

TES Policy on the Provision of Educational Support

The policy is based on:

Policy on the Provision of Educational Support in the European Schools (2012-05-D-14-en-9)

Provision of Educational Support in the European Schools – Procedural document (2012-05-D-15-en-11)

1. Introduction

- 1.1. European School System offers a single type of general academic education, in which learning conditions become increasingly demanding. This single academic pathway, involving highly cognitive and abstract learning, leads to the award of the European Baccalaureate diploma.
- 1.2. Different forms and levels of support are provided, designed to ensure appropriate help for pupils having special educational needs or experiencing difficulties at any point in their schooling in order to allow them to develop and progress according to their potential and to be successfully integrated.

2. Support Team and Support Advisory Group

- 2.1. For the implementation of Educational Support, Tallinn European School (TES) has a **Support Team** consisting of the Support Coordinator, Special Education Teacher, School Psychologist, two Support Assistants and the Language Support teachers. (Annex 1 – Roles and Responsibilities of Specialists)
- 2.2. Support Coordinator, Special Education Teacher and the School Psychologist, along with relevant class or subject teachers form the **Support Advisory Group** which identifies the need for Educational Support for pupils and gives advice to the Director about the support provision.

3. Types of Educational Support

3.1. Differentiated teaching

3.1.1. Differentiation forms the basis of effective teaching. It ensures that in planning and delivery of lessons, teachers are aware of and take into consideration different learning styles and individual needs of all pupils. Differentiated teaching is the responsibility of every teacher working at Tallinn European School.

3.1.2. Where normal differentiation in the classroom is not sufficient, TES provides a range of educational support structures which are classified as general, moderate or intensive.

3.2. General support

3.2.1 Every pupil may need General Support, over and above normal classroom differentiation, at some time during schooling. Pupils may experience difficulty in a particular aspect of a subject, may need to 'catch up' due to late arrival in the ES system or illness or may not be working in their mother tongue or dominant language.

3.2.2. Requests for General Support can come from teachers or from a pupil's parents/legal representatives. If the request comes from a class/subject teacher, parents are informed that educational support has been recommended for their child.

3.2.3. The Support Coordinator creates small groups, whenever possible, or organises support in or outside the classroom, depending on the availability of support teachers. Only in very exceptional cases, General Support is provided for an individual pupil.

3.2.4. The Support Teacher compiles a Group Learning Plan with clearly stated learning outcomes.

3.3 Moderate Support

3.3.1 Moderate Support is an extension of General Support. It is provided for pupils who need more targeted learning support or those with a moderate learning difficulty. It might be appropriate for pupils who may be experiencing considerable difficulty in accessing the curriculum due to language issues, concentration problems or other reasons.

3.3.2 Moderate Support can be provided for a longer period than General Support and each pupil has an Individual Learning Plan (ILP).

3.3.3 Teachers request Moderate Support for their pupils. Parents are informed that educational support has been recommended for their child.

3.3.4 Support coordinator creates small groups or individual support, in or outside the classroom depending on pupils' needs and the availability of teachers. Groups are organised vertically, horizontally, within or across sections, by focusing on the needs of the pupils concerned.

3.3.5 Support teachers write an ILP for each pupil in cooperation with the class/subject teacher.

3.3.6 Support Report is compiled and sent home with the report card at the end of each semester support was offered.

3.4 Intensive Support

There are two different types of support initiatives on intensive level – Intensive Support type A and Intensive Support type B.

3.4.1 Intensive support type A (ISA) is provided for pupils with special educational needs such as learning, emotional, behavioural or physical needs. Intensive support A is based on a medical/psychological/psycho-educational and/or multidisciplinary report produced by an expert, justifying the pupil's special individual needs. (Annex 2 – Criteria for the Report)

3.4.1.1. A need for ISA is identified either on enrolment or during the school year by teachers or pupil's legal representatives

3.4.1.2. Support Advisory Group meeting is held to discuss how to best meet the pupil's needs and to advise the Director on the arrangements to be put in place.

3.4.1.3. Intensive Support Agreement is signed between the Director and the pupil's parents/legal representatives. The Intensive Support Agreement is valid for one school year only and a full Support Advisory Group meeting should be held each year to begin, renew or terminate Intensive Support.

3.4.1.4. When the school cannot provide an appropriate education for a child it can declare itself unable to meet the child's needs. In such cases, the Director takes the final decision, taking the Support Advisory Group's opinion into account.

3.4.1.5. In certain cases, considering the best interest of a pupil with special educational needs, the pupil may require additional supporting resources, the implementation of which will require co-financing by the parents or legal representatives of the pupil.

3.4.1.6. Pupils in Intensive Support A can follow the standard or modified curriculum.

3.4.1.7 Pupil who follows a modified curriculum accompanies his/her class with progression but without promotion to the next class as long as this can be shown to be in the best interest of the pupil's social and academic development.

3.4.2. Intensive Support type B (ISB)

In exceptional circumstances, and on a short-term basis only, the Director may decide to provide ISB 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.

3.4.2.1. The need for ISB is identified during admissions, or teachers and pupil's legal representatives can request short-term Intensive Support for the pupil.

3.4.2.2. The Director and pupil's legal representatives sign an agreement stating the reasons, nature and length of the Intensive Support to be given.

3.4.2.3. Support coordinator creates small groups or organises individual support, in or outside the classroom, depending on the pupil's needs and the availability of teachers. Groups are organised vertically, horizontally, within or across sections, by focusing on the needs of the pupils concerned.

3.4.2.4. Support teachers write an ILP for each pupil in cooperation with the class/subject teacher.

3.4.2.5. Support Report is compiled and sent home with the report card at the end of the semester when support was offered.

4. Non-integration of a pupil

4.1. The European Schools do not offer a fully inclusive education system. This means that there may be occasions where despite the school's best efforts, continuing education in TES is not in the best interest of the child. This may become apparent either before admission or during the child's schooling.

4.2. The school has to be able to make appropriate provision for the pupil's pedagogical and social integration. If this is not the case, on the opinion of the Support Advisory Group, the school is entitled to declare itself unable to meet the pupil's needs and to recommend that the parents seek an alternative solution for their child's education, in an establishment better suited and equipped to meet the child's educational and developmental needs. In such circumstances, the school assists the parents as far as reasonably possible.

4.3. In the event that a pupil needs adaptation to the curriculum due to severe learning difficulties, he/she will not have access to EB session (i.e. Secondary 6 and Secondary 7).

5. Assessment and Promotion

5.1. All decisions concerning promotion to the year above are taken by the Class Council.

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

5.3. If a pupil is not promoted, he/she may progress with his class group for as long as this is beneficial to the pupil's social and academic development. In that case, this is referred to as progression without promotion.

5.4. Any pupil having benefited from progression without promotion may return to a 'standard curriculum' and be promoted to a higher class if he/she shows that the minimum requirements for his/her study level have been met.

5.5. Promotion from S5 to S6 is only possible when the pupil has followed the full curriculum and met its requirements.

5.6. All European Bacculaureate candidates must have followed the full S6 and S7 curriculum in order to qualify for award of the Bacculaureate diploma.

5.7. A pupil can only qualify for award of the European Bacculaureate when he/she has been duly promoted from S6 to S7.

6. Special Arrangements

6.1. Special Arrangements are made available to a pupil with diagnosed special educational needs during examinations, tests and other forms of assessment to allow the pupil to fulfil his/her potential in the fairest possible way. These special arrangements are not intended to compensate for any lack of knowledge or skills whatsoever.

6.2. Special arrangements are authorised when they are clearly related to the pupil's diagnosed need(s) by means of a medical/psychological/psycho-educational and/or multidisciplinary report justifying these special arrangements.

6.3. In S6 and S7, certain special arrangements can be directly authorised by the Director, other arrangements require the approval of the Board of Inspectors for the secondary cycle.

6.4 Special arrangements up to and including S5

6.4.1. The implementation of special arrangements is decided on an individual basis by the school management following discussion with parents and teachers.

6.4.2. Parents are informed that special arrangements have been recommended for their child and parents are asked to provide a medical/psychological/psychoeducational/multidisciplinary report justifying the need for special arrangements.

6.4.3. The school management takes the final decision to allow special arrangements and to define in which subjects these can be applied. Any special arrangements taken are recorded in the pupil's file.

6.4.4. The list of arrangements (Annex 3) is not intended to be exhaustive. Where a pupil's needs cannot be met by any of these arrangements, the school may make further appropriate arrangements. These arrangements will be made only if the school is able to find solutions locally.

6.4.5. In exceptional cases, requested by the pupil's legal representatives and supported by the teachers and by a medical/psychological/psycho-pedagogical or multidisciplinary report, a pupil can be moved up to one year above (e.g. P2 to P3). This must be in the interest of both the pupil's academic and social development. A temporary move can be made under the Intensive Support Agreement following the existing procedure. At the end of the school year, the Class Council can make a decision about the final move and the Agreement could be terminated. This move is not allowed from S5 to S6.

6.5 Special arrangements in S6 and S7

6.5.1 If the evaluation conditions during the Pre-Bacculaureate and Bacculaureate examinations present a risk to disadvantage the candidate in terms of his/her performance by preventing him/her

from demonstrating the level at which he/she has acquired the required competences, special arrangements may be requested and authorised for the written and oral examinations. These special arrangements are not intended to compensate for any lack of knowledge or skills whatsoever.

6.5.2. Special arrangements include changed or additional conditions during the written and oral examinations (see Annex 4 for the list of arrangements). Normally special arrangements in years S6 and S7 will be allowed only when similar arrangements have been used in a previous year or previous years. This does not necessarily apply to newly enrolled pupils in S6.

6.5.3. A written request for special arrangements in S6 and S7 will be made to the support coordinator by either a teacher or teachers or by the pupil's legal representatives.

6.5.4. The application must state precisely on which specialist's diagnosis the request is based. The application must also state precisely which special arrangements are being requested. An updated – dating back not more than two years – medical/ psychological and/or a multidisciplinary report (Annex 2) justifying the need for special arrangements is required. A pupil's legal representative must provide the relevant documents.

6.5.5. Requests for special arrangements for the Baccalaureate must be made by 30 April of the year preceding entry into the Baccalaureate cycle, i.e. S5.

6.5.6. The schools must inform the Central Office by 15 May of special arrangements to be made in S6 and S7.

6.5.7. Solely in exceptional situations which are unforeseeable and duly attested (serious illness, accident, newly enrolled pupils, etc.) the request for the granting of special arrangements may be submitted after the deadline indicated above. The request must be accompanied by full documentation setting out the grounds on which it is based.

ANNEXES

Annex 1 Roles and responsibilities of the team members

Support Coordinator

- assisting the Director/Deputy Director in providing educational support
- liaising on educational support between cycles
- harmonising educational support provision within and across language sections
- identifying needs for in-service training in the educational support area
- playing an active part in organising educational support in-service training
- compiling support data
- keeping a record of all pupils receiving General, Moderate or Intensive Support
- keeping and storing confidential documents, GLPs and ILPs in line with privacy regulations.
- acting as a contact point for parents, pupils, staff and, if necessary, other experts and informing them of pupils' educational needs

Special Education teacher

- Participating in the identification process
- Advising teachers on special needs and learning difficulties
- Providing support lessons (pull-out, individual/small groups, in class based on the needs of the student(s))

School psychologist

- Participating in the identification process
- Providing emotional, social and behavioral support by individual and group counselling
- Supporting teachers
- Providing counselling to parents

Support Assistants

- Participating in the early identification process
- Providing support for students with identified special educational needs by the means of both in-class and individual pull-out lessons

Language support teachers

- Providing individual and small group (max 5 students) lessons for students in need of language support
- Co-operating with subject teachers to form groups and track progress

Annex 2 Criteria for the medical/psychological/psycho-educational/multidisciplinary report:

- Be legible, on headed paper, signed and dated
- State the title, name and professional credentials of the expert(s) who has/have undertaken the evaluation and diagnosis of the pupil
- Through medical/psychological/psycho-educational or multidisciplinary report, state specifically the nature of the pupil's medical and/or psychological needs and the tests or techniques used to arrive at the diagnosis
- Report for learning disorders need to describe the pupil's strengths and difficulties (cognitive assessment) and their impact on learning (educational evidence) and the tests or techniques used to arrive at the diagnosis.
- Report for medical/psychological issues need to specify the pupil's medical/psychological needs and their impact on learning (educational evidence).
- All reports need a summary or conclusion and stating the accommodations required as well as where appropriate, recommendations for teaching/learning for the school's consideration.
- This documentation must be regularly updated and not be more than two years old. In case of permanent and unchanging disability and when the Support Advisory Group agrees, no retesting other than regular updates will be required.
- For a request for special arrangements in the European Baccalaureate, the completely updated medical/psychological/psycho-educational and/or multidisciplinary report will be required. Documentation should not be more than two years old, i.e. should not be dated earlier than April S3 and not later than April S5.
- Solely in exceptional situations which are unforeseeable and duly attested (serious illness, accident, newly enrolled pupils etc.) the request for the granting of special arrangements in the European Baccalaureate may be submitted after the deadline indicated above. The request must be accompanied by full documentation setting out the grounds on which it is based.
- In order to avoid possible conflict of interests, the expert assessing pupils will be neither an employee of the European School nor a relative of the pupil.
- If not written in one of the working languages, be accompanied by a translation into French, English or German
- In case of permanent and unchanging disability and when the Support Advisory Group agrees, no retesting other than regular updates will be required. For a request for special arrangements in the European Baccalaureate, the completely updated medical/psychological/psycho-educational/multidisciplinary report will be required.

Annex 3 Special arrangements up to and including S5

The arrangements listed below can be authorised by the school, up to and including S5:

- a) Separate room for the test/examination/assessment.
- b) Change of seating arrangements.
- c) Taking of medication and/or refreshment in the case of a medical condition, for example, diabetes.
- d) An assistant to provide physical care for a pupil to ensure his or her well-being and safety. This assistant may not be a relative of the pupil or the teacher of the subject that is being examined.
- e) The use of a specific learning aid which is normally used in class, for example, a magnifying glass; a hearing aid; coloured overlay; a low vision aid; coloured lenses.
- f) For colour-blind pupils, colours can be substituted with words on the test/examination paper or a reader can name the colours for the pupil.
- g) Use of a spell checker because of severe dyslexia. This request has to be confirmed by the school.
- h) Modifications to the format of the assessment.
- i) Additional time can be granted to pupils whose working pace is affected by their condition. For each hour of examination, a maximum of 10 minutes can be granted. For 90 minutes' assessments, an additional 15 minutes can be granted.
- j) Use of a computer or laptop or a typewriter to replace handwriting for pupils diagnosed with dyslexia, dysgraphia or any other disorder affecting written expression. The school ensures that any computer/laptop being used is cleared of stored information and the spell check function and is not connected to the Internet. It should be noted that in examinations, other than language examinations, content/skills and not language errors, are assessed.
- k) The use of a simple arithmetic calculator, whenever no calculator at all would be allowed.
- l) A scribe to transcribe word for word the pupil's dictated answers and to read back the pupil's answers where necessary. In this case additional time of 10 minutes per hour is allowed.
- m) An audio recording of answers where a scribe is not available.
- n) A reader to read both the assessment paper and to read back the answers. In this case, the additional time of 10 minutes per hour is allowed.
- o) A communicator to provide assistance to a hearing-impaired pupil through sign language or lip speaking.
- p) A prompter to assist a pupil with severe concentration difficulties or neurological disability in paying attention to the assessment tasks.
- q) Written instructions for hearing-impaired pupils.
- r) Written answers for oral examinations by a candidate who has severe difficulties in oral expression.

Annex 4 Special arrangements for S6 and S7

The arrangements listed below may be authorised by the school for S6 and S7:

Schools must inform the Central Office by 15 May of all special arrangements which have been authorised by the Director.

- a) Separate room for the test/examination/assessment.
- b) Change of seating arrangements.
- c) Taking of medication and/or refreshment in the case of a medical condition, for example, diabetes.
- d) An assistant to provide physical care for a pupil to ensure his or her well-being and safety. This assistant may not be a relative of the pupil or the teacher of the subject that is being examined
- e) The use of a specific learning aid which is normally used in class, for example, a magnifying glass; a hearing aid; coloured overlay; a low vision aid; coloured lenses.
- f) For colour-blind pupils colours can be substituted with words on the test/examination paper or a reader can name the colours for the pupil.

The arrangements listed below may only be authorised by the Board of Inspectors (Secondary) or the Inspector responsible for support (Secondary)

The justification for any of these arrangements needs to be confirmed by the specialist's reports and by the school.

- a) Modifications to the format of the assessment.
- b) Additional time can be granted to pupils whose working pace is affected by their condition. For each hour of the examination, a maximum of 10 minutes can be granted. For 90 minutes' assessments an additional 15 minutes can be granted.
- c) Use of a computer or laptop or a typewriter to replace handwriting for pupils diagnosed with dyslexia, dysgraphia or any other disorder affecting written expression. School ensures that any computer/laptop being used is cleared of stored information and the spell check function and is not connected to the Internet. It should be noted that in examinations, other than language examinations, content/skills and not language errors, are assessed.
- d) Use of a simple arithmetic calculator, whenever no calculator at all would be allowed because of severe dyscalculia.
- e) Use of a spell checker because of severe dyslexia. This request has to be confirmed by the school.
- f) Rest period(s) – during this time a pupil may not read, write or take notes of any kind and may leave the room under supervision.
- g) A scribe to transcribe word for word the pupil's dictated answers and to read back the pupil's answers where necessary because of severe dyslexia.
- h) An audio recording of answers because a scribe is not available and because of severe dyslexia.
- i) A reader to read both the assessment paper and to read back the answers because of severe dyslexia.
- j) A communicator to provide assistance to a hearing-impaired pupil through sign language or lip speaking.
- k) A prompter to assist a pupil with severe concentration difficulties or neurological disability in paying attention to the assessments tasks.
- l) Written instructions for hearing-impaired pupils.
- m) Written answers for oral examinations for pupils who have severe difficulties in oral expression.

Extraordinary arrangements

The list above is not intended to be exhaustive. Where the pupil's needs cannot be met by any of these arrangements, further appropriate arrangements may be proposed. These arrangements are granted either by the Board of Inspectors (Secondary) or by the Inspector (Secondary) responsible for the Educational support.