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## Provision of Educational Support and Inclusive Education in the European Schools – Procedural Document

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**Immediate entry into force**

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## Introduction

In April 2021, the Board of Governors approved the revised version of the 'Policy on the Provision of Educational Support and Inclusive Education' (hereinafter, the Policy).

The revised version of the Policy establishes inclusive education as the guiding principle in the European Schools, which serve a diverse and mobile pupil population and offers diverse/flexible teaching and learning approaches adapted to children with different learning profiles.

The revision of the Policy entails the revision of the 'Provision of Educational Support in the European Schools – Procedural Document' (hereinafter the Procedural Document), which follows and reflects the principles stated in the Policy.

The European schools are in the process of implementing the 2019 Action Plan on Educational Support and Inclusive Education. Several actions have already led to new guidance for schools which is reflected in the revised Procedural Document.

Additionally, new pedagogical approaches and the evolution of the technology has brought new challenges to the Schools and opened new possibilities and roads to increase the school's capacity to respond to the student diversity and remove barriers to the learning process.

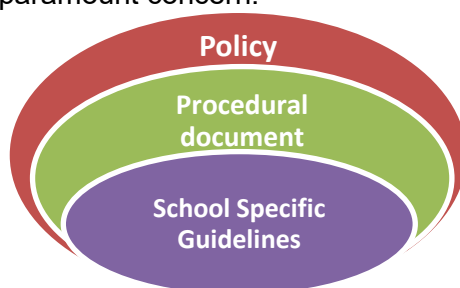
Finally, the lessons learned from distance teaching and learning in the context of the COVID 19 pandemic, including the provision of Educational Support, have highlighted some aspects in the provision of Educational Support and Inclusive Education that need to be improved, as well as successful pedagogical activities that may be continued in an in-situ learning environment.

This document clarifies and elaborates the principles contained in the Policy on the Provision of Educational Support and Inclusive Education document (2012-05-D-14) (the Policy). It also incorporates and reflects the actions established in the Action Plan on Educational Support and Inclusive Education. The aim is to harmonise the implementation of Educational Support and Inclusive Education in the European Schools (ES).

This document is complemented with the school-specific guidelines ([annex I.1](#)) that translate to the school level the implementation of the Policy and this Procedural Document based on the reality and needs of the specific school.

The school guidelines must be fully in line school with the policy and procedural document and should be clearly communicated to the different stakeholders of the school community. In case of disagreement, the current document overrules the local rules and practices put in place by the Schools. The main principles set out in the Policy and the Procedural document must be respected in planning and providing Educational Support for pupils in the European Schools.

Although circumstances in different schools vary, the interests of the pupil are always of the utmost importance and paramount concern.



## 1. Teaching and Learning in the European Schools

Good quality teaching includes different kinds of teaching and learning forms and methods. However, even the provision of accessible learning environments, differentiated teaching and a wide variety of methods are not always enough to cater for the pupils' specific needs. Therefore, reasonable accommodation in learning and assessment situations and different types of Educational Support will be made available to remove barriers to learning.

Teaching and Learning					
Access to Learning on Equal Basis and Differentiated Teaching					
Educational Support Structures					
Universal and Special Arrangements + accommodations		General	Moderate	Intensive	
				A	B
	Short-term	X	X		X
	Medium-term		X	X	
	Long-term		X	X	

### 1.1. Communication and collaboration with parents/ legal representatives

The principles related to communication and collaboration with pupil's legal representatives are set out in Article 1.1 of the Policy on the Provision of Educational Support.

The Schools Specific Guidelines shall clarify how the schools implement fluid, transparent and effective communication channels and procedures with parents/legal representatives and staff.

The school-specific guidelines shall give clear, structured information about how the school organises support and the different roles of the key stakeholders. The schools-specific guidelines must be in line with the policy and this procedural document but not a complete copy of them.

The nature of reasonable accommodation and/or educational support shall be determined in close collaboration with legal representatives/parents. Schools shall communicate in a timely, regular, and transparent manner with legal representatives/parents.

### 1.2. Access to learning on equal basis and differentiated teaching

In order to meet the needs and abilities of individual pupils, the European Schools apply the *Framework and Procedure for Early Identification of Pupils' Abilities and Needs* (hereinafter the Framework) to identify the pupils' functional needs, strengths, abilities and learning profile ([annex I.2](#)). The European Schools collect, develop, and make available comprehensive tools for early identification and pedagogical diagnostics which the Schools should use to identify a pupil who may have difficulties/disabilities.

All teachers are responsible to apply observation tools, methods and develop activities according to the Framework and school's guidelines and to cooperate with other professionals, namely Educational Support team (Educational Support Coordinators, Educational Support Teachers, Educational Support Assistants, Psychologists, Management team and other school staff members specified in the school-specific guidelines) in the different steps of early identification established in the Framework.

The planning and delivery of teaching and learning activities should take into account the diversity of learners in the classroom through the creation/development of accessible, flexible and varied learning environments, namely applying the Universal Design for Learning (UDL) principles and framework.<sup>1</sup>

Teachers promote access to learning using a variety of teaching methods, learning activities and materials in their classrooms to allow all pupils to access information, develop competences, and demonstrate what they know.

Differentiation is the planning and execution of teaching and learning for all children in all classes, which takes account of individual differences and the diversity of learning profiles, interest, motivation, and aptitude, and reflects these differences in the classroom. Differentiation forms the basis of effective teaching. It is essential for all pupils, including those requiring support or challenge. Differentiated teaching aims at meeting all the pupils' needs is the responsibility of every teacher working in the ES and must be common classroom practice.

Differentiated teaching ensures that in planning and delivery of lessons, teachers are aware of and take into consideration the different learning profiles, styles, individual needs and abilities of all pupils.

This includes meeting the needs of:

- pupils with different learning styles/profiles
- pupils studying in a language section that does not correspond to their dominant language and with varied linguistic repertoires/multilingual pupils.
- pupils arriving later into the system who have followed a different curriculum and/or whose knowledge and skills show possible gaps.
- pupils with a mild learning difficulty
- pupils with a diagnosed learning difficulty/disability/disorder and/or special educational needs and/or physical or developmental disability)
- pupils with a disability (motor, sensory, intellectual, or psycho-social)
- gifted and talented pupils

When taking into account the planning and implementation of differentiated teaching, in order to ensure inclusion and participation, it is vital that the whole class is engaged so that the pupils' sense of belonging to a community is adhered to as a priority. Professionals promote positive experiences for all pupils, ensuring a learning environment that embraces and values diversity and difference in the classroom.

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<sup>1</sup> UDL is a set of principles, providing teachers and other staff with a structure to create adaptable learning environments and develop instruction to meet the diverse needs of all learners. The UN CRPD encourages to apply the UDL.

### **1.3. Educational Support**

The European Schools strive to ensure that all pupils are able to fulfil their potential to the maximum extent possible and to encourage them to become self-confident, autonomous learners. To that purpose, the European Schools promote accessible learning environments and provide personalised support in the form of reasonable accommodations and support measures that cater for the pupils' needs and foster a successful, increasingly autonomous learning path.

#### **1.3.1. Reasonable accommodation**

Depending on their needs, pupils may require different accommodations.

The European Schools offer accommodations in learning and assessment situations.

The European Schools will promote the use of assistive/compensatory technology (devices, applications, and software) and other accommodations to those pupils with disabilities who may require them to enable them to access education on an equal basis with others.

The European Schools are aware of the rapid development of innovations and new technologies designed to facilitate early identification of eventual learning needs and abilities, remove barriers to access the curriculum and enhance learning. Therefore, the European Schools aim to keep pace with the development of these technologies, making them accessible to the teaching and learning process, including as special arrangements to all types of assessment.

##### **1.3.1.1. Accommodations in learning situations/in the classroom**

Pupils with a learning difficulty/disorder and/or a disability face many challenges in learning situations. However, many of these difficulties can be addressed by providing accommodations.

An accommodation is a change to the regular way a pupil is expected to learn or participate in the classroom. Accommodations include special teaching and learning strategies, equipment or other supports that remove, or at least lessen, the impact of a pupil's special education needs.

The goal of accommodations is to give pupils with special educational needs the same opportunity to succeed as other pupils. Accommodations in the classroom are intended to remove barriers and ensure equal opportunities in the learning process for all the pupils and allow the pupil to fulfil his or her potential in the fairest conditions possible.

If the regular learning conditions in the classroom present a risk to disadvantage the pupil's learning and performance – especially if he/she shows special educational needs – classroom accommodations may be requested and authorised for the classroom.

Classroom accommodations can also be granted to pupils who are not receiving any type of educational support.

Accommodations in the classroom may include a variety of arrangements such as changing the location of a class, providing different forms of in-class communication, enlarging print, materials and/or subjects in sign, or providing all handouts in an alternative format, providing pupils with a note-taker, or a language interpreter or allowing pupils to use assistive technology in learning and assessment situations.

When a pupil requires a reasonable accommodation in the classroom in order to compensate for a physical or learning difficulty/disability/disorder, teachers or parents, through the class/subject teacher, can request this from the school management. Pupils may also discuss their needs for reasonable accommodation with their teachers.

The procedure to request accommodations is specified in the school-specific guidelines.

The granting of accommodations is decided on a case-by-case basis following discussion with parents/legal representatives and teachers and, where applicable, with the Support Advisory Group (SAG).

Parents are asked to provide a medical/psychological/psycho-educational and/or multidisciplinary report (see [4.4.2](#) for details) justifying the need for accommodations in learning situations. Parents provide documentation to the school if they initiate a request.

The SAG<sup>2</sup> will be informed on the classroom accommodations recommended in the medical/psychological / psycho-pedagogical and/or multidisciplinary reports for pupils receiving intensive support A,

The school management takes the final decision to allow reasonable accommodation, where applicable, following the advice of the SAG and on the basis of the recommendations in the medical/psychological/psycho-educational and/or multidisciplinary report, and to define for which purposes and to which subjects these accommodations can be applied.

Reasonable accommodation arrangements approved by the management are communicated to the pupil's teachers and to parents/legal representatives. They are included in the pupils' ILP(s) (when applicable) and recorded in the pupil's file.

In case the school does not grant the classroom accommodation requested, it informs the parents/legal representatives in due time – approximately two weeks after the decision is taken- duly justifying the refusal of each measure requested. For specific, urgent cases, the management of the School might take interim decisions and reasonable accommodation arrangements may be granted before/until the medical/psychological/psycho-educational and/or multidisciplinary report is made available.

The Educational Support Coordinator (hereinafter the EdSup Coordinator) communicates any reasonable accommodation arrangements approved by the management to the pupil's teachers and to parents/legal representatives. The EdSup Coordinator includes them in the pupils' ILP/Intensive Support Agreement (when applicable) and records them in the pupils' file.

#### **[Annex I.4](#) presents examples/possibilities of classroom accommodations**

##### **1.3.1.2. Universal and Special Arrangements in assessment situations**

The ES are committed to an educational philosophy based on common European School syllabuses with common assessment criteria. This means that the Educational Support Policy may not reflect the standard practice of one country.

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<sup>2</sup> For the composition and roles of the Support Advisory Group see [point 2.7.1](#) and annex 4.



## **Universal arrangements**

Universal arrangements include arrangements available to all the pupils in assessment activities. They may encompass booklets with formulas in scientific subjects, simplification of language in the assignments and examinations, electronic version of tests, adaptations to make assignments accessible or the use of further arrangements to be put in place.

These arrangements are listed and put at the disposal of the pupils during examinations, tests and other forms of assessment to allow the pupils to fulfil their potential in the fairest possible way.

## **Special Arrangements**

If the evaluation conditions, including during the Pre-Baccalaureate and Baccalaureate examinations, present a risk to disadvantage the candidate's performance – especially if he/she shows special educational needs – by preventing him/her showing the level at which he/she has acquired the required competences, Special Arrangements may be requested and authorised for the written and oral examinations.

Special Arrangements are intended to remove barriers and ensure that individual pupils with special educational needs have equal opportunities in the assessment and can demonstrate the knowledge and skills they have learned and fulfil their potential in the fairest possible conditions. Special Arrangements are authorised when they are clearly related to the pupil's diagnosed special needs and/or disability and justified by means of a medical/psychological/psycho-educational and/or multidisciplinary report.

These arrangements are listed and put at the disposal of the pupils during examinations, tests and other forms of assessment to allow the pupils to fulfil their potential in the fairest possible way.

### **1.3.1.2.1.1. Special Arrangements up to and including S5**

The school management decides on the granting of Special Arrangements on a case-by-case basis following discussion with parents/legal representatives and teachers and with the SAG (where applicable)

Teachers or parents can request special arrangements from the management in order to benefit a pupil. Special arrangements compensate for a disadvantage resulting from a physical/motor, sensory, intellectual, psychosocial, or learning difficulty/disability/disorder.,

Pupils may also discuss their needs for Special Arrangements with either their teachers or their parents.

Special arrangements can also be granted to pupils who are not receiving any type of educational support.

Parents/legal representatives are requested to provide a medical/psychological/psycho-educational and/or multidisciplinary report justifying the need for Special Arrangements.

For pupils receiving intensive support A, the SAG will be informed on the special arrangements recommended in the medical/psychological/psycho-educational and/or multidisciplinary reports. (see [4.4.2](#) for details).

The school management takes the final decision to allow Special Arrangements, where applicable, on the basis of the recommendations in the multidisciplinary report justifying any request and following the advice of the SAG. The special arrangements, including the subjects and the conditions they can be applied, are included in the Intensive Support Agreements and the pupil's Individual Learning Plan (hereinafter the ILP), whenever applicable.

For specific, urgent cases, the School management might take interim decisions, and Special Arrangements may be granted before/until the medical/psychological/psycho-educational and/or multidisciplinary report is made available.

Any Special Arrangements approved by the management are communicated to the pupil's teachers and parents/legal representatives, included in the pupils' ILP (when applicable) and recorded in the pupil's file.

In case the school does not grant the Special Arrangements requested, it informs the parents/legal representatives in due time – approximately two weeks after the decision is taken- duly justifying the refusal of each measure requested.

### **Procedure**

Steps	Procedure
Request	Parents or teachers. Pupils may also discuss with their parents or teachers their needs for Special Arrangements.
Provision of relevant report	Parents must provide the relevant report to support the request and allow an informed decision by the management
Discussion/justification	Parents, teachers, and Educational Support team discuss the pupil's needs and the different possibilities of Special Arrangements to address those needs
Decision	The management decides based on the information provided, including the relevant report. In urgent, justified cases, the management may decide to grant Special Arrangements before and until the parents present the report.
Notice of the decision	The decision is communicated to the pupil's teachers and the parents in due time (app two weeks after the decision is taken). The school motivates the refusal of each measure requested.

### **The below list of arrangements may be authorised by the school, up to and including S5:**

- a) Separate room for the test/examination/assessment, with the exclusion of ART and MUSIC assessments which must happen in the appropriate room (ART and MUSIC room); a separate room will not necessarily be an individual room where the pupil will be alone/isolated, but a room different from the official examination room gathering all the candidates sitting the same examination of the day.
- 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; use of FM hearing system; 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) Approved devices/software/applications to be used in assessment;
- h) Modifications to the format of the assessment paper: size of paper and font, contrast, alignment, line spacing and printed pages. A paper and digital Braille version of the exams may also be made available;
- i) Additional time can be granted to pupils whose working pace is affected by their condition. A maximum of 25% extra-time time can be granted for examinations; This measure applies to all harmonised tests. For examinations taking place in the classroom other measures may be considered/envisaged, such as shortened assignments for the class and extra

time for pupils with special arrangements or shortened assignments for pupils with special arrangements but ensuring the assessment of the same/all competences,

- j) Use of approved applications/software for spell checker because of dyslexia. This request has to be confirmed by the school;
- k) Disregard of spelling mistakes in language subjects in case of severe dyslexia; when a spellchecker is not granted;
- l) For deaf or hard of hearing pupils, questions and instructions during oral exams are given in writing, exercises using audio files or videos are replaced by written exercises, or pupils receive a script of audio file or video;
- m) Written answers for oral examinations by a candidate who has severe difficulties in oral expression;
- n) Use of a computer, laptop, tablet or any approved device and the corresponding approved software to replace handwriting for pupils diagnosed with dyslexia, dysgraphia, dyspraxia, or any other disorder affecting written expression.

The school ensures that any computer/ laptop/device being used is cleared of stored information and the spell check function or other software and is not connected to the Internet. It should be noted that content/skills, not language errors, are assessed in examinations other than language examinations. Pupils may use their own devices, providing that the school has the means to verify the abovementioned conditions;

- o) A communicator to assist a deaf or hard of hearing pupil through sign language or lip speaking.

**Arrangements that may be replaced by technology. The pupil must be familiar with the technology before using it in assessment situations.**

- p) Approved speech-to-text and text-to-speech software/device or a scribe to transcribe word for word the pupil's dictated answers and to read back the pupil's answers where necessary;
- q) An audio recording of answers where a scribe is not available;
- r) Approved text-to-speech software/device or a reader to read both the assessment paper and to read back the answers. In this case, the additional time 25% may be granted;
- s) Approved software or a prompter to assist a pupil with severe concentration difficulties or neurological disability in paying attention to the assessment tasks;
- t) The schools may propose the inclusion of specific software and devices that aim to allow equal access and opportunities;
- u) A list of devices and software approved at the system level is made available to the Schools and families.

[Annex II.1](#) of this document lists the approved devices and software at the system level that may be used in the assessment context.

The role description for reader, scribe, and prompter and correspondent invigilators is in available in [Annex II.2](#).

## **Extraordinary Arrangements**

**The list above is not exhaustive.** Where any of these arrangements cannot meet a pupil's needs, teachers and parents may request further appropriate arrangements. The same procedure applies as for the arrangements listed above.

In exceptional cases, requested by the pupil's legal representatives and supported by the teachers, by a medical/psychological/psycho-pedagogical or multidisciplinary report and by the pupil<sup>3</sup>, 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 decides the final move and the Agreement could be terminated. This move is not allowed from S5 to S6.

### **1.3.1.2.1.2. Special Arrangements in S6 and S7**

Special Arrangements include changed or additional conditions during the written and oral examinations as well as during the whole European Baccalaureate cycle.

Special Arrangements are in themselves designed to compensate for any specific individual need. When assessing the candidate, the teacher and the external examiner will not award any further compensation for the candidate's learning needs. The same standards of assessment are always applied to all candidates.

Some arrangements (separate room, scribe or reader) might not be possible to be put in place during **A tests** in some schools. In these cases, the families and the pupils should be informed in advance. Alternative assessment tasks or the use of technology (eg. noise cancelling headphones or text-to-speech) may also be considered. The different alternatives should be discussed with the pupils / legal representatives. All information should also be communicated to the European Baccalaureate unit in the context of the request for Special Arrangements.

### **Procedure**

Usually, 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 apply to newly enrolled pupils in S6 or when new information has come to light that justifies granting Special Arrangements.

A written request for Special Arrangements in S6 and S7 can be made to the EdSup Coordinator by either a teacher or by the pupil's legal representatives or the pupil if not a minor. A teacher can initiate the process, but the request must be entered by the pupil's legal representatives. Special arrangements can also be granted to pupils who do not receive educational support.

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.

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<sup>3</sup> The Convention on the right of the child establishes in its article 12 that :

1. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.

2. For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child (...).

An up to date – dating back not more than two years – medical/ psychological/psycho-educational and/or a multidisciplinary report (see 4.4.2 for details) justifying the need for special arrangements is required. The pupil's legal representative must provide the relevant documents.

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.

Each application for Special Arrangements will be treated on its own merit.

Requests for Special Arrangements for the Baccalaureate must be made **by the 15<sup>th</sup> of October** of the year preceding entry into the Baccalaureate cycle, i.e. S5.

The schools must inform the Central Office **by the 30<sup>th</sup> of October** about the Special Arrangements -requested for S6 and S7.

Solely in exceptional unforeseeable situations and duly attested (serious illness, accident, newly enrolled pupils, etc.), a teacher or the pupil's legal representatives may submit the request for Special Arrangements after the deadline indicated above. The request must be accompanied by full documentation setting out the grounds on which it is based. The decision on these late requests can be made by the Inspectors responsible for educational support or in their absence by the Head of the European Baccalaureate.

### **Urgent requests for special arrangements**

In case of urgent requests due to unforeseeable circumstances, namely accidents occurred shortly before the examinations, the School management may grant the Special Arrangements and inform the European Baccalaureate Unit immediately.

The special arrangements under urgent and unforeseeable reasons are granted for a limited period of time and need to be confirmed for the following examination sessions through the filing of the regular template for request of Special Arrangements.

### **The list of arrangements listed below may be authorised by the school for S6 and S7:**

Schools must inform the Central Office (European Baccalaureate Unit) **by the 30<sup>th</sup> of October** of all Special Arrangements which have been authorised by the Director.

- a) Separate room for the test/examination/assessment, with the exclusion of ART and MUSIC assessments which must happen in the appropriate room (ART and MUSIC room); a separate room will not necessarily be an individual room where the pupil will be alone/isolated, but a room different from the official examination room gathering all the candidates sitting the same examination of the day.
- 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 their 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; use of FM hearing system, 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) Extra-time maximum of 25 % for situations of pupils with duly justified dyslexia. In this situation, the Schools must inform the BAC unit. If the Director does not grant the requested extra time, the request will be submitted to the Bac Unit for analysis of the Board of Inspectors Secondary or the inspector in charge of Special Arrangements.

Any Special Arrangement approved by the school is communicated to legal representatives, included in the pupils' ILP (when applicable) and recorded in the pupil's file.

In case the school does not grant one of several measures requested, it duly motivates the (partial) refusal decision and communicates it to the -legal representatives within two weeks after the decision is taken.

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

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

h) Modifications to the format of the assessment: size of paper and font, contrast, alignment, line spacing, spatial presentation and printed pages. A paper and digital Braille version of the exams may also be made available.

i) Additional time can be granted to pupils whose working pace is affected by their condition.

A maximum of 25% of extra time can be granted per examination;

- Additional time granted for a 3 hours-examination= 45 minutes
- Additional time granted for a 4 hours-examination= 60 minutes
- Additional time granted for a 5 hours-examination= 75 minutes (ART). Preparation time for ART exam will not be extended.

- For other tests and examinations, the extra time will be rounded up to the closest minute:  
e.g. 90 minutes - 23 extra minutes,  
60 minutes - 15 extra minutes,  
45 minutes - 11 extra minutes.

- Oral examinations:

Additional time may be granted only for the preparation time of the oral examinations to pupils who have been granted this specific measure: 10 extra minutes.

- Oral examinations: no extra time.

j) 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; The rest period will not modify the length of the examination;

k) For deaf or hard of hearing- pupils, questions and instructions during oral exams are given in writing, exercises using audio files or videos are replaced by written exercises or pupils receive a script of audio file or video);

l) Written answers for oral examinations for pupils who have severe difficulties in oral expression;

- m) Use of a computer or laptop or any approved device and the corresponding approved software 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;
- n) Use of a simple arithmetic calculator, whenever no calculator at all would be allowed because of dyscalculia;
- o) Disregard of spelling mistakes in language tests/exams in cases of severe dyslexia, in case a spellchecker is not granted;
- p) A communicator to assist a deaf or hard of hearing pupil through sign language or lip speaking.

**Arrangements that may be replaced by technology. The pupil must be familiar with the technology before using it in assessment situations.**

- q) Use of a spell checker or any specific approved software in case of dyslexia. This request has to be confirmed by the school.
- r) Approved speech-to-text and text-to-speech software/device or a scribe to transcribe the pupil's dictated answers word for word and to read back the pupil's answers when necessary because of dyslexia.
- s) An audio recording of answers where a scribe is not available.
- t) Approved text-to-speech software/device or a reader to read the assessment paper and to read back the answers because of dyslexia.
- u) Approved software/applications or a prompter to assist a pupil with severe concentration difficulties or neurological disability in paying attention to the assessment tasks.

The Schools may propose the inclusion of specific software, applications and devices that aim to allow equal access and opportunities.

A list of devices, applications and software approved at the system level is made available to the Schools and families and regularly updated.

[Annex II.1](#) of this document lists the approved devices and software that may be used in the assessment context.

Any Special Arrangement approved by the Board of Inspectors (Secondary) or the Inspector responsible for support (Secondary) is communicated to legal representatives. They are included in the pupils' ILP/ISA (when applicable) and recorded in the pupil's file.

In case the Board of Inspectors or the inspector does not grant one or several of the requested measures requested, it/s/he duly motivates the (partial) refusal decision and communicates it to the legal representatives within two weeks after the decision is taken.

The list above is not intended to be exhaustive. Where any of these arrangements cannot meet the pupil's needs, legal representatives or pupils with 18 years or above may request further appropriate arrangements. These arrangements are granted either by the Board of Inspectors Secondary or by the Inspector (Secondary) responsible for the Educational support.

Steps	Special Arrangements Approved by the School	Deadline
Request	Parents or teachers. Pupils may also discuss their needs for Special Arrangements with their parents or teachers.	Before the 15 <sup>th</sup> of October when pupil is in S5
Provision of the relevant report	Parents must provide the relevant report to support the request and allow an informed decision by the management	Before the 15 <sup>th</sup> of October when the pupil is in S5
Discussion/justification	Parents, teachers, and Educational Support team discuss the pupil's needs and the different possibilities of Special Arrangements to address those needs	Final presentation including the relevant report – 15 <sup>th</sup> of October pupil in S5
Decision	The management decides based on the information provided, including the relevant report. In urgent, justified cases, the management may grant Special Arrangements before and until the parents present the report.	
Notice of the decision	The decision is communicated to the pupil's teachers and the parents in due time. The school motivates the refusal of each measure requested. The School informs the BAC Unit about the Special Arrangements approved by the school management.	Communication to parents: approx. two weeks after the decision is taken. Communication to the BAC Unit by the 30 <sup>th</sup> of October.

Steps	Special Arrangements Approved by the Board of Inspectors Secondary	Deadline
Request	Parents, teachers, pupils ≥18 . Pupils ≤18 may also discuss their needs for Special Arrangements with their parents or teachers.	
Provision of the relevant report	Parents must provide the relevant report to support the request and allow an informed decision by the management	
Discussion/justification	Parents, teachers, and Educational Support team discuss the pupil's needs and the different possibilities of Special Arrangements to address those needs	Final presentation including the relevant report – 15 <sup>th</sup> of October pupil in S5
Request sent to the BAC Unit	The school uploads/sends the requests to the BAC Unit	30 <sup>th</sup> of October -pupil in S5
Decision	The Board of Inspectors Secondary analyses and decides on the requests	Usually in February
Notice of the decision	The decision is communicated to the school that informs the parents. Refusal of each measure requested is duly justified.	Communication to the schools approximately two weeks after the decision is taken

Steps	Urgent Special Arrangements approved by the Director or by the Educational Support Inspector Secondary	Deadline
Request	Parents or teachers or pupils ≥18 request the Special Arrangements and provide the relevant report to support the request	Immediately after the situation leading to the need for Special Arrangements
Decision: Director	Special Arrangements granted by the Director – management decides Special arrangements granted by the Educational Support inspector: - the management sends/uploads the request to the BAC Unit.	As soon as the request is complete
Decision: EdSup Inspector	The EdSup inspector analyses the request and decides	As soon as the request is ready to be analysed

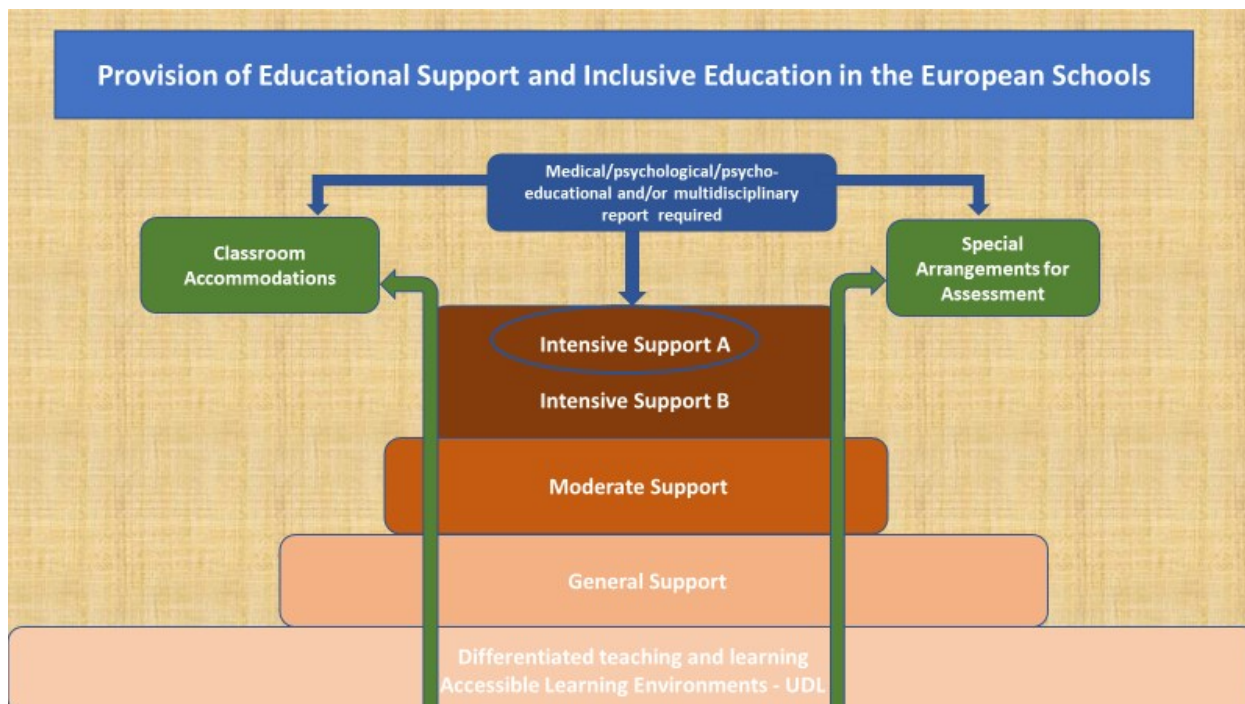
#### 1.4. Educational Support Provision

The European Schools offer three types of support programmes: General, Moderate and Intensive Support. These are precisely defined in the Policy on the Provision of Educational Support in the European Schools document (2012-05-D-14).

Educational Support may be provided in situ or at a distance, in line with the 'Distance Teaching and Learning Policy for the European Schools' (2020-09-D-10).

The resources, administration, assessment, and promotion principles are described in chapters 3, 4 and 5.





## 2. Roles and responsibilities

### 2.1. National authorities

The provision of quality inclusive education is the responsibility of all schools' professionals, particularly the teaching staff. The increasing diversity in the classroom, requires all teachers to cater for different pupil learning needs, namely through the establishment of flexible, adaptable learning environments, including differentiation.

The European Schools aim to have fully qualified Support teachers with qualifications and experience in the area of Educational Support/Inclusive education/special educational needs.

When appointing seconded staff, the national authority assures that Educational Support Teachers have the qualifications and expertise as established in the document Profile of Teaching Staff involved in Educational Support ([annex III. 1](#)), namely that:

- a) all teachers adhere to the common values and have the qualifications and experience to promote accessible learning environments and differentiate their teaching according to the pupils' learning needs and abilities.
- b) Educational Support Teachers have, in addition to the competences established for all teachers, the specific qualifications, knowledge and skills on how to provide an effective Educational Support responding to the different learning and special education needs.

The national inspector will examine and approve the qualifications and experience of locally recruited support teachers to secure the relevant expertise to provide support, in line with the profile established in the document *"Profile of Teaching Staff involved in Educational Support"*.

Attention will be paid to the skills mentioned above when evaluating teachers.

School management consults national inspectors in cases of potential refusal of enrolment and/or discontinuation of enrolment. The relevant inspectors provide advice as established in 4.4.3.

Whenever possible, the national inspector and/or the host country inspector will assist schools, when required, in for example:

- interpreting the recommendations made by a national expert or institute and
- liaising with the schools and national experts or institutions that offer support to the pupil.
- accessing national resource centres to find specialised teaching material
- strengthening the cooperation between the School and the hosting Member State/Municipality and the local schools.
- facilitating a smooth and effective transition to other educational paths.

## **2.2. Boards of Inspectors, Joint Teaching Committee, Budgetary Committee and Board of Governors**

The committees and the Board of Governors ensure adequate resources and supervise the education provided by the European Schools, including the evaluation of the effectiveness of the support provided.

## **2.3. Pedagogical Development Unit, in conjunction with the ICT and Statistics Unit**

The Units assist the various preparatory committees in performing their role and provide the technical and administrative support necessary for the effective evaluation of support provision in the schools.

## **2.4. Central Coordinator for Educational Support and Inclusive Education**

The Central Coordinator for Educational Support and Inclusive Education reports to and supports the Deputy-Secretary General in the coordination of the Educational Support Policy, the implementation of the Action Plan on Educational Support and Inclusive Education. He/she cooperates closely with the Pedagogical Development Unit and the National Inspectors in charge of Educational Support in the ES system. The Central Coordinator for Educational Support and Inclusive Education:

- is the contact point for the schools (Directors, EdSup Coordinator, educators and parents and legal representatives) regarding questions related to the provision of Educational Support and Inclusive Education at the system level;
- organises an exchange of good practice;
- fosters a harmonised, consistent, and compliant implementation of Educational Support and Inclusive Education at the system level.

## **2.5. Educational Support Policy Working Group**

The Educational Support Policy Working Group ensures that the views and expertise of all those concerned by support (parents, schools, Secretary-General, Inspectors, the European Commission) feed into the discussions and decisions related to educational support and inclusive education in European Schools. Pupils may be invited to participate in the discussions.

The group discusses issues or questions of concern in the area of Educational Support and Inclusive Education and prepares related documents for presentation to the decision-making bodies.

## **2.6. Support Inspectors (nursery and primary, secondary)**

Support inspectors, together with the OSG, are responsible for promoting the harmonised and consistent implementation of the Educational Support and Inclusive Education Policy and Provision at the system level.

Support inspectors should preferably have qualifications and expertise in inclusive education and special educational needs and participate in relevant training where necessary.

They advise school Directors or attend the SAG meetings, when this is requested by the Director. Support inspectors contribute to ensuring the consistent application of principles for allocating and organising necessary support.

School directors consult inspectors in cases of potential refusal of enrolment and/or discontinuation of enrolment ([annexes I.3 and I.4](#)).

Support inspectors organise annual in-service training for EdSup coordinators.

Support inspectors provide statistical reports on the provision and results of support. They follow up on any issues arising from the statistical analysis of support.

## **2.7. Schools/Directors**

Directors are the ultimate responsible persons for the implementation of Educational and Support and Inclusive Education in the schools. To ensure informed and participative decisions, the Director involves the relevant team of professionals in the decisions related to the implementation of Educational Support and Inclusive Education at the school level.

The School Director may delegate their responsibilities in the implementation of Educational Support and Inclusive Education to other members of the school management and to other members of the school staff.

In this document, different terms are used to define different possibilities for allocation of responsibilities:

“Director” when the responsibility of the Director is not delegated.

“School management” when the Director may delegate the responsibility to the management team members.

“School” when the Director may delegate the responsibility to any member/team of the school staff.

The Schools’ specific guidelines should clarify the holders of the responsibility in the different aspects of the provision of Educational Support and Inclusive Education.

The schools have clearly stated school-specific guidelines related to the implementation of Educational Support at the school level.

The Schools’ specific guidelines describe the provision of educational support, the main actors involved in the support at the school concerned and the procedures which need to be followed. The school-specific Guidelines shall be published on the website of the school, be fully compliant with the rules of the European Schools, be subject to a regular (annual) review and include information on a set of core elements ([annex I.1](#))

The European Schools aim at having fully qualified Support teachers with qualifications and experience in the area of Educational Support/Inclusive education/special education needs.

When appointing locally recruited staff, the school management assures that teachers have the qualifications and expertise as established in the document Profile of Teaching Staff involved in Educational Support, ([annex III.1](#)) namely that:

- a) all teachers adhere to the common values and have the qualifications and experience to promote accessible learning environments and differentiate their teaching according to the pupils' learning needs and abilities;
- b) Educational Support Teachers have, in addition to the competences established for all teachers, the specific qualifications, knowledge and skills on how to provide an effective Educational Support responding to the different learning and special education needs.

The school management consults the relevant inspector to examine and validate the qualifications of the Educational Support Teachers.

The school management ensures that teachers implement effective organisational, teaching and learning strategies for supporting the individual needs of every pupil (accessible learning environments, differentiated teaching and learning in the classroom, teaching and learning in small groups, individual teaching and learning in and outside the classroom, cooperation of all the teachers involved in teaching the pupil, systematic evaluation of the pupil's progress).

The school management ensures that appropriate teaching and learning strategies and assessment activities are demonstrated when evaluating teachers.

The school management appoints one or more EdSup coordinators with the profile established in 3.1.1 [annex III.2](#) and provides an adequate amount of time for the job, in accordance with the recommendation established at system level [annex III.3](#).

The school clarifies in the School-specific guidelines the responsibilities of all those involved in planning educational support or the writing of the Group Learning Plan (GLP) or Individual Learning Plan (ILP) or Intensive Support Agreement.

The school includes in its school-specific guidelines a statement on how documentation will be kept/recorded with respect to confidentiality and the General Data Protection Regulations (GDPR).

The school implements the Training Policy on Inclusive Education [annex I.5](#), and organise local in-service training for teachers accordingly.

The school informs parents/legal representatives regularly about their child's evolution. The school informs parents/legal representatives whenever educational support and reasonable accommodation is recommended for their child, involves them in decisions regarding the support measures in question, requests their authorisation before the educational support provision starts and informs them regularly about their child's evolution.

The school cooperates with national authorities.

The school cooperates with the relevant institutions of the host country or the member state, including national resource centres and local and regional support services.

The school management implements the *Accessibility Policy in the European Schools* [annex I.6](#) if the school has the right resources to do so and within its remit.

The school management ensures the link between the Educational Support team with the different relevant existing teams/groups in the school, namely the Care Teams, to ensure a coherent approach to the provision of education. The school management may organise support teams according to the school's needs.

### **2.7.1. Support Advisory Group**

The Support Advisory Group (SAG) is a multi-professional group at the school level that assesses the requests to the provision of Intensive Support, including documentation, and advises the Director on the accommodations in learning and assessment situations to be granted and support measures to be put in place.

The SAG discusses how best to meet the pupil's needs and coordinates and monitors the development of pupils receiving therapies in the school through a tripartite agreement.

In the context of the medical/psychological/psycho-educational and/or multidisciplinary report reports, the SAG can examine the possibility of exempting a pupil with a permanent and unchanging disability to be retested, other than regular updates.

The SAG is chaired by a member of the management or EdSup Coordinator. The school-specific guidelines should specify who chairs the SAG meetings.

The SAG meets at the end of the school year to evaluate the ILP and propose its termination continuation or revision.

The SAG may also meet during the school year whenever the evolution of the pupil's learning process entails a significant/substantial update of the IS Agreement or the ILP.

The composition of the SAG may differ between the Nursery/ Primary cycles and the Secondary. Besides the chair, the SAG is composed of the pupil's relevant teachers, the EdSup coordinator and the pupil's parents/legal representatives. Other relevant actors may also be involved: school psychologist, cycle coordinators, educational advisors, school doctor, therapists under tripartite agreements, independent external experts who may accompany the parents. At the request of the school management, Educational Support inspectors may also participate in the SAG meetings.

The composition of the SAG is detailed in [annex IV.1](#).

### **2.8. Pupils**

Pupils receiving General and Moderate Support are encouraged to discuss their needs and the type of support.

Pupils receiving Intensive Support will be consulted about the type of support needed before it is put in place. As far as possible the pupil's views will be taken into account.

### **2.9. Parents/legal representatives**

Parents/legal representatives play an active role in the contacts with their child's teachers. Parents/legal representatives make any relevant information available to the school on admission or during the school year.

When parents/legal representatives decide to refuse the educational support proposed by the school, they will inform the school of the decision in writing.

The school shall inform the parents/legal representatives whenever educational support and reasonable accommodation is recommended for their child, involve them in decisions regarding the support measures in question, request their authorisation before the educational support provision starts and inform them regularly about their child's evolution.

### 3. Resources and Professionals

Some pupils receiving educational support are also supported by external experts either working for local and regional support services or as independent service providers. External experts provide the medical/psychological/psycho-educational and/or multidisciplinary reports as the basis for educational support and reasonable accommodation.

The EdSup coordinator and support teachers collaborate with those experts who may also be invited to the SAG meetings.

#### 3.1. Professionals involved in Educational Support

Highly qualified professionals are the cornerstone for providing quality education and promoting successful learning careers. The European Schools aim to have qualified staff, with the required competences (knowledge, experience and motivation) and a high level of expertise for the provision of Educational Support and Inclusive Education in an efficient and effective manner.

##### 3.1.1. Educational Support Coordinators

The school management appoints one or more EdSup Coordinators according to the profile established in the document *Recommendations Concerning the Qualifications and Expertise of Educational Support Coordinators* [annex III.2](#). The purpose of coordination in the schools is to organise and implement the educational support policy successfully and efficiently.

Such coordination will include:

- assisting the Director/Deputy Director in providing educational support, including the elaboration of school internal guidelines; collaborating in the recruitment and evaluation of educational support staff (support teachers and assistants); ensuring the organisation and follow-up to the SAG including the signing of Intensive Support Agreements and the writing of ILPs; organisation and supervision of the process of requests for special arrangements, ensuring the application of the agreed special measures; organisation and monitoring of the process in the case of a possible non-enrolment or discontinuation of studies for pupils with special educational needs;
- 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;
- ensuring the implementation of a harmonised approach in the early identification of and intervention in specific learning and educational needs;
- playing an active part in organising educational support in-service training;
- contributing to awareness-raising within the school's community;
- liaising with the existing teams/groups in the school with the responsibility of ensuring the pupils' wellbeing;
- 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;



- recommending, in consultation with other professionals, working with the pupil(s) when there is no further need for educational support;
- acting as a contact point for parents/legal representatives, pupils, staff and, if necessary, other experts and informing them of pupils' educational needs;
- contributing to harmonisation of educational support within the ES system;

The EdSup coordinator will have good management skills, a good knowledge of different languages, as well as teaching qualifications and specialised qualifications and experience in the area of inclusive education/ educational support/special needs as established in the relevant profile ([Annex III.2](#)).

EdSup coordinators' duties may be modified in accordance with the particular conditions in each school. They will be clearly defined in the job description.

The EdSup coordinator will have a key administrative and pedagogical role. The time allocation will be allocated according to the recommendation on the allocation of time for Coordination ([Annex III.3](#)) and will reflect each school's particular needs. The time allocated shall be sufficient to perform the job effectively and professionally.

### **3.1.2. Educational Support Teachers**

The European Schools aim at having fully qualified Support Teachers with qualifications and experience in the area of Educational Support/Inclusive Education/special educational needs.

Seconded and Locally Recruited teachers who provide Educational Support will have the proper qualification and experience as established in the document Profile of Teaching Staff involved in Educational Support ([annex III.1](#)).

In addition to the competences established for all teachers, they have the specific qualifications, knowledge, and skills to provide effective Educational Support responding to the different learning and special education needs.

The qualifications of seconded teachers must be recognised by the appointing country.

The national inspectors must confirm the qualifications of locally recruited teachers. For that purpose, the school management sends the diplomas and certificates to the national inspector for approval.

The Support teachers:

- Work with pupils who need Educational Support and who have special educational needs (learning, emotional, behavioural and/or physical needs);
- provide General support to small groups in or outside the classroom as well as Moderate and Intensive support in small groups or individual support in or outside the classroom;
- use appropriated differentiated teaching methods and support pupils in developing appropriate learning strategies using adapted teaching material;
- undertake detailed observation and assessment and supports Class and Subject teachers in early identification of educational support needs;
- decide on the most appropriate teaching strategies for the pupil, in consultation with the class or subject teacher and any other professionals working with the pupil;
- write a GLP for the group receiving General support and an ILP for each pupil receiving moderate or intensive support in cooperation with the class/subject teacher;

- liaise and work under the coordination of the EdSup Coordinator;
- liaise and cooperate with the Class or Subject teachers and the other members of the team during the learning process, advising them on the various learning profiles of pupils with specific learning needs and special education needs and innovative approaches in teaching and learning to cater for those needs;
- liaise with external experts and therapists working under tripartite agreement
- evaluate the pupil's progress;
- keep records of achievement in order to have accessible information when needed;
- liaise with parents about the child's progress and needs;
- attend meetings and training work;
- take responsibility for their continuous professional development, including reflecting on their (own) practice and continually learning and updating their knowledge.

### 3.1.3. Educational Support Assistants

The Educational Support Assistants have an important role in supporting pupils and in the work done by the teachers. The assistant's competences include good communication skills, flexibility, patience, self-initiative, and discretion. If an assistant is not present for some reason, the pupils continue their work in the class.

The role and responsibilities of the Support Assistant includes tasks in the areas that involve - **support to the school, class/subject and support teachers**: general participation in the school's activities; planning and preparation of activities, participation in general activities; - and **direct support to the pupils**: participation in specific activities developed by the pupil, nursing and care activities.

Where required for enabling reasonable accommodation (e.g. the use of a scribe, or to ensure a stable point of reference, e.g. for anxiety disorders) where this is in the interest of the pupil, the presence of the assistant during tests and examinations is allowed, without prejudice to the assessment and exam rules. The job description of the Educational Support Assistant is described in [annex III.4](#).

### 3.1.4. Therapists

There might be pupils whose development and learning needs require support given by therapists (essentially speech therapists, psychomotor therapists, and behaviour therapists). The provision will be organised on the basis of a tripartite agreement.

The school's role is to make a suitable room available to the pupil and to the professional whose services are used, to agree on a timetable, to take account of class activities and to provide coordination and monitor the pupil's development through meetings of the SAG in which therapists may participate.

These therapists provide services and are paid directly by parents. Only for attendance at each meeting of the SAG, at the request of the school management or of parents/legal representatives, will the therapists receive a flat-rate payment made by the school.

To facilitate provision for such pupils and their inclusion into the school community, the Office of the Secretary-General of the European Schools (OSGES) invites expressions of interest in order to compile a list of therapists who, at the request of pupils' legal representatives, can provide their services on the premises of the European Schools and in collaboration with the educational team.



Therapists may be registered on different lists, provided they have the requisite duly recognised professional qualifications<sup>4</sup>. To provide their services, in line with free cross-border provision in the EU, there shall be no requirement to be professionally established in the resident Member State of the school concerned. However, the therapists must have their qualifications recognised in the School's hosting Member State.

### **3.1.5. School Psychologists**

School Psychologists play an important role in the organisation and functioning of Educational Support.

The role of the School Psychologists may range from:

- collaborate/intervene in setting up accessible learning environments
- develop activities of early detection and prevention of learning difficulties/disabilities/disorders,
- support teachers and other support staff on putting in place measures of Intensive Support and Special Arrangements and or/classroom accommodations,
- facilitate/establish contact with external experts/resource centers-local or national-participation in the SAG.

The School Psychologists will collaborate with the EdSup Coordinator in the process of advising Educational Support staff on the implementation of specific learning strategies.

The roles and duties of the Psychologists will be clarified in the document *Role, Duties and Work Frame of Psychologists in the European Schools* (Annex III.6).

## **3.2. Material resources**

### **3.2.1. Facilities and equipment**

The fulfilment of accessibility standards, as well as the necessary and updated technologies and material resources, must be assured in order to enable the access and participation of all pupils in the learning process on an equal basis with others.

To that purpose, the Accessibility Policy ([annex I.6](#)) guides the different levels of the system, including the schools, in preventing, identifying, and addressing eventual barriers that may hinder a pupil's full participation in education.

The quality of the environment has an important impact on learning. The school will offer appropriate rooms with enough suitable assistive and compensatory technologies equipment and material for support activities.

The Schools should also be equipped with the necessary resources to ensure the conditions required for the provision effective of Educational Support in the context of distance teaching and learning when needed.

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<sup>4</sup> Further details can be found on the website of the Office of the Secretary General [http://schola-europaea.eu/cei/file/call3\\_EN.pdf](http://schola-europaea.eu/cei/file/call3_EN.pdf)

## **3.2.2. Budget**

### **3.2.2.1. General, Moderate and Intensive B Support**

General, Moderate, and Intensive B forms of support have a joint budget, which is recalculated on an annual basis. The amount for the joint budget for each school is calculated in accordance with Annex II of the document 2019-04-D-13.

The joint budget for General, Moderate and Intensive B Support is based on the total number of pupils in the school. In addition, schools include in this joint budget the allowance (see Annex II of the document 2019 2019-04-D-13) allocated for pupils who do not have their own language section in the school (SWALS).

To forecast this joint budget, the numbers from the previous school year are used (i.e. school population in 2020-2021 for the 2023 budget).

Decisions regarding the distribution of the joint support budget for General, Moderate and Intensive B Support are left to the school's autonomous planning, which adheres to the general guidelines provided in the main Support Policy document.

The calculations used in Annex II to document 2019-04-D-13 are provided for administrative purposes only. The support given is allocated according to pupils' needs within the school and not per section or year group. Funds for Educational Support are entered in budget line/item 60 1104.

The budget for the provision of Educational Support and Inclusive Education also includes a specific budget line for material and training in Educational Support and Inclusive Education.

The budget for the implementation of the Training Policy is established in the document in [annex I.5](#)

Funds for Educational Support material and training are entered in budget line/item 60 2201.

### **3.2.2.2. Intensive A Support**

For pupils with special educational needs, the European Schools system has a specific and separate budget based on the needs in each school and forecast one year in advance, calculated on the basis of the number of pupils with special needs (ISA) already present in the school.

The global budget for Educational Support will be the sum of the parties, as mentioned under paragraphs 3.2.2.1 and 3.2.2.2.

### **3.2.2.3. Needs for Educational Support Coordination**

The needs for Support coordination are financed from the availabilities on budget line 60 1104.

In principle, EdSup coordinators are not asked to ensure other tasks than those mentioned in their initial job description as mentioned under point 3.1.1 of the present document and within the coordination time assigned from the Educational Support budget.

The school's management has the possibility to assess the necessity to pay the EdSup coordinators for their participation in the Class Council meetings and in meetings related to the Educational support provision during the school year on top of the Coordination time if this should not be sufficient.

### **3.2.2.4 Justification and approval of the proposed budget**

The proposed budget is presented to the school's Administrative Board for approval, together with the necessary justifications: list of pupils in need of support (without the pupils' names), with an indication of the type of support, cycle, learning disability/difficulty/disorder and allocated costs and type (lesson or assistance) of the support needed.

The management of the school presents to the Administrative Board the needs for allocation of time for support coordination, including the flexible component.

Funds for Intensive Support should be provided to meet the needs of identified pupils during the school year of the forecast<sup>5</sup>. The school will have to find any extra funds required from within the budget already available in the system (among all schools and across all chapters when justified).

## **4. Administration (enrolment/admission/procedures/documentation)**

### **4.1. Enrolment principles**

On enrolment, the school will collect relevant information from the parents/legal representatives, including the pupil's level of academic attainment and previous educational support provision and/or special educational needs.

It is the responsibility of parents/legal representatives to guarantee that the information given is correct, reliable, and complete.

In the case of a pupil who may require Intensive Support A, the Director convenes a SAG meeting as soon as the enrolment is processed, to consider the accommodations and other support measures required by the pupil.

All possibilities to do so should be thoroughly looked into by the school, before declaring that the school is unable to meet the child's special educational needs. Whenever necessary the school implements the procedure established in the Guidelines for Decisions on Enrolment of Pupils with Special Educational Needs ([annex I.3](#))

Any relevant information will be passed to the EdSup coordinator. The EdSup coordinator will ensure that the class/subject teacher is informed of relevant information in a comprehensive and timely manner.

When parents /legal representatives are unable to provide the necessary information at the time of enrolment, the accepted enrolment may be cancelled by the Director.

### **4.2. General support**

#### **4.2.1. Who is it for?**

- Any pupil may need General Support, over and above normal classroom differentiation, at some time during schooling.

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<sup>5</sup> i.e., the budget for the year  $t$  is forecast, discussed and approved in January-April of the year ( $t-1$ ). So, the budget for Intensive Support will be based on the needs of the pupils present in school in January of the year ( $t-1$ ). It is possible that in September of the year ( $t-1$ ), new special educational needs pupils will be enrolled, but since no reasonable forecast could be made in January, then the needs of these new pupils will have to be considered along with the associated funding needs.

- Pupils may experience difficulties in a particular aspect of a subject, may need to ‘catch up’ due to late arrival in the ES system or illness or may be working in a language that is not their dominant language.
- Pupils may need additional help with acquiring effective learning strategies or study skills.

#### **4.2.2. Procedures and organisation**

Every school clarifies in the school-specific guidelines how General Support is organised, the main actors involved, and the procedures which need to be followed.

- Requests for General Support come from teachers or parents/legal representatives, through the class/subject teacher,
- The school management takes the decision of granting General Support.
- If the class/subject teacher is not in agreement with the support requested from parents/legal representatives, the EdSup coordinator will discuss with the teacher concerned and the parents/legal representatives and advise the school director who will take the final decision.
- In case the school director does not grant or only partly grants a request for general support, they duly motivate the (partial) refusal decision and communicate it to the parents/legal representatives within two weeks after the decision is taken.
- Parents/legal representatives are informed that educational support has been recommended for their child and invited to agree to it.
- EdSup coordinators create small groups of up to 10 pupils, whenever possible, and organise support in or outside the classroom, depending on the availability of support teachers. In very exceptional cases, General Support may be provided for an individual pupil.
- Together with the class/subject teacher, the support teacher writes the Group Learning Plan (GLP)– including group targets and success criteria
- The support teacher is in close and regular contact with the class/subject teacher to ensure that support activities correspond to the work being done in the class and to monitor the pupil’s progress together;
- The class or support teacher informs the parents/legal representatives regularly of their child’s evolution;
- At the end of each semester, support teachers prepare written feedback in coordination with the class teacher, which will be shared with parents/legal representatives

#### **4.2.3. Documentation relating to General Support**

- Written request from the teacher or the pupil’s legal representatives to the EdSup coordinator
- Group Learning Plan
- Prior information to pupils’ legal representatives and their agreement
- Reports on pupils’ evolution.

The rules concerning access to, keeping and retention of documents and information are established in chapter 9 of this document, related to data protection.

### **4.3. Moderate Support**

#### **4.3.1. Who is it for?**

- Moderate Support is an extension of General Support in terms of complexity and duration.
- It is provided for pupils in need of more targeted support or those with a moderate learning difficulty. It can be cross-subject/cross-curricular.
- It might be appropriate for some pupils who may be experiencing, for example, considerable difficulty in accessing the curriculum due to language issues, concentration problems, neurological impediments, or other reasons.
- It might be provided for a more extended period than General Support, and each pupil has an ILP.

#### **4.3.2. Procedures and organisation of Moderate Support**

Every school clarifies in the school-specific guidelines how Moderate Support is organised, the main actors involved, and the procedures which need to be followed.

- Teachers and parents/legal representatives may request Moderate Support.
- Recommendations contained in a medical/psychological, psycho-educational and/or multidisciplinary report are taken into consideration when such a report is presented by parents/legal representatives to the class/subject teacher or the EdSup coordinator for admission.
- If the class/subject teacher does not agree with the support requested from parents/legal representatives, the EdSup coordinator will discuss with the teacher concerned and the parents/legal representatives and advise the school director who will make the final decision.
- In case the school director does not grant or only partially grants a request for moderate support, they duly motivate the (partial) refusal decision and communicate it to the parents/legal representatives within two weeks after the decision is taken.
- Pupils' legal representatives are informed that educational support has been recommended for their child and invited to agree to it.
- EdSup coordinators create small groups of up to 6 pupils or organise individual support, in or avoid the classroom, depending on pupils' needs and the availability of support teachers.
- Groups can be organised vertically, horizontally, within or across sections, by focusing on the needs of the pupils concerned.
- Support teachers write an ILP for each pupil in cooperation with the class/subject teacher, which is communicated to parents/legal representatives. This ILP shall be monitored regularly.
- The ILP includes specific learning objectives and criteria for evaluating pupil progress and the success of the support.
- The support teacher is in close and regular contact with the class/subject teacher to ensure that support activities correspond to the work being done in the class and to monitor the pupil's progress together. The class/subject or support teacher regularly informs pupils' parents/legal representatives of their child's evolution in Moderate Support.

- At the end of each semester, support teachers prepare a written evaluation in coordination with the class/subject teacher, which will be shared with parents/legal representatives
- On the basis of this evaluation, school and parents discuss and agree on continuation/adaptation/termination of the interventions and accommodations.

#### **4.3.3. Documentation relating to Moderate Support**

- Written request from the teacher or pupil's legal representatives to the EdSup coordinator.
- Medical/psychological/psycho-educational and/or multidisciplinary report, if applicable.
- Individual Learning Plan for each pupil.
- Documents supporting the need for special arrangements provided by pupil's legal representatives as well as the agreement from school.
- Information to pupil's legal representatives and their agreement.
- Report on the pupil's evolution.

The rules concerning access to, keeping and retention of documents are established in chapter 9 of this document, related to data protection.

#### **4.4. Intensive Support**

##### **4.4.1. Who is it for?**

###### Intensive support A

This type of support is provided on the basis of an expert assessment of the child's needs justified by a medical/psychological/psycho-educational and/or multidisciplinary report justifying the pupil's special individual needs and the signing of an agreement between the Director and the parents/legal representatives. Intensive Support is provided for pupils with special educational needs, learning, emotional, behavioural and/or physical needs.

###### Intensive support B

In exceptional circumstances, and on a short-term basis only, the Director may decide to provide Intensive Support B for a pupil or group of pupils without diagnosed special educational needs, who cannot access the curriculum. For example, when a pupil/pupils cannot access the curriculum due to language related issues (because they are attending lessons taught in a language they do not yet know), pupils may have access to subject integrated language support: support from a teacher of their dominant language to facilitate the transfer of structural concepts and terminology between the two languages.

The pupil's absence from lessons in other subjects because of Intensive Support should be restricted as far as possible to exceptional cases.

##### **4.4.2. Admission to Intensive Support**

For pupils whose needs are best described using description A:

- Teachers or pupils' parents/ legal representatives can request intensive support A
- Pupil's legal representatives will provide the SAG with a medical/ psychological/psycho-educational and/or multidisciplinary report.
- The SAG will be informed of the conclusions of medical/psychological/psycho-educational/multidisciplinary reports.

- All the Director's decisions about admission into Intensive Support will be made taking into account the SAG's proposals.

### **Regular progress assessment and follow-up**

- Set out principles of assessments and proposal for follow-up, as a rule at least once a year.
- Based on a file including assessment/recommendations from multidisciplinary report, assessment reports from support teachers and/or assistants, ILP, minutes of previous SAG meeting made available sufficiently in advance to the members of the SAG. In between regular assessment, material changes to support hours, substantial changes to the special arrangements and/or classroom adaptations follow the SAG's opinion.

### Criteria for the medical/psychological/psycho-educational and/or 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 needs to describe the pupil's strengths and difficulties (cognitive assessment where relevant), their impact on learning (educational evidence), and the tests or techniques used to arrive at the diagnosis.
- Report for medical/psychological issues needs to specify the pupil's medical/psychological needs and their impact on learning (educational evidence).
- The medical/psychological/psycho-educational and/or multidisciplinary report must include the raw scores for tests with quantitative results and qualitative results for tests where only this exist, and the conclusion on how they relate to the average results. The tests should be standardised at international or national level.
- All reports need a summary or conclusion stating the accommodations required and, where appropriate, recommendations for teaching/learning for the school's consideration.
- *A Medical/psychological/psycho-educational and/or multidisciplinary report must be regularly updated and not be more than four years old or when the pupil changes cycle. In case of permanent and unchanging disability (and when the SAG 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 October in S3 and not later than October in S5.***
- 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.

For pupils whose needs are best described using description B:

All the Director's decisions about admission into short-term Intensive Support will be made following discussion with the EdSup coordinator, the relevant teacher(s), and parents/legal representatives.

#### **4.4.3. Procedures**

For pupils whose needs are best described using description A:

- A need for Intensive Support is identified either on enrolment or during the school year by the pupil's legal representatives or teachers.
- The teachers or parents/legal representatives make a written request to the EdSup coordinator for Intensive Support.
- The EdSup coordinator contacts the pupil's legal representatives and requests documentation (as outlined above).
- As soon as the documentation is received, the school organises a SAG meeting to discuss how best to meet the pupil's needs and advise the Director on the accommodations in learning and assessment situations to be granted and support measures to be put in place.

For specific, urgent cases, the management of the School might take interim decisions, and the Educational Support may be provided before/until the medical/psychological/psycho-educational and/or multidisciplinary report is made available.

- The SAG agrees on a proposal taking into account of the assessments and recommendations in the medical/psychological/psycho-educational and/or multidisciplinary report and including the proposed accommodations in learning and assessment situations and support measures. The Director takes the final decision based on the proposal of the SAG.
- In case the school director does not grant or only partly grants a request for Intensive Support A, they duly motivate the (partial) refusal decision and communicates it to the parents/legal representatives within two weeks after the decision is taken.
- The EdSup coordinator prepares the minutes of the SAG meeting to be shared with all the SAG members. The EdSup coordinator prepares the Intensive Support Agreement using the template in [annex IV](#) , including the proposed accommodations in learning and assessment situations and support measures for signing by the Director and the parents/pupil's legal representatives.
- Subsequently, the ILP is prepared in which details the implementation of the support agreement concerns, in consultation with all stakeholders and following the template in [annex IV](#). As a rule, except in unexpected situations, the ILP is prepared and shared with all teachers and parents within a reasonable period of one [1] month from the signature of the support agreement.
- Following the signing of the Intensive Support Agreement, the EdSup coordinator organises the Intensive Support and any other accommodations required.
- Support lessons can be organised in or outside class, usually individually but also in small groups of up to 3 pupils (if beneficial for the pupils).
- The support teacher(s) writes the ILP in cooperation with the subject/class teacher(s) and/or EdSup coordinator, including specific learning objectives and criteria for evaluating pupil progress and the success of the support.



- Pupils' legal representatives are regularly informed by the support teacher(s) of their child's evolution in Intensive Support A.
- At the end of each semester, support teachers prepare a written evaluation, which will be shared with parents/legal representatives.
- The Intensive Support Agreement is valid for one school year only. The SAG reviews the support agreement on an annual basis and again during the school year. At least one SAG meeting shall be held each year to begin, renew or terminate Intensive Support.
- If necessary, a SAG meeting may be held during the school year to evaluate and/or make significant amendments to the Intensive Support Agreement.
- The School must provide justified/reasoned information to parents/legal representatives of any substantial adaptation/ amendment to the Intensive Support Agreement, namely in the hours of support.
- There may be occasions where, despite the school's best efforts, the School may not be able to provide reasonable accommodation to respond to the pupil's needs. In those cases, the schools should duly justify the reasons.

Other educational options should be considered in cooperation with the educational system of the host country of the School or of the home country of a pupil or the country of future destination of the pupil by either complementing the European Schools' educational offer or ensuring a smooth and effective transition to other educational paths/options.

In such cases, the Director takes the final decision, taking the SAG's opinion into account. Before taking the final decision on the provision of the accommodations to cater for the pupil's needs or ensuring a smooth and effective transition to alternative schooling options, the Director must seek advice from the EdSup Coordinator and the SAG as well as from the Educational Support inspectors and the relevant national/host country inspectors.

[Annexes I.3 and I.4](#) - Guidelines on enrolment and continuation of studies contain detailed provisions.

The rules concerning access to, keeping and retention of documents are established in chapter 9 of this document related to data protection.

For pupils whose needs are best described using description B:

- Teachers or parents/pupil's legal representatives request short-term Intensive Support for the pupil in writing.
- The parents/pupil's legal representatives are informed that this support has been recommended for their child.
- The Director and parents/pupil's legal representatives sign an agreement stating the reasons, nature, and length of the Intensive Support to be given.
- In case the school director does not grant or only partly grants a request for intensive report B, he/she duly motivates the (partial) refusal decision and communicates it to the parents/legal representatives within two weeks after the decision has been taken. The EdSup coordinator creates small groups of up to 10 pupils or organises individual support, in or outside the classroom, depending on the pupil's needs and the availability of teachers.

- Groups can be organised vertically, horizontally, within or across sections, by focusing on the needs of the pupils concerned.
- The support teachers write an ILP for each pupil in cooperation with the class/subject teacher and share it with parents/legal representatives for information. This should be monitored regularly.
- The ILP includes specific learning objectives and criteria for evaluating pupils' progress and the success of the support.
- Parents/ pupils' legal representatives are regularly informed by the class/subject or support teacher of their child's progress in short-term Intensive Support. At the end of each semester/support provision, support teachers in coordination with class/subject teachers prepare written feedback which will be shared with parents/pupils' legal representatives.

#### **4.4.4 Documentation**

For pupils whose needs are best described using description A:

- Request in writing from the teacher or the parents/pupil's legal representatives to the EdSup coordinator
- The medical/ psychological / psycho-pedagogical and/or multidisciplinary report.
- A formal, signed agreement between the school and the pupil's legal representatives (Intensive Support Agreement) including accommodations in learning and assessment situations and support measures.
- The minutes of the SAG meetings.
- ILP for each pupil including includes specific learning objectives and criteria for evaluating pupil progress and the success of the support.
- Report on the pupil's progress.

For pupils whose needs are best described using description B:

- Request in writing from the teacher or the pupil's legal representatives to the EdSup coordinator.
- A formal agreement between the school and the legal representatives (Intensive Support Agreement).
- ILP for each pupil, including specific learning objectives and criteria for evaluating pupil progress and the success of the support.
- Report on the pupil's evolution.

The rules concerning access to, keeping, and retention of documents and information are established in chapter 9 of this document, related to data protection,

#### **4.5. Appeals procedure**

If an application for enrolment or provision of intensive support A is rejected, an appeal may be lodged with the Secretary-General of the European Schools within fifteen calendar days of notification of the decision.

The Secretary-General will take a decision within one month of the date of receipt of the appeal.

In the event of disagreement with the decision of the Secretary-General, a contentious appeal may be lodged with the Chairman of the Complaints Board, subject to the conditions laid down in Chapter XI of the General Rules of the European Schools.

## **5. Assessment and promotion**

### **5.1. Principles for assessment and promotion**

For the assessment and promotion of pupils receiving educational support but following a standard curriculum, the provisions in Chapter IX of the General Rules will apply. In accordance with Article 57 a) and Article 61 of the General Rules, all decisions concerning promotion to the year above are taken by the Class council.

### **5.2. Progression without promotion**

The rules related to progression without promotion are set out in chapter 5 of the Policy on the Provision of Educational Support.

Educational Support aims to enable the pupil to reach the levels of performance and develop the competences required for all pupils.

If pupils with special educational/additional needs do not meet the conditions to be promoted normally, they may progress with their 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. From a formal point of view, the pupil who progresses without promotion remains 'non-promoted' (for example, with a view to integration into another school system). A pupil can be in progression for several years or for a short period within a school year.

Progression without promotion applies to pupils who will/do not follow the standard but a modified curriculum. The decision must be taken for the benefit of the pupil's learning development and should establish the possibilities for the pupil to get back to the standard curriculum.

The request for a pupil to follow a modified curriculum can come from teachers, EdSup coordinator or parents/pupil's legal representatives. The school organises a SAG meeting to analyse the pupil's situation, the accommodations and measures of support put in place before the proposal and what further support and or accommodations reasonably could be put in place within the curriculum. Based on this analysis, the SAG provides a concrete proposal to the Director, underpinning that there are no remaining reasonable alternatives within the curriculum, who takes the final motivated decision.

Classroom accommodations or special arrangements do not entail the establishment of a modified curriculum. Classroom accommodations or Special Arrangements are put in place to allow the pupil to follow the standard curriculum and, therefore, will not lead to progression without promotion. For example, if a pupil has difficulty concentrating for long periods or difficulty with writing, the pupil may have more time to complete assignments or shortened assignments. The pupil follows the same curriculum, developing the same competences but with adaptations to accommodate her/his special needs.

A modified curriculum implies the establishment of learning objectives in different area/areas of the curriculum, substantially different from those prescribed in the standard curriculum, and specifically selected to meet the pupil's needs. It changes **what** the pupil is expected to learn (fundamental learning objectives for the year/grade level) and is not connected with **how** competences are developed and demonstrated/assessed nor with the way it is presented.

When pupils follow a modified curriculum, the ILP should:

- a) identify the grade level of the adaptation.
- b) reflect, in detail, the modifications to the curriculum (noting which subjects and what grade level those adaptations correspond to).
- c) be organised so that the pupils learn to the best of their ability and as much of the typical grade level curriculum as possible.
- d) Whenever possible, establish measures and support that could help the pupil meet the expected requirements for his/her study level and be able to access the standard curriculum again.

Pupils having benefited from progression without promotion may return to a 'standard curriculum' and be promoted to a higher class/grade when they show that the minimum requirements for their promotion have been met.

When the class/subject teacher or the support team considers that the pupil has reached the requirements to be promoted to the next grade level, a Class Council is convened to take the formal decision. The Class Council may be convened during the school year.

In the evaluation reports of pupils in progression without promotion, only the modified subjects/areas/learning objectives will have a modified assessment scale. All the subjects/areas of the standard curriculum will follow the standard assessment grading.

The decision to establish a modified curriculum for a specific pupil must be in the ultimate interest of the child. It must be an informed decision taken by the director with the involvement of parents/legal representatives and, whenever possible, the concerned pupil.

All parties must be aware of the legal and educational implications of such a decision, namely in what certification is concerned.

When a pupil in progression reaches the end of each cycle (after the primary cycle, after S3 S5), the SAG analyses the pupil's learning situation. The SAG provides relevant information to the Class Council, which will assess the pupil's situation, namely the competences acquired by the pupil in reference to the assessment standards in the European Schools. Based on this assessment, the Class Council establishes the pupil's corresponding level of attainment.

Parents/legal representatives may require the assessment of the pupil's level of attainment when they intend their child to move to a school outside the European Schools system.

A promotion from S5 to S6 is only possible when the pupil has covered all the curriculum in S5.

All candidates to the European Baccalaureate must have followed a full curriculum of S6 and S7 in Secondary to be eligible for the Baccalaureate diploma. Pupils will only be promoted to S7 if they have been duly promoted to S6.

## **6. Certification and transition to national schools**

When a pupil follows a modified curriculum, the European Schools will issue a certificate describing the subjects followed, the hours completed, and the level of the pupil's attainment, which will be recognised in the Member States similarly to the corresponding national

certificates.<sup>6</sup> In this respect, national Inspectors will ensure close cooperation between the school and the corresponding national educational system.

## **7. Transition between cycles <sup>7</sup>**

All pupils need to make positive adjustments to the new cycle to maintain their well-being and their learning process is coherent and continuous. This need is particularly relevant for pupils benefitting from accommodations, including Special Arrangements for assessment and/or other Educational Support measures.

The school must put in place a transition plan that ensures that all pertinent information and documentation is effectively shared and discussed between the parties in the different cycles involved in the pupils' learning process.

### Transition from the Nursery to the Primary cycle:

- The nursery teachers inform the EdSup Coordinator about any pupils who have received support and/or who may continue to need support.
- The EdSup Coordinator and the future class teacher (where possible) attend the SAG meetings for the N2 classes and ensure that all relevant information is passed on to all primary class/subject/support teachers.

### Transition from the Primary to the Secondary cycle:

- The primary EdSup coordinator informs the secondary support coordinator of any pupils who have received support and/or who may continue to need support.
- The secondary EdSup coordinator and the future secondary class teacher (where possible) attend the SAG meetings for the P5 classes and ensure that all relevant information is passed on to all secondary class/subject teachers at the beginning of the school year.
- For Intensive Support A, a SAG at the end of P5 prepares the support and accommodations to be used as of the start of S1; any changes to the Support Agreement during S1 have to be discussed in a SAG meeting.
- In order to ensure that the needs of pupils studying in a language section that does not correspond to their dominant language are met, their Language 1 and section class teacher work together and ensure that any relevant information is passed on to subject teachers.

## **8. Quality assurance**

The effectiveness of the Educational Support provided will be monitored and evaluated at both the school and system level using a set of harmonised criteria. At the ES system level, several measures are in place (data collection, statistical report, Whole School Inspection, in-service training of EdSup coordinators, etc.).

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<sup>6</sup> Article 5.1 of the Convention defining the Statute of the European Schools: "Years of study successfully completed at the School and diplomas and certificates in respect thereof shall be recognized in the territory of the Member States, in accordance with a table of equivalence, under conditions determined by the Board of Governors as laid down in Article 11 and subject to the agreement of the competent national authorities."

<sup>7</sup> See also "Framework for school-specific guidelines for transition nursery/primary/secondary" 2015-09-D-41

The school will create clear, transparent, and accessible guidelines for early identification, provision of General, Moderate and Intensive Support, and monitoring the degree of success of its activities (professionalism of the staff, self-evaluation, etc.) covering a set of core competencies elements ([annexe I.1](#)).

## **9. Data Protection**

The European Schools ensure good governance in Educational Support.

The staff members of the European Schools processing personal data will do so only in an authorised manner and are subject to a duty of confidentiality.

In the course of assessing and planning Educational Support and providing the most suitable educational provision, the European Schools collect the following pupil's personal and sensitive information.

- Personal information (such as name, address, contact details, date of birth, parent/legal representative(s) and contact details, gender);
- Details of learning difficulties/disabilities/special educational needs;
- Information about physical or mental health;
- Information from schools attended previously.

Data processing activities are handled only by European Schools staff members with a legitimate need to access the pupils and legal representatives/parents' personal data, for the pedagogical activities described above in full compliance with GDPR.

### **9.1. Main documentation**

All documents are kept by the management team or the EdSup coordinator in a specific and secured file:

- Enrolment documentation. All enrolment documentation linked to a pupil who gets a place in another school should be sent to the school that the pupil will attend. The school should keep no copies.
- Written request from a teacher or pupil's legal representatives to the EdSup coordinator. Medical/psychological/psycho-educational and/or multidisciplinary report. Any medical/psychological/psycho-educational and/or multidisciplinary report provided must be regarded as confidential. Access to documentation must respect data protection regulations and relevant information should be made accessible to the teachers working with the pupil on a need-to-know basis. However, in the case of particularly sensitive issues, the EdSup coordinator will provide to teachers only a summary of the report's conclusions and recommendations and any suggestions which are relevant to teaching and learning. The reports are not distributed.
- The Support agreement between the school and the pupil's legal representatives (Intensive Support Agreement) including accommodations in learning and assessment situations and support measures.
- The minutes of the SAG meetings
- Tripartite Agreements
- ILP for each pupil

- Documents supporting the need for special arrangements provided by pupil's legal representatives as well as the agreement from the school
- Information to pupil's legal representatives and their agreement
- Report on the pupil's evolution.
- Decisions relating to enrolment, placing in or withdrawal from progression, and declarations of incompetence to continue education in a European School, including relevant documentation on appeals.

The school-specific guidelines must clarify who keeps the information/documentation related to Educational Support, who has access and under what conditions, and where it is stored.

### **9.2. Retention period**

The European Schools retain the reports on the pupils' progress for ten years after the pupil has left the European Schools system.

The European Schools keep all other documentation related to Educational Support for six years after the pupil has left the European Schools system.

After this time, the information is made inaccessible to system users and securely destroyed.

The European Schools keep a record of all documents destroyed.

## **Annexes I – Complementary documents**

1. 2019-06-D-9 - *Core Elements of School Specific Guidelines on Educational Support*
2. 2021-01-D-29 *Framework and Procedure for Early Identification of Pupils' Abilities and Needs*
3. 2019-06-D-10 - *Guidelines for Decisions on Enrolment of Pupils with Special Educational Needs*
4. 2019-06-D-14 - *Guidelines for Decisions on Discontinuation of Studies of Pupils with Special Educational Needs*
5. 2021-01-D-30 - *Training Policy on Educational Support and Inclusive Education in the European Schools*
6. 2021-02-D-12 - *Accessibility Policy in the European Schools*
7. 2023-01-D-29 - *Gifted pupils in the European Schools*
8. 2022-09-D-12 - *Guidelines on how to write accessible written assessments*

## **Annexes II – Accommodations and Arrangements**

1. List of approved devices/software/applications to be used in assessment (access to the document can be requested from the school or from the Office of the Secretary-General)
2. Role and duties of scribes, readers and prompter
3. Examples of classroom accommodations

## **Annexes III – Profiles, Roles and Duties of Staff** (access to the documents can be requested from the school or from the Office of the Secretary-General)

1. 2019-12-D-39 - *Profile of Teaching Staff Involved in Educational Support and Guidelines on their Appointment and Recruitment*
2. 2020-01-D-17 - *Recommendations concerning the Qualifications and Expertise of Educational Support Coordinators in the European Schools*
3. 2020-04-D-12 - *Recommendation on a Minimum ratio of time allocation for Coordination of Educational Support*
4. 2020-06-D-12 - *Revision of the Support Assistants' Legal Status*
5. 2021-01-D-60 - *Role, Duties and Work Frame of Psychologists in the European Schools*

## **Annexes IV – Templates**

1. Table of the members of the Support Advisory Group
2. Model template for Intensive Support Agreement
3. Model template for Individual Learning Plan for Moderate Support
4. Model template for Individual Learning Plan for Intensive Support
5. Model template for the School Report (secondary cycle)

## **Annex V - Definitions of terms and abbreviations**



**Annexe I.1**



**Schola Europaea / Office of the Secretary General**  
General Secretariat

**Ref.: 2019-06-D-9-en-5**

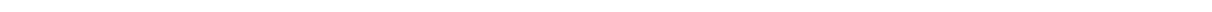
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## **Core Elements of School Specific Guidelines on Educational Support**

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Approved by the Joint Teaching Committee in its meeting of 10 and 11 October 2019



## I. Background

At its meeting on 9 to 12 April 2019 the Board of Governors adopted the 'Action Plan Educational Support and Inclusive Education' (doc. 2018-12-D-34-en-5).

Among the actions of high importance, the Board of Governors agreed on the following short term action, which concerns the School Guidelines on Educational Support:

5. Accessibility – information and communication	5.1 “Ensure that all schools have comprehensive and easy accessible school specific guidelines.” (RIE page 20)	a) Establish a list of core elements of the guidelines.	All schools have comprehensive and easy accessible school specific guidelines fully compliant with the policy.	June 2019	OSG + EduSup Policy WG	1 x 2 days meeting of support inspector (€ 2500)
		b) Schools develop their guidelines further in the light of the list.	All schools have comprehensive and easy-accessible specific guidelines fully compliant with the policy.	Dec 2019	Directors	no impact

In this context it is worth to recall the findings of the 'Evaluation Report on the Implementation of the Educational Support Policy in the European schools' (doc. 2018-09-D-53-en-3) which read as follows:

### “5.1.2 School Guidelines

#### Key Policy statements

- *Schools will have clear and transparent guidelines for the provision of Educational Support.*
- *Schools' internal guidelines and procedures must be in line with this document. In case of disagreement, the current document overrules the local rules and practices put in place by the Schools.*
- *The school will create clear and transparent guidelines for early identification, provision of General, Moderate and Intensive Support and monitoring of the degree of success of its activities (professionalism of the staff, self-evaluation, etc.).*

*According to the Policy, schools are requested to define in their own internal guidelines, the procedures for early identification of the child's needs, the provision of GS, MS and IS and the process for monitoring the degree of the success of its activities.*

*The school guidelines should be in line with the policy documents and should be clearly communicated to the different stakeholders of the school community. In the case of disagreement, the ES documents overrule the local rules and practices put in place by the Schools.*

*The multi-annual plan 2014-2017 for the implementation of the Educational Support Policy foresees support to be given by OGSES in cooperation with Educational Support inspectors for the schools to create their internal guidelines.*

*The schools have been supported in their creation of the guidelines by the inspectors. It has been a topic of three Educational Support Coordinators in-service trainings (2014, 2015, 2016) and one joint training day for the coordinators and the management of the schools has been organized in 2016. The final work has been left to the schools because they have the best knowledge about the local conditions and framework.*

*All schools have written guidelines for Educational Support. Most schools indicate the period for which the school guidelines are valid; usually for one school year. In eight schools, the guidelines for Nursery and Primary and Secondary cycles are structured in the same way, while in the other schools the structure and content differ significantly.*

*In 2016, the general guidelines were published in a transparent way on the school website only in three schools. Some schools have more detailed, internal guidelines for the school staff, some schools have also a more simplified version of the guidelines for parents.*

*Definitions and descriptions of implementation of the support forms fully respect the Educational Support Policy in 11 schools' guidelines, in relation to ISA support in all schools' guidelines. Irregularities were found: in two schools. In both, the General Support and Moderate Support is defined as a long-term support. In one school, ISB was defined as a long-term support.*

*In nine schools, two critical requirements of the policy, are both missing: 1. procedures for early identification of pupils' needs and 2. the rules for monitoring of the degree of success.*

*In most of the guidelines (10 out of 13), responsibilities of staff involved in the provision of Educational Support, are stated. Four schools added to the guidelines a year calendar, in which the tasks, timeline and responsibilities were clearly defined.*

*In eight schools, the guidelines are appropriately adapted to the local school conditions. In the rest, this adaptation is not fully clear and transparent and the essential parts of the guidelines are merely a copy of the provision document. In these cases, the reader can hardly discern local information from the general one, especially when the word 'policy' is used.*

*Two schools had the same wording throughout their respective guidelines. Since the guidelines are intended to describe the local prerequisites for offering support and the local courses of action, it is surprising to find one of the biggest schools and one of the smallest schools to have the same support organization.*

*The evaluation shows that three years after the policy came into place and despite the support provided by the inspectors only three schools comply with the requirement to have school specific guidelines in place which are available on the schools' website or can be easily found. The existing guidelines show a lot of variation in terms of quality and comprehensiveness."*

A proposal for 'Core Elements of the School Specific Guidelines on Educational Support' was discussed in the Educational Support Policy Working Group in June 2019 and finalized via written consultation in July 2019 and can be found in the annex of this document.

## **II. Implementation**

The schools are invited to review their 'School Specific Guidelines on Educational Support' in the light of this document by December 2019 in line with the 'Action Plan on Educational Support and Inclusive Education'.

## **III. Opinion of the Joint Teaching Committee**

The Joint teaching Committee took note of the information.

## **Annex to document 2019-06-D-9-en-5**

### **‘Core Elements of School Specific Guidelines on Educational Support’**

#### **Background (Policy Documents)**

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

According to the ‘Policy on the Provision of Educational Support in the European Schools’ each school shall have “*internal guidelines and procedures*” in line with the policy document.

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

In the ‘procedural document’ it is stated in chapter 6. Quality assurance’ that “*the school will create clear and transparent guidelines on early identification, provision of General, Moderate and Intensive Support and monitoring of the degree of success of its activities (professionalism of the staff, self-evaluation, etc.)*”.

#### **Implementation**

These school specific guidelines shall not be a ‘copy and paste’ of the policy documents, but provide school specific information to all school-internal (staff, parents, pupils, etc.) and - external stakeholder (for example future parents and staff members) under which conditions educational support is provided in the specific school.

The school specific guidelines shall in particular describe the offer of educational support and the main actors involved in the support at the school concerned.

Moreover, the guidelines shall provide a complete overview on the procedures which need to be followed.

Finally, it shall provide a definition of terms in line with the ‘procedural document’ and an annex with relevant templates.

The School Specific Guidelines shall be published on the web-site of the school, be fully compliant with the rules of the European Schools and shall be subject to a regular (annual) review. The following list illustrates in more detail the core elements which shall be addressed in the school specific guidelines:

#### **The School Specific Guidelines shall provide information concerning the following elements:**

- References to the relevant basic documents on policy and procedures
- School philosophy
- Differentiation
- Communication
- Role of parents
- Role of external reports and experts
- Updated list of key actors (school management, support coordinators, support teachers, support assistants, therapists) and their roles and responsibilities
- Process for early identification of the child’s needs
- Types of educational support
- Procedures for admitting to support programmes (new and existing pupils)
- Procedures for the different types of support process for monitoring the success of educational support

- Policy concerning gifted pupils
- Procedure to enable transitions from nursery to primary and from primary to secondary (to ensure relevant information is transferred and reaches intended recipients)
- Procedure to enable transfer to schools outside the system of the European Schools
- Special arrangements (various types and procedures, including the BAC cycle)
- Progress, assessment and promotion
- Rules and procedures for tripartite agreements
- Cooperation with local and/or national or regional or community support services, associations and schools in the area of educational support
- Filing and documentation
- Appeals procedure
- Reference to the data protection policy (incl. link to 'privacy statement')

**Annexes:**

- Composition of the Support Advisory Group
- Model template of Intensive Support Agreement
- Model template for Individual Learning Plan for Moderate Support
- Model template for Individual Learning Plan for Intensive Support

**Accessibility:**

The School Specific Guidelines shall be published easily accessible on the web-site of the school and shall be subject to a regular (annual) review.

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**Annexe I.2**



Schola Europaea / Office of the Secretary General  
General Secretariat

Ref.: 2021-01-D-29-en-3

Original: EN



## **Framework and Procedure for Early Identification of Pupils' Abilities and Needs**

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Approved by the Joint Teaching Committee in its meeting of 11 and 12 February 2021

**Immediate entry into force**

**For the information of the Board of Governors of 13, 14 and 15 April 2022**

## I. Background

Among the actions of high importance, the Board of Governors agreed on the following middle-term action, which concerns the identification of pupils' abilities and needs:

AREA	RECOMMENDATION	ACTIONS (WHAT ?)	INDICATORS OF SUCCESS	TIMELINE (WHEN ?)
7 Personalised support	7.2 "Develop and introduce comprehensive and harmonised framework and procedure for early identification of pupils' abilities and needs." (RIE page 25)	a) Create a harmonised chapter dealing with educational support needs in all enrolment forms of the different schools.	Potential needs are addressed in the enrolment process while respecting the requirements of the GDPR.	Implemented in 2020/21 school year
		b) Collect/Develop/Make available comprehensive tools for early identification/ pedagogical diagnostics harmonised across the system.	The schools have harmonised and comprehensive diagnostic tools at their disposal.	Implemented in 2020/21 school year

### Key Policy statements

#### Policy on the Provision of Educational Support in the European Schools

2012-05-D-14-en-9

1.1 *The European Schools (ES) are faced with ever greater challenges as the school population becomes increasingly diverse. In order to meet the needs of individual pupils, on the basis of their early identification, teachers use a variety of differentiated teaching methods in their classrooms.*

#### **Provision of Educational Support in the European Schools – Procedural Document.**

Ref.:

2012-05-D-15-en-12

#### 2.6. Schools

*The schools are responsible for proper implementation of the Educational Support Policy and Provision. The schools will be expected to have clearly stated internal guidelines for the early identification of pupils' needs.*

*6. The school will create clear and transparent guidelines for early identification, provision of General, Moderate and Intensive Support and monitoring of the degree of success of its activities (professionalism of the staff, self-evaluation, etc.).*

#### Annexe 6 – Definition of terms - Early Identification

*It is widely recognised that the early identification of pupils' needs and the early provision of appropriate differentiation or support can lead to improved achievement.*

## **Pilot Project on Early Identification: Education material**

Pilot Project on 'Early Identification' – A Booklet for the European Schools, Ref.: 2019-01-D-33-en-1

Report on the Implementation of the 'Pilot Project on Early Identification', Ref.: 2019-09-D-42-en-1

The **Framework and Procedure for Early Identification of Pupils' Abilities and Needs** in annex I was presented to the Educational Support Policy Working Group in January 22 2021.

### **II. Opinion of the Educational Support Policy Working Group**

The Educational Support Policy Working Group, chaired by the Deputy Secretary-General and composed of representatives of Inspectors, Directors, Deputy-Directors – Nursery/Primary and Secondary, Educational Support Coordinators, Teachers, Interparents, European Commission and with the participation of a representative of CoSup, gave a **favourable opinion** to the **Framework and Procedure for Early Identification of Pupils' Abilities and Needs** in the Annex.

### **III. Opinion of the Board of Inspectors Nursery/Primary**

The Board of Inspection gives a favourable opinion on the framework and the procedure proposed in the document.

This document will be presented to the JTC of February 2021 for approval.

### **IV. Opinion of the Joint Teaching Committee**

The JTC approved the 'Framework and procedure for early identification of pupils' abilities and needs', which entered into force immediately. The Board of Governors would be informed of this decision.

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# **Framework and Procedure for Early Identification of Pupils' Abilities and Needs**

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## **Introduction**

Identifying pupils' learning potential and needs at an early stage can provide the information required to put in place/develop strategies and different approaches that best respond to the pupils' abilities and needs. It might also anticipate the difficulties and provide targeted and timely support, thus increasing the chances for a child to overcome the challenges and further develop his/her abilities. A holistic approach, involving different partners responsible for the pupil's learning process, is crucial for providing adequate, sufficient (avoiding gaps or duplication in support) and effective support.

Early identification of pupils learning abilities and needs is not only linked to the provision of Educational Support: it is at the basis of quality education and is discussed in the context of different Working Groups and for a, e.g. working group EEC, Working Group Assessment Primary or Working Group Dominant Language.

Teachers should conduct regular observation and assessment of pupils' development and learning to identify the pupils' specific learning profile, including any sign of learning difficulties/disabilities.

Knowing and identifying the early warning signs that put young children at risk for learning disabilities and understanding typical developmental milestones helps with early diagnosis and intervention.

Research emphasises the need for effective screening and diagnostic systems to identify learning disabilities and developmental disorders at the earliest possible stage, clearly indicating that the chances of overcoming difficulties are significantly enhanced by early identification and intervention.

It is also important to acknowledge that children have different development rhythms. For some children, evidencing differences and delays in the abilities may be temporary and overcome during the development process. For other children, delays may persist, requiring the child's referral for targeted screening and/or comprehensive evaluation. In this context, it is essential to get a balanced approach acknowledging the delays and not 'waiting to see' or hoping that the child will develop on her/his own. On the other hand, it is essential to avoid premature identification of a disability, especially if different learning opportunities have not been provided.

In the process of early identification, family cooperation is crucial. Therefore, schools' professionals and families must cooperate in different early identification steps.

In the case of pupils entering the European Schools system in the course of their schooling career, families should provide relevant information in the enrolment process to allow schools to respond to the pupil's learning profile. All relevant information must be shared with class/subject teachers promptly. The teachers must put in place a process to observe and assess the new pupil's competencies and learning development.

To promote the provision of quality education for all the pupils at system level, the European Schools are committed to establishing a common framework and procedure of early identification of learning (dis)abilities and needs.

This framework should be appropriated by the Schools adapting to their specificities and the community and country where they are located. Therefore, schools' specific guidelines should set out the process of development of early identification of pupil's learning abilities and needs.

The framework will be complemented with the correspondent tools.

This framework aims to establish general procedures for early education, in different stages as well as for pupils who enter the system in later years or cycles.

The document below was developed based on best practices identified in international organisations and literature of reference, as well as on relevant practices in place in the European Schools.

## Framework and Procedure for Early Identification of Pupils' Abilities and Needs

The general framework of early identification of learning needs and abilities combines different and complementary phases<sup>8</sup> to understand the pupils' diverse learning profiles, (dis)abilities and needs.

### 1. Procedure

The figure below illustrates the early identification process proposed in this document for the European Schools.



#### A. General Observation

**What:** Educators (parents and teachers) observe a child's learning development to identify learning pattern and signs of difficulty.

**Who:** Class/subject teachers, Educational Support team, other school's professionals and parents.

**How:**

- Parents observe the development of their child and share relevant information with the class/subject teacher with use of the relevant Entry Profile of the child (Annex 1 of the EEC, Ref.: Annexes to 2011-01-D-15-en-5, Annexes 1A and 1B of the document Ref.: 2013-09-D-38-en-7, Assessment tools for the Primary Cycle of the European Schools).

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<sup>8</sup> Based on Hayes, A. M., Dombrowski, E., Shefcyk, A. H., and Bulat, J. (2018). **Learning Disabilities Screening and Evaluation Guide for Low- and Middle-Income Countries. RTI**

- Class /subject teachers provide a range of diverse learning experiences to assess pupils' competences and learning development in different areas (as referred to in point 2 and subject-related competencies).
- Teachers may use standardised tools to test the pupils' learning against relevant developmental milestones/typical developmental ages and stages.
- Teachers gather the information that allows identifying the pupils' learning profile and signs of learning difficulties/disabilities
- Class/subject teachers must conduct regular observations and assessments of their pupils' learning and development and use this information to make adjustments to their practice, individualise instruction, and identify the educational resources that pupils might need.
- When relevant and needed, class/subject teachers involve Educational Support Team or other professionals to observe and analyse the pupils' learning process.

In this phase, schools' professionals must consider the numerous biological, environmental, and cultural factors that may influence the course of a child's development, including the presence of risk indicators and protective factors.

Information from the general observation phase is the basis for making decisions about the need for further services and supports.

General Observation might lead to a screening process and/or a comprehensive evaluation.

#### **B. Screening**

**What:** Different areas of the child's functioning are screened to identify a pupil who may have difficulties/disabilities.

**Who:** Schools' professionals – Class/subject teachers, support team, nurses, psychologists and external experts or services.

**How:** Screening different functioning should be considered for a whole cohort in specific ages (in all cycles) and domains (see point 2), in order to identify possible cases of pupils whose learning and/or development might require a further analysis/evaluation.

The school's professionals might request parents the screening of the pupils' sensory functions, by external experts.

Screening results might lead to the development of a comprehensive evaluation or the establishment of specific measures of support and accommodations.

#### **C. Comprehensive evaluation**

**What:** Based on the information collected in the development of the previous phases, a comprehensive evaluation might be needed to understand the pupils' specific learning difficulties or disabilities.

**Who:** External Experts.

**How:** School professionals and parents discuss the need for the child to undergo a comprehensive evaluation performed by external experts: medical and/or a multidisciplinary team. The experts produce a report according to the Educational Support Policy, that will be taken into account when deciding the adequate measures of support and accommodations to cater for the pupil's needs.

Alongside the early identification process, the provision of appropriate classroom supports and services will allow the provision of adequate, individualised and personalised support, as needed.

## 2. Early Identification: What to look at?

Early indicators that a child may have learning difficulties include delays in speech and language development, motor coordination, perception, reasoning, social interaction, prerequisites to academic achievement and other areas relevant to meeting educational goals. These indicators may occur concomitantly with problems in self-regulation, attention, or social interaction.

The process of analysing a child's learning process requires a holistic approach, targeting different developmental areas of a child. Therefore, an effective process of identification of the child's status and needs depends on an integrated assessment of the child's functioning in the following domains<sup>9</sup>:

1. **cognition**, including perceptual organisation, memory, concept formation, attention, and problem-solving;
2. **communication**, including speech/language form, content, and use for receptive and expressive purposes;
3. **emergent literacy**, including phonological awareness, awareness of print; and numeracy, including number recognition, and number concepts;
4. **motor functions**, including gross, fine, and oral motor abilities;
5. **sensory functions**, including auditory, haptic, kinaesthetic, and visual systems; and
6. **social-emotional adjustment**, including behaviour, temperament, affect, self-regulation, play, and social interaction.

### 3. Early Identification Tools:

#### A. Main features of the tools for early identification of pupils' abilities and needs, in the European Schools

Some European Schools use already effective early identification tools developed at school level and/or based on teachers' practice coming from different educational systems and cultures.

Using the relevant the tools identified and collected at system-level, combined with the information gotten from various international specialised organisations, the tools for early identification/ pedagogical diagnostics harmonised across the system should have the following features:

- **Multipurpose**: The tools should gather information gotten from the different phases of identification of learning needs and abilities, as a continuous and integrated process.
- **Holistic**: The information obtained at school level should be complemented with information from multiple sources: health, family, ..., in order to allow comprehensive understanding and analysis of each pupil.
- **Meaningful and relevant**: the tools must allow the gathering of information that will be used to know better the learning needs and abilities of the pupil and avoiding spending time, resources and energy in collecting useless or repeated information.
- **Harmonised** at system level. The information collected in the different schools across the system should be comparable/equivalent, to allow the transfer of information when and if the child changes school. Harmonised tools, complemented with guidelines for their use will promote a clear understanding of its use and a more coherent approach at the system level.

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<sup>9</sup> Based on *Learning Disabilities and Young Children - Identification and Intervention*. National Joint Committee on Learning Disabilities

- **Teacher-friendly.** One of the most significant challenges of the teachers' profession is time and energy management, in the context of the increased complexity of teachers' role and the myriad of responsibilities and tasks requested to them. Therefore, early identification tools should be easy and simple to be used, combining various information, preferably through adequate and safe technological solutions.
- **Data-protection compliant.** The European Schools are committed to the compliance of data protection regulations, acknowledging that much of the information collected is considered sensitive data, requiring specific treatment.

**B. Areas in which harmonised tools are to be collected/ developed/made available/ proposed.**

The harmonised tools to be made available should cover different areas, namely:

- Assessing the pupils' learning in different domains against relevant developmental milestones/typical developmental ages and stages.
- Screening different functioning areas.
- Gathering the information that allows identifying the pupils' learning profile and signs of learning difficulties/disabilities, including risk indicators and protective factors.

The harmonised tools to be made available under this framework will be submitted to the relevant boards for approval and to assess the implications of implementation from a financial, increased workload and expertise/training perspective.

## Annexe I.3



Schola Europaea / Office of the Secretary General  
General Secretariat

Ref.: 2019-06-D-10-en-5

Original: EN



# **Guidelines for Decisions on Enrolment of Pupils with Special Educational Needs**

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Approved by the Joint Teaching Committee in its meeting on 10 and  
11 October 2019

## I. Background

At its meeting on 9 to 12 April 2019 the Board of Governors adopted the ‘Action Plan Educational Support and Inclusive Education’ (doc. 2018-12-D-34-en-5).

Among the actions of high importance, the Board of Governors agreed on the following short term actions, which concern the enrolment of pupils with particular educational needs in the European Schools:

<p><b>10. Enrolment</b></p>	<p><b>10.1</b> <i>“Establish clear procedures, criteria and responsibilities for assessing the requests for enrolment of children with special educational needs and for advising parents in case of continuation of enrolment might not be in the best interest of the child.”</i></p> <p>(RIE page 33)</p>	<p>Establish a check list for Directors and common guidelines for the schools.</p>	<p>All Directors base their decision to not enrol a pupil/to no longer provide education to a pupil on clear procedures and documental evidence, including external expertise and taking into account the best interest of the child in question.</p> <p>All these cases are properly documented, analysed and conclusions are drawn in order to make the European Schools progressively more inclusive.</p>	<p>Sep 2019</p>	<p>EduSup Policy WG  autumn  2019</p>	<p>No direct impact</p>
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	<p><b>10.2</b> <i>“Ensure a ‘four-eyes-principle’ before rejecting a pupil and ensure proper documentation of any rejection in order to ensure a follow-up on system level.”</i> (RIE page 33)</p>	Dto.	Dto.	Dto.	Dto.	No impact
	<p><b>10.3</b> <i>“Ensure that the Director consults the educational support inspectors before advising parents to leave the school and ensure proper documentation of any such decision.”</i> (RIE page 33)</p>	Dto.	Dto.	Dto.	Dto.	No impact

The guidelines, meant to support the Directors in their decision to enrol or not to enrol a pupil in his/her school were discussed in the Educational Support Policy Working Group in June 2019 and finalized via written consultation in July 2019 and can be found in the annex of this document.

## II. Implementation

The schools are invited to apply the ‘Guidelines for Decisions on Enrolment of Pupils with Special Educational Needs’ as of 1 September 2019.

The Joint Teaching Committee took note of this document.

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## **Annex to document 2019-06-D-10-en-5**

### **Guidelines for Decisions on Enrolment of Pupils with Special Educational Needs**

#### **Background (Policy Documents)**

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

###### 1.5 Non-integration of a pupil

*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 the European School is not in the best interest of the child. This may become apparent either before admission or during the child's schooling.*

*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.*

##### **Provision of Educational Support in the European Schools – Procedural document (2012-05-D-15-en-12)**

###### 4.4.3. Procedures

For pupils whose needs are best described using description A:

- *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.*

#### **Procedure**

Before declaring that the school is unable to meet the child's special educational needs, all possibilities to do so should be thoroughly looked into: the integration/inclusion of a child in the European School must be in her/his best interest.

The school is recommended to follow the procedure as outlined below:

##### **A. Collecting information**

1. Based on the request for Intensive Support A in the enrolment documents made by the parents, the support coordinator collects all information regarding the needs of the pupil following the steps described in Article 4.4.3 of the procedural document. Priority will be given to the information/recommendations of the medical/psychological/psycho-educational and/or multidisciplinary report.
2. In cases, where the support coordinator envisages difficulties regarding the integration or inclusion of a child based on the documentation received, (s)he consults the following:
  - support coordinator/director of the nursery/school the pupil is currently attending,

- in-school support team and appropriate external experts assess both the possibility for and likely obstacles<sup>10</sup> linked to admission of the chosen European School.
  - If necessary, contact will be made with the Office of the Secretary-General to enquire if there is a child with similar special educational needs in another school. If there is contact will be made with the support coordinator of the appropriate school.
3. The support coordinator meets the parents, the child and relevant external experts/therapists following the child. This will enable further information to be gathered and a fuller understanding of the pupil's needs. If necessary other members of staff may be present at these meetings.

## **B. Planning**

1. Based on all the information gathered, and priority being given to the independent external medical / psychological / psycho-educational / multi-disciplinary report, the support coordinator draws up a list of the provision necessary linked to the pupil's special needs:
- the nature, type and amount of support needed,
  - all necessary human resources: internal and external, in particular specific expertise of teaching staff and appropriate qualifications,
  - special arrangements,
  - materials, room etc.

This list will also serve as a starting point for the ILP for the pupil if he/she is admitted to the European School.

2. Next a financial statement is prepared based on the above list with the help of the financial department of the school.
3. Based on the special educational needs and the recommended support measures, the support coordinator examines whether the resources (human and material) are already available at school are sufficient.
4. If the school is currently unable to provide for all the needs identified on the list (e.g. lack of appropriate human or material resources) the coordinator checks the possibility of accessing these resources via external experts, services available within the local community and considers if a tripartite agreement could be set up. Where possible, alternative options for schooling of the child in the host country should be addressed.

## **C. The Report of the support coordinator**

1. Using the information collected a preliminary report is drawn up by the support coordinator with a summary of the pupil's history (special educational needs, support measures and special arrangements implemented in previous school, resources needed and applied, progress made, problems and obstacles, etc.). Priority will be given to the information/recommendations of the independent external medical / psychological / psycho-educational and/or multi-disciplinary report as well as additional insights provided by independent external experts.

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<sup>10</sup> This could involve the psychologist, support/class teachers, and medical staff if necessary.

2. With regard to support measures, special arrangements and resources, a clear distinction must be made between those, which the school could provide through its own staff or through local support services/therapists/external experts, and those which it would be unable to provide through its own staff or through local support services/therapists/external experts. In case of the latter all reasons will be explained in the report.
3. The report will identify and thoroughly analyse the causes and reasons why the school might have to declare itself unable to meet the child's needs.
4. Where possible, the report will address alternative options for schooling of the child in the host country.

#### **D. Analysis**

1. The Director will convene a meeting of the Support Advisory Group to be chaired by the Director or his/her delegate to which the parents (who may be accompanied by external experts) will be invited. The aim of this meeting is to consider whether the school is or is not able to meet the child's needs.
2. The draft report of the support coordinator will be shared ahead of the meeting.
3. The Group will thoroughly discuss the situation described in the report,
  - examine the pupil's special educational needs,
  - the available and potential future support measures,
  - the current and potential future resources taking into account local support services, the possibility of tripartite agreements or input from external experts, the options if appropriate for alternative schooling. At all times the priority must be to make a decision which is in the best interest of the child.
5. The discussion should lead to a proposal regarding the enrolment or non-acceptance of the child at the school.
6. In the latter case, the proposal will be accompanied by some recommendations on alternative schools based on pedagogical considerations and also indicating the support measures needed.
7. The support coordinator will finalise the report including all relevant information received. The minutes of the Support Advisory Group meeting will be annexed to the Report. Both the report and its annex(es) are strictly confidential documents.

#### **E. Decision**

1. The Director will send the report to the support inspectors and the responsible national inspector for her/his opinion/advice.
2. Based on the opinion of the Support Advisory Group, the support inspectors and the national inspector, the Director may
  - a. declare the school unable to meet the child's special educational needs, duly justifying the reasons on the basis of all documentable evidence submitted,
  - b. decide on the enrolment of the child and start the relevant procedure in order to draft the Intensive Support Agreement and the Individual Learning Plan as described in the procedural document (4.4.3.).
3. The Director will convene a meeting with the support coordinator and the parents (legal representatives) of the child and inform them on the decision explaining the situation and all the reasons for it. In case the school declares unable to meet the child's special educational needs the Director will also explain the recommended alternative schools and offer where possible his/her help by involving the national inspector, establishing contacts with the relevant schools.

Moreover, the Director will inform the parents within one week in writing about his/her decision explaining the situation and the underlying reasons.

The decision is open to an administrative appeal with the Secretary-General.

#### **F. Documentation**

1. Each case of non-admittance to a European School needs to be thoroughly documented.
2. The report produced by the support coordinator.
3. The documentation will provide in an anonymous way information about
  - a. the type of support need,
  - b. the reasons for the declaration of the school being unable to meet the child's needs,
  - c. the procedural steps taken by the Director and
  - d. whether the parents agreed with the decision of the Director stating their reasons and whether the decision deviated from the independent opinion of external experts as laid down in medical / psychological/ psycho-educational /multi-disciplinary report(s) and/or additional reports submitted for consideration.

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**Annexe I.4**



Schola Europaea / Office of the Secretary General  
General Secretariat

Ref.: 2019-06-D-14-en-4

Original: EN



## **Guidelines for Decisions on Discontinuation of Studies of Pupils with Special Educational Needs**

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Approved by the Joint Teaching Committee in its meeting of 10 and 11 October 2019

## I. Background

At its meeting on 9 to 12 April 2019 the Board of Governors adopted the 'Action Plan Educational Support and Inclusive Education' (doc. 2018-12-D-34-en-5).

Among the actions of high importance, the Board of Governors agreed on the following short term actions, which concern the enrolment **and continuation of enrolment** of pupils with particular educational needs in the European Schools:

<p><b>1. Enrolment</b></p>	<p><b>10.1</b> <i>“Establish clear procedures, criteria and responsibilities for assessing the requests for enrolment of children with special educational needs and for advising parents in case of continuation of enrolment might not be in the best interest of the child.”</i> (RIE page 33)</p>	<p>Establish a check list for Directors and common guidelines for the schools.</p>	<p>All Directors base their decision to not enrol a pupil/to no longer provide education to a pupil on clear procedures and documental evidence, including external expertise and taking into account the best interest of the child in question.</p> <p>All these cases are proper documented, analysed and conclusions are drawn in order to make the European Schools progressively more inclusive.</p>	<p>Sep 2019</p>	<p>EduSup Policy WG autumn 2019</p>	<p>No direct impact</p>
	<p><b>10.2</b> <i>“Ensure a ‘four-eyes-principle’ before rejecting a pupil and ensure proper documentation of any rejection in order to ensure a follow-up on system level.”</i> (RIE page 33)</p>	<p>Dto.</p>	<p>Dto.</p>	<p>Dto.</p>	<p>Dto.</p>	<p>No impact</p>
	<p><b>10.3</b> <i>“Ensure that the Director consults the educational support</i></p>	<p>Dto.</p>	<p>Dto.</p>	<p>Dto.</p>	<p>Dto.</p>	<p>No impact</p>

	<i>inspectors before advising parents to leave the school and ensure proper documentation of any such decision.”</i> (RIE page 33)						
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The guidelines, mend to support the Directors in their decision to enrol or not to enrol a pupil in his/her school were discussed in the Educational Support Policy Working Group in June 2019 and finalized via written consultation in July 2019 and can be found in the annex of this document.

## **II. Implementation**

The schools are invited to apply the ‘Guidelines for Decisions on Discontinuation of Studies of Pupils with Special Educational Needs’ as of 1 September 2019.

## **Annex to document 2019-06-D-14-en-4**

### **Guidelines for decisions on the discontinuation of studies of pupils with special educational needs in the European Schools**

#### **Background (Policy Documents)**

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

##### 1.5 Non-integration of a pupil

*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 the European School is not in the best interest of the child. This may become apparent either before admission or during the child's schooling.*

*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.*

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

##### 4.4.3. Procedures

For pupils whose needs are best described using description A:

- *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.*

#### **Procedure in case of discontinuation of studies**

Before declaring that the school is unable to meet the child's special educational needs in case of a child already enrolled in the school, the director will make sure that all efforts to do so have been made in line with the educational support policy and its procedural rules.

The school should follow the procedure as outlined below:

##### **A. Documentation**

Based on the available documents the support coordinator will review the special educational needs of the child,

- the support measures implemented and special arrangements granted explaining how the pupil has benefitted from these,
- the involvement of external expertise and
- additional human and financial resources used.

The following documents should form the basis for this review:

- the medical / psychological/ psycho-educational and/or multi-disciplinary reports,
  - the Intensive Support Agreement,
  - the Individual Learning Plan,
  - the school/progress reports,
-



- the minutes of the Support Advisory Group meetings,
- the reports of external experts and those from therapists working under a tripartite agreement,
- any other relevant documentation (e.g. minutes of meetings, reports of staff members if any).

## **B. Preparatory meetings**

In order to collect all relevant information, the support coordinator will organise meetings with:

1. Staff members who have been involved in the education and support of the child (support/class/subject teachers, the psychologist, medical staff if necessary, etc).
2. Parents/legal representatives of the child.
3. With parental agreement therapists/external experts following/working with the child if any.

If necessary other members of staff may be present at these meetings.

The minutes of these meetings will be annexed to the report. This will enable further information to be gathered and a fuller understanding of the pupil's situation. If necessary other members of staff may be present at these meetings.

## **C. The Report of the support coordinator**

8. Using the information collected a preliminary report is drawn up by the support coordinator with a summary of the pupil's history (special educational needs, support measures and special arrangements implemented, resources needed and applied, progress made, problems and obstacles, etc.). This report shall prioritise the findings of the independent external medical / psychological/ psycho-educational and/or multi-disciplinary report and additional insights provided by independent external experts. Also additional insights provided by independent external experts will be considered.
9. With regard to support measures, special arrangements and resources, a clear distinction must be made between those, which the school could provide through its own staff or through local support services, therapists/external experts, and those which it was unable to provide through its own staff or through local support services, therapists/external experts. In case of the latter all reasons will be explained in the report.
10. The report will identify and thoroughly analyse the causes and reasons why the school might have to declare itself unable to meet the child's needs. If possible, the report will present alternative options for future schooling of the child in the host country. This will be done in consultation and collaboration with the external experts responsible for writing the medical / psychological/ psycho-educational and/or multi-disciplinary report.

## **D. Analysis**

- a. The Director will convene a meeting of the Support Advisory Group to be chaired by the Director or his/her delegate to which the parents (who may be accompanied by external experts) will be invited. The aim of this meeting is to consider whether the school is or is not able to meet the child's needs.
- b. The support coordinator will present her/his preliminary report.
- c. The Group will thoroughly discuss the situation described in the report, examine the special educational needs, the current and potential future support measures, the current and potential future resources, the options for alternative schooling, considering above all what will be in the best interest of the child.
11. The discussion should lead to a proposal regarding the continuation or discontinuation of the studies of the child at the school.
12. In the latter case, the proposal will be accompanied if possible by some recommendations on alternative schools. This will be done in consultation and collaboration with the external experts responsible for writing the medical / psychological/ psycho-educational and/or multi-disciplinary reports. At all times the priority must be to make a decision which is in the best interest of the child.
13. The support coordinator will finalise the report including all relevant information received. The minutes of the Support Advisory Group meeting will be annexed to the report.

## **E. Decision**

- a. The Director will send the report to the support inspectors and the responsible national inspector for her/his opinion/advice.
- b. Based on the opinion of the Support Advisory Group, the support inspectors and the national inspector, the Director may
  - c. declare the school unable to meet the child's needs, duly justifying the reasons on the basis of all documentable evidence submitted,
  - d. declare that the school is able to partly meet the child's needs but inform the parents that there are better solutions available in the education system of the host country and provide the parents with relevant information concerning the advantages of the latter,
  - e. decide on the continuation of the enrolment of the child and start the relevant procedure in order to renew and possibly modify the Intensive Support Agreement and the Individual Learning Plan as described in the procedural document (4.4.3.).
  - f. The Director will convene a meeting with the support coordinator and the parents (legal representatives) of the child and inform them on the decision explaining the situation and all the reasons for it. In case of decision 'a' above appropriate support will be given to the parents including the guarantee of liaison with the child's future school and contacting the national inspector for advice if necessary in order to provide as smooth a transition as possible.
  - g. The decision is open to an administrative appeal with the Secretary-General.

## **F. Documentation**

- G. Each case of discontinuation of studies at a European School needs to be thoroughly documented.
- H. The documentation will provide in an anonymous way information about
  - e. the type of support needed,
  - f. a summary of all actions and measures taken,
  - g. the reasons for the declaration of the school being unable to continue to meet the child's needs,
  - h. the procedural steps taken by the Director and whether
    - 1. the parents agreed with the decision of the Director stating their reasons if not,
    - 2. the decision deviated from the independent opinion of external experts as laid down in medical / psychological/ psycho-educational / multi-disciplinary report(s) and/or additional reports submitted for consideration.

**Annexe I.5**



Schola Europaea /Office of the Secretary General  
General Secretariat

Ref: 2021-01-D-30-en-6

Original: EN



## **Training Policy on Educational Support and Inclusive education in the European Schools**

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Approved by the Budgetary Committee on 9 and 10 November 2021 via written procedure N° 2021/59 with entry into force as of 1 January 2022.

Board of Governors

Meetings on 8, 9 and 10 December 2021 (Online)

**For information**

## I. Background

*Qualification and Training* is one of the areas of the Action Plan, which comprehends three different actions. Those actions address the whole school community in awareness-raising regarding Inclusive education and specific training for teaching and non-teaching staff in Educational Support and Inclusive education.

2. Qualification and Training	2.1 "Develop a training policy for teaching and non-teaching staff on inclusive education and set up a dedicated budget." (RIE page 15)	Concrete needs for training in inclusive education are mapped, a training policy is developed and a dedicated budget is set up. Ensure competences to provide reasonable accommodation for individual needs.	Increase in the number of teaching and non-teaching staff participating in internal or external training on inclusive education	2020/21 school year	EduSup Policy WG in autumn 2019	tbd
	2.2 "Provide all new teaching staff as part of their induction training with information on policy and procedures of educational support provisions." (RIE page 15)	Mandate the newly created WG on Teacher Induction to address the need.	The training plan for new teaching staff devotes a part to educational support.	Dec. 2019	OSG + Induction of New Teachers WG	No impact
	2.3 "Ensure awareness of all members of the school community (staff, parents and pupils)." (RIE page 15)	Support schools by providing material on raising awareness on inclusive education.	Schools organise regularly events for awareness-raising	2020/21 school year	OSG + Directors	No impact

## II. Introduction

The European Schools are committed to establishing Inclusive education as the guiding principle, central to achieving high-quality education for all pupils, including those with disabilities.

The European Schools are aware that, as established in the UN CRPD, "Inclusive education encompasses a transformation in culture, policy and practice and seeks to enable communities, systems and structures to combat discrimination, including harmful stereotypes, recognize diversity, promote participation and overcome barriers to learning and participation for all"<sup>11</sup>.

Among the core features of Inclusive education are:

a) **Whole system approach:** ensure that resources are invested towards advancing Inclusive education and towards introducing and embedding the necessary changes in institutional culture, policies and practices.

b) **Whole educational environment:** the committed leadership of educational institutions is essential to introduce and embed the culture, policies and practices to achieve Inclusive education at all levels: classroom teaching and relationships, board meetings, teacher supervision, counselling services and medical care, school trips, budgetary allocations and any interface with parents of learners with and without disability when applicable, the local community or wider public.

<sup>11</sup> General Comment number 4.

c) **Supported teachers and staff:** All teachers and other staff receive education and training, giving them the core values and competences to accommodate inclusive learning environments. The inclusive culture provides an accessible and supportive environment that encourages working through collaboration, interaction and problem-solving.

According to Article 24.4 of the UN CRPD, States Parties “*shall take appropriate measures to employ teachers, including teachers with disabilities, who are qualified in sign language and/or Braille, and to train professionals and staff who work at all levels of education. Such training shall incorporate disability awareness and the use of appropriate augmentative and alternative modes, means and formats of communication, educational techniques and materials to support persons with disabilities.*”

In the ‘General Comment No 4’ it is highlighted that “*an adequate number of qualified and committed school staff is a key asset in the introduction and sustainability of Inclusive education*”. Therefore, States Parties should “*take appropriate measures to employ administration, teaching and non-teaching staff with the skills to work effectively in Inclusive education environments*” and “*ensure that all teachers are trained in Inclusive education based on the human rights model of disability*”. “*States parties must invest in and support the recruitment and continuous education of teachers with disabilities*” and “*all teachers must be provided with dedicated units/modules to prepare them to work in inclusive settings*”.

The overarching aims of the **Training Policy on Educational Support and Inclusive education in the European Schools** are:

a) to ensure that all teachers are trained in Inclusive education and that the Continuous Professional Development focuses on Inclusive education, equity and diversity; and

b) to build and enhance the schools’ capacity to put in place appropriate and effective actions to meet pupils’ learning needs as early as possible and the confidence to problem-solve through diverse inclusion challenges.

This Policy should be articulated with the document **Framework for and organization of Continuous Professional Development in the European Schools**.<sup>2</sup> A first draft of the Training Policy was shared with:

- The Inspectors in charge of the procedure for induction of teaching staff in the European Schools. In this context, the Inspectors shared the information concerning the induction developed at the level of the seconding authorities;
- The core team in charge of the Continuous Professional Development (CPD) in the European Schools. In this respect, an additional chapter related to Educational Support shall be added to the existing CPD Policy.

The different versions of the draft Policy were shared with the members of the Educational Support Policy WG of 22 January, 29 May and 23 September 2021 for comments, suggestions and advice.

### III. Framework

**The Policy was designed with reference to:**

- The principles established in the Educational Support Policy and complementary documents, namely the Procedural Document.
- The areas and actions included in the Action Plan that require specific training;
- The training areas identified in the surveys addressed to the Educational Support Teachers and Coordinators. In addition, new training needs arose in the context of Distance teaching and learning environment.

- The *Framework for and organization of Continuous Professional Development in the European Schools*<sup>3</sup>.

More generally, the Policy is designed to ensure that skills and targeted knowledge on the area of Educational Support is maintained and kept up to date over the time by the school staff as well as well reflected in the pedagogical plans of the European Schools, also considering the potential needs for different trainings' set-up depending on external circumstances (e.g. via online under distance learning arrangements).

### **1. Actions of the Action plan on Educational Support and Inclusive education requiring specific training**

The Action plan on Educational Support and Inclusive education contains several areas requiring concrete competences (skills, knowledge and attitudes) that need to be further developed and trained.

- The actions directly related to **training** refer to:
  - a) Awareness-raising about Inclusive education to the whole school community.
  - b) Specific training related to Inclusive education and provision of Educational Support addressed to teaching and non-teaching staff.
- **Profile, qualification and expertise** of teachers, Educational Support coordinators and other staff involved in Educational Support.

In December 2020, the Board of Governors approved a set of documents that define and clarify the profile, qualifications and expertise of staff involved in Educational Support. These documents establish:

- a common set of values and areas of competence that should provide **all teachers** with the foundations they need to be effective in the context of the diversity of learners.
- the specific competences expected from Support teachers and Coordinators.
- the obligation to follow at least an average of 25 hours per year of specific training for those teachers who provide Educational Support and do not have the required qualifications.
- The obligation to follow at least an average of 10 hours of specific training per year for those teachers who provide Educational Support and are only partially qualified with limited experience.

Additionally, other areas and actions of the Action Plan will require the development and strengthening of specific competences, namely in the areas of:

- Early identification of pupils' abilities and needs;
- Adaptability, assessment and curriculum;
- Teaching material;
- Accessibility;
- Specific training needs to expand/update competences of staff who already have specialized support qualifications.

### **2. Training needs identified by teachers and Coordinators**

The training needs in the area of Educational Support were mapped among Educational Support Coordinators and Teachers:

- A consultation among Support Coordinators held in April 2020 and whose outcome was presented to the Educational Support Policy in June 2020;

- Specific questions in the survey launched to Support Coordinators and Support teachers in the summer of 2020, assessing the training needs in the context of a distance teaching and learning environment.

The training needs identified fall under the following domains and should address and be targeted to the whole range of staff involved in the educational support:

- **School policies and culture for inclusion** – involvement of the whole community
  - Raising awareness of all stakeholders regarding Inclusive education;
  - `Inclusion of Inclusion´ in the European schools´ system;
  - Role of the management;
  - Cooperation, collaboration and communication among the different educational actors
  - Supporting the families.
- **Inclusive practices:** Specific to teaching/support staff;
  - Assessment and identification of learning and special needs (barriers to the learning process): tools, methods, analysis of medical-psychological reports;
  - Programs for early intervention;
  - Differentiation/Adjustment/Review/Harmonization, including in the context of distance teaching and learning environment;
  - Digital tools/tools for teaching and learning;
  - Specific knowledge linked to Learning Difficulties/Special Education needs; ○ Specific strategies of intervention; ○ Assistive/compensatory technologies;
  - Inclusive assessment – including in a distance teaching and learning environment- and specific tools.

#### IV. Areas of training in the context of Inclusive education and Educational Support

Based on the training needs identified in the previous chapter, the European Schools will plan and develop yearly training actions in the areas identified below.

<b>Awareness- Raising regarding Inclusive education</b>
<b>Target audience: Whole School Community</b> - Actions addressed to pupils, parents, teaching and non-teaching staff.
<b>Principles of Inclusive education</b>
<b>Target audience: Management - Teachers – Support teachers – Support Coordinators - Support Staff</b> <b>Fostering a culture of inclusion: awareness, attitudes, ethos and leadership</b>
<b>Adaptable Learning environments – Differentiation</b>
<b>Target audience: Teachers- Support teachers – Support Coordinators Universal Design for Learning</b> <b>Differentiation</b> <b>ICT Tools</b>



## **Identification of pupils' abilities and needs Identifying barriers to the learning process**

**Target audience: Teachers - Support Teachers - Support Coordinators – Support Staff**

**General Observation – tools and techniques**

**Screening techniques and (ICT) tools**

## **Provision of (reasonable) accommodation/classroom arrangements and Educational Support**

**Target audience: Teachers- Support teachers – Support Coordinators – Support staff**

**Removing barriers to learning:**

- **Specific Learning Disabilities (Dys)**
- **Learning and neurodiversity**
- **Physical disabilities**
- **Sensorial disabilities**
- **Cognitive disabilities**

**Teaching strategies and techniques of intervention**

**Assistive/compensatory (ICT) tools**

**Special arrangements (ICT Tools)**

## **Inclusive Assessment**

**Target audience: Teachers- Support teachers – Support Coordinators Different types of assessment**

**(ICT) Tools**

## V. Operationalisation

### 1. Planning and development of training in Inclusive education and Educational Support

#### 1.1 Induction of management, teachers and non-teaching staff

Induction is widely accepted as an essential part of the teacher education continuum, which involves initial teacher education, induction and ongoing teacher professional development. Effective induction should ensure that new members of the management teams, new teachers and staff receive appropriate information and support to initiate and develop their functions in the European Schools System. It includes getting acquainted with the main principles and policies that guide the teachers' professional activities.

In this context, all members of the management and new teachers must become familiar with the principles and procedures established in the Policy on Educational Support and Inclusive education.

Inclusive education is a shared responsibility of all school actors. It presupposes the involvement and co-responsibility of all and each teacher and staff member. Therefore, the activities developed at the beginning of the induction process must include a training module on Educational Support in the European Schools and on inclusive practices in the classroom. This module should be further developed throughout the induction process.

The induction process developed by the national delegations, namely by the national Inspectors, in case of seconded teachers, should be aligned and complementary to the induction to be developed at school level and system level, where appropriate.

#### 1.2 Continuous Professional Development

Continuous Professional Development (CPD) programmes for Inclusive education are planned to empower teachers and other staff members with the right attitudes, knowledge and skills to respond to the diversity of learners in the classroom and to meet each pupil's individual learning needs and abilities, including those with special education needs.

The development of In-service training in the area of Inclusive education and Educational Support (IEES) may be initiated at four different levels:

- **Seconding authorities** offering In-service training to their seconded teachers, which may be extended to locally recruited teachers;
- **At system level**, In-service training should be organized to respond to system-wide priorities;
- **At school-level**, training opportunities should be offered and organized to address school-related needs and priorities;
- **At individual level**, each teacher/staff member should invest in his/her own training and continuous professional development.

To that purpose, the OSG and the Schools establish annual priorities of In-service training according to the areas established under IV and prepare the corresponding training plan.

All members of the staff should participate in actions of awareness-raising on Inclusive education, organized by the Schools.

The Schools organize yearly actions of awareness-raising about Inclusive education addressed to pupils and parents.

## **2. Organization of In-service training in Inclusive education and Educational Support (IEES)**

Continuous Professional Development may involve using resources in different ways and, in particular, drawing on the knowledge capital that already exists within schools, between schools and in wider communities.

In-service training activities for teachers and staff may have diverse formats and organisation models and platforms.

Besides formal courses with or without recognized validation/accreditation, centralised and decentralised training, other relevant CPD training activities in IEES should involve collaboration and sharing of best practices to apply for specific learning disorders, (self)reflection, collegial learning, provide opportunities for mentoring and coaching and be supported by the school leadership as well as by external expertise.

The OSG, the Schools and the professionals, in collaboration with the relevant inspectors, will work in the process of fostering professional learning communities in the area of IEES.

The OSG, the inspectors and the Schools shall identify *in-house* expertise in IEES (teachers or other staff members with relevant competences, knowledge or experience) who may provide training activities at system or school level. Additionally, external expertise might be used to address specific areas that require high level of specialisation that cannot be found within the European Schools system.

In-service training may be organized in in-situ or in online learning environments. The latter may comprise the participation in organized training sessions provided by external providers (MOOCS, webinars,...) or at system level through the use of a specific training platform customized for the training needs of the European Schools System.

### **3. Quality assurance and validation of CPD activities**

The wide variety of approaches taken to CPD raises issues related to quality assurance with little or no follow-up or ways of evaluating the impact on teachers' practices and on the teaching and learning process.

This process is particularly relevant in the case of partially or non-qualified Educational Support teachers who need to follow 10-25 hours of training annually.

Formal accreditation/recognition/validation of CPD activities in IEES may encompass:

- Post-graduated courses in the area of IEES;
- University modules in the area of IEES;
- Digital credentials validated in the area of IEES, namely through Europass Digital Credentials and Open Badges;
- Formal validation at system-level of the specific training developed at system or school level.

Any CPD activity shall include a (self) reflection of each teacher's own practice, individually or/and with colleagues and the impact of the training in the teaching and learning process.

### **4. Dedicated Budget**

The OSG and the European Schools will set up a dedicated budget to implement the training plan on Inclusive education and Educational Support.

The dedicated budget may encompass:

#### **Material:**

- Setting up the process of digital competences;
- Setting up of a dedicated online training platform.

## Training:

- training of staff members (OSG) to implement the different areas of the Training Policy (setting up a process of digital credentials, setting up a dedicated training platform);
- Yearly allocation of hours for staff with expertise in the different areas mentioned under section IV, to provide In-service training to staff in the European Schools;
- external expertise (persons, organisations, online courses) in specific areas with high level of specialisation that cannot be found within the European Schools system;

## Organisation summary table

	<b>System - Level OSG + ES inspectors</b>	<b>School - Level</b>	<b>Individual level</b>	<b>Main principles</b>
Establish training priorities	According to the system-wide projects, Action Plan on ES IE When: In January/February each year	According to the system and school's priorities When: In January/February (revised in September)	Professionals take responsibility for their own training needs to respond to the diversity of learners in the the classroom. When: Throughout the school year	* All staff members should participate in actions of awareness training on Inclusive education; * Induction of new staff/ management members must include a module on IEES
Develop a training plan including a dedicated budget	In January/February	When: To be submitted to the Admin Boards in January or in September if new needs arise. Some level of flexibility according the needs		The training plan should cover general areas addressed to all teachers as well as topics related to specific learning difficulties.
Identify partially or non-qualified ES teachers		When allocating ES hours	When getting the information on the allocation of ES hours	Both the relevant teachers and the Schools should participate in this process
Identify target audience for in-service training	According to type of In-service training	According to the specific needs and the development of the various professionals		OSG/Inspectors, Schools and teachers must discuss the training priorities: teachers who need to follow training and other professionals and the most relevant training areas for those teachers

Identify in-house expertise	Throughout the year. Create a school and system list of possible teacher trainers to be validated at the beginning of each school year	Throughout the year. Create a school and system list of possible teacher trainers	May propose relevant in-house (School and/or system)	
Identify external experts to provide targeted training at system or school level	According to the training plan	According to the training plan	May propose specific experts	
Establishing professional communities	May initiate at any time and support the creation of professional learning communities in the area of IEES	Initiate at any time the creation of professional learning communities in the area of IEES	May propose at any time the creation of professional learning communities in the area of IEES	
Establish a budget for training	Together with the training plan	Together with the training plan		Budget may include the use of expertise (inhouse or external), material, including the acquisition of relevant platforms.
Validation of specific training modules, also to be considered in the context of 10/25 hours for not-fully qualified teachers	Each year the OSG+ES Inspectors validate the training actions that may be included in the teachers' files	Schools propose the validation of training activities to be considered in the teachers' files: both for attendees and trainers.	Professionals propose the central validation of specific modules	* Any CPD activity shall include a (self) reflection of each teacher's own practice, individually or/and with colleagues and the impact of the training in the teaching and learning process. *External certified training, Training validated by OSG/Inspectors and CPD training at school level is included in the teachers file and a general overview is included in the Statistical Report.

The other relevant documents including the yearly budget instructions will be amended and adapted accordingly.

## **5. Introductory phase- implementation of the Training Policy year 1 – 2021-2022**

Schools prepare the first training plan on Educational Support and Inclusive education.

Schools map the qualifications of Educational Support staff and the training followed by that staff in the last five years.

Schools and relevant teachers identify the Educational Support teachers not fully qualified.

Schools identify in-house expertise in the different domains established under IV who may provide training at school and system level.

The OSG develops the digital credentials procedure and establishes an online platform for training.

Educational Support inspectors and the OSG prepare the first training plan on Inclusive education and implement the first training sessions at system level.

## **VI. Opinion of the Educational Support Policy Working Group**

The Educational Support Policy Working Group, composed of representatives of the OSG, European Commission, Educational Support inspectors, Directors, Deputy-Directors, Educational Support Coordinators and Teachers, Interparents and Pupils gave a favourable opinion to the document.

## **VII. Opinion of the Joint Board of Inspectors**

**The JBI expressed a favourable opinion on the training policy on Educational support.**

It recommended, however, that the experience and expertise in this area of some seconded teachers be taken into account so that they could share those skills with their peers. It also emphasised the need for this training to be targeted at all teachers.

## **VIII. Opinion of the Joint Teaching Committee**

The JTC took note of the fact that a chapter relating to this policy would be included in the document 'Framework for and organisation of Continuous Professional Development in the European Schools' 2016-01-D-40. It also took note of the fact that training relating to Differentiation would also be organised in that framework, in cooperation with the relevant WG.

The JTC noted the comments made by some of its members:

- Reiterate the possibility of allowing teachers to participate in external training sessions and to choose for themselves the training sessions that they wished to attend according to their competences and qualifications.
- The practical details associated with this training (which target audience for which competences) and recognition of teachers' participation in such training sessions were emphasised. Training that would also address the question of differentiation should be targeted at all teachers, as differentiation was not a question solely of provision for special needs pupils.
- How budgetary resources were allocated needed to take local needs into account. Moreover, the question of resources also needed to take account of the resources required administratively at school level for the organisation of training sessions.

Taking account of the comments expressed, **the JTC expressed a favourable opinion on the proposals made in the document 'Training Policy on Educational Support'.**

The document, accompanied by a financial statement, would be presented to the Budgetary Committee for approval.

#### **IX. Opinion of the Budgetary Committee**

**The Budgetary Committee unanimously approved the Training Policy on the provision of Educational Support and Inclusive Education in the European Schools.** The Budgetary Committee highlights that the financial impacts are neutral concerning the 2021 and 2022 budgets.

The document is sent forward to the Board of Governors for its information.

The Training Policy will enter into force as of **1 January 2022**.

**Annex I.6**



Schola Europaea / Office of the Secretary General

Ref.: 2021-02-D-12-en-6

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## **Accessibility Policy in the European Schools**

Approved by the Board of Governors in its meeting of 8-10 December 2021

**Immediate entry into force**



## Background

Accessibility is one of the areas of the Action Plan on Educational Support and Inclusive Education, which comprehends two different actions, related to the development of comprehensive accessibility policy with clear standards and the establishment of the correspondent workflow at school level to prevent barriers by adopting measures that ensure accessibility from the first day of schooling.

The area of accessibility, as established in the Action Plan, includes different domains: the built environment, transport and information and communication (notably ICT).

4. Accessibility – build environment (including ICT and school transport)	4.1 “Set up a comprehensive accessibility policy with clear standards. Monitor its implementation and maintenance. Check accessibility needs of pupils (and parents and teachers) on a regular basis in order to ensure reasonable accommodation.” (RIE page 19)	a) Develop a comprehensive accessibility policy with clear standards, recognizing the differences between existing national standards. A school specific work flow is established to promote effective communication and cooperation within the school to ensure adequate accessibility from the first day of schooling.	No pupils face difficulties to access to his/her classroom as of the beginning of the school year.	2021/22 school year	OSG + Directors + Hosting Member States' authorities + EdSup WG	tbd
		b) Prevent barriers by adopting measures that ensure the right to accessible education and full and equal participation of all pupils.		2020/21 school year	OSG + Directors	tbd

## V. Introduction

Accessibility is a right to be ensured in different areas, as required by article 9 of the [UN convention on persons with disabilities](#). In this sense, the [European Disability Strategy 2021-2030: A Renewed Commitment to a Barrier-Free Europe](#) states the definition of 'Accessibility' as meaning that people with disabilities have access, on an equal basis with others, to the physical environment, transportation, information and communication technologies and systems (ICT), and other facilities and services.

Consistent with the principles established in the [UN CRPD General Comment No. 4](#), article 9 of the UN Convention, and with the [UN CRPD General Comment No. 2](#), educational institutions and programmes must be accessible, including:

- buildings,
- information and communication, comprising ambient or frequency modulation assistive systems,
- curriculum, education materials, teaching methods, assessment and language and support services.

The environment of students with disabilities must be designed to foster inclusion and guarantee their equality throughout their education, for example, school transport, which should be inclusive, accessible and safe; water and sanitation facilities, including hygiene and toilet facilities; school cafeterias; and recreational spaces.

The European Schools are committed to providing an inclusive environment that prevents and removes barriers, enabling the full participation of all their members, values all pupils, staff, parents and other members of the educational community and their specific (dis)abilities and embraces difference as an asset.

Accessibility should be achieved by the systematic removal and prevention of barriers, preferably through a universal design or 'design for all' approach, which contributes to ensuring access for persons with disabilities on an equal basis with others<sup>12</sup>.

In the situations where accessibility is not possible to be assured, reasonable accommodation must be ensured.

The present document establishes the European Schools' Accessibility Policy, in line with the above-mentioned UN and EU key documents, and the Action Plan on Educational Support and Inclusive Education.

The purpose of this Policy is to guide the European Schools in preventing, identifying and addressing eventual barriers that may hinder a pupil's full participation in education. The Policy establishes the process of increasing the accessibility to all the children and pupils, including those with disabilities, focussing on three main areas: built environment, information and communication, namely ICT, and curriculum.

The present document gives guidance to the different parts of the system, including the Schools.

## **VI. Accessibility to the Curriculum**

The area of accessibility to the curriculum, including teaching and learning practices, assistive/compensatory technologies, is addressed in the ***Policy on the Provision of Educational Support and Inclusive Education in the European Schools*** and the correspondent Procedural document.

## **VII. Accessibility to information and communication, namely to ICT**

The accessibility plan to information and communication, namely ICT, will be developed in coordination with the OSG ICT Unit at central level and with the Deputy Directors for Finance and Administration and ICT technicians at school level.

The following actions will be developed:

- Yearly ICT survey will assess the needs in ICT solutions to respond to the needs – reported in the annual ICT report;
- Related to the update of the OSG's and Schools' websites according to the 2016/2012 Web Accessibility Directive (or updated/subsequent versions):
  - The inventory of the websites will be carried out;
  - A Plan for modernising websites, compliant with the Accessibility standards – EU Directive applied at national level will be established in the next year.

## **VIII. Accessibility to the built environment and school transport.**

The area of physical accessibility requires the cooperation, involvement and participation of various stakeholders, including the hosting Member States, responsible for the European

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<sup>12</sup> [DIRECTIVE \(EU\) 2019/882](#) OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 17 April 2019 on the accessibility requirements for products and services.

Schools' built environment, the parents' associations, who are in charge of school transport, canteens and extra-curricular activities, and the school management.

Barriers to access to existing objects, facilities, goods and services aimed at or open to the public shall be removed gradually in a systematic and, more importantly, continuously monitored manner, with the aim of achieving full accessibility.

It is important also to note that different approaches should be established when analysing either major modifications or construction works on existing buildings or the construction of new schools or school buildings.

Inaccessible transportation to school, as well as inaccessible facilities in the schools, can pose barriers to the education of children with disabilities. These barriers need to be actively addressed and removed by all stakeholders to ensure an inclusive school environment.

In the European Schools System, the different areas of physical accessibility fall under the responsibility of different stakeholders/authorities that must cooperate to prevent, identify and remove barriers to equitable access to the schools.

## **1. European Legislation/standards**

The European Standardization Organizations CEN and CENELEC have recently published the EN 17201/2021, the first European standards on the accessibility and usability of the built environment, which will guide the establishment of the European Schools Accessibility Policy regarding the built environment.

Similarly, the European Disability Strategy 2021-2030 also covers principles related to accessibility to be respected at European level.

Besides general principles enunciated in UN and EU guiding documents and principles, each Member State has its own standards and regulations regarding accessibility to the built environment. Some Member States produced specific standards addressing accessibility to schooling environment that should be considered in the process of establishing the European Schools policy and standards.

## **2. Accessibility standards to built environment in European Schools**

Based on the European legislation, on EU and UN general guidance and principles, the European Schools draw common standards established at system level.

The European Schools common standards regarding physical accessibility is a technical document to be established on the basis of the European Standards for Accessibility and Usability of Built Environment, with the involvement of the Deputy Directors for Finance and Administration and the Safety and Security Officers. Whenever possible the European Schools system will involve accessibility experts in designing and updating the European Schools standards. The European Schools common standards will be annexed to the Policy.

The European Schools Accessibility Standards, combined with the national standards are the framework for each European School's specific standards.

Each schools should establish/designate a committee responsible to ensure physical accessibility to the school facilities.

This committee is responsible to:

- set out the school's specific accessibility standards, based on the general standards established at system level, combined with the hosting country's national/regional regulations. In the process of establishment of accessibility standards, the schools may involve the hosting MS' authorities and/or Parents' associations.
- assess the accessibility of schools' facilities and infrastructure against the school-specific standards and identify the physical barriers that may prevent equitable access to the schools' facilities.

- draw up a list of barriers that need to be removed, prioritised by level of importance identifying the responsible authorities for its removal.
- propose solutions to remove existing barriers and promote general accessibility solutions.
- propose solutions to ensure reasonable accommodation when accessibility is not assured.

Following the assessment process, the schools discuss and propose solutions to ensure equitable access for all children, including those with disabilities, in cooperation with the hosting MS' authorities and the Parents' Associations.

The ES will start working on their Schools' Specific Accessibility Standards as from the 2021-2022 school year.

### **2.1 Assessment of accessibility of schools' facilities and infrastructure**

The school should carry out an initial accessibility assessment process, based on the school-specific accessibility standards. Whenever possible, the schools involve other stakeholders responsible for the built environment and the provision of services.

The assessment should be updated yearly.

The school should share the assessment report with the authorities responsible for the built environment.

Regarding the assessment of the accessibility of school transport and canteen, the school should liaise with the Parents' Association.

### **2.2 Removing barriers to ensure equitable access to the school's facilities**

Based on the assessment report, the school identifies the barriers that prevent accessibility, organised by level of significance/importance/priority, and the responsible authority for removing/overcoming/compensating that barrier.

The school develops solutions for the existing barriers that follow under its responsibility. Whenever possible and adequate, the school proposes solutions to remove barriers that follow under the different authorities/stakeholders' responsibility.

### **2.3 Areas to be covered by the accessibility standards**

The accessibility standards should cover the following aspects:

#### ***Access to the facilities:***

Entry/exit

Lifts and ramps

Stairs

Corridors

Doors

Toilet and washing facilities

Classrooms/laboratories/libraries: access, organisation and furniture

Canteens

Playground/Outdoor spaces

Facilities for disabled pupils and staff

Water supplies

School transport: everyday school-home and field trips

### **Specific aspects:**

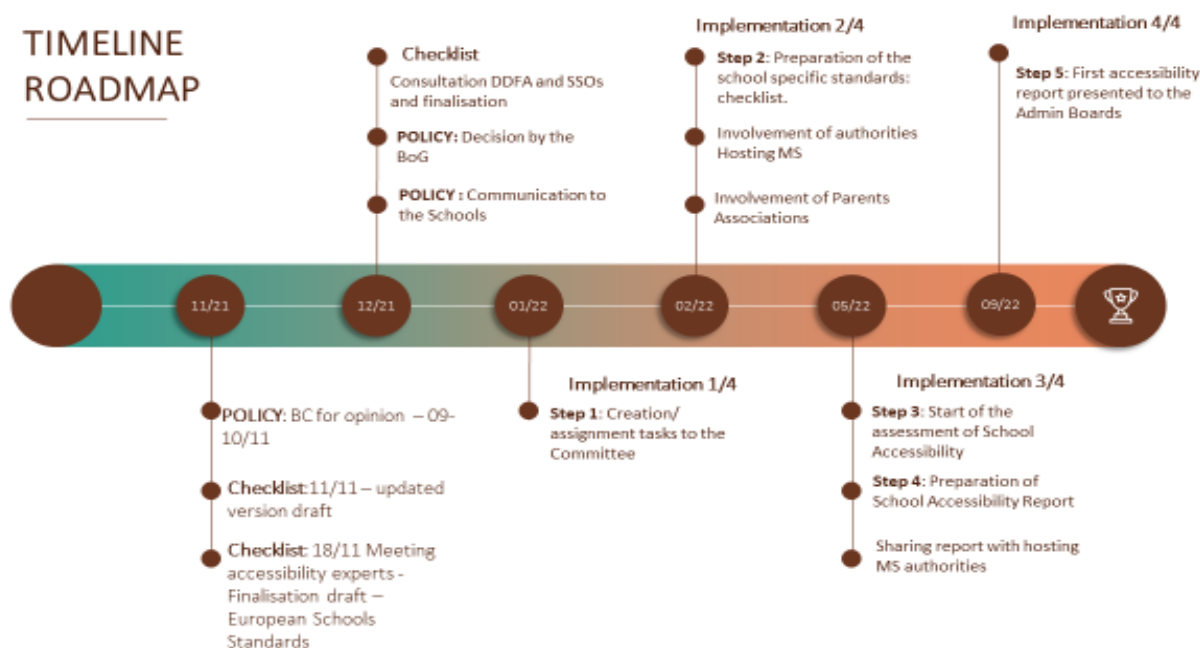
Signage

Acoustics, including carpeting and acousting tiling

Lighting and paint schemes

Impact on evacuation procedures and equipment in case of emergencies

### **IX. Roadmap timeline for the implementation of the Accessibility Policy in the European Schools**



The Educational Support Policy Working Group, composed of representatives of the OSG, European Commission, Educational Support inspectors, Directors, Deputy-Directors, Educational Support Coordinators and Teachers, Interparents and Pupils gave a favourable opinion to the document.

### **XI. Opinion of the Joint Board of Inspectors**

The JBI took note of this proposed policy on accessibility in the ES, which formed part of implementation of the Action Plan on Educational Support and Inclusive Education and also met the requirements of the UN Convention on Persons with Disabilities.

A comment was made about the administrative complexity of the checklist for the procedure appended to the document. However, the checklist had been drawn up in such a detailed way at the request of the Deputy Directors for Finance and Administration. The schools would, however, be allowed a degree of autonomy so that they could arrange matters with reference to the local circumstances, within the framework of the safety and security committees.

**Whilst taking account of the comment made on this item, the JBI expressed a favourable opinion on the Accessibility Policy in the ES.** Nevertheless, it emphasised the importance of taking into consideration all the areas and aspects of accessibility (languages, buildings, etc.).

## **XII. Opinion of the Joint Teaching Committee**

The JTC scrutinised and took note of this proposed policy on accessibility in the ES, which formed part of implementation of the Action Plan on Educational Support and Inclusive Education and also met the requirements of the UN Convention on Persons with Disabilities.

The JTC noted the different comments expressed by some of its members, in particular:

- A hierarchy amongst the different existing policies or policies to be developed and a time line would clarify the situation.
- The role and responsibilities of the host Member States would need to be carefully analysed. That was an important step in implementation of the accessibility policy at local level as not all the actions to be undertaken formed part of the role and responsibilities of the schools alone.
- Implementation of accessibility policies should not take precedence over the educational support provision offered individually.
- The checklist might contain a question concerning the presence of pupils with recognised disabilities.

**The JTC expressed a favourable opinion on the Accessibility Policy in the ES.** This policy and this opinion would be sent forward to the Budgetary Committee, which would express its opinion in turn, and to the Board of Governors for approval.

## **XIII. Opinion of the Budgetary Committee**

The Budgetary Committee expressed a favourable opinion on the Accessibility Policy in the European Schools, and noted the proposals from the EC on the modification of the name for “Road map to accessibility” and the analysis on the Member States’ responsibilities.

## **XIV. Opinion of the Board of Governors**

The Board of Governors approved the Accessibility Policy, with immediate entry into force.

**Annex to document 2021-02-D-12-en-6**

**Accessibility Standards in the European Schools System**

**and**

**School Accessibility Standards, 3-steps checklist**

Name of the school: ..... Number of buildings <sup>13</sup>: .....

Local person with contact details: .....

### Step 1: Survey mobility-impaired attendance in the school

Background information: A pupil/student with a broken leg, a pregnant teacher, a disabled staff member or a visually impaired visitor: when you face reduced mobility, being in a school environment becomes a challenge. Whether temporary or permanent, disability can affect anyone in a variety of ways. Because inclusion into a school environment and moving around is a basic need, continuous efforts are to be made to ensure that people with reduced mobility can study or work in our schools autonomously and without experiencing specific disadvantages. It must be considered that all the buildings will be accessible to some of the school's staff, security, cleaning and technical and security service providers. Therefore, third parties may include parents, visitors, animators, staff from external companies, etc.

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<sup>13</sup> A difference should be made between different kinds of facilities such as, school buildings, sport buildings, administration, canteens, workshops, etc. It is possible that for some parts of this checklist a form is to be filed for each building of the school campus (including school buildings but also sport buildings, workshops, etc.)

You are therefore invited to make a brief assessment and provide figures on cases involving persons with reduced mobility within your school population:

Report figures of reduced mobility within your school population <sup>14</sup>						
1. Pupils/students	Clarification	2019-2020		2020-2021		Remarks
1.1. How many pupils/students have benefitted on a permanent basis by school arrangements (even if this has only been agreed upon during the school year)?	Under this rubric, you may include a segment of pupils/students who receive intensive support due to deficits that result in the need for special schedules and facilities, adaptations of the school timetables or the need for an assistant to be present in class on an ad hoc or permanent basis.	NUS		NUS		
		PRI		PRI		
		SEC		SEC		
1.2. How many pupils/students have received temporary accommodations due to a medical condition or accident (broken arm, leg, etc.) resulting in the loss of the ability to participate in part or all of school activities?	The term "accommodation" refers to all the permissions provided, such as the use of elevators, the presence of parents to ease access with a systematic use of parking lots, and the arrangements made by teachers to improve teaching, learning, and movement within the school (this is not referring to an initiation of a full distance learning)	NUS		NUS		
		PRI		PRI		
		SEC		SEC		
1.3. How many pupils/students have had long periods of absence due to accidents, necessitating the provision of any form of distance learning?	On the basis of a medical opinion justifying a school absence exceeding 10 school days. (this is not referring to a COVID-19 related situation)	NUS		NUS		
		PRI		PRI		
		SEC		SEC		
1.4. How many pupils/students have been granted the benefit of vulnerable status, resulting in the need for distance learning??	In relation to the current sanitary crisis (COVID-19) and recommendations of the central office and the legal provisions of each host country.	NUS		NUS		
		PRI		PRI		
		SEC		SEC		
2. Teachers	Clarification	2019-2020		2020-2021		Remarks
2.1. Please indicate how many seconded teachers with "disabled worker" status are practicing in your school.		NUS		NUS		

<sup>14</sup> Based on figures for a school year period from September to July.



	The status of disabled worker is to be defined according to the legal provisions of the seconded country.	PRI		PRI		
		SEC		SEC		
2.2. Please indicate how many locally recruited teachers with "disabled worker" status are enrolled in your school on a continuous basis during the school year.	The status of disabled worker is to be defined according to the legal provisions of the host country.	NUS		NUS		
		PRI		PRI		
		SEC		SEC		
2.3. Please indicate how many locally recruited teachers with "disabled worker" status have done temporary substitutions in your school.	The status of disabled worker is to be defined according to the legal provisions of the host country.	NUS		NUS		
		PRI		PRI		
		SEC		SEC		
2.4. Please indicate how many teachers (seconded or locally recruited) fell (even temporarily) within the definition of a mobility impaired person as defined above during the school year.	This may be related to medical conditions (including pregnancy) or situations arising after an accident. Teachers with "disabled worker" status should not be considered.	NUS		NUS		
		PRI		PRI		
		SEC		SEC		
<b>3. Other staff members</b>	<b>Clarification</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>Remarks</b>		
3.1. Please indicate how many staff members with "disabled worker" status are permanently employed.	The status of disabled worker is to be defined according to the legal provisions of the host country.					
3.2. Please indicate how many staff members with "disabled worker" status worked on a temporary basis.	The status of disabled worker is to be defined according to the legal provisions of the host country.					
3.3. Please indicate how many staff members fell (even temporarily) within the definition of a person with a mobility impairment as defined above during the school year.	This may be related to medical conditions (including pregnancy) or situations arising after an accident. Staff with "disabled worker" status should not be considered.					
<b>4. Third parties (parents, APEEE staff &amp; monitors, subtractors, etc.)</b>	<b>Clarification</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>Remarks</b>		
4.1. Please indicate how many requests you have received for the provision of a disability-friendly parking space for individuals on an exceptional (or more permanent) basis.	This may include a special request during a parent meeting or concerning third parties operating on the campus.					
4.2. Please indicate the number of requests you have received regarding access to school campus for assistant dogs.	It is about assistant dogs with an available certificate.					

## Step 2: Draw up an inventory of current in-situ practices

Background information: The notion of specific accommodation is very different from the broader concept of accessibility. It refers to arrangements made to meet the specific needs of a person with reduced mobility, which are very often linked to particular and known cases and must be constantly reviewed to ensure that they are adapted to any new case. This approach leads to a constant need for revision and validation without guaranteeing the desired result. Therefore, the concept of accessibility in our schools is to provide the same school experience, with equal access to facilities and materials, to the entire school population, without the need for case-specific adaptations and regardless of disability or assistive technology. Besides, each school has to comply with the European standards and the legal provisions of the host country.

The following checklist is intended to provide a basis for verifying the presence of the standard accommodations and procedures necessary to ensure at least partial use of the site by people with disabilities, without assuming that this will guarantee their accessibility to all school services and facilities.

Concepts to verified					
1. For the benefit of the whole school population (pupils/students, teachers, staff, visitors)	Indication (minimum requirements) <sup>15</sup> <b>Example from Luxembourg</b>	Yes	No	Responsibility	Remarks
1.1. Please indicate if all school buildings are accessible directly from outside the school campus?	<ul style="list-style-type: none"> <li>At least the main entrance to each school building must be sheltered from rain, snow or wind.</li> <li>At least the main entrance of each school building must comply with the minimum accessibility standards (e.g. flat manoeuvring area in front of the entrance door 160 x 160 cm and ideally 180 x 180 cm, width of the free passage of the access door min 90 cm and ideally 160 cm with a minimum lateral space of 60 cm to approach and open the door. In case of need to add a ramp, the maximum slope is 6%) and be adequately equipped to allow the movement of a person with reduced mobility.</li> </ul> <p>These apply to the main entrance of the Administration building, if it is not attached to a school building.</p>			<ul style="list-style-type: none"> <li>Host County</li> <li>School</li> <li>Parents' Assoc</li> <li>Others</li> </ul>	

<sup>15</sup> The given metric references must be verified on the basis of the legislation in force in the host country and the more severe values must be maintained.

<p>1.2. Please indicate whether all doormats at all entrances (main, secondary and exits) are flushed/embedded in the flooring and edges secured to the floor.</p>	<ul style="list-style-type: none"> <li>Any permanent or temporary feature provided at floor level to limit incoming dirt or water shall allow easy passage without risk of tripping or slipping.</li> <li>If grating is used, slots and holes shall have a maximum spacing of 2 cm so that they are smaller than the tips of canes or crutches and narrower than wheelchair wheels.</li> </ul>				
<p>1.3. Please indicate whether all the surroundings of the main entrances to schools used by pupils and served by the different school transport services (buses, trains, bicycles, kiss &amp; go) are adequately and uniformly landscaped.</p>	<ul style="list-style-type: none"> <li>The maximum difference between levels should not exceed 3 cm (street - pavement, pavement - entrance, etc.).</li> <li>Where buses, minibuses or minivans are used to transport pupils, adequate accessible parking and/or drop-off points must be provided to allow the transport of all users, including people using wheeled mobility devices.</li> <li>They should reduce passenger exposure to adverse weather conditions and offer direct line of sight to approaching buses for seated and standing persons in bus shelter.</li> <li>At least the approaches to one of the site's accesses for school transport should be at walking height with correctly identified pedestrian crossings (road markings, traffic lights, signs) and free of manholes. The possibility of a dedicated parking area for emergency services or people with reduced mobility is strongly recommended.</li> </ul>				
<p>1.4. Please indicate whether you have a daily procedure to ensure that there are no obstructions (e.g. parked vehicles) in front of the main entrances and gates.</p>	<p>This may involve instructions concerning pedagogical supervisors, or it may be part of the tasks of the technical team or of a security team (if one exists).</p>				
<p>1.5. Please indicate whether you have a procedure for securing and deviating access to the school when works are planned in front of the main entrances and gates.</p>	<ul style="list-style-type: none"> <li>No manholes (utility hole, maintenance hole, or sewer hole, potted plants) must be allowed outside the gate blocking the gate/entrance/exit to the school if a secure plan to guarantee the accessibility is not validated and in place.</li> </ul> <p>This may involve possibility of rescheduling works out of the school periods, use of adequate material for the marking of the area and rearrange circulation flows, etc.</p>				
<p>1.6. Please indicate whether it is possible to walk out of each level in each school building without the use of stairs or elevators.</p>	<ul style="list-style-type: none"> <li>The use of lifts by pupils must be regulated, it should be noted that minors under the age of 14 are not generally allowed to use them by themselves.</li> <li>In addition, in case of an emergency (technical or fire) lifts that do not meet the standard (an accessible standard lift for persons, see EN 81-70) cannot be used, which requires the implementation of further specific procedures.</li> <li>Horizontal evacuation to a 'place of safety' or if needed to an 'area of rescue assistance', should be provided for independent evacuation, particularly for persons with wheeled mobility devices but also for older persons and persons with walking difficulties.</li> </ul>				
<p>1.7. Please indicate whether there are disability-friendly parking spaces in the car park for each school building or at least in the vicinity of each main entrance to the school site.</p>	<ul style="list-style-type: none"> <li>Where parking is provided in different areas, or separately for staff, students and visitors, an appropriate proportion of each area should be designated as accessible parking spaces for disabled people and these spaces should be clearly marked.</li> <li>The number of spaces required should be assessed according to the size of the car park and the regulations in force in each host country. The minimum size of each parking space is 350 cm wide.</li> <li>For the first 100 spaces, 5% of the parking spaces should be reserved for disabled people; for every additional 50 spaces, at least 1 space should be reserved for disabled people.</li> </ul>				

	The issue relates directly to the school car parks and not to the public car parks near the school.				
1.8. Please indicate whether at least sufficient artificial lighting is used in the vicinity of the main entrance.	<ul style="list-style-type: none"> <li>The artificial lighting used to the main corridors should has an intensity at least 300 lux. in 20cm from the floor.</li> </ul>				
1.9. Please indicate whether at least one specific sanitary facility is accessible on the ground floor (or at ground level) of each building.					
1.10. Please indicate whether all school buildings are served by a public addressing system.	<ul style="list-style-type: none"> <li>The fire system must be connected to the public address system.</li> <li>It is necessary to check with the host country's regulations on the different possibilities of using a fire alarm signal in combination with a visual signal or a public address system signal in order to better assist the evacuation.</li> </ul>				
1.11. Please indicate whether assembly areas are served by a public addressing system.	<ul style="list-style-type: none"> <li>A hearing enhancement system shall be provided in assembly areas and in larger lecture rooms, clearly signed and a public-address system for the presenters where appropriate.</li> </ul>				
1.12. Please indicate whether there are information panels or signals at each main entrance to a school building.	<ul style="list-style-type: none"> <li>If a facility is set up to accommodate visually impaired people as permanent users, the main access should be identified by means of an acoustic announcement.</li> </ul>				
1.13. Please indicate whether half-levels are present which are not covered by a lift or a ramp.	<ul style="list-style-type: none"> <li>All premises should be accessible step-free or by lift.</li> <li>In case of need to add a ramp, the maximum slope is 6%.</li> </ul>				
<b>2. to address individual pupils/students' needs</b>	<b>Indication (minimum requirements)</b>	<b>Yes</b>	<b>No</b>	<b>Responsibility</b>	<b>Remarks</b>
2.1. Please indicate whether all classrooms were served by doors with a width that allows for use by a person with reduced mobility.	<ul style="list-style-type: none"> <li>Width of the free passage of the access door min 90 cm and ideally 160 cm with a minimum lateral space of 60 cm to approach and open the door.</li> </ul>				
2.2. Please indicate whether the catering facilities are accessible with direct access from outside without stairs or served by a lift and sufficient space to manoeuvre around the different catering sections and sanitary facilities.					
2.3. Please indicate whether the different play areas are directly accessible from the school buildings and designed as step-free zones with alternating play and rest areas.	<ul style="list-style-type: none"> <li>Spatial organization and planning, with clear paths connecting different areas and buildings</li> <li>Playground areas should be divided into smaller ones, clearly differentiated and signed for different age groups, to reduce the risk of accidents.</li> </ul>				
2.4. Please indicate whether school transport areas are suitable and whether school transport is disability-friendly.	<ul style="list-style-type: none"> <li>The school buses should offer seating with adequate height, backrest and armrests and have kerb and footway design enabling entry ramps with low slope.</li> </ul>				
<b>3. to address individual teachers' needs</b>	<b>Indication (minimum requirements)</b>	<b>Yes</b>	<b>No</b>	<b>Responsibility</b>	<b>Remarks</b>
3.1. Please indicate whether the print rooms are adequately equipped to accommodate persons with reduced mobility.	<ul style="list-style-type: none"> <li>All technical equipment such as printers, scanners, copy machines etc., at least one of each function, shall be accessible by school building.</li> </ul>				
3.2. Please indicate whether there is a policy or procedure in place to assist teachers in setting up their classes at the beginning and end of the school year.					

3.3. Do you have a specific internal procedure to identify the needs and provide (where parking is available) a dedicated parking space (even temporarily) for staff with reduced mobility?					
<b>4. to address individual staff members' needs</b>	<b>Indication (minimum requirements)</b>	<b>Yes</b>	<b>No</b>	<b>Responsibility</b>	<b>Remarks</b>
4.1. Do you have an internal procedure for identifying, ordering and supplying adapted work equipment?	Depending on the regulations of the host country, the occupational physician or an attending physician may recommend and provide medical advice to the school in order to provide the necessary working materials.				
4.2. Do you have a policy on working hours or teleworking?					
4.3. Do you have specific procedures in place to ensure that the equipment provided complies with health recommendations?					
4.4. Do you have a specific internal procedure for identifying the need for and providing (where parking is available) dedicated parking spaces (even temporarily) for staff members?					

### Step 3: Becoming familiar with standards and carrying out an in-situ exhaustive inventory

Background information: References to best practice are based on the EU standard (NBN EN 17210-2021\_European Norms) and any recommendations or metric indications given must be checked against the legislation in force in the host country and the most stringent values must be maintained.

Basic standards for facilities				
Signage:	Yes	No	Responsibility	Remarks
<p>The following requirements and recommendations apply:</p> <p>a) The fonts shall be plain and easy to read.</p> <p>b) The letter height shall be adequate to be read from the likely viewing distance.</p>			<ul style="list-style-type: none"> <li>• Host County</li> <li>• School</li> <li>• Parents' Assoc</li> <li>• Others</li> </ul>	

<p>c) Single words or groups of words shall begin with an upper-case letter and continue with lower case letters (sentence case).</p> <p>d) The words should not be placed too close together. Adequate height spacing should separate the lines</p> <p>e) Lines of text should be ranged from a vertical line to the left (unjustified); signs with a single word may be centre justified.</p>					
1.1. Is there signage indicating the floor level on each floor?					
1.2. Is there signage indicating the locations of classrooms and other school facilities?					
1.3. Are all signs in Braille, text and using pictograms?					
1.4. Are there signs for pupils' general toilets?					
1.5. Are there signs for pupils' accessible toilets?					
1.6. Is there a ramp clearly identify with a sign next to each stair?	<ul style="list-style-type: none"> <li>The location of the ramp is to be identified with a sign.</li> </ul>				
1.7. Is the location of the stairs easily identifiable with a sign?					
1.8. Is the location of emergency (fire escape) stairs clearly identifiable with a sign?					
1.9. Is the paths and directions easily identifiable?	<ul style="list-style-type: none"> <li>Mark stairs, slopes etc. with a change of floor covering.</li> </ul>				
<b>2. Entry/exit</b>		<b>Yes</b>	<b>No</b>	<b>Responsibility</b>	<b>Remarks</b>
2.1. Are pavement ramps provided at all level differences, between the road surface and footpath level:					
2.2. Are pedestrian crossings existing in and around the school zones connecting different school buildings?					
2.3. Is the approach to the school well maintained with a level surface?					
<b>3. Ramps</b>		<b>Yes</b>	<b>No</b>	<b>Responsibility</b>	<b>Remarks</b>
3.1. Is the ramp gradient and a landing at the turning of the ramp according to the national regulations?	<ul style="list-style-type: none"> <li>Provide manoeuvring landings at the start and finish of the slope of 160 x 160 cm and ideally 180 x 180 cm. For longer</li> </ul>				

	ramps, provide a rest stop of 160 x 160 cm and ideally 180 x 180 cm every 6 metres.				
3.2. Are there continuous handrails according to the national regulations?	<ul style="list-style-type: none"> <li>The maximum slope is 6%.</li> <li>At ramps a second handrail at 70 cm from the ground may be useful for wheelchair users.</li> <li>Handrails should be installed at a height of 90 cm and 70 cm. They should be extended 30cm beyond the beginning and end of stairs and not interrupted at landings.</li> </ul>				
3.3. Is the surface of the ramp anti-slip/matte finish?					
3.4. Is there an edge protection on both sides of the ramp to prevent wheelchairs from falling off?					
<b>4. Stairs</b>		<b>Yes</b>	<b>No</b>	<b>Responsibility</b>	<b>Remarks</b>
4.1. Is the stairs constructed in a manner to easier the circulation?	<ul style="list-style-type: none"> <li>Between two landings, limit the number of steps to a maximum of 10 maximum;</li> <li>Maximum height of the steps 16 cm and minimum width of the tread of the steps 28 cm.</li> </ul>				
4.2. Are handrails according to the national regulations? (height, diameter, according to the national regulations?)	<ul style="list-style-type: none"> <li>Handrails should be installed at a height of 90 cm and 70 cm. They should be extended 30cm beyond the beginning and end of stairs and not interrupted at landings.</li> </ul>				
4.3. Is it ensured that there are no open gaps in between the step risers?	<ul style="list-style-type: none"> <li>The open space under the staircase must be blocked</li> </ul>				
<b>5. Lifts</b>		<b>Yes</b>	<b>No</b>	<b>Responsibility</b>	<b>Remarks</b>
5.1. Are the lifts easily accessible?	<ul style="list-style-type: none"> <li>Provide a manoeuvring area in front of the lift of 160 x 160 cm (optimum manoeuvring area 180 x 180 cm); and a clear doorway width of 90 cm.</li> </ul>				
5.2. Is the cabin of a sufficient size?	<ul style="list-style-type: none"> <li>Cabin width: minimum 110 cm and cabin depth: 140 cm.</li> </ul>				
5.3. Are there handrails inside the cabin?	<ul style="list-style-type: none"> <li>Place a handrail on 3 walls at a height of 90 cm and interrupted at the level of the control device.</li> <li></li> </ul>				
<b>6. Corridors</b>		<b>Yes</b>	<b>No</b>	<b>Responsibility</b>	<b>Remarks</b>
6.1. Is the minimum unobstructed width of corridors according to the national regulations?					
6.2. Is it ensured that there are no objects protruding or hanging obstruction according to the					

7. Doors		Yes	No	Responsibility	Remarks
7.1. Can the classroom doors be easily opened and closed by children?	<ul style="list-style-type: none"> <li>single leaf swing door with opening away from user</li> </ul>				
7.2. Are glazed doors marked with a colour band at the eye level for children with visual impairments?					
7.3. For double leaf doors, is the width of one of the leaves at least 900mm to allow wheelchair users to enter/exit without opening the other leaf?					
7.4. Is the threshold (door sill), according to the national regulations?					
7.5. Does the toilet door have a clear width of 900mm or more?					
7.6. Does the toilet door open outwards?					
7.7. Can the toilet doors be locked from the inside and unlocked from outside in emergency situations?					
7.8. If first-aid rooms are provided, the door shall open outwards, be lockable and openable also from the outside, similar to toilet doors.					
8. Flooring		Yes	No	Responsibility	Remarks
8.1. Is the flooring of the school skid-proof/ anti-skid?					
8.2. Is the toilet flooring skid-proof?					
8.3. Is there a drain in the floor in the toilet for all excess water, so that it can be kept dry?					
9. Windows		Yes	No	Responsibility	Remarks
9.1. Do the windows open into classrooms and other rooms and not out to corridors/hallways?					
9.2. Does the height of enabling children to see outside while seated?					
9.3. Are there grills/wire meshes on the windows to safeguard children from falling outside?					



10. Lighting		Yes	No	Responsibility	Remarks
10.1. Is the lighting in the labs in accordance with legal regulations?	<ul style="list-style-type: none"> <li>Laboratories shall offer personally controllable lighting at each workplace.</li> <li>Adjustable lighting without glare shall be provided in addition to the general lighting at workstations provided for partially sighted students.</li> </ul>				
11. Offices		Yes	No	Responsibility	Remarks
12. Meeting rooms and attending areas		Yes	No	Responsibility	Remarks
12.1. Is the meeting areas adequately landscaped?	<ul style="list-style-type: none"> <li>Main design considerations may include adequate circulation space,</li> <li>different seating options,</li> <li>a good indoor climate,</li> <li>good acoustics and hearing enhancement systems,</li> <li>good lighting and good visual contrast.</li> </ul>				
12.2. Is the attending areas adequately landscaped?	<ul style="list-style-type: none"> <li>different seating options,</li> </ul>				
13. Classrooms		Yes	No	Responsibility	Remarks
	<ul style="list-style-type: none"> <li>Desks, tables and chairs shall be arranged with clearly identifiable aisles of adequate width.</li> <li>All desks and tables, or a proportion of these shall be accessible with adequate clear height and space for knees for persons using wheeled mobility devices. Alternatively, adjustable desks should be provided. If a proportion is accessible, these shall be adjacent regular desks or table spaces rather than grouped together, so a support assistant can sit next to them, if required, and also to enable mixing of students.</li> </ul>				
	<ul style="list-style-type: none"> <li>An adequate number of desks or tables shall have extra space and plug sockets usable by pupils with vision impairments who may need additional assistive devices such as computer with Braille line, electronic reading systems, large format screen with enlarging programme, Braille printer. Adequate archival storage shall be provided for</li> </ul>				

	sound and recording mediums and for books in Braille and large print.				
	<ul style="list-style-type: none"> <li>In lecture rooms all technical devices, such as whiteboards, overhead projector, microphones, beamers etc. shall be usable by teachers and students using wheeled mobility devices and persons when seated.</li> </ul>				
<b>14. Labs, IT rooms and workshops</b>		<b>Yes</b>	<b>No</b>	<b>Responsibility</b>	<b>Remarks</b>
15. Is the size and landscape of the labs sufficient and disabled-friendly?	<ul style="list-style-type: none"> <li>At least one set of laboratory room elements shall have adequate manoeuvring space for users of wheeled mobility devices.</li> <li>Laboratory elements shall have workplace options for small, tall, and seated persons and persons using wheeled mobility devices.</li> <li>Laboratories shall have appropriate visual contrast for safety, and to aid orientation, identification and use of facilities, equipment and controls.</li> </ul>				
	<ul style="list-style-type: none"> <li>In computer rooms and at workstations, an adequate number of places shall be provided for students using wheeled mobility devices and for students with vision impairments who may need additional devices,</li> </ul>				
<b>16. Canteens</b>		<b>Yes</b>	<b>No</b>	<b>Responsibility</b>	<b>Remarks</b>
<b>17. Drinking water units</b>		<b>Yes</b>	<b>No</b>	<b>Responsibility</b>	<b>Remarks</b>
17.1. Is the area for drinking water well maintained with a level surface (i.e. there are no steps)?					
17.2. Is there an accessible drinking water unit available for pupils in a wheelchair?	(including height)				
17.3. Do the taps have lever type handles?					
17.4. Is the water drainage maintained with no water clogging around the drinking water unit?					
17.5. Is there a basin provided so that tap water does not spill over on children's mobility aids?					

18. Toilets		Yes	No	Responsibility	Remarks
18.1.	Is there a ramp provided to the accessible toilet cubicles?				
18.2.	Are there separate toilet cubicles for children with disabilities including washbasins?				
18.3.	Is the size of the accessible toilet cubicle according to the national regulations to allow to be used by a person in a wheelchair?	<ul style="list-style-type: none"> <li>The layout of the sanitary appliances must guarantee a manoeuvring area of at least 160 cm (ideally 180 cm) for wheelchair users.</li> </ul>			
18.4.	Is there sufficient wheelchair manoeuvring space around the washbasins?				
18.5.	Are all components of the toilet accessible to persons in a wheelchair?	washbasin, mirror, adequate transfer grab bars, WC, toilet flush?			
18.6.	If first-aid rooms are provided, an accessible toilet with a shower shall be located near to accessible first-aid room.				
19. Playgrounds		Yes	No	Responsibility	Remarks
19.1.	Is the playground level?				
19.2.	Is the playground covered with grass?	The playground must have a paved pathway appropriate to be used as a track by wheelchair/crutch/walker users?			
20. Sport and swimming facilities		Yes	No	Responsibility	Remarks
21. Libraries		Yes	No	Responsibility	Remarks
22. Emergency		Yes	No	Responsibility	Remarks
22.1.	Are emergency exits clearly marked with directional arrow signs?	Evacuation should be independent to the maximum degree possible.			
22.2.	Are there both audio and visual emergency alarms in all areas?	Clearly visible light strobes/beacons shall be installed in all public premises that are equipped with sound alarms, according to the principle of multiple sense, and additionally in washrooms and in			

	other locations within a building, where people are alone and also in noisy environments.				
22.3. Is the toilet equipped with an emergency alarm system?					
22.4.	Laboratories shall offer amenities within reach of seated and standing persons, e.g. including emergency stop controls and first aid.				

**Annex I.7.**



**Schola Europaea**/Office of the Secretary-General  
Deputy Secretary-General Unit

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**Original: EN**

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## **Gifted pupils in the European Schools**

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Approved by the Joint Teaching Committee in its meeting of 12 and 13 October 2023.

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## I. Introduction

The support for educating gifted pupils falls under the principle established in the European Schools of acknowledgement that all children need support that is adjusted to their level of ability in order to develop their potential to the fullest.

Starting a more profound discussion and reflection on gifted pupils is an essential step in understanding and addressing the specific needs of these pupils.

## II. Reference to gifted pupils in the ES regulations & documents

### 1. Policy and Procedural Document on Educational Support and Inclusive Education ([2012-05-D-14-en-10](#) - [2012-05-D-15-en-13](#))

#### Background

Different forms and levels of support are provided, designed to ensure appropriate help and equal opportunities for all the pupils, including those having special educational needs, experiencing difficulties at any point in their schooling or gifted ones in order to allow enable them to develop and progress according to their potential.

#### 1.2. Access to Learning on equal basis and differentiated teaching

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

This includes meeting the needs of:

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

#### Glossary of the Procedural Document – Definition of gifted and talented pupils

A pupil of high ability in some or all areas, who may nevertheless also require special learning conditions to fulfil their educational potential.

Giftedness or high ability is currently defined in terms of the following traits:

- above-average intellectual ability, in both general and specific skills. Although the traditional yardstick has been the presence of an intelligence quotient of over 130 (100 being the average), in recent years this criterion has been extended and loosened to include the assessment of other equally important indicators:
- high dedication and commitment to tasks: perseverance, interest, resilience, self-confidence, etc.
- high levels of creativity, flexibility and originality in asking questions, responding to and solving problems and difficulties that arise ([European Economic and Social Committee, 2013](#)).

It should not be confounded with advanced/high-performant pupils who do not demonstrate other characteristics associated with gifted pupils/children.

## **2. Statistical Report 2021/2022**

High intellectual potential/intellectual giftedness as a reason for an ISA agreement involves 126 pupils (4.5%), which is 0.5% higher than in the previous school year (29 pupils more than in the previous year).

In chapter VII of the Statistical Report - areas for further reflection at school and system level - states that identified gifted pupils correspond to 0,5% of the total pupil population in the European Schools.

Research suggests that the average percentage of gifted pupils in the total population stays between 3 and 5%. In this sense it is recommended:

- To the schools to reflect on the reasons for such low percentage: does it correspond only to pupils with a report? Are all pupils – those that are identified by the school and with a multidisciplinary report - included in the statistical report?
- To the system to develop guidelines on how to identify and respond to the gifted pupils' specific learning profile.

## **3. How is the response to gifted pupils visible at the school level**

### **3.1 School specific guidelines**

The document **Core elements of the School Specific Guidelines (SSG)** (Ref. 2019-06-D-9-en-3), establishes that the SSG should include a Policy concerning gifted pupils. The analysis of the SSG at the system level reveals that eight schools mention specific provisions addressed to gifted pupils. Two schools refer to the possibility of acceleration (year level skipping or early promotion) as a measure to respond to gifted pupils.



### 3.2 Projects developed at the school level

Some Schools across the system have put in place specific projects and support strategies to address the needs of those pupils who need more challenging activities (mainly STEAM activities: Science, Technology, Engineering, Arts and Mathematics) to develop their potential.

## III. Areas for reflection

Several key issues are commonly discussed in the literature on gifted education (several sources of inspiration can be found in the last chapter of this document), including identification and assessment, differentiation and acceleration, social and emotional needs, and underrepresentation of certain groups in gifted programs.

### 1. Identification and assessment of giftedness and talent

One key issue is the identification and assessment of gifted and talented pupils. The definition of "gifted" and the methods used to identify gifted and talented pupils vary across countries.

#### 1.1 Definition of giftedness

In Europe, the definitions of gifted and talented pupils vary across countries and educational systems. This can also justify the difference in the prevalence of gifted and talented pupils in the different systems.

When they are clarified, definitions emphasize that gifted and talented pupils exhibit **exceptional abilities or potential that surpass the typical expectations for their age group**. These individuals require educational provisions and support that go beyond the regular curriculum to nurture their talents, promote their growth, and ensure their optimal development.

Therefore, one of the challenges is the development of valid and reliable measures that can accurately identify pupils with advanced abilities or potential. This can be challenging, as giftedness can manifest itself in many different ways, and there is often a wide range of opinions on what constitutes "giftedness."

#### 1.2 The Challenge of Dual or Twice Exceptional learners (2e).

The challenge to identify, and understand giftedness becomes even more intricate with the concept of "twice exceptional." This refers to pupils who are not only gifted but also possess a learning difference or disability. These pupils often have unique learning needs that can make it more difficult to accurately identify their abilities and, thus, to provide appropriate educational interventions.

To give an example, a pupil may have high abilities in Mathematics, but also has dyslexia, which affects their reading and writing skills. Their exceptional ability in Mathematics may be overlooked because their dyslexia leads educators to underestimate their cognitive abilities. This is where conventional measures of giftedness may fall short. By focusing primarily on academic achievement, they may fail to recognize that some pupils, despite their learning differences, possess exceptional abilities or potentials.

Conversely, a pupil's giftedness may mask their learning disability, leading to the false assumption that they are merely average. This phenomenon, known as "compensatory strategies", occurs when a gifted pupil with a learning disability uses their advanced cognitive abilities to compensate for their disability. This can lead to underdiagnosis of the disability, as the pupil appears to function well in the classroom despite underlying challenges.

Furthermore, some gifted pupils with learning disabilities may appear to be underachievers. Their disability may hinder them from performing to the best of their abilities, resulting in lower-than-expected academic performance. This discrepancy between their potential and actual performance often leads to frustration and disengagement, potentially inhibiting the development of their exceptional abilities.

## 2. Methods to assess giftedness

Based on the research and literature (see "sources of inspiration"), there are several methods to assess giftedness, as those mentioned below. The different methods have positive aspects but also limitations that should be taken into consideration when choosing the appropriate methods.

Methods	Pros	Limitations
Standardised Testing	<ul style="list-style-type: none"> <li>• Widely accepted and used</li> <li>• Provides a quantitative measure.</li> </ul>	<ul style="list-style-type: none"> <li>• Not inclusive of all types of intelligence.</li> <li>• May foster test anxiety.</li> </ul>
Teacher Observations	<ul style="list-style-type: none"> <li>• Identifies abilities in a real-world context.</li> <li>• Can pick up on non-academic strengths.</li> </ul>	<ul style="list-style-type: none"> <li>• Subject to teacher bias.</li> <li>• May miss introverted or underperforming pupils.</li> </ul>
Parent Recommendations	<ul style="list-style-type: none"> <li>• Recognizes abilities displayed at home, not just at school</li> <li>• Parents know their children best.</li> </ul>	<ul style="list-style-type: none"> <li>• May be influenced by parental bias or expectations.</li> <li>• Not all parents may recognize gifted traits.</li> </ul>
Peer Recommendations	<ul style="list-style-type: none"> <li>• Can identify social and emotional intelligence.</li> <li>• Reflects pupils' interpersonal skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Can be influenced by social bias and popularity</li> </ul>
Self-assessment	<ul style="list-style-type: none"> <li>• Encourages self-awareness and reflection.</li> <li>• May uncover unique or unnoticed talents.</li> </ul>	<ul style="list-style-type: none"> <li>• May be inaccurate due to low self-esteem or overconfidence.</li> <li>• Young children may not be able to self-assess effectively.</li> </ul>
Portfolios	<ul style="list-style-type: none"> <li>• Provides a holistic view of a pupil's abilities.</li> <li>• Can track progress and growth over time.</li> </ul>	<ul style="list-style-type: none"> <li>• Time-consuming to review.</li> <li>• May not be representative of a pupil's full range of abilities.</li> </ul>

Dynamic assessments	<ul style="list-style-type: none"> <li>• Measures learning potential, not just current performance.</li> <li>• Can identify underrepresented gifted pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Requires highly trained professionals to administer and interpret.</li> <li>• May not be widely available.</li> </ul>
Psychological testing	<ul style="list-style-type: none"> <li>• Can identify cognitive strengths and weaknesses.</li> <li>• Provides a comprehensive view of pupil's abilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Requires professionals to administer.</li> <li>• May not capture all aspects of giftedness.</li> </ul>
Achievement tests	<ul style="list-style-type: none"> <li>• Measures knowledge and skills in specific subject areas.</li> <li>• Can identify academically talented pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Not inclusive of all types of intelligence.</li> <li>• May not capture creativity or critical thinking skills.</li> </ul>
Creativity tests	<ul style="list-style-type: none"> <li>• Identifies creative thinking and problem-solving skills.</li> <li>• Complements traditional academic measures.</li> </ul>	<ul style="list-style-type: none"> <li>• Creativity is difficult to measure and quantify.</li> <li>• May not align with traditional views of giftedness.</li> </ul>

Regarding twice exceptional learners, the assessment of gifted pupils entails a comprehensive perspective, understanding that conventional measures may not suffice. Comprehensive assessments should include not only standardised tests but also behaviour observations, achievement and aptitude tests, teacher and parent reports, and individual cognitive and psychological evaluations.

The phenomenon of twice exceptional calls for a more nuanced understanding of giftedness. It challenges the conventional methods of identification and calls for innovative approaches that take into consideration the complexity of each pupil's abilities and needs. It also highlights the need for appropriate educational interventions that can cater to both the giftedness and learning disability of these exceptional individuals.

Despite the challenges, recognising twice exceptional learners and addressing their learning needs is vital. By understanding these pupils' needs and providing appropriate support, we can help them realize their full potential and foster their development into capable, confident individuals.

### 3. Responding to the specific needs of gifted pupils

Differentiation and acceleration, which involves designing educational activities tailored to the specific needs of gifted pupils, are among the most commonly used activities. This can include providing advanced curriculum options, as well as opportunities for acceleration, such as grade skipping or early entrance to different cycles. The table below shows some possible measures aiming to create a supportive and stimulating learning environment that meets the unique needs and abilities of gifted and talented pupils, allowing them to reach their full potential.

Measure	Definition
<b>Qualitative differentiation</b> (as opposed to quantitative differentiation)	Providing differentiated instruction and curriculum that is tailored to the individual needs and abilities of gifted and talented pupils. This may involve offering more challenging content, accelerated learning, or enrichment activities. In general, quantitative differentiation (more of the same) does not cater for the learning needs of gifted pupils.
<b>Compacting</b> Based on assessment of prior knowledge	It is a way that teachers can discover what pupils already know and then remove that from the unit that is about to be taught. Successful compacting relies on teachers' pre-assessment or assessment for learning, which may be done before teaching the unit or after the first few days of instruction. Pupils who have mastered the knowledge or skills are then 'excused' from learning those in class or for homework.
<b>Flexible grouping</b>	Implementing flexible grouping strategies, including also ability grouping or cluster grouping, to allow gifted and talented pupils to collaborate and learn with intellectual peers.
<b>Personalisation</b>	Developing individual Learning plans (ILPs) that outline specific goals, objectives, and strategies for meeting the unique needs of gifted and talented pupils.
<b>Mentoring</b>	Establishing mentoring programs where gifted and talented pupils can work with mentors who provide guidance, support, and challenge in their areas of strength and interest.
<b>Enrichment activities</b>	Providing additional and engaging enrichment activities, workshops, competitions, and projects that foster creativity, critical thinking, and problem-solving skills.
<b>Talent development</b>	Offering specialised programs and opportunities for talent development in specific areas such as STEM (Science, Technology, Engineering, and Mathematics), Arts, or Physical Education.
<b>Acceleration</b>	Allowing gifted and talented pupils to advance through the curriculum at a faster pace or skip grade levels based on their abilities and readiness, ensuring they are appropriately challenged.
<b>Professional development</b>	Providing ongoing professional development for teachers and educators to enhance their understanding of giftedness, talent development, and effective instructional strategies.
<b>Parent involvement</b>	Engaging parents and guardians in the education of their gifted and talented children through regular communication, workshops, and opportunities for collaboration and support.

#### 4. Social and emotional needs

Social and emotional needs are also a central consideration for gifted pupils, as they can be at risk for issues such as anxiety, depression, and feelings of isolation. To support the well-being of these pupils, it is important to provide them with opportunities for peer interaction and support, as well as to promote self-understanding and self-advocacy.

#### 5. Underrepresentation of certain groups in the pupil population identified as gifted.

There is an ongoing concern about the underrepresentation of certain groups in gifted programs, including pupils from low-income families, minority pupils, and pupils with disabilities. Addressing this issue will require a multifaceted approach that includes increasing awareness and outreach, as well as improving identification and assessment practices that are sensitive to the needs of these groups.

## IV. Proposal for Guidelines for school practice in identifying and responding to the needs of gifted and talented pupils

The guidelines below aim at guiding the European Schools in the process of:

- identification of gifted pupils and talented pupils, including those twice exceptional – individuals who are both academically gifted and who possess a learning disability.
- setting out possible measures to promote the development of the full potential of those pupils.

Step	Description
Policy and Procedures Development	Schools develop clear procedures for identifying and responding to gifted and talented pupils. These should include criteria for identification, referral procedures, and a timeline.
Accessible learning environments and Inclusion of Differentiation in the classroom	Teachers should create accessible learning environments to respond to learner variability in the classroom. Additionally, use differentiation in the classroom to cater for a wide range of learning profiles and abilities. This could include different types of assignments, various modes of learning, and differing levels of complexity.
Initial Identification	The school should implement a multi-tiered system of identification. This can include teacher and parent referrals, pupil portfolios, standardised test scores, and observations. It's crucial to consider multiple sources of information to reduce bias and to ensure that diverse pupils are identified.
Screening Process	Following identification, there should be a thorough screening process. This process could include ability testing, achievements, performances, and behaviours related to potential areas of giftedness.
Involving the Support Team	A team of educators and professionals, such as school psychologists, advisors, coordinators, and teachers review the results of the screening process and make recommendations about the appropriate support and resources for identified pupils.

Step	Description
Learning Plan	Develop a Learning Plan for identified gifted and talented pupils. The Plan should focus on areas of strength and also areas where support might be needed, including social-emotional learning.
Access to Enrichment Programs	Whenever possible, the school proposes enrichment programs both within and outside the school setting. This can include academic competitions, special interest clubs, or mentorship programs.
Professional Development for Staff	Teachers and staff should receive professional development to understand the needs of gifted and talented pupils. They should be trained on how to differentiate, develop challenging curriculum, and support the social-emotional needs of these pupils.
Monitoring and Assessment	The school should regularly monitor and assess the effectiveness of the educational strategies. This should include pupil feedback, progress tracking, and regular reviews of the Learning Plans.
Parental and Community Involvement	Parents and the community should be involved in supporting gifted and talented pupils.

This document was prepared and discussed by the Educational Support Policy Working Group.

## V. Process of Implementation of the Guidelines

The first step of the implementation of the guidelines is **raising awareness** on the challenges of identifying and responding to gifted pupils at the school level. This process should include **training of key people in the school** during the school year 2023-2024 to lead the process at the school level.

During the schoolyear 2023-2024, a **professional community group** on the education of gifted pupils should be created under the responsibility of relevant inspectors and the Central Coordinator for Educational Support and Inclusive Education. The main aim of this group is discussing, training, and sharing good practices in the process of identification of gifted pupils and ways of responding to the specific educational needs of these pupils.

Until the end of the schoolyear 2024-2025 the **schools develop their own policy/plan** to identify and respond to the learning needs of gifted pupils, according to the guidelines for school practice.

## VI. Opinion of the Joint Board of Inspectors

It is essential that these pupils are identified so that they can develop their full potential, otherwise there is a risk that they will be unmotivated or even fail, without this being due to difficulties at school. 8 out of the 13 European Schools have already put measures in place for these pupils.

The FR version will be revised to improve the terminology.

The JBI issued a favourable opinion on the guidelines and the process for implementing them. It therefore invited the JTC to approve them.

## V. Opinion of the Joint Teaching Committee

The Joint Teaching Committee took note that the terminology used in the French version of this document would be corrected. In particular, the terms "gifted students" would be replaced.

The Directors expressed a reservation, as this proposal was not accompanied by additional resources or details of the training requirements for its implementation.

**The Joint Teaching Committee approved the guidelines for gifted pupils and the implementation plan foreseeing several steps.**

## VII. Sources of inspiration

- Mönks, F.J. & Pflüger, R. (2005), *Gifted Education in 21 European Countries: Inventory and Perspective* <https://www.giftedforyou.eu/plovdiv-guide/17.pdf>
- EUROPEAN ECONOMIC AND SOCIAL COMMITTEE (2013), *Unleashing the potential of children and young people with high intellectual abilities in the European Union* <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A52012IE0963>
- Sękowski, A. & Łubianka, B. (2015) *Education of gifted students in Europe* <https://journals.sagepub.com/doi/full/10.1177/0261429413486579>
- Tourón, J. & Freeman, J. (2017), 'Gifted Education in Europe: Implications for policymakers and educators', S.I. Pfeiffer (Ed.) *APA Handbook on Giftedness and Talent*. Washington: American Psychological Association (APA). <https://www.joanfreeman.com/pdf/Gifted-Education-in-Europe.pdf>
- European Council For High Ability: ECHA <https://echa-site.eu/>
- Differentiation Toolbox - WHY, HOW and WHERE of using qualitative differentiation for gifted students in your New Zealand classroom Brooke Trenwith.

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**Annex I.8.**



Schola Europaea / Office of the Secretary General

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## **Guidelines on how to write accessible written assessments**

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Approved by the Joint Teaching Committee in the meeting of 12 and 13 October 2023 by Written procedure 2023/35

## I. Background

The Policy and Procedural Document on the Provision of Educational Support and Inclusive Education determines the possibility of establishing universal arrangements that will benefit all pupils.

In point 1.3.1.2 of the Procedural Document is established that:

### 1.3.1.2 Universal and Special Arrangements in assessment situations

The ES are committed to an educational philosophy based on common European School syllabuses with common assessment criteria. This means that the Educational Support Policy may not reflect the standard practice of one country.

#### 1.3.1.2.1 Universal arrangements

Universal arrangements include arrangements available to all the pupils in assessment activities. They may encompass booklets with formulas in scientific subjects, simplification of language in the assignments and examinations, electronic versions of tests, adaptations to make assignments accessible or the use of further arrangements to be put in place.

These arrangements are listed and put at the disposal of the pupils during examinations, tests and other forms of assessment to allow the pupils to fulfil their potential in the fairest possible way.

In this context, we propose setting out guidelines on how to write more accessible written assessments

The document set out in annex I presents general guidelines on how to make assessment papers more accessible to **all** pupils.

The document **is addressed** to all teachers, inspectors, external experts for assessment (including the BAC experts) and the management teams.

The BAC and the Pedagogical Development units were involved in the elaboration of the document and the Assessment Working Groups Nursery/Primary and Secondary were consulted.

## II. Opinion of the Joint Board of Inspectors

The Joint Board of Inspectors issued a favourable opinion on the guidelines document. It would be forwarded to the Joint Teaching Committee for approval.

The approved version would be communicated to all the stakeholders in all the Schools, as well as to the Inspectors, with a view to drafting the European Baccalaureate examinations.

## III. Decision of the Joint Teaching Committee

The Joint Teaching Committee approved the guidelines on how to write accessible written assessments. This document would be shared with teachers and schools, who are asking for an action plan and trainings to guide them in its implementation.

## Annex I to document 2022-09-D-12-en-3

### Guidelines on how to write accessible written assessments

(formative and summative, including exams) <https://wcag.com/blog/less-is-more-writing-in-plain-language/>

Accessibility in written assessments is about getting the message across clearly without affecting the demand of the question: the content/competence familiarity requirement is maintained. Clear language and layout of question papers benefit **all pupils**.

Accessibility is **not** about:

- oversimplifying language
- tailoring the exams to pupils with learning disabilities.

Increasing accessibility in assessments reduces barriers and gives all pupils the opportunity to demonstrate their abilities and what they know and can do.

The different accessibility elements mentioned below are important individually but taking into consideration all elements will increase the overall accessibility of written assessments.

The more accessible written assessments are for **all pupils**, the fewer “special arrangements” will be necessary.

However, some written assessments will be the object of special arrangements. Therefore, written assessments should be prepared anticipating the need for special arrangements. For example, written assessments should be compatible with assistive software or be possible to be enlarged, keeping the readability and quality of the image.

This document was organised in three chapters. The first one addresses the layout of documents. The second chapter addresses questions writing and structure. Finally, chapter three refers to the use of images in written assessments.

## I. Clear layout of assessment

The layout of an assessment should be clear and consistent and not create unnecessary barriers for pupils. **Readability** is an important factor in promoting understanding of what is requested of the pupil.

### 1. Font size and type

- Ensure that font and size are easily readable. Sans serif fonts, such as Arial, are more readable. Use a minimum 12-point size. This document is written in Arial 12.

- Avoid *italics* or underlining as it is less readable. To highlight a word/phrase, use **bold** or even a 

Word box
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 instead.

## 2. Spacing and alignment

- Use white spaces between blocks of text and images. This 'cleaner' look is a visual aid to help with readability.
- When there are different groups of information in a block, space the text, so the different groups of information are clear.
- Use shorter paragraphs, headings, subheadings or lists instead of long blocks of text.
- Align with the left margin, not "justified". This makes it easier to find the start and finish of each line and ensures even spacing between words.

## 3. Display of information

Avoid making pupils flip pages to get information. Ensure that pupils can easily access all relevant information for a particular task. For example, putting it all on the same page, rather than having to turn different pages.

## 4. Colour

- Use single-colour backgrounds. Avoid background patterns or pictures and distracting surroundings.
- Use sufficient contrast levels between the background and text.
- Use dark-coloured text on a light (if possible, try to avoid white) background. Use cream or a soft pastel colour.
- When printing, use matt paper rather than gloss. The paper should be thick enough to prevent the other side from showing through.
- Avoid green and red/pink, as these colours are difficult for colour-blind pupils.

# II. Writing accessible questions that give all pupils (of all abilities) the best opportunity to get the results they deserve.

## 1. Assessment instructions

Assessment instructions should be **clear** and **unambiguous**.

Unless being the objective of the assessment, avoid long texts. Most assessments are not meant to be tests of reading comprehension.

Use shorter sentences. Shorter sentences make information more concise, direct and easy to understand. As a reference, according to the Flesh-Kincaid readability test, the average number of words per sentence according to the school grade level should be between 8 words or fewer per sentence (4<sup>th</sup> year) and 21 words per sentence (high school).<sup>16</sup>

If the question has several strands of information, other options instead of longer sentences should be used. For example: the use of **bullet lists** or **numbered lists** help to break up information in a logical, sequential way.

## 2. Command words

Command words are words such as ‘describe’ and ‘explain’ that tell pupils how to answer a question. Each command word is part of a command sentence, such as: ‘Explain how passing an alternating current through the coil creates a sound wave’.

Make sure questions are worded clearly – for example, consider whether asking the question “**Explain how...**” or “**Summarise how...**”, rather than simply “How...”, would make the question clearer.

In principle, each question should have one command word. Where two command words are needed, separate them into different sentences. Having two commands in one sentence can make it difficult for students to decipher what they must do.

Example:

Two command words



**Suggest** two ways of making this sentence more accessible and **explain** why each suggestion would be useful.

A clearer wording of the question could be:

**Suggest** two ways of making this sentence more accessible.

**Explain** why each suggestion would be useful.

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<sup>16</sup> The average number of words per sentence according to the school grade level should be the following: 4<sup>th</sup> year: 8 words or fewer, 7<sup>th</sup>/8<sup>th</sup> year: 17 words, high school: 21 words (see additional information in the end).

### 3. Emphasize key parts of the text

Use bold to emphasize key parts of the text. For example: 'Give **two** reasons...'; or when referencing figures and tables.

Other times it could be that a particular word has a significant impact on the information the question gives. For example, "Which sentence is **NOT** true?"

(Be careful: too much bold loses its impact!)

### 4. Word questions

Write word questions clearly and simply.

Avoid complex and convoluted sentence constructions and idiomatic language that may be difficult for students, especially non-native/ international pupils, to understand.

- Avoid double negatives
- Avoid sub-clauses
- Use active voice
- Avoid idiomatic expressions and jargon, and assuming that all pupils have similar backgrounds and contexts.
- Avoid ellipsis unless being part of the assessment objectives. Understanding sentences where words are missing or implied is a high-level skill.

### 5. Ramping and complex questions

5.1 Ramping means that a question gets progressively more difficult as the pupils work through it. Questions for any topic area should be ramped in terms of demand within the question, as well as within the paper. This allows all pupils a fair chance of gaining some marks on each topic area throughout the paper.

5.2 More complex questions/tasks should be broken down in sub-questions to guide the pupil's performance.

5.3 Make use that all questions/tasks and sub-questions can be answered independently, i.e., one task cannot depend on the results reached at another task. Cascade questions/tasks must be avoided.

### **III. Use of images**

The use of images is an essential way of conveying and representing information. Images may also help locate and support information available in the text.

It is essential, however, to ensure that the images that are made available are clear and relevant to the task that is requested of the pupils.

#### **1. Use clear images**

A clear diagram or line drawing might be more accessible than a photograph or a 3-D effect drawing. Use images that are large enough to allow the key features to be easily distinguished.

#### **2. Diagrams**

Diagrams must be simple, clear and have a purpose. They are great at helping to communicate ideas to pupils. Ensure that they provide only the information required to answer a question. Diagrams that are not relevant to the question can cloud a pupil's judgement.

#### **3. Photos**

In principle, avoid using photos. If needed, use only photographs that have high print quality.

#### **4. Graphs**

Ensure that the graphs are clear to pupils and that:

- a. The amount of information displayed is concise and relevant to the level being tested.
- b. Whenever possible and adequate, use simpler gridlines. For example, if a question does not rely on precise graph readings, there is no need to have a complex grid.

#### **5. Tables**

When displaying tables, keep the number of columns and rows to a minimum. Avoid making pupils navigate unnecessarily through a vast amount of data. This is counter-

productive as it wastes the pupils' time during assessments and doesn't test skills appropriately.

## 6. Colours

In principle, consider **replacing colours** with patterns, shading, hatching or text labels to distinguish between sections of an image.

Where colour must be used, ensure there is sufficient contrast between any text and its background. Where colours are used to convey information, ensure they contrast sufficiently with adjacent colours. (web content accessibility guidelines).



## Sources of inspiration:

- Unapei, L'information pour tous : Règles européennes pour une information facile à lire et à comprendre <https://www.unapei.org/wp-content/uploads/2018/11/L%E2%80%99information-pour-tous-Re%CC%80gles-europe%CC%81ennes-pour-une-information-facile-a%CC%80-lire-et-a%CC%80-comprendre.pdf>
- Is This a Trick Question? A Short Guide to Writing Effective Test Questions Designed & Developed by: Ben Clay Kansas Curriculum Center [CoverTrick.pm7. \(k-state.edu\)](https://www.k-state.edu/covertrick/)
- British Dyslexia Association, Dyslexia Style Guide 2018: Creating Dyslexia Friendly Content,
- AQA Making questions clear GCSE science exams from summer 2018
- For readability and number of words per sentence <https://support.microsoft.com/en-us/office/get-your-document-s-readability-and-level-statistics-85b4969e-e80a-4777-8dd3-f7fc3c8b3fd2#toc342546557>

Flesch Kincaid readability test is used by Grammarly, Microsoft Word accessibility, Hemingway Editor.

Flesch Grade Level					
Estimated school grade completed	Level	Average number of words / sentence	Average number of syllables / word	Score	Percentage of adults who can read at this level
4th	Very easy	8 or fewer	1.23 or fewer	90-100	93
5th	Easy	11	1.31	80-90	91
6th	Fairly easy	14	1.39	70-80	88
7th or 8th	Standard	17	1.47	60-70	83
Some high school	Fairly hard	21	1.55	50-60	54
High school or some college	Hard	25	1.67	30-50	33
College	Very hard	29 or more	1.92 or more	0-30	4.5

(for reference: Hemingway's work is estimated to be between a 4<sup>th</sup> and 6<sup>th</sup> grade level of readability)

DE: Flesch grade from input in the variant adapted by Toni Amstad for the German language. <https://netknowhow.de/lesbarkeit-messen/>

FR- <https://www.scolarius.com/>

PT - <https://legibilidade.com/>

ES- <https://legible.es/>

## **Annex II to the document 2022-09-D-12**

### **Action Plan for the Implementation of the Guidelines on How to Write Accessible Written Assessments**

This action plan aims to effectively integrate the guidelines into the assessment practices of the European Schools, enhancing accessibility and fairness for all pupils. It also includes a checklist to be used by professionals when validating/finalising the written assessment instruments.

#### **At the Central level**

##### **Phase 1: Awareness and Training**

**Inform and Educate Staff:** Inspectors organise workshops, information/training sessions for teachers and BAC experts to familiarise them with the guidelines. This could be done when inspectors:

- a) meet with the relevant primary/secondary teachers.
- b) Start the preparation of the BAC proposals.

**Distribute Guidelines:** Ensure that a copy of the guidelines has been made accessible to all teaching and staff members, and BAC experts by the schools and/or BAC unit ideally accompanied with concrete examples of good practice.

**Organise a webinar<sup>17</sup>** open to all the schools with the objective to disseminate and discuss essential principles and diverse techniques for the construction of accessible, reliable, and valid written assessment instruments.

##### **Phase 2: Monitoring and Evaluation**

**Monitor Assessments:** Periodically, inspectors review assessment papers across different subjects to ensure adherence to the guidelines.

**Evaluate Impact:** Assess the impact of these changes on pupil performance and engagement, for all pupils, including pupils with special educational needs. Assess the impact in teachers' practices.

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<sup>17</sup> Planned for the Spring of 2024

## At School level

### **Phase 1: Awareness and Training**

**Inform and Educate Staff:** Organise workshops, information/training sessions for teachers, and management teams to familiarise them with the guidelines. This could be done at section level/year level/subject level.

**Distribute Guidelines:** Ensure that a copy of the guidelines is accessible to all staff members, ideally accompanied with concrete examples of good practice.

### **Phase 2: Implementation in Assessment Design**

**Assessment Layout Review:** Teachers should revise the layout of assessment papers to ensure clarity and consistency. This includes using readable fonts (e.g., Arial, minimum 12-point size), avoiding italics or underlining for emphasis, and ensuring proper spacing and alignment.

**Content and Language Simplification:** Ensure the language in assessments is clear and unambiguous. This involves using shorter sentences, clear command words, avoiding idiomatic language and double negatives, and using active voice.

Ensure that the questions are presented progressively in terms of difficulty, breaking down complex questions into sub-questions and that all questions and sub-questions are answerable independently.

**Incorporate Clear Instructions:** Instructions should be straightforward, avoiding long texts and complex sentence structures.

**Effective Use of Images and Diagrams:** Use clear, relevant images and diagrams. Avoid complex or unnecessary graphical elements. Avoid photos.

### **Phase 3: Review and Feedback**

**Collect Feedback:** After the implementation of these guidelines in a few assessments, gather feedback from pupils and teachers to identify areas of improvement.

**Continuous Improvement:** Regularly review and update the guidelines at the school level, based on feedback and new research in the field of accessible education.

### **Phase 4: Monitoring and Evaluation**

**Monitor Assessments:** Periodically review assessment papers across different subjects to ensure adherence to the guidelines.

**Evaluate Impact:** Assess the impact of these changes on pupil performance and engagement, for all pupils, including pupils with special educational needs.

This action plan aims to effectively integrate the guidelines into the assessment practices of the European Schools, enhancing accessibility and fairness for all pupils.

## **Checklist for Evaluating the Format of Written Assessment Instruments**

### **Layout Characteristics**

- Is the layout clear and consistent throughout the assessment?
- Is a readable sans serif font, such as Arial, of at least 12 points used?
- Are italics or underlining for emphasis avoided in favour of bold?
- Is there adequate spacing and alignment, with sufficient white spaces between blocks of text and images?
- Are related information and questions placed on the same page to minimize page flipping?
- Are single-color backgrounds with high contrast between text and background utilized, avoiding colours difficult for colour-blind pupils?

### **Questions Format**

- Are the instructions clear and unambiguous?
- Are shorter sentences used to keep the information concise and straightforward?
- Are command words (e.g., "describe," "explain") clearly used to guide pupils on how to answer?
- Are questions with multiple command words separated into different sentences?
- Are key parts of the text emphasized with bold?
- Are questions written clearly and simply, avoiding complex constructions, idiomatic language, and jargon?
- Are the questions organized progressively from simpler to more complex questions?
- Are complex questions/tasks broken down into sub-questions to guide pupil performance?
- Can all questions and sub-questions be answered independently?

## **Image and Graphics Use**

- Are the images, diagrams, or line drawings used clear, relevant, and large enough to distinguish key features?
- Are diagrams simple, clear, and directly related to the question?
- If photos are used, are they directly relevant or can they be replaced by other ways of conveying information?
- If photos need to be used, are they of high quality?
- Are graphs clear and concise, utilizing simpler gridlines where precise readings are not necessary?
- Are tables minimal, with the least necessary columns and rows?
- If the images are coloured, can colour be replaced with patterns or shading?
- If colour needs to be used, are text labels included in images to ensure accessibility?

## **Annex II.2.**

### **Roles and duties of the Reader, Scribe and Prompter**

#### **Common rules for all functions:**

The reader/scribe/prompter:

- will also act as invigilator. Art. 6.4.7 of AIREB established the minimum of 2 invigilators, regardless of the number of candidates.
- cannot help with answers or suggest when an answer is finished.
- cannot help the pupil to interpret any written text.

Who can perform such tasks?

- Any member of the staff, qualified for the task, who can communicate with the pupil, preferably in his/her dominant language.
- When the appointed prompter/reader/scribe is unknown to the pupil, the teacher performing such tasks should discuss/agree with the pupil how they will work together and makes all efforts to make the pupil understand what s/he can request and to make the pupil feel comfortable.
- ART 6.4.7.1 of AIREB establishes that, except for ART, teachers teaching the subject of the exam cannot be invigilator.

#### **Reader**

- The reader discusses/agrees with the pupil how they will work together.
- Reader reads aloud what the pupil wants to be read.
- At the request of the pupil, the reader can change speed, re-read something or move from one section to another.
- At the request of the pupil, the reader can read back his/her answers.

#### **Scribe**

- The scribe's role is to produce a handwritten or typed answer from the pupil's dictation.
- The scribe will write/type exactly what the pupil says and only makes changes that the pupil tells her/him to.
- At the request of the pupil, the scribe can read back what has been written/typed.
- The pupil can write or type her/himself at any time if s/he wants to.

#### **Prompter**

- The prompter discusses/agrees with the pupil how they will work together, including how the pupil wishes to be prompted e.g. by tapping on the desk or by the prompter speaking the name.
- The prompter keeps the pupil focused on the need to answer a question and then move on to answering the next question.
- The pupil can ask the prompter to give her/him time prompts.

## **Annex II.3.**

### **Example of classroom accommodations**

#### **General Classroom Accommodations**

- Peer or assistant note-taking
- Provision of study sheets, notes, and teacher outlines
- Use of real-life examples and concrete materials
- Provision of lists of important vocabulary, if needed prior to lesson
- Provision of an audio version of the written material
- Provision books-on-tape or large print versions of text.
- Provision books and other instructional materials in braille.
- Provision of specialized equipment, such as an optical enhancer, magnifier, tape recorder, stylus and slate, or braillewriter.
- Use hands-on activities, pictures, or diagrams to support understanding of abstract concepts or complex information.
- Support auditory presentations with visuals
- Use of extra visual and verbal cues and prompts
- Use of mnemonics
- Use of manipulatives
- Review and/or simplify of directions
- Use of assistive technology
- Use of augmentative and alternative communication
- Have pupil restate information
- Review sessions
- Assign a study buddy to help the pupil in and outside the class
- Provide access to learning resources and instruction material outside the class.

#### **Material to be used by the pupil**

- Large print textbooks
- Use of calculator
- Use of Audiobooks
- Use of a spelling dictionary or electronic spelling aid.
- Use of alternative books or materials on the topic being studied
- Textbooks for at-home use
- Adaptive writing utensils
- Subject sheets with highlighted instructions
- Graph paper to assist in organizing or lining up math problems
- Use of computer, tablet, and specific software
- Use of idea processors (to generate, manipulate, and organize ideas): outlining, mapping, making schemes.
- Graphic organizers

#### **Classroom arrangements**

- Space for movement or breaks
- Quiet corner or room to calm down and relax when anxious
- Preferential seating



- Use of a study carrel
- Alteration of the classroom arrangement

### Behaviour and attention

- Assistance in maintaining orderly space
- Reduction of distractions
- Verbal/sound and visual cues regarding directions and staying on task
- Daily check-in with teachers or assistants
- Follow a routine/schedule
- Alternate quiet and active time
- Rest breaks
- Agenda book and checklists
- Hands-on activities
- Work-in-progress check
- Visual daily schedule
- Varied reinforcement procedures
- Immediate feedback
- Use proximity/touch control
- Cue expected behaviour
- Use de-escalating strategies
- Use peer supports and mentoring
- Daily feedback to the pupil
- Use positive reinforcement
- Have parent sign behaviour chart
- Have parent sign homework
- Model expected behaviour
- Chart progress and maintain data
- Set and post class rules

### Classroom assignments

- Give the pupil a written copy of instructions and requirements for each assignment
- Highlighting important words or phrases in reading assignments
- Reworded questions in simpler language
- Word bank of choices for answers to questions
- Film or video supplements in place of reading text
- Use of idea processors
- Alternative forms of assignment:
  - Allow outlining, instead of writing for an essay or major project
  - Projects instead of written reports.
  - Allow the pupil to create an audio or video recording of their response to a classroom assignment.

## Annexes IV: Templates

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

## Annex IV.2: Model template for Intensive Support Agreement



### EUROPEAN SCHOOL

## INTENSIVE SUPPORT AGREEMENT

Agreement has hereby been reached between

, School

and

, parent/ legal representative

, parent/ legal representative

Having regard to Articles 1-7 of this Agreement

Having regards to the General Rules of the European Schools

Having regard to the Policy on the Provision of Educational Support and Inclusive Education in the European Schools

On the provision of Intensive Educational Support

for , born on

Pupil in year of nursery primary secondary, language section

for the period between and

A new fact or a fact unknown at the time of stipulation may lead to revision of this Agreement.

Place , Date

Director

Parent/legal representative

## Articles of this Agreement:

**Article 1:** Pursuant to the decisions of the Board of Governors of the European Schools adopted on 13, 14 and 15 April 2021 on the provision of educational support and inclusive education in the European Schools, the purpose of this Agreement is to define the responsibilities of the contracting parties, the conditions in which the admission into Intensive Support can take place and the Individual Learning Plan to be foreseen.

Intensive support is provided for pupils with special educational needs: learning, emotional, behavioural or physical needs. Whenever the intervention of an external therapist is needed, the provision is organised on the basis of a tripartite agreement between the School, the parents/legal representatives and the therapist, whereas the school ensures coordination and alignment with the support provision.

**Article 2:** With a view to a pupil's admission into Intensive Support, the contracting parties hereby undertake to supply all the information required for proper definition of his/her special educational needs and of the accommodations, support measures and special arrangements to be arranged.

Pupils with special educational needs will be admitted to the European School and will receive Intensive Support, provided that their special educational needs allow them to follow a standard or modified curriculum. There may be occasions where, despite the school's best efforts, the School may not be able to provide reasonable accommodation and support measures to respond to the pupil's needs. In those cases, the schools should duly justify the reasons. Other educational options shall be considered in cooperation with the educational system of the host country of the School or of the home country of a pupil or the country of future destination of the pupil by either complementing the European Schools' educational offer or ensuring a smooth and effective transition to other educational paths/options,

**Article 3:** This Agreement determines the measures of Support planned, including accommodations and special arrangements for assessment, and other support activities, which may be provided in class or outside class in collective form to small groups of pupils with similar needs or in individual form.

Whenever a pupil follows a modified curriculum, it provides for a certificate, mentioning the subjects where assessment is normal and those subject to appropriate certification.

**Article 4:** A clause may be added to this Agreement to extend its scope to other aspects of the admission/inclusion of the pupil concerned, with the explicit agreement of the contracting parties. The Agreement is individual, and outcomes will be evaluated and reviewed at the end of the school year or at the end of the period during which the support has been provided. It will be used as a basis for the criteria and the decision on progression and certification at the end of the school year.

**Article 5:** This Agreement includes the individual learning plan of the pupil in question. The proposal will be drawn up in detail by the support teacher(s) in cooperation with the subject/class teacher(s) and/or support coordinator.

**Article 6:** Under this Agreement, the pupil's admission/inclusion into the school will normally be for the whole of the school year. It must therefore be drawn up at the time of admission, after a possible observation period that shall of reasonable length and with previously determined reasonable assessment criteria. If necessary, the Agreement may be adapted during the school year on a proposal from the Support Advisory Group.

**Article 7:** If an application for admission into Intensive Support is rejected, an appeal may be lodged with the Secretary-General of the European Schools within fifteen calendar days of notification of the decision.

The Secretary-General must take a decision within one month of the date of reception of the appeal.

In the event of disagreement with the decision of the Secretary-General, a contentious appeal may be lodged with the Complaints Board, subject to the conditions laid down in Chapter XI of the General Rules of the European Schools.

## Annex IV.3: Model template for Individual Learning Plan for Moderate Support



**CONFIDENTIAL**

**EUROPEAN SCHOOL**

### **INDIVIDUAL LEARNING PLAN FOR MODERATE SUPPORT**

(Fill in the relevant parts/boxes)

#### **Pupil**

Name		Home address	
Date of birth	/ /	Nationality	
Date of entry to the school	/ /	Section and class	
Parent's name		Parent's name	
Home address		Home address	
Telephone number		Telephone number	
Email address		Email address	

#### **Language history**

Languages spoken at home	
Dominant language (L1)	
Second language	
Section language	
Additional information	

**Annex IV.3: Model template for Individual Learning Plan for Moderate Support**



**CONFIDENTIAL**

<b>If this pupil has a medical/psychological/psycho-educational and/or multi-disciplinary report, please state the diagnosis contained therein:</b>	
<b>Name of the expert and date of the report:</b>	
<b>School history</b> (schools attended, repeating a year etc.) 1.  2.  3.	<b>Medical needs</b> (for allergies, diabetes etc.)

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

**Annex IV.3: Model template for Individual Learning Plan for Moderate Support**



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

**Challenges** (weaknesses, difficulties)

**Pupil's interests and learning profile**

### Annex IV.3: Model template for Individual Learning Plan for Moderate Support



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#### SUPPORT

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



**Annex IV.3: Model template for Individual Learning Plan for Moderate Support**



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

Individual Learning Plan is written by:

Name

\_\_\_\_\_

Signature

\_\_\_\_\_

Place

\_\_\_\_\_

Date

\_\_\_\_\_

# Annex IV.4: Model template for Individual Learning Plan for Intensive Support



EUROPEAN SCHOOL

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## SUPPORT ADVISORY GROUP MEETING

Date of Advisory Group meeting:    /    /

Name of the pupil
-------------------

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

\*subject or area of expertise

## Annex IV.4: Model template for Individual Learning Plan for Intensive Support



EUROPEAN SCHOOL

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### INDIVIDUAL LEARNING PLAN INTENSIVE SUPPORT

(Fill in the relevant parts/boxes)

#### Pupil

Name		Home address	
Date of birth	/ /	Nationality	
Date of entry to the school	/ /	Section and class	
Parent's name		Parent's name	
Home address		Home address	
Telephone number		Telephone number	
Email address		Email address	

#### Language history

Languages spoken at home	
Dominant language (L1)	
Second language	
Section language	
Additional information	

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

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

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

**Challenges** (weaknesses, difficulties)

**Pupil's interests and learning profile**



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**Modifications/accommodations**

<p><b>The following modifications/accommodations are used:</b></p> <p><i>Curriculum modifications:</i></p> <p><input type="checkbox"/> individual subject objectives:</p> <p><input type="checkbox"/> subjects not taken:</p> <p><input type="checkbox"/> other:</p> <p><input type="checkbox"/> <i>Timetable changes:</i></p> <p><input type="checkbox"/> <i>Modified content expectations for assessment:</i></p>	<p><b>Classroom accommodations</b></p> <p><b>Classroom Accommodations</b> (annex 1)</p> <p>General Classroom Accommodations <input type="checkbox"/></p> <p>Material to be used by the pupil <input type="checkbox"/></p> <p>Classroom Accommodations <input type="checkbox"/></p> <p>Behaviour and attention <input type="checkbox"/></p> <p>Classroom assignments <input type="checkbox"/></p> <p><b>Special Arrangements for assessment</b> (Annex 2) <input type="checkbox"/></p> <p><b>Others</b> <input type="checkbox"/></p> <p><b>School report</b></p> <p>School report/Semester report contains adapted assessment <input type="checkbox"/></p>	
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### Classroom Accommodations (Annex 1)

#### General Classroom Accommodations

Accommodation	All subjects /areas	Some subjects/ areas	Which subjects/areas
Peer or assistant note-taking	<input type="checkbox"/>	<input type="checkbox"/>	
Provision of study sheets, notes, and teacher outlines	<input type="checkbox"/>	<input type="checkbox"/>	
Use of real-life examples and concrete materials	<input type="checkbox"/>	<input type="checkbox"/>	
Provision of lists of important vocabulary, if needed prior to lesson	<input type="checkbox"/>	<input type="checkbox"/>	
Use hands-on activities, pictures, or diagrams to support understanding of abstract concepts or complex information.	<input type="checkbox"/>	<input type="checkbox"/>	
Provision books-on-tape or large print versions of text.	<input type="checkbox"/>	<input type="checkbox"/>	
Use of extra visual and verbal cues and prompts	<input type="checkbox"/>	<input type="checkbox"/>	
Use of mnemonics	<input type="checkbox"/>	<input type="checkbox"/>	
Use of manipulatives	<input type="checkbox"/>	<input type="checkbox"/>	
Review and/or simplify of directions	<input type="checkbox"/>	<input type="checkbox"/>	
Have pupil restate information	<input type="checkbox"/>	<input type="checkbox"/>	
Review sessions	<input type="checkbox"/>	<input type="checkbox"/>	
Provide access to learning resources and instruction material outside the class.	<input type="checkbox"/>	<input type="checkbox"/>	
Assign a study buddy to help the pupil in and outside the class	<input type="checkbox"/>	<input type="checkbox"/>	
Use of assistive technology	<input type="checkbox"/>	<input type="checkbox"/>	
Provision of an audio version of the written material	<input type="checkbox"/>	<input type="checkbox"/>	
Provision books and other instructional materials in braille.	<input type="checkbox"/>	<input type="checkbox"/>	
Provision of specialized equipment, such as an optical enhancer, magnifier, tape recorder, stylus and slate, or braillewriter.	<input type="checkbox"/>	<input type="checkbox"/>	
Support auditory presentations with visuals	<input type="checkbox"/>	<input type="checkbox"/>	
Use of augmentative and alternative communication	<input type="checkbox"/>	<input type="checkbox"/>	

#### Material to be used by the pupil

Accommodation	All subjects/ areas	Some subjects/ areas	Which subjects/areas
Textbooks for at-home use	<input type="checkbox"/>	<input type="checkbox"/>	
Large print textbooks	<input type="checkbox"/>	<input type="checkbox"/>	
Subject sheets with highlighted instructions	<input type="checkbox"/>	<input type="checkbox"/>	
Graph paper to assist in organizing or lining up math problems	<input type="checkbox"/>	<input type="checkbox"/>	

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Use of idea processors (to generate , manipulate , and organize ideas) : outlining, mapping, making schemes.	<input type="checkbox"/>	<input type="checkbox"/>	
Graphic organizers	<input type="checkbox"/>	<input type="checkbox"/>	
Use of calculator	<input type="checkbox"/>	<input type="checkbox"/>	
Use of Audiobooks	<input type="checkbox"/>	<input type="checkbox"/>	
Use of computer, tablet, and specific software	<input type="checkbox"/>	<input type="checkbox"/>	
Use of a spelling dictionary or electronic spelling aid.	<input type="checkbox"/>	<input type="checkbox"/>	
Use of alternative books or materials on the topic being studied	<input type="checkbox"/>	<input type="checkbox"/>	
Adaptive writing utensils	<input type="checkbox"/>	<input type="checkbox"/>	

### Classroom arrangements

Accommodation	All subjects/ areas	Some subjects/ areas	Which subjects/areas
Alteration of the classroom arrangement	<input type="checkbox"/>	<input type="checkbox"/>	
Space for movement or breaks	<input type="checkbox"/>	<input type="checkbox"/>	
Quiet corner or room to calm down and relax when anxious	<input type="checkbox"/>	<input type="checkbox"/>	
Preferential seating	<input type="checkbox"/>	<input type="checkbox"/>	
Use of a study carrel	<input type="checkbox"/>	<input type="checkbox"/>	

### Behaviour and attention

Accommodation	All subjects/ areas	Some subjects/ areas	Which subjects/areas
Assistance in maintaining orderly space	<input type="checkbox"/>	<input type="checkbox"/>	
Reduction of distractions	<input type="checkbox"/>	<input type="checkbox"/>	
Set and post class rules	<input type="checkbox"/>	<input type="checkbox"/>	
Verbal/sound and visual cues regarding directions and staying on task	<input type="checkbox"/>	<input type="checkbox"/>	
Daily check-in with teachers or assistants	<input type="checkbox"/>	<input type="checkbox"/>	
Follow a routine/schedule	<input type="checkbox"/>	<input type="checkbox"/>	
Agenda book and checklists	<input type="checkbox"/>	<input type="checkbox"/>	
Hands-on activities	<input type="checkbox"/>	<input type="checkbox"/>	
Work-in-progress check	<input type="checkbox"/>	<input type="checkbox"/>	
Visual daily schedule	<input type="checkbox"/>	<input type="checkbox"/>	
Alternate quiet and active time	<input type="checkbox"/>	<input type="checkbox"/>	
Rest breaks	<input type="checkbox"/>	<input type="checkbox"/>	
Varied reinforcement procedures	<input type="checkbox"/>	<input type="checkbox"/>	



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Immediate feedback	<input type="checkbox"/>	<input type="checkbox"/>	
Use proximity/touch control	<input type="checkbox"/>	<input type="checkbox"/>	
Cue expected behaviour	<input type="checkbox"/>	<input type="checkbox"/>	
Use de-escalating strategies	<input type="checkbox"/>	<input type="checkbox"/>	
Use peer supports and mentoring	<input type="checkbox"/>	<input type="checkbox"/>	
Daily feedback to the pupil	<input type="checkbox"/>	<input type="checkbox"/>	
Use positive reinforcement	<input type="checkbox"/>	<input type="checkbox"/>	
Have parents sign behaviour chart	<input type="checkbox"/>	<input type="checkbox"/>	
Have parents sign homework	<input type="checkbox"/>	<input type="checkbox"/>	
Model expected behaviour	<input type="checkbox"/>	<input type="checkbox"/>	
Chart progress and maintain data	<input type="checkbox"/>	<input type="checkbox"/>	

### Classroom assignments

Accommodation	All subjects/ areas	Some subjects/ areas	Which subjects/ areas
Give the pupil a written copy of instructions and requirements for each assignment	<input type="checkbox"/>	<input type="checkbox"/>	
Highlighting important words or phrases in reading assignments	<input type="checkbox"/>	<input type="checkbox"/>	
Word bank of choices for answers to questions	<input type="checkbox"/>	<input type="checkbox"/>	
Film or video supplements in place of reading text	<input type="checkbox"/>	<input type="checkbox"/>	
Use of idea processors	<input type="checkbox"/>	<input type="checkbox"/>	
Allow the pupil to create an audio or video recording of their response to a classroom assignment.	<input type="checkbox"/>	<input type="checkbox"/>	
Projects instead of written reports.	<input type="checkbox"/>	<input type="checkbox"/>	
Alternative forms of assignment:	<input type="checkbox"/>	<input type="checkbox"/>	
Allow outlining, instead of writing for an essay or major project	<input type="checkbox"/>	<input type="checkbox"/>	
Reworded questions in simpler language	<input type="checkbox"/>	<input type="checkbox"/>	

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### Special Arrangements for Assessment (annex 2)

Special Arrangement	All tests	Some tests (specify)	All areas/ subjects	Some areas/ subjects (specify)
v) Separate room for the test/examination/assessment;	<input type="checkbox"/>		<input type="checkbox"/>	
w) Change of seating arrangements;	<input type="checkbox"/>		<input type="checkbox"/>	
x) Taking of medication and/or refreshment in the case of a medical condition, for example, diabetes;	<input type="checkbox"/>		<input type="checkbox"/>	
y) An assistant to provide physical care for a pupil to ensure his or her well-being and safety. This assistant may not be a relative of the pupil or the teacher of the subject that is being examined;	<input type="checkbox"/>		<input type="checkbox"/>	
z) The use of a specific learning aid which is normally used in class, for example, a magnifying glass;	<input type="checkbox"/>		<input type="checkbox"/>	
aa) a hearing aid; use of FM hearing system coloured overlay; a low vision aid; coloured lenses;	<input type="checkbox"/>		<input type="checkbox"/>	
bb) For colour-blind pupils, colours can be substituted with words on the test/examination paper or a reader can name the colours for the pupil;	<input type="checkbox"/>		<input type="checkbox"/>	
cc) List of approved devices/software/applications to be used in assessment;	<input type="checkbox"/>		<input type="checkbox"/>	
dd) Modifications to the format of the assessment paper: size of paper and font, contrast, alignment, line spacing and printed pages. A paper and digital Braille version of the exams may also be made available;	<input type="checkbox"/>		<input type="checkbox"/>	
ee) Additional time can be granted to pupils whose working pace is affected by their condition. A maximum of 25% extra-time time can be granted for examinations; This measure applies to all harmonised tests. For examinations taking place in the classroom (A-tests) other measures may be considered/envisaged, such as shortened assignments for the class and extra time for pupils with special arrangements or shortened assignments for pupils with special arrangements but ensuring the assessment of the same/all competences,	<input type="checkbox"/>		<input type="checkbox"/>	
ff) Use of approved applications/software for spell checker because of dyslexia. This request has to be confirmed by the school;	<input type="checkbox"/>		<input type="checkbox"/>	
gg) Disregard of spelling mistakes in language subjects in case of dyslexia, when a spellchecker is not granted;	<input type="checkbox"/>		<input type="checkbox"/>	
hh) For deaf or hard of hearing pupils, questions and instructions during oral exams are given in writing, exercises using audio files or videos are replaced by written exercises, or pupils receive a script of audio file or video;	<input type="checkbox"/>		<input type="checkbox"/>	
ii) Written answers for oral examinations by a candidate who has severe difficulties in oral expression;	<input type="checkbox"/>		<input type="checkbox"/>	
jj) Use of a computer, laptop, tablet or any approved device and the correspondent approved software to replace handwriting for pupils diagnosed with dyslexia, dysgraphia, dyspraxia or any other disorder affecting written expression.	<input type="checkbox"/>		<input type="checkbox"/>	

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The school ensures that any computer/ laptop/device being used is cleared of stored information and the spell check function or other software and is not connected to the Internet. It should be noted that content/skills, not language errors, are assessed in examinations other than language examinations. Pupils may use their own devices, providing that the school has the means to verify the abovementioned conditions;

Special Arrangement	All tests	Some tests (specify)	All areas/ subjects	Some areas/ subjects (specify)
kk) A communicator to assist a deaf or hard of hearing pupil through sign language or lip speaking.	<input checked="" type="checkbox"/>		<input type="checkbox"/>	

**Arrangements that may be replaced by technology. The pupil must be familiar with the technology before using it in assessment situations.**

Special Arrangement	All tests	Some tests (specify)	All areas/ subjects	Some areas/ subjects (specify)
ll) Approved speech-to-text and text-to-speech software/device or a scribe to transcribe word for word the pupil's dictated answers and to read back the pupil's answers where necessary	<input type="checkbox"/>		<input type="checkbox"/>	
mm) An audio recording of answers where a scribe is not available	<input type="checkbox"/>		<input type="checkbox"/>	
nn) Approved text-to-speech software/device or a reader to read both the assessment paper and to read back the answers. In this case, the additional time 25% may be granted	<input type="checkbox"/>		<input type="checkbox"/>	
oo) Approved software or a prompter to assist a pupil with severe concentration difficulties or neurological disability in paying attention to the assessment tasks	<input type="checkbox"/>		<input type="checkbox"/>	

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### SUPPORT

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

## **Annex IV.4: Model template for Individual Learning Plan for Intensive Support**



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Individual Learning Plan is written by:

Signature

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Name

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Place

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Date

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**Annex IV.5: Model template for the School Report (secondary cycle)**



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**School Year**

**REPORT**

NAME:

CLASS:

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

**Subjects for which modified content expectations for assessment are used**

<b>Subjects</b>	<b>Standards reached</b>	<b>Comments</b>

**Subjects or courses from which the pupil was granted total exemption**


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

## **Annex V: Definitions of terms and abbreviations**

As the European Schools exist in a multicultural and multilingual context it is necessary to agree on definitions for certain concepts which are then used in a very specific way. These definitions are defined within the ES context and may differ from those used in member states. The list below is not exhaustive and will be further developed as necessary.

### Academic development

Academic development refers to the progression in classes and individual subjects.

### Accessibility

Accessibility is a precondition for the full and equal participation of persons with disabilities in society. Modes and means of teaching should be accessible and should be conducted in accessible environments. Accessibility benefits groups of the population and is based on a set of standards that are implemented gradually.

Accessibility and reasonable accommodation are two important and complementary pillars of inclusion; however, they have different scopes: whereas accessibility benefits groups of population, reasonable accommodation relates to an individual.

See also *Reasonable Accommodation*

### Accessible /flexible learning environments.

Learning environments that promote flexible ways to learn: creating an engaging classroom environment; maintaining high expectations for all pupils, while allowing multiple ways to meet expectations and standards for all pupils, including those with learning difficulties/disabilities/disorder. It involves the use a variety of teaching methods to remove barriers to learning and builds flexibility that can be adjusted to pupils' strengths and needs.

See also *Universal Design for Learning*.

### Assistive and Compensatory Technologies (AT)

... adaptive devices that enable people with special needs to access all manner of technical products and services. ATs cover a whole range of ICTs, from customised keyboards and speech recognition software to Braille computer displays and closed captioning systems for TV (European Commission, cited by [UNESCO IITE/European Agency, 2011, p. 101](#)).

AT is any item, equipment, hardware, software, product or service which maintains, increases or improves the functional capabilities of individuals of any age, especially those with disabilities, and enables them more easily to communicate, learn, enjoy and live better, more independent lives.

### Classroom accommodations

Classroom accommodations include special teaching and learning strategies, equipment or other supports that remove, or at least lessen, the impact of a pupil's special education needs (see also reasonable accommodation).

### Cognitive development

Cognitive development is the development of thought processes, including memory and recall, problem solving, and decision-making.



### Confidential documents:

Documents containing information whose unauthorised disclosure could be prejudicial. Documents are mostly to be used in the case of Intensive Support. All medical/psychological and multidisciplinary reports must be regarded as strictly confidential. Great care must be taken as to how and to whom access is given. Teachers working with the child should be permitted to read these documents. However, in the case of particularly sensitive issues, the support coordinator will provide only a summary of the report's conclusions and any suggestions which are relevant to teaching and learning.

### Differentiation

The planning and execution of teaching and learning for all children in all classes which take account of individual differences in learning profile, interest, motivation and aptitude, and reflecting these differences in the classroom

### Early Identification of pupils' abilities and needs

Process of identifying the early warning signs that put young children at risk for learning disabilities.

The process includes observation, effective screening and diagnostic systems to identify learning disabilities and developmental disorders and potential at the earliest possible stage.

Early identification and intervention enhance significantly the chances of overcoming difficulties and fulfilling the full potential.

Although the process of early identification is usually associated with the early education and primary cycle, it should also be put in place at more advanced stages in the educational path, especially for pupils who enter the European Schools in the course of their schooling career.

### Educational support

This refers to the full range of support measures which are available to the school to provide support of all types to facilitate access to the curriculum.

### Educational Support Coordinator – see Support Coordinator

### Educational Support Policy Working Group

Steering group where the representatives of inspectors, schools, staff, parents, the European Commission, and the Office of the Secretary-General are present. Pupils may also be invited to participate in the group. Raises issues or questions of concern in the area of support and prepares documents for presentation to the decision-making bodies.

### Full/standard curriculum

The ability to follow the 'full curriculum' implies that the pupil is able to follow all subjects according to the requirements, although accommodations and additional support measures may also be put in place.

### Gifted and talented pupil

A pupil of high ability in some or all areas, who may nevertheless also require special learning conditions to fulfil their educational potential.

Giftedness or high ability is currently defined in terms of the following traits:

- above-average intellectual ability, with regard to both general and specific skills. Although the traditional yardstick has been the presence of an intelligence quotient of over 130 (100 being the average), in recent years this criterion has been extended and loosened to include the assessment of other equally important indicators:
- high dedication and commitment to tasks: perseverance, interest, resilience, self-confidence, etc.
- high levels of creativity, flexibility and originality in asking questions, responding to and solving problems and difficulties that arise([European Economic and Social Committee, 2013](#)).

It should be not confounded with advanced/high performant pupils who do not demonstrate other characteristics associated with gifted pupils/children.

### Group Learning Plan

Group Learning Plan: A GLP is written by the support teacher with the collaboration of the class/subject teacher for any group created to give General Support to pupils. It includes learning objectives, methods of teaching, including accommodations, targets and criteria for evaluating success.

### Harmonisation

Harmonisation is the process of creating common standards between teachers within and across language sections and within the different European Schools, to ensure that the most equal conditions for teaching and learning are in place. This includes harmonising approaches in all aspects (e.g. assessment, planning) of the work in the schools.

### Horizontally

Grouping pupils studying in the same year, across the language sections

### Inclusion/Inclusive education

The European Schools established Inclusive Education as a/the guiding educational principle. The European Schools share UNESCO's definition of Inclusive education as an **ongoing process** aimed at **offering quality education for all** while **respecting diversity and the different needs and abilities, characteristics** and **learning expectations** of the students and communities, **eliminating all forms of discrimination**.

The European Schools share the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)'s orientations in the field of education as expressed under its article 24<sup>18</sup> as well as in the UN General Comment No. 4 (2016) on inclusive education<sup>19</sup>. The European Schools have taken note of the concluding observations set-out by the United Nations Committee on the Rights of Persons with Disabilities on the European Union's initial

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<sup>18</sup> <https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities/article-24-education.html>

<sup>19</sup> <https://digitallibrary.un.org/record/1313836?ln=en>

report on the UNCRPD implementation<sup>20</sup> and are committed to address these issues including in the context of the EU Strategy for the Rights of Persons with Disabilities 2021-2030<sup>21</sup>.

### Individual Learning Plan

Individual Learning Plan (ILP): any pupil receiving Moderate or Intensive levels of support in a European School must have an ILP. This document, written by the support teacher in collaboration with the class/subject teachers includes specific learning objectives, appropriate teaching methods (including accommodations, assistive technology, special arrangements) and measurable targets, set within a given time-frame. An ILP is reviewed annually and approved by the SAG (Intensive Support: A) or by the Class Council (Intensive support: B).

### Intensive Support Agreement

A formal, signed agreement between the school and the pupil's legal representative which requires the previous opinion of the SAG on special support measures.

### Learning difficulty/ Learning disability/ Learning Disorder

These are umbrella terms which are used to cover a wide variety of difficulties that affect pupils' learning. The distinction between the terms is not clearly defined in the literature on special educational needs.

### Learning strategies

Learning strategies determine the approach for achieving the learning objectives which are likely to reflect the differentiated teaching and learning, specific accommodations, assistive technology, and special arrangements.

### Learning styles/learning profile

Learning style can be described as a set of factors, behaviours, and attitudes that facilitate learning for an individual in a given situation.

### Medical report

A report requested from, and provided by a medical specialist, usually for the SAG.

### Modified curriculum

A modified curriculum is applied for a pupil who is not able to participate in the full curriculum and he/she can have an individualised educational programme on the recommendation of the SAG (in some documents in the European Schools the term "adapted curriculum" is used with the same meaning).

### Multidisciplinary report

A report which may be drawn from a range of expert sources (medical, psychological etc.).

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<sup>20</sup> *Education (art. 24): 84. The Committee is concerned that not all students with disabilities receive the reasonable accommodation needed to enjoy their right to inclusive quality education in European schools in line with the Convention, and that the schools do not comply with the non-rejection clause. It is also concerned that European schools are not fully accessible to children with disabilities nor do they provide for inclusive, quality education; 85. The Committee recommends that the European Union take the necessary measures to ensure that all students with disabilities receive the reasonable accommodation needed to enjoy their right to inclusive quality education in European schools. It also recommends that European schools implement a non-rejection policy on the grounds of disability and ensure inclusive, quality education for all students with disabilities.*

<sup>21</sup> <https://ec.europa.eu/social/main.jsp?catId=738&langId=en&pubId=8376&furtherPubs=yes>

### Multi-professional cooperation

Cooperation and collaboration between professionals, experts, teachers and the management on a support case

### Promotion

A pupil with satisfactory results is promoted to the next class. The Rules governing promotion are set out in the General Rules of the European Schools.

### Psychological report

A report requested from, and provided by an educational psychologist, usually for the SAG.

### Pupils in a language section which does not correspond to their mother tongue/dominant language

Pupils whose mother tongue/dominant language is the official language of an EU member state (with the exception of Irish and Maltese) but for whom no language section in their mother tongue/dominant language exists in their school. See also SWALS

### Reasonable Accommodation

Reasonable accommodation relates to an individual and is complementary to the accessibility duty. Parents/legal representatives and teachers can request reasonable accommodation measures.

The European Schools offer accommodations in learning (classroom accommodations) and assessment situations (special arrangements), including the use of assistive/compensatory technology for/by those pupils with disabilities who may require them to enable them to access education on an equal basis with others.

“Reasonableness” is understood as the result of a contextual test that involves an analysis of the relevance and the effectiveness of the accommodation, and the expected goal of countering discrimination. The availability of resources and financial implications is recognized when assessing disproportionate burden.<sup>22</sup>

Different stakeholders should be involved in this process: parents, experts, SAG and the school management and, when relevant the national/Educational Support inspectors.

### Report on the pupil's evolution

The official school reports which are provided by the school according to the General Rules of the European Schools.

### (Smooth and effective) Transition to other educational paths

Process of a pupil's smooth and supported transition to/from different educational systems/paths. Pupils and families receive the support to ensure an effective and smooth transition from the European Schools to other educational paths/schools. School provides information and, if requested, liaises with other educational institutions, in cooperation with the families and with the national inspectors.

### Social development

Pattern or process of change exhibited by individuals resulting from their interaction with other individuals, social institutions, social customs.

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<sup>22</sup> UNCRPD General comment number 4.

### Special arrangements

A pupil with diagnosed physical or psychological need(s) may have special arrangements to allow the pupil to fulfil his or her potential in the fairest possible way. Lists of these arrangements are presented in chapter 1.3.1.

### Special educational needs/Additional needs

Pupils with special or additional educational needs who, without appropriate forms of support, are unable to fulfil their educational potential.

### Support Advisory Group

Multi-professional group at the school's level which assesses the requests and documentation for Intensive Support and gives its advice to the Director for decision-making; the composition of the group is presented in Annex 1.

### Support coordinator /Educational Support Coordinator

Support coordinator (EdSup coordinator) organises and implements the educational support policy in cooperation with the management of the school.

### SWALS

Students without a language section

See also. *Pupils in a language section which does not correspond to their mother tongue/dominant language*

### Teaching strategies

Teaching methods used by teachers to promote accessible learning environments, provide differentiated teaching and learning strategies, including accommodations and the use of assistive/compensatory technology.

### Tripartite agreement

An agreement made between the school, the parents/legal representatives and a therapist selected by the parents/legal representatives, so that therapeutic interventions, required by pupils in need for intensive support, could be delivered in the school premises and paid by the parents.

### Universal arrangements

Universal arrangements include arrangements that are available to all the pupils in assessment activities.

### Universal Design for Learning (UDL)

UDL is a framework for how to develop lesson plans and assessments, providing teachers and other staff with a structure to create accessible and adaptable learning environments and develop instruction to meet the diverse needs of all pupils.

UDL is based on three main principles: multiple means of engagement, representation, and actions and expression.

The UN CRPD encourages educational systems to apply UDL.

### Vertically

Grouping pupils studying in the same language section but in different years.

### **Abbreviations**

ILP – Individual Learning Plan

ISA – Intensive Support A

ISB – Intensive Support B

MS – Moderate Support

GS – General Support

SAG – Support Advisory Group