



**SUPPORT POLICY  
IN  
NURSERY AND PRIMARY**

**AT  
THE EUROPEAN SCHOOL  
BRUSSELS IV**

**September 2017**

<b>Content</b>	<b>Page</b>
1. Introduction	3
2. Educational Support	3
A. General Support	3
B. Moderate Support	3
C. SWALS (Intensive Support B)	4
D. Intensive Support	4
3. Procedures Intensive Support	5
4. Transition of Support pupils between classes / cycles	5
5. Support Forms	6
Annexes	
A Procedures Intensive Support	7
B Types of Educational Support at the EEB IV	10

## Introduction

Our support policy is based on the official document: **2012-05-D-15-en-11** “*Provision of Educational Support in the European Schools – Procedural document*”, approved by the Board of Governors in April 2016.

The document can be found in the internal network.

According to the Provision of Educational Support in the European Schools differentiated teaching aimed at meeting all the pupils’ needs is the responsibility of every teacher working in the European Schools and is essential for all pupils, including those pupils with learning difficulties or diagnosed special educational needs.

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

In this document we describe the four types of support programs and their procedures, at the European School Brussels IV.

### 1. Educational Support

The philosophy of the Educational Support Policy is that every child needs a form of support. Only the intensity of support differs. We distinguish:

- A. General Support
- B. Moderate Support
- C. SWALS (Intensive Support B)
- D. Intensive Support A

#### A. General Support

When:

- The child has difficulties in a particular aspect of a subject or needs to ‘catch-up’;
- The child needs help with acquiring effective learning strategies or study skills.

How:

- In or outside the classroom;
- In small groups (individually in exceptional cases);
- Short term support.

Procedure:

- Upon request of the class teacher to the support coordinator or in individual cases of the parents;
- The support coordinator creates small groups, whenever possible, or organizes educational support in or outside the classroom, depending on the availability of support teachers;
- A Group Learning Plan (GLP) is created by the class teacher and the support teacher;
- The records are kept by support teacher (with copy to the support coordinator);
- The class teacher informs the parents about the progress of the child.

#### B. Moderate Support

When:

- The child has a mild learning difficulty or a need of more targeted support;
- The child has difficulties in accessing the curriculum due to language issues.

How:

- In or outside the classroom;
- In small groups or individual;
- Medium term support;
- Special arrangements may be considered.

Procedure:

- Class teachers must request Moderate Support for their pupils by using the request form/document, which has to be given to the support coordinator. In some cases, pupils' legal representatives may also make a request;
- The Support coordinator organises/monitors the structure of the support regarding group- or individual support depending on pupils' needs and the availability of teachers;
- The Individual Learning Plan (ILP) is created by the class teacher and the support teacher;
- The records are kept by the support teacher (with a copy to the support coordinator);
- The class teacher informs the parents about the progress of the child.

### **C. SWALS (Intensive Support B)**

When:

- The Intensive Support B is provided for a pupil or group of pupils without diagnosed special educational needs, for example, in the form of intensive language support for a pupil or a group of pupils unable to access the normal curriculum.
- The intensive Support B is mostly allocated for pupils who do not have their own language section in the school (SWALS).

How:

As mentioned under "Moderate Support".

Procedure:

- As mentioned under "Moderate Support".

### **D. Intensive Support**

When:

- For children with special educational needs (learning, emotional, behavioural or physical).

How:

- In or outside the classroom;
- In small groups or individual;
- Short, middle or long term support;
- Special arrangements may be considered / Tripartite agreements.

Procedure:

- On written request of the parents to the deputy head or the support coordinator;
- The parents send an expert assessment / multidisciplinary report to the director. The report should not be older than 2 years;
- The school organizes a Support Advisory Group meeting (SAG) / during this meeting a decision is taken on the kind of support;
- The Intensive Support Agreement is signed by the parents and the director;
- The Individual Learning Plan is created by the class teacher and the support teacher;

- The records are kept by the support teacher (with a copy to the support coordinator);
- The class teacher regularly informs the parents about the progress of the child
- An SAG evaluation meeting is held at least 1x a year and if needed more often.

### **Procedures Intensive Support**

To ensure that the Intensive Support will be a success, it is important the school follows a consistent procedure.

Depending the case, the time of the year and the needs of the pupil we distinguish the following Intensive Support procedures (see annex I):

1. New cases / start of the school year:
2. If necessary: Existing cases / middle of the school year.
3. Existing cases / end of the school year.

## **4 Transition of Support pupils between classes and cycles**

To carry out a smooth transition between classes and cycles and to ensure that all relevant information is passed on to the next class/support/subject teacher the following steps will be taken at the end of the school year:

Transition from the Nursery to the Primary cycle:

- The nursery teacher informs the future P1 class/support teacher about any pupil who has received support and/or who might continue to need support.
- The future P1 class/support teacher attends the Class Council Maternelle 2 in June.
- The future P1 class/support teacher attends the Support Advisory Group meeting in June.

Transition from the Primary to the Secondary cycle:

- The primary support coordinator informs the secondary support coordinator of the pupils who have received support and/or who may continue to need support.
- The secondary support coordinator and the future secondary class teacher attend the Support Advisory Group meetings for P5 pupils and ensure that all relevant information is passed on to all secondary class/subject teachers at the beginning of the school year.
- In order to ensure that the needs of pupils studying in a language section which does not correspond to their mother tongue are met, their Language 1 and section class teacher work together and ensure that any relevant information is passed on to subject teachers.

Transition from one class teacher to another class teacher:

- Talk to the previous teacher and to the support teacher.
- Read the child's dossier.
- Contact the parents of the child at the beginning of term.
- Check if other teachers (Language 2, Sports, Religion, etc.) are aware of the support of the child.
- Contact the support coordinator in case of any question.
- Read the official support documents (in the internal network).

## **5. Support Forms**

The following forms are used:

- General Support / Group Learning Plan
- Moderate Support / Individual Learning Plan
- SWALS (Intensive B) / Individual Learning Plan
- Intensive Support / Individual Learning Plan
- Review Form

All the forms can be found in the internal network.

## Annexes

### 1.1 Intensive Support procedure for new cases / start of the school year

Phase	Action	Who	When
1	Meeting between class teacher and parents to discuss the child's needs and to establish whether the Intensive Support procedure should be followed. Class teacher informs parents about the Intensive Support procedure.	class teacher parents	September/ October
2	The parents will be informed about the following issues: <ul style="list-style-type: none"> <li>- Necessity of a detailed diagnoses, and where appropriate on a multidisciplinary medical-psychological-pedagogical assessment by an external expert (a statement is not sufficient);</li> <li>- The parents need to ensure this document is available well before the SAG meeting takes place.</li> <li>- The assessment should not be older than 2 years.</li> </ul>	class teacher support coordinator deputy director parents	September/ October
3	External assessment of the child by a specialist.	specialist	October
4	The parents send their request for Intensive Support and the written report of the assessment, by a specialist, to the deputy director.	parents	October
5	If necessary: preparation meeting with the deputy director, support coordinator, support teacher and class teacher.	deputy director support coordinator class teacher support teacher	October
6	The deputy director sets a date for the Support Advisory Group Meeting. Administration send an invitation to all participants.	deputy director administration	October
7	Class teacher sends, by e-mail, a summary of the points to be discussed at the Support Advisory Group meeting, to deputy director and support coordinator.	class teacher	1 week before the official meeting
8	Official Support Advisory Group Meeting with all participants.	deputy director support coordinator parents class teacher support teacher <i>Where appropriate:</i> inspector other teachers specialists	October/ November



### 3.2 Intensive Support procedure for existing cases / middle of the school year (if needed)

Phase	Action	Who	When
1	The support coordinator: - Sends an e-mail to all class and support teachers involved, with the question if the current ILP should be revised or could be preserved.	support coordinator	February
2	If the current ILP should be revised: - The procedure for existing cases will be followed from phase 6 to11.	all participants	February/ March
3	If the current ILP could be preserved: - The class teacher invites the parents in order to review the development of the child. - If necessary, the support teacher can be present.	class teacher support teacher parents	February / March
4	Mid-term update of Intensive Support ILP: Class teacher and support teacher make an update of the ILP (February – June) and send it to the support coordinator. The support coordinator is monitoring the ILP updates and taking care of the filing into the pupil's dossier.	class teacher support teacher support coordinator	

### 3.3 Intensive Support procedure for existing cases / end of the schoolyear

Phase	Action	Who	When
1	The support coordinator and deputy director set dates for the end of the year Support Advisory Group Meetings. Administration sends invitations to all participants.	deputy director support coordinator administration	May/June
2	The procedure for existing cases will be followed from phase 6 to11.	all participants	May/June
3	The new class teacher and the support teacher adapt the ILP. The support starts as soon as possible. The support coordinator monitors the case.	class teacher support teacher support coordinator	September/ October

## GENERAL

- ✓ Short term support in a group (whenever possible in classroom)
- ✓ Time per level/class: based on number of pupils in the section
- ✓ Document: General Support - Group Learning Plan
- ✓ To be filled in by the class teacher + the support teacher
- ✓ Send Group Learning Plan to: Support Coordinator
- ✓ Class teacher checks will be frequently carried out if support is required for longer

## MODERATE / SWALS (INTENSIVE B)

- ✓ Medium term support in a group or individually (whenever possible in classroom)
- ✓ Class teacher fills out a request form for this support and sends it to Support Coordinator
- ✓ Info from Support Coordinator regarding provision of support
- ✓ Document: Moderate Support & SWALS–Individual Learning Plan to be filled in by the class teacher + the support teacher
- ✓ Send Individual Learning Plan to: Support Coordinator
- ✓ Assessment every period if support is required for longer

## INTENSIVE

- ✓ Long term support (whenever possible in classroom)
- ✓ Individual and in small groups
- ✓ Multidisciplinary assessment required
- ✓ Time per child: determined by the Intensive Support Agreement (case by case)
- ✓ Document: Intensive Support – Individual Learning Plan
- ✓ To be filled in by the class teacher + the support teacher (after the Advisory Group meeting)
- ✓ Send Individual Learning Plan to: Support Coordinator

### Procedure:

- Inform the Support Coordinator
- Meet with the parents – request a multidisciplinary assessment
- Inform the parents to send a written request to the Deputy Head or the Support Coordinator
- The support team will organise a Support Advisory Group meeting with all the participants

### Members of the Intensive Support team / Support Advisory Group:

Deputy Head:	Markko Mattus
Psychologist Maternelle - P4:	Marie-Charlotte van der Mersch
Psychologist P5 - Secondaire:	Ana Moreno
Support Coordinator:	Andreas Mattuscheck

- Only where differentiation and using a variety of different teaching methods is not sufficient, can the European Schools provide Educational Support
- Each kind of support is provided to help the pupil follow the full curriculum, the EEB is not a Special Needs or Specialised School
- Educational Support should activate and set the pupils learning and development resources free, with the aim of getting them back to independent learning without support
- Each way of working and of proceeding regarding Educational Support has to be done in line with the actual Support Policy