupils in need of moderate support are identified at the end of the class council in June. 	<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. They are usually diagnosed officially or unofficially with either Dyslexia or Dyscalculia. • Parents or class teachers can request moderate support and the request is made to the support coordinator. • In many cases a psychological report is recommended. • This form of support usually involves a meeting with the class teacher and the support coordinator in advance of the support being granted. • If the parents agree to an assessment this is also discussed at this meeting along with the recommendations contained therein. • 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.

	<ul style="list-style-type: none"> All documentation is stored in the student's file.
Documentation	Documentation
<ul style="list-style-type: none"> A parent letter A request form A group learning plan is drafted and the support teacher works in line with objectives set out in the teaching plan 	<ul style="list-style-type: none"> A parent letter A request form A group learning plan is drafted and the support teacher works in line with objectives set out in the teaching plan and it is strategy focused. An individual learning plan for those who attend 1-1 support session A biannual review based on the objectives set

3.1.3. Intensive Support type B (ISB)

Kindergarten	Primary School
Information/Procedure	
<p>Intensive support type b (ISB) is short term and is regularly evaluated. It is designed for pupils without assessed special educational needs. It is mainly seen used for intensive language support in L1 and in L2. It takes place outside the classroom. ISB is offered from September to the end of June.</p>	
Admission	Admission
<ul style="list-style-type: none"> 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. 	<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 via email. 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	Documentation
<ul style="list-style-type: none"> An email to parents informing them that their child is entitled to ISB A request form A group learning plan is drafted and the support teacher works in line with objectives set out in the teaching plan 	<ul style="list-style-type: none"> A parent letter A group learning plan is drafted and the support teacher works in line with objectives set out in the teaching plan. It is strategy focused. An individual learning plan for those who attend 1-1 support session A biannual review based on the objectives set (depending if the student needs one or two semesters to achieve the desired result)

3.2. Educational Support in the Secondary School

3.2.1. General Support

General Support

Information/Procedure

General Support is provided for students who need to catch up in general or who may experience difficulty 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 vertically¹, horizontally² by focusing on the needs of the students concerned. General support is 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 it on a private basis. Also exceptions can be made by short term courses in other subjects.

- General support will be provided from October and finishes beginning of June of the school year.
- In September/October the subject teacher will fill out/ sign an official support request form.
- General Support is organized for students during their free periods.
- The educational 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 support in the Secondary School is the responsibility of the educational 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 (and on certain 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.
- All students receive 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 coordinator.

Admission

¹ Students from different classes in one section can share a support session

² Students from different sections or within a section share a support session

It is normally the subject teacher who decides if a student is in need of support. The parents of the students 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).

Documentation

- Support request form
- Letter of information to the parents
- Planning document
- Review which is included in their semester reports and/or interim reports.

3.2.2. Moderate Support

Moderate Support

Information/Procedure

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. Such support should be given in or outside the classroom and will be organised in small groups with a maximum of 3-4 students.

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 Support Coordinator and the ISA Coordinator of the Secondary School. Subject teachers/support teachers are also often involved in this selection and the student's report plays a pivotal role also.

For the group or individual, an Individual Learning Plan (ILP) or Group Learning Plan (GLP) will be written by the support teacher after consultation with the subject teacher.

Admission

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 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.

Documentation

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

- Support request form
- Letter of information to the parents
- Planning document
- Review which is included in their semester reports and/or interim reports.

3.2.3. Intensive Support type B

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 applies as for general/moderate support.</p> <p>For the group or individual, an Individual Learning Plan (ILP) or Group Learning Plan (GLP) will be written by the support teacher after consultation with the subject teacher.</p>	
Admission	
Students who are in this category are referred to the educational support coordinator by teachers, parents/legal representatives or educational advisors.	
Documentation	Documentation
The same documentation applies for general/ moderate support.	

3.3. Intensive Support type A

Kindergarten/ Primary School/ Secondary School	
Information/Procedure	
<p>Intensive support type A is offered to a pupil with more than one learning difficulty. 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) is updated every two years.</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) • support in/outside the classroom • access to an assistant • modified programme /changes to the timetable(though that is not always the case) • if the pupil is not promoted they have the possibility to progress with their class(see point 7) • special arrangements (see official documents). 	
Admission	
<p>The ISA pupil is admitted onto the programme after a Support Advisory Group (SAG) meeting</p> <ul style="list-style-type: none"> • The SAG 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 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 support coordinator.
- The support inspector may be present at some of the meetings.
- The school's psychologist and/or the educational advisor are present if requested to be there by the 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 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 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 (see Progression point 7)
- 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.
- 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 is then disseminated to school staff (once the parents are in agreement that the name and diagnosis of their child is available to the teachers who teach their child).
- 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	Documentation
<ul style="list-style-type: none"> • ISA contract • Two reviews (one in written form in January/February) and the other is the oral contribution at the SAG meetings. 	<ul style="list-style-type: none"> • ISA contract • Two reviews (one in written form in January/February) and the other is the oral contribution at the SAG meetings.

4. Teaching Plans/Reviews

Teaching plans take the form of group learning plans or individual learning plans. 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. Parents are consulted when setting targets and reviewing progress. The views of the pupil is also taken into account 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. There is a standard Table to be filled in and this is available in the appendix attached.

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.

5. 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.

A speech therapist is also available at the beginning of the academic year to perform a baseline assessment on all pupils whose parents are in agreement. For those identified with speech and language issues, speech therapy is recommended either outside the school or through the Tripartite Agreement.

Children are also closely observed for age appropriate development in the areas of concentration, motor skills, stamina and social skills. The school psychologist also visits all the classes in Kindergarten to observe the children and makes recommendations to parents where appropriate. The school psychologist is in close contact with the support coordinator, the Kindergarten coordinator and the Deputy Director.

6. Special Arrangements

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 for all students regardless if a student has a diagnosis or if s/he receives special arrangements or not. 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 errors will not penalize the student. 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 parents 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 (for further details see 4.4.2 of Procedural document, <http://www.eursc.eu>) 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 (from S1 to S5) and to define in which subjects these can be used. 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. All files are treated confidentially. The generic list of special arrangements that can be applied for is enclosed in the Procedural

document <http://www.eursc.eu>). The granting of a particular arrangement in years **S1-S5**, by the Director, does not necessarily mean that it will be granted in the European Baccalaureate cycle.

Special arrangements for the Baccalaureate cycle:

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.

The requests have to include the following documents:

1. 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.
2. Template for the requesting of special arrangements for the European Baccalaureate cycle
3. Limited authorisation to release confidential information.
4. Request letter

They will have to reach the school Special Arrangements Coordinator by the 15th of September at the latest in the year when the pupils are in S5. All communications must respect 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. Late applications can be made in exceptional circumstances but they are subject to application in Brussels.

7. Promotion and progression

Most students are promoted at the end of the school year. That is to say they have achieved the competencies set for the given year. Most pupils receiving support are promoted. However, there will be a few that will be on progression.

Progression is only possible for students who are on ISA 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 is always discussed at the Support Advisory Group meeting for the pupil before the decision is taken at class council. 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 in order to qualify for award of the Baccalaureate diploma.

8. Inclusion

Inclusion is not about an aspect of education to do with a particular group of children but it does invoke a particular emphasis on those groups of learners who may be at risk of marginalization, exclusion or under-achievement. It is concerned with bringing coherence to development activities that take place under a variety of headings so that they encourage the learning and participation of everyone. Increasing inclusion involves reducing exclusion.

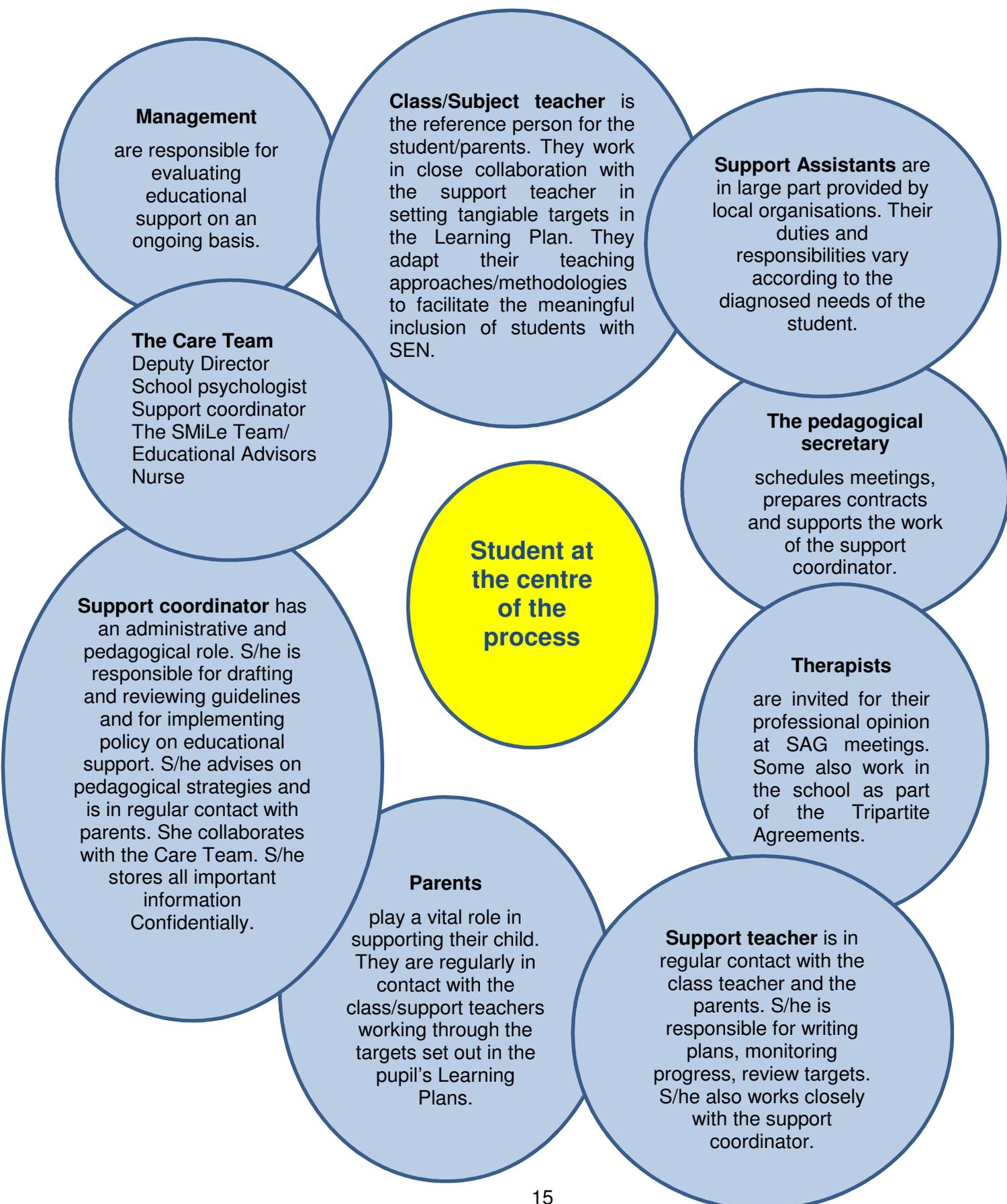
Implementation of change and introducing policies and practices involves a preparatory period for collecting information, raising awareness and developing commitment to the process. In ESM the plan for 2020-2022 is to develop a framework and to document evidence of current policy and

practice through devising questionnaires/templates in order to identify strengths and prioritise areas of development in relation to students with special educational needs with support from management.

9. Gifted and talented students

In Primary School, a programme entitled 'The sky's the limit' is organised during European hours for gifted and highly motivated pupils every Monday afternoon. This is a programme designed to challenge such pupils in areas that are of interest to them. Challenge programmes are also offered in Maths (once a week with pupils of similar ability levels) and also in providing an L3. In Secondary School, a 'Challenge Programme' is organised as part of the whole day concept for gifted and highly motivated pupils. It takes place on Friday afternoon.

10. Who offers support in the school?



11. Tripartite Agreements

This is an agreement signed by three parties, the Director, the parents of a pupil in need of therapy and para-medical Auxiliary staff. The parents organise the therapist and pay for the tuition outside of the pupil's timetable and the school provides for the premises. Assuming that the therapist is interested in providing therapy in the school, s/he must register officially with Brussels. In order to do this s/he needs to contact the support coordinator as all applications are processed through her/him. Priority is always given to the school re. 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. To date ESM has the following therapists working in the school: French, German and English speech therapists, dyslexic therapists in English and German, Dyscalculia therapist is German.

12. Transition (link to Transition documents)

13. Personnel

If you have any questions regarding educational support please contact:

Brid Lütke-meier who is the overall support coordinator in Kindergarten and Primary and is responsible for Intensive Support type A in the Secondary School:

<https://esmunich.de/gemeinsame-inhalte/kontaktformulare/educational-support-luetkemeier.html>

Stefanie Deletioglu who is responsible for general, moderate support and Intensive Support type B in the Secondary School:

<https://esmunich.de/gemeinsame-inhalte/kontaktformulare/educational-support-deletioglu.html>

Luca Nemeskeri who is responsible for special arrangements in the Secondary School:

<https://esmunich.de/gemeinsame-inhalte/kontaktformulare/educational-support-nemeskeri.html>