

# Policy on the Provision of Educational Support and Inclusive Education

The policy is based on:

**Policy on the Provision of Educational Support and Inclusive Education in the European Schools - [2012-05-D-14-en-10](#)**

**Provision of Educational Support and Inclusive Education in the European Schools - Procedural document - [2012-05-D-15-en-14](#)**

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## 1. Introduction

### 1.1 Background

*“The European School is a multilingual and multicultural environment in which the primacy of a child’s mother tongue is safeguarded wherever possible. The European School offers a single type of general academic education, in which learning conditions become increasingly demanding. This single academic pathway, involving highly cognitive and abstract learning, leads to the award of the European Baccalaureate. 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..”* (2012-05-D-14-en-10)

This document specifies the support offered at the Tallinn European School (TES) and the procedural steps in place to ensure the smooth implementation of the “Policy on the Provision of Educational Support and Inclusive Education in the European Schools”, produced by the European Schools Office of the Secretary-General, Pedagogical Development Unit.

The provision of Educational Support in Tallinn European School places the pupil central to this support. Recognising that any child may need extra support at some point during their schooling, it avoids categorising or labelling individual children. All decisions concerning support are made in the best interest of the individual child.

### 1.2 Our Approach

The Educational Support of the Tallinn European School aims at students' academic success by promoting their self-esteem and maximizing their academic and social development. The goal is to help students become self-reliant learners, be able to utilize multiple resources, understand their strengths and weaknesses, and set realistic and achievable goals in the learning process and evolution.

TES provides support to students in a variety of subjects/areas at any time during their schooling. Support teachers work from the beginning of the school year in collaboration with class and subject teachers in order to identify specific needs, create a learning plan, and evaluate student achievement.

A request for support can also be initiated by the parents or legal representatives of the student at any point in the school year. This request will be evaluated by the Educational Support Coordinator and the relevant teachers or by the Support Advisory Group if the student concerned has a medical/psychological/psycho-educational and/or multidisciplinary report indicating Intensive Support needs. Where appropriate, individualized strategies for the different difficulties encountered by the students will be defined in Individual Learning Plans (ILP).

In certain cases, the pupil may require additional supporting resources, the implementation of which will require co-financing by the parents or legal representatives of the pupil. In this case, a tripartite agreement is signed between the school, the parents/ legal representatives, and the support service provider.

TES is convinced that students achieve more when their parents/legal representatives are actively involved in their education and work in partnership with the School. Communication between the School and the student's legal representatives must therefore be open and regular.

### 1.3 Data Protection

The European Schools ensure good governance in Educational Support.

The staff members of TES processing personal data will do so only in an authorised manner and are subject to a duty of confidentiality. While assessing and planning Educational Support and providing the most suitable educational provision, the TES collects 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 TES staff members with a legitimate need to access the pupils and legal representatives/parents' personal data, for the pedagogical activities described in this policy, and in full compliance with GDPR.

#### [Personal data processing procedure of Tallinn European School](#)

### 1.4 Educational Support Team at Tallinn European School

Tallinn European School has a varied and experienced Educational Support Team, offering a high level of expertise for the provision of Educational Support and Inclusive Education in an efficient and effective manner.

The Educational Support Team at TES consists of:

<b>Nursery and Primary Cycles</b>	<b>Secondary Cycle</b>
Educational Support Coordinator (1)	Educational Support Coordinator (1)
Special Educational Teachers: Nursery (1) Primary English section (1) Nursery and Primary French section (1)	Special Education Teacher (1)
Learning Skills Counsellor (1)	Academic Advisor (1)
School Psychologist	
Learning support teachers for English/French/German/Estonian language support and Mathematics support	

A more detailed description of the roles and responsibilities of the Educational Support Team specialists can be found in Annex 1.

### 1.5 Support Advisory Group

The Support Advisory Group (SAG) is composed of the support specialists of the respective level, along with relevant class or subject teachers and the pupil's parents/legal representatives. The SAG may also include therapists under tripartite agreements or 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 SAG is chaired by a member of the management or the relevant Educational Support Coordinator.

The Support Advisory Group:

- Assesses the requests for 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.
- Based on an expert's medical/ psychological/ psycho-educational and/ or multidisciplinary report, the support team's observations and the pupil's educational history, the SAG decides on the appropriate level of support for the pupil and the special arrangements to meet the pupil's needs (including Tripartite Agreements and a Support assistant if necessary);
- Advises the Director on occasions where, despite the school's best efforts, continuing education in the European School is not in the best interest of the child.

The SAG meets officially at the end of the school year to discuss the overall progress of the student, and to evaluate, initiate, renew, or terminate the Support agreement (for ISA students). When necessary, a meeting of the Support Advisory Group may be held at any point during the school year to discuss the student's progress, or whenever the evolution of the pupil's learning process entails a significant/substantial update of the IS Agreement or the ILP.

Minutes are taken at the meetings and distributed to all members of the SAG after the meeting.

## **2. Access to learning on equal basis and differentiated teaching**

### 2.1 Differentiated teaching

Differentiation forms the basis of effective teaching. Differentiation is the planning and execution of teaching and learning for all children in all classes. Differentiation is essential for all pupils, including those requiring support or challenge. Differentiated teaching is the responsibility of every teacher working at Tallinn European School 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

To meet the needs and abilities of individual pupils, the early identification to identify the pupils' functional strengths, abilities and learning styles is crucial.

## 2.2 Early Identification

The European Schools System aims to identify pupils' learning potential and needs at an early stage to put in place/develop strategies and different approaches that best respond to the pupils' abilities and needs. When differentiated teaching in the classroom is not sufficient, Tallinn European School provides a range of support structures. It is the responsibility of the class/subject teacher and/or the pupil's legal representatives, to request additional educational support from the relevant support coordinator, when differentiation is not sufficient to meet the educational needs of a child. The families are expected to provide relevant information to allow schools to respond to the pupil's learning profile.

When analysing a child's learning process, a holistic approach is required. The child's functioning in the following different developmental areas should be explored:

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, kinesthetic, and visual systems; and
6. **social-emotional adjustment**, including behaviour, temperament, affect, self-regulation, play, and social interaction.

When identifying barriers to learning, the following process is followed at Tallinn European School:



### 1. Identifying signs of learning challenges – General Observation

The first stage of the early identification process is the general observation. At this stage, the pupil's development is being observed by the class/subject teachers and their parents. In case of signs of difficulties, the Educational Support Team will be notified to observe and analyse the pupil's learning process. The teachers and the Educational Support Team monitor the situation and consider what factors may be affecting the child's progress.

Information gathered will be 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.

### 2. Identifying a student who may have additional educational needs – Screening

If the class/subject teachers and the Educational Support Team have found that the pupil's learning and/or development might require a further analysis/evaluation, with the permission of the parents/legal guardians, an initial screening is conducted. The Educational Support Team at TES conducts various assessments, depending on the pupil's difficulties.

If the pupil needs additional assessments that the Educational Support Team is not qualified to perform or a medical and/or a multidisciplinary comprehensive evaluation, the parents/legal guardians of the pupil will be advised to contact auxiliary experts. The relevant Educational Support Coordinator will assist the family with finding the appropriate specialist(s).

### 3. Comprehensive evaluation

If it is determined that a pupil needs a medical and/or a multidisciplinary comprehensive evaluation, the family will be assisted with finding the appropriate specialists. Ahead of the appointment(s), the family will be provided with a referral compiled by the Educational Support Coordinator, in cooperation with the relevant class/subjects teachers and support team members. In addition to the referral, the family will be provided with the criteria for the medical/ psychological/ psychoeducational/ multidisciplinary report, as outlined in the Educational Support Policy.

After the evaluation, the family is expected to provide the relevant Educational Support Coordinator with the copy of the evaluation report. The report will be taken into account when deciding the adequate measures of support and accommodations to cater for the pupil's needs. Any information shared with the school will be handled according to the General Data Protection Regulation(GDPR).

## 3. Types of Educational Support at TES

### 3.1 General Support

GENERAL SUPPORT



For whom?	<p>Any pupil may need General Support, over and above normal classroom differentiation, at some time during schooling.</p> <p>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.</p> <p>Pupils may need additional help with acquiring effective learning strategies or study skills.</p>
When?	<p>Requests for General Support can be made throughout the school year.</p> <p>Support lessons take place during official school hours, ideally at the same time with the subject lesson.</p>
How?	<p>Support is requested by the class teacher or by the subject teacher.</p> <p>If a parent/legal representative wishes to request support, then they are to do this through the class teacher or subject teacher.</p> <p>For support to be considered, it is imperative that the class teacher or the subject teacher is in agreement.</p> <p>The request is submitted to the Educational Support Coordinator and the Deputy Director for their consideration.</p> <p>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.</p> <p>EdSup Coordinator creates small groups, whenever possible. Only in very exceptional cases, is General Support provided for an individual pupil. The support takes place in a push-in or pull-out format.</p> <p>The need for support to continue is reevaluated at the end of each semester. Pupils may receive support for up to 2 years.</p> <p>The Group Learning Plan (GLP) is developed by the Support teacher (and with the class teacher in the Nursery and Primary cycle) in consultation with the class teacher or the subject teacher/s and the Educational Support Coordinator.</p>

	<p>At the end of each semester, support teachers prepare a support report in coordination with the class teacher, which will be shared with parents/legal representatives.</p> <p>If it is believed to be beneficial for the student, the school may terminate the support at any time if the class/subject teacher or Support teacher believe that the student no longer requires support.</p> <p>The parents will be notified and if the parents wish to discuss the issue, they can do so with the Educational Support Coordinator.</p> <p>Attendance to support lessons is compulsory.</p>
Documentation	<ul style="list-style-type: none"> <li>• Request from the teacher or the pupil's legal representatives to the EdSup coordinator</li> <li>• Group Learning Plan</li> <li>• Prior information to pupils' legal representatives</li> <li>• Support reports on pupil's progress</li> </ul>

### 3.2 Moderate support

MODERATE SUPPORT	
For whom?	<p>Moderate Support is an extension of General Support in terms of complexity and duration.</p> <p>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.</p> <p>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.</p> <p>It might be provided for a more extended period than General Support, and each pupil has an ILP.</p>
When?	<p>Based on a decision to offer support made by the Class Council (January and/or June), as well as, referrals for support that may be made at any other point during the school year.</p>
How?	<p>Teachers and parents/legal representatives may request Moderate Support.</p> <p>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.</p>

	<p>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.</p> <p>EdSup coordinators create small groups of up to 6 pupils or organise individual support. Groups can be organised vertically, horizontally, within or across sections, by focusing on the needs of the pupils concerned</p> <p>Support is provided in a push-in or pull-put format, depending on pupils' needs and the availability of support teachers.</p> <p>The need for support to continue is reevaluated at the end of each semester. Pupils may receive support for up to 2 years</p> <p>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.</p> <p>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.</p> <p>At the end of each semester, support teachers prepare a support report in coordination with the class/subject teacher, which will be shared with parents/legal representatives. On the basis of this report, school and parents discuss and agree on continuation/adaptation/termination of the interventions and accommodations.</p>
Documentation	<ul style="list-style-type: none"> <li>• Request from the teacher or pupil's legal representatives to the EdSup coordinator.</li> <li>• Medical/psychological/psycho-educational and/or multidisciplinary report, if applicable.</li> <li>• Individual Learning Plan for each pupil.</li> <li>• Documents supporting the need for special arrangements provided by pupil's legal representatives as well as the agreement from school.</li> <li>• Information to pupil's legal representatives and their agreement.</li> <li>• Support reports on pupil's progress.</li> </ul>

## 3.3 Intensive Support A

INTENSIVE SUPPORT A	
For whom?	<p>Intensive Support A is provided for pupils with special educational needs, learning, emotional, behavioural and/or physical needs.</p> <p>Intensive support A 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.</p>
When?	<p>A need for Intensive Support is identified either on enrolment or during the school year by the pupil's legal representatives or teachers.</p>
How?	<p>The teachers or parents/legal representatives make a written request to the EdSup coordinator for Intensive Support.</p> <p>The EdSup coordinator contacts the pupil's legal representatives and requests documentation (expert medical/psychological/psycho-educational and/or multidisciplinary report justifying the pupil's special individual needs).</p> <p>As soon as the documentation is received, the EdSup coordinator organises a SAG meeting to discuss how best to meet the pupil's needs and advises the Director on the accommodations in learning and assessment situations to be granted and support measures to be put in place.</p> <p>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.</p> <p>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.</p> <p>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.</p>

	<p>The EdSup coordinator prepares the minutes of the SAG meeting to be shared with all the SAG members.</p> <p>The EdSup coordinator prepares the Intensive Support Agreement, including the proposed accommodations in learning and assessment situations and support measures for signing by the Director and the parents/pupil's legal representatives.</p> <p>After signing the Intensive Support Agreement, the ILP is prepared, which includes the accommodations, specific learning objectives and criteria for evaluating pupil progress and the success of the support.</p> <p>Following the signing of the Intensive Support Agreement, the EdSup coordinator organises the Intensive Support and any other accommodations required.</p> <p>Support lessons can be organised in or outside class, usually individually but also in small groups.</p> <p>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 support report, which will be shared with parents/legal representatives.</p> <p>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.</p> <p>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.</p> <p>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.</p>
Documentation	<ul style="list-style-type: none"> <li>• Request from the teacher or the parents/pupil's legal representatives to the EdSup coordinator</li> <li>• The medical/psychological/psycho-pedagogical and/or multidisciplinary report.</li> <li>• 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.</li> <li>• The minutes of the SAG meetings.</li> <li>• ILP for each pupil including specific learning objectives and criteria for evaluating pupil progress and the success of the support.</li> <li>• Support reports on the pupil's progress.</li> </ul>

## 3.4 Intensive Support B

INTENSIVE SUPPORT B	
For whom?	In exceptional circumstances, and on a short-term basis only, Intensive Support B is offered to a pupil or group of pupils without diagnosed special educational needs, who cannot access the curriculum.
When?	The decision to offer ISB support can be made at various points in the school year. However, since the ISB is usually offered to new students, most ISB requests are made at the beginning of the school year.
How?	Groups or individualized Support in class or outside the classroom. In exceptional circumstances, groups may be larger.
Procedure	<p>Teachers or parents/pupil's legal representatives request short-term Intensive Support for the pupil.</p> <p>The parents/pupil's legal representatives are informed that this support has been recommended for their child.</p> <p>The Director and parents/pupil's legal representatives sign an agreement stating the reasons, nature, and length of the Intensive Support to be given.</p> <p>In case the Director does not grant or only partly grants a request for intensive report B, they duly motivate the (partial) refusal decision and communicates it to the parents/legal representatives within two weeks after the decision has been taken.</p> <p>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.</p> <p>Groups can be organised vertically, horizontally, within or across sections, by focusing on the needs of the pupils concerned.</p> <p>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.</p> <p>The ILP includes specific learning objectives and criteria for evaluating pupils' progress and the success of the support.</p> <p>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</p>

	teachers prepare a support report which will be shared with parents/pupils' legal representatives.
Documentation	<ul style="list-style-type: none"> <li>• Request from the teacher or the pupil's legal representatives to the EdSup coordinator.</li> <li>• A formal agreement between the school and the legal representatives (Intensive Support Agreement).</li> <li>• ILP for each pupil, including specific learning objectives and criteria for evaluating pupil progress and the success of the support.</li> <li>• Support reports on the pupil's progress.</li> </ul>

## 4. Transitions

### 4.1 Promotion

Most students are on promotion. Promotion means that a student has reached the expected level of skills and competences of their year and thus have successfully completed the academic year. The Class Council in June decides that they can be promoted to the year above.

### 4.2 Progression without promotion

Educational Support aims to enable the pupil to reach the levels of performance and develop the competences required for all pupils. However, 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. Progression without promotion applies to pupils who will/do not follow the standard but a modified curriculum.

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). When a student is placed on progression without promotion, the possibilities for the pupil to get back to the standard curriculum should be established in their Individual Learning Plan.

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.

When a pupil in progression reaches the end of each cycle (after the primary cycle, after S3 and 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.

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.

When a pupil is placed on progression without promotion, it is of the utmost importance to ensure that all parties are aware of the legal and educational implications of the decision, especially concerning the certification and the pupil's future educational path.

#### 4.2.1 Modified curriculum

When a pupil is on modified curriculum, their learning objectives in different area/areas of the curriculum are 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.

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.

When a pupil follows a modified curriculum, TES 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 correspondent national certificates

#### 4.3 Repeating

At the end of a school year, the Class Council may decide that it is in the best interest of the child to repeat the school year that just completed. Parents will receive a warning by the end of the fourth term about the likelihood of their child repeating the class during the next school year, in order to be able to take action in a timely manner and assist their child at home. The Class Council will receive the advice for repeating from the Support Advisory Group in the case of students under Intensive Support A.



#### 4.4 Transition between cycles

Transition between cycles for students receiving Educational Support is planned throughout the year by the Educational Support Teams. The Educational Support Coordinators work closely together to ensure the pupil's wellbeing is maintained and their learning process is coherent and continuous. While the Educational Support Coordinators work in accordance with the GDPR, certain information is shared on a need-to-know basis.

##### 4.3.1 Transition Nursery→Primary

The Educational Support Coordinator for Nursery and Primary Cycles and the support teacher in Nursery work closely together and plan interventions in Nursery as a team. Both the EdSup Coordinator and Nursery support teacher are present for the individual progress reviews of students receiving support services and all the Class Councils in Nursery.

The Nursery 2 and Primary 1 teachers meet at the end of Nursery 2 and again in August to share all relevant information about the students. The EdSup Coordinator and Nursery support teacher will be present for the meetings to offer their input.

##### 4.3.2 Transition Primary→Secondary

The transition from year 5 of the Primary cycle (P5) to year 1 of the Secondary cycle (S1) is prepared throughout the year. For students with an Intensive Support Agreement, the Support Advisory Group is held in P5 during the fifth term. The Educational Support Coordinator from Secondary cycle is invited to this meeting, as well as the Educational Adviser. The Educational Support Coordinator for Secondary informs the parents/legal representatives during this meeting about the educational support system in the Secondary cycle.

The Educational Support Coordinator for Nursery and Primary shares all evaluation reports and ILPs with the Educational Support Coordinator for Secondary, who then ensures that all relevant information is passed on to all secondary class/subject teachers at the start of the school year.

## 5. Applications and enrolment

When applying for entry at Tallinn European School, the parents/legal guardians are expected to disclose any relevant information of the pupil's educational support needs. Parents/legal representatives are urged to provide a medical/psychological/psycho-educational and/or multidisciplinary report of the student's needs and recommendations. It is the responsibility of parents/legal representatives to guarantee that the information given is correct, reliable, and complete.

If the parents/legal guardians have disclosed the necessary information in the admissions application, the relevant Educational Support Coordinator or support teacher will be present at the admissions interview to explain the types of educational Support available at TES as well as how it is organized.

Upon acceptance, a SAG meeting is set up by the relevant Educational Support Coordinator to consider the accommodations and other support measures required by the pupil. The EdSup coordinator will ensure that the teachers are 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.

## 6. Discontinuation of studies

Tallinn European School is committed to providing Inclusive Education, considering the best educational response to the pupils' needs and abilities. This responsibility encompasses assuring general accessibility, including for pupils with special needs and/or disabilities; the provision of reasonable accommodation to the pupils' needs and ensuring a smooth and effective transition to other educational paths, when appropriated.

There may be occasions where despite the school's best efforts, continuing education at TES is not in the best interest of the child. Tallinn European 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.

In such cases, the Director takes the final decision, taking the Support Advisory Group's opinion into account. 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:

<b>1. Collecting the available documentation concerning the student</b>	
Who?	Educational Support Coordinator
Procedure	<p>Based on the available documents, the support coordinator will review:</p> <ul style="list-style-type: none"> <li>○ the support measures implemented and special arrangements granted explaining how the pupil has benefitted from these,</li> <li>○ the involvement of external expertise and</li> <li>○ additional human and financial resources used.</li> </ul> <p>The following documents should form the basis for this review:</p> <ul style="list-style-type: none"> <li>- the medical / psychological/ psycho-educational and/or multi-disciplinary reports,</li> <li>- the Intensive Support Agreement,</li> <li>- the Individual Learning Plan,</li> <li>- the school/progress reports,</li> <li>- the minutes of the Support Advisory Group meetings,</li> <li>- the reports of external experts and those from therapists working under a tripartite agreement,</li> <li>- any other relevant documentation (e.g. minutes of meetings, reports of staff members if any).</li> </ul>
<b>2. Preparatory meetings</b>	
Who?	Educational Support Coordinator, SAG

Procedure	<p>In order to collect all relevant information, the support coordinator will organise meetings with:</p> <ol style="list-style-type: none"> <li>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).</li> <li>Parents/legal representatives of the child.</li> <li>With parental agreement therapists/external experts following/working with the child if any.</li> </ol> <p>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.</p>
<b>3. The report of the support coordinator</b>	
Who?	Educational Support Coordinator in cooperation with the Support Team, auxiliary specialists if possible
Procedure	<p>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/ psychoeducational and/or multi-disciplinary report and additional insights provided by independent external experts.</p> <p>Additional insights provided by independent external experts will be considered.</p> <p>Regarding 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.</p> <p>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/ psychoeducational and/or multi-disciplinary report.</p>
<b>4. Analysis</b>	
Who?	Director, SAG, auxiliary specialists if possible
Procedure	<ol style="list-style-type: none"> <li>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.</li> <li>The support coordinator will present her/his preliminary report.</li> <li>The SAG 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.</li> <li>The discussion should lead to a proposal regarding the continuation or discontinuation of the studies of the child at the school.</li> <li>In the latter case, the proposal will be accompanied if possible by some recommendations on alternative schools. This will be done in consultation and</li> </ol>

	<p>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.</p> <p>f) 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.</p>
<b>5. Decision</b>	
Who?	Director, Educational Support Inspector, National Inspector
Procedure	<p>The Director will send the report to the support inspectors and the responsible national inspector for her/his opinion/advice. Based on the opinion of the Support Advisory Group, the support inspectors and the national inspector, the Director may:</p> <ul style="list-style-type: none"> <li>a) declare the school unable to meet the child's needs, duly justifying the reasons on the basis of all documentable evidence submitted,</li> <li>b) 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,</li> <li>c) 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.).</li> <li>d) 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.</li> <li>e) The decision is open to an administrative appeal with the Secretary-General.</li> </ul>
<b>6. Documentation</b>	
Who?	Educational Support Coordinator
Procedure	<p>Each case of discontinuation of studies at a European School needs to be thoroughly documented. The documentation will provide in an anonymous way information about:</p> <ul style="list-style-type: none"> <li>o the type of support needed,</li> <li>o a summary of all actions and measures taken,</li> <li>o the reasons for the declaration of the school being unable to continue to meet the child's needs,</li> <li>o the procedural steps taken by the Director and whether <ul style="list-style-type: none"> <li>1) the parents agreed with the decision of the Director stating their reasons if not,</li> <li>2) the decision deviated from the independent opinion of external experts as laid down in medical / psychological/ psycho-educational / multidisciplinary report(s) and/or additional reports submitted for consideration.</li> </ul> </li> </ul>

## 7. Special Arrangements

Some students may need special arrangements in order to allow a student access to the standard curriculum. They are not intended to compensate for lack of ability, but to allow a student to achieve his/her potential in the fairest conditions possible.

Special arrangements can only be authorized when they are clearly related to the student's diagnosed physical, educational and/or psychological need(s).

When assessing the student (on promotion), the teacher uses the same standards of assessment (Chapter IX, General Rules) regardless of whether a student has a diagnosis or if he/she receives special arrangements or not. This is important as otherwise the student might be considered in progression without promotion with the linked consequences.

Special arrangements include changed or additional conditions during the written and/or oral examinations.

A request by teachers or parents/legal representatives should be made to the Educational Support Coordinator in the case where a student would benefit from a special arrangement in order to compensate for a physical or learning difficulty or other special educational needs. More than one arrangement can be applied for.

All requests for special arrangements (for S4 till S7) done after October 15 will not be finalized for the exams and/or B-tests in December or January of that school year. However they will be treated for approval for the sessions in the second semester.

All students receiving special arrangements require a medical/psychological/psycho-educational and/or multidisciplinary report explaining the justification for the special arrangement/s.

The medical/psychological/psycho-educational and/or multidisciplinary report provided must be translated into English.

Normally such assessment reports include tests. The assessment must specify the techniques and the tests used to define the specific difficulties of the student. This assessment must also include the academic positioning of the pupil with regard to average scores. It is very important for the assessment report to include results of tests and not solely the names of tests carried out. The recommendations for special arrangements must be defined in a precise manner (e.g., additional time, use of computer etc.).

Each application will be treated on its own merit. The Deputy Director takes the final decision whether or not to allow for special arrangements (in S1 to S5), and to define for which subjects these can be used.

Special arrangements for the BAC cycle (year S6 and S7) are applied for in year S5 (deadline is in October of S5) and, again, the parents/legal representatives of the students receiving such arrangements will be informed by the School well in advance of the deadline in order to present an updated medical/psychological/psycho-educational and/or multidisciplinary report valid for the BAC cycle (year S6 and S7). The report should not date back more than two years from the date of the time of application for special arrangements in S5.

Some special arrangements for the BAC cycle (year S6 and S7) may be granted by the school (after informing the Central Office of the European Schools) and others will be decided upon by the Central Office of the European Schools. Once a decision has been taken by the Central Office, there is no form of appeal that can be made either by the school or the parents/legal representatives.

If a new student comes to the school in S5, S6, or S7 exceptions can be made by way of special arrangements, if there is a diagnosed physical, educational and/or psychological need(s). However, in the BAC cycle it is always the Central Office who needs to decide on whether special arrangements are given or not, except for special arrangements that can be decided upon by the Director.

For the students receiving Intensive Support type A (ISA) these arrangements will be discussed at the Support Advisory Group meetings.

Some students receiving special arrangements do not receive Educational Support in the School.

Extraordinary special arrangements can also be considered but these can only be implemented if the school can accommodate them. For the BAC cycle, most special arrangements will need to be decided upon by the designated inspectors at the Office of the Secretary-General.

All special arrangements are recorded in the student's file.

## 8. Gifted students

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.

Within the European Schools context, Gifted and Talented pupil has been defined as a pupil of high ability in some or all areas, who may nevertheless also require special learning conditions to fulfil their educational potential.

Teachers at TES practice differentiation in the classroom to cater to high achieving students. In the Primary Cycle, TES has experience with offering advanced group lessons in Mathematics to students with high mathematical abilities.

However, this is an area which TES wishes to explore and research more, so as to be able to develop educational programmes that cater for each and every student.

## Annex 1 – The Roles and Responsibilities of the Educational Support Team

### The Educational Support Coordinator

**Aim of the work:** The Support Coordinator belongs to the middle management of the school and works in close collaboration with the Deputy Director. The role includes organisational, pedagogical, and administrative tasks and responsibilities for the pupils who benefit from the Educational Support.

#### **Main tasks are to:**

- identify the needs for support: prepare and present to the Deputy Director the request for support according to the observations and teachers' applications
- draft an Action Plan on Educational Support on a bi-annual basis and evaluate it annually
- develop, review, and coordinate the implementation of the support policy and all related procedures according to the European School and local policies
- organise and create support courses and groups of all Educational Support schemes
- update the timetables of support assistants/ teachers and organize in cooperation with the Deputy Director the allocation of hours for all support schemes
- participate in the transition and liaise between cycles and sections (French, English)
- liaise with the school psychologist in all matters concerning pupils with support needs
- cooperate with the therapists/ assistants/ experts working under Tripartite agreements at the school; monitoring and organizing this scheme
- communicate with parents by meetings and e-mails
- organise periodic meetings with the Support Team
- manage the files of the SEN pupils and the online filing of the Individual and Group Learning Plans
- organize and participate in the Support Advisory Group meetings, writing the minutes
- actively support the support teachers and assistants, as well as review and monitor cases
- organise in-service trainings for (new) teachers and local in-service training sessions for support assistants/teachers
- participate in class councils for classes with pupils under support
- be part of the recruitment committee for Educational Support staff
- participate in the admissions process of students with special educational needs
- support class and subject teachers to identify pupils with learning difficulties and learning disabilities and to advise on pedagogical strategies
- inform class and support teachers about the support procedures, documents etc.
- help class/ subject teachers with pupils with challenging behaviour by a supportive framework and systematic approach
- fill out support surveys and give statistical reports/ info to the management
- prepare the support purchases/ orders and organise materials and furniture for the benefit of pupils with special needs

### Support Teachers

**Aim of the work:** To identify nursery pupils' special developmental needs and to support teachers by providing guidance, resources and strategies for effectively including children with diverse needs.



**Main tasks are to:**

- identify the needs for support by
  - reviewing the pupils' records
  - observing in the classroom
  - conducting assessments
  - collaborating with teachers and caregivers
- decide on the most appropriate teaching strategies for the pupil in consultation with teachers and any other professional working with the pupil.
- provide support lessons (in-class/pull-out, individual/small group) based on the needs of the pupil
- liaise with caregivers about the pupil's progress and needs
- keep records of achievement in order to have accessible information when needed
- cooperate with therapists/assistants working under Tripartite agreements in the nursery
- organise Support Advisory Group meetings, participate and write meeting minutes
- compile Individual Learning Plans for students with diagnosed special needs in cooperation with the class teacher
- provide input for the pupils' transition between Nursery and Primary
- participate in all nursery class council meetings
- participate in the admissions process for all nursery classes
- liaise with the Support Coordinator in all matters concerning pupils with support needs
- participate in weekly Support Team meetings
- help identify needs for in-service trainings for nursery teachers

Educational Advisor

**Aim of the work:** Advising students, teachers, parents and other stakeholders

**Main tasks are to:**

The Educational Advisor is responsible for well-being, behaviour and discipline:

- to ensure pastoral care, being proactive and active solving different issues/discipline regarding students;
- to keep up to date records of pastoral care, discipline issues;
- to assist the teachers in dealing with well-being and discipline problems of the students outside the classroom;
- to supervise in the school area – canteen, study room, duty plan;
- to coordinate and allocate disciplinary measures;
- to initiate, promote and coordinate whole school events at class, year group or whole cycle level with particular regard to ensuring well-being in school – outside classroom activities, career guidance and subject choice, internet safety, anti-bullying sessions, clean school project, KiVa;
- to work together with the school psychologist, KiVa team, SEN team and school nurse as well as being part of the discipline council and counselling groups;
- to coordinate student's participation with responsibility for organising the student's council.

The Educational Advisor is responsible for communication to parents, teachers, students and other stakeholders:

- to follow up students absences in cooperation with class teacher, manage disciplinary measures, follow up sanctions and record in SMS option behavioural issues according to the information from teachers or interaction with students;

- to promote the identity of the school with preparing activities, supporting whole school cooperative activities and being part of the transition between primary to the secondary schools;
- to organise parent-teacher meetings during the year, manage incident reports related to discipline and being the first contact person in case of disciplinary issues.

The Educational Advisor is responsible for communication within the school:

- to participate regularly in the team meetings with providing information about different issues;
- to communicate with the class teachers and subject teachers in relation to students issues/problems;
- to assist in the organisation of assemblies regarding living together or presentations by guest speakers;
- to organise students elections and hold regular meetings with class representatives in order to ensure the student's participation in school life;
- to participate in the committees and councils as requested;
- to provide a check of absences and late comings and produce lists of students with more than 10% of absences on regular basis, and provide feedback to the class teacher, DDs and parents as requested;
- to participate in the school trips if possible.

### Learning Skills Counsellor

**Aim of the work:** Supporting the development of students' social and emotional learning skills

**Main tasks are to:**

The Learning Skills Counsellor is responsible for student well-being, the development of social and emotional learning skills and discipline:

- to ensure pastoral care, being proactive and actively monitoring and teaching social and emotional learning skills.
- to plan intervention in the areas of behaviour and discipline and to keep a record of measures taken;
- to keep up to date records of students who need emotional and behavioural support;
- to offer social and emotional support lessons to students, using evidence-based methods and strategies to do so;
- to organise and lead group sessions/friendship circles;
- to assist the teachers in supporting students with social and emotional difficulties inside and outside the classroom;
- to work together with the school psychologist, KiVa team, support team and school nurse as well as being part of the discipline council and counselling groups;

The Learning Skills Counsellor is responsible for communication to parents, teachers, students and the support team:

- to record incidents and measures taken in MySchool;
- to organise Support Advisory Group meetings regarding social and emotional learning skills development during the year and being the first contact person in case of behavioural issues.

The Learning Skills Counsellor is responsible for communication within the school:

- to participate regularly in the team meetings with providing information about the students' difficulties regarding social and emotional learning skills;
- to communicate with the class teachers and subject teachers in relation to difficulties regarding social and emotional learning skills;
- to participate in the committees and councils as requested;
- to participate in the school trips if necessary.

### The School Psychologist

**Aim of the work:** To offer psychological, emotional and social support for students, staff and parents regarding different worries and concerns.

#### **Main tasks are to:**

- Assessment of factors affecting the child's development and coping (testing, observation, interviewing, analysis of assessment results, conceptualization of the problem), counseling, consulting, conducting thematic lectures for students and, according to preparation, also for teachers and parents.
- Individual counseling of students, helping them in making choices and decisions, in solving problems related to personal life and study and mental health, in developing behavioral and communication skills, and in making study and career choices.
- Group counseling for students with specific problems.
- Consulting teachers in finding new ways of behavior and problem solutions, in order to make the environment of the school more favorable for both the student and the teacher.
- Counseling of parents, during which the factors affecting the child's learning and behavior are explained to them, and helping to find new parenting methods and solutions to support the child's natural personality development and cope with their daily life and responsibilities.
- Cooperation with the school's management in planning and designing the school's daily work and development (conducting questionnaires, research if necessary).
- Participation in the cooperation network surrounding the child (school, home, medical and social welfare institution, other educational institution).
- Providing an expert assessment when the student is admitted to the school (if necessary).
- Participation in the crisis team. Supporting and advising children, parents and school staff in various stages of psychosocial crisis intervention (crisis prevention, post-crisis action).
- Organization of professional outreach and prevention activities among the school community (projects, support groups, conversations, theme days, etc.), based on the needs of the target group.
- Performance of one-time professional tasks of the immediate manager.

## Annex 2 – Special arrangements

### Special arrangements up to and including S5

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

- Separate room for the test/ examination/ assessment.
- Change of seating arrangements.
- Taking medication and/ or refreshment in the case of a medical condition, for example, diabetes.
- 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 being examined.
- The use of a specific learning aid which is normally used in class, for example, a magnifying glass, a hearing aid, coloured overlay, a low vision aid, coloured lenses.
- 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.
- Use of a spell checker because of severe dyslexia. This request must be confirmed by the school.
- Modifications to the format of the assessment.
- Additional time can be granted to pupils whose working pace is affected by their condition. For each hour of examination, a maximum of 10 minutes can be granted. For 90 minutes' assessments, an additional 15 minutes can be granted.
- Use of a computer or laptop or a typewriter to replace handwriting for pupils diagnosed with dyslexia, dysgraphia or any other disorder affecting written expression. The school ensures that any computer/ laptop being used is cleared of stored information and the spell check function and is not connected to the Internet. It should be noted that in examinations, other than language examinations, content/skills and not language errors, are assessed.
- The use of a simple arithmetic calculator, whenever no calculator at all would be allowed.
- A scribe to transcribe the pupil's dictated answers word for word and to read back the pupil's answers where necessary. In this case, additional time of 10 minutes per hour is allowed.
- An audio recording of answers where a scribe is not available.
- A reader to read both the assessment paper and to read back the answers. In this case, the additional time of 10 minutes per hour is allowed.
- A communicator to provide assistance to a hearing-impaired pupil through sign language or lip speaking.

- A prompter to assist a pupil with severe concentration difficulties or neurological disability in paying attention to the assessment tasks.
- Written instructions for hearing-impaired pupils.
- Written answers for oral examinations by a candidate who has severe difficulties in oral expression.
- The list above is not intended to be exhaustive. Where any of these arrangements cannot be met a pupil's needs, the school may make further appropriate arrangements. These arrangements will be made only if the school is able to find solutions locally.

### **Special arrangements for S6 and S7**

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

*The school must inform the Central Office by 30th October of all special arrangements that the Director has authorised.*

- Separate room for the test/ examination/ assessment.
- Change of seating arrangements.
- Taking medication and/ or refreshment in the case of a medical condition, for example, diabetes.
- 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.
- The use of a specific learning aid which is normally used in class, for example, a magnifying glass, a hearing aid, coloured overlay, a low vision aid, coloured lenses.
- For colour-blind pupils colours can be substituted with words on the test/ examination paper or a reader can name the colours for the pupil.

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

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

- Modifications to the format of the assessment.
- Additional time can be granted to pupils whose working pace is affected by their condition. For each hour of the examination, a maximum of 10 minutes can be granted. For 90 minutes' assessments, an additional 15 minutes can be granted.

- Use of a computer or laptop or a typewriter to replace handwriting for pupils diagnosed with dyslexia, dysgraphia or any other disorder affecting written expression. The school ensures that any computer/ laptop being used, is cleared of stored information, the spell check function is disabled, and the device 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.
- Use of a simple arithmetic calculator, whenever no calculator at all would be allowed because of severe dyscalculia.
- Use of a spell checker because of severe dyslexia. This request must be confirmed by the school.
- 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.
- A scribe to transcribe the pupil's dictated answers word for word and to read back the pupil's answers where necessary because of severe dyslexia.
- An audio recording of answers because a scribe is not available and because of severe dyslexia.
- A reader to read both the assessment paper and to read back the answers because of severe dyslexia.
- A communicator to provide assistance to a hearing-impaired pupil through sign language or lip speaking.
- A prompter to assist a pupil with severe concentration difficulties or neurological disability in paying attention to the assessment of tasks.
- Written instructions for hearing-impaired pupils.
- Written answers for oral examinations for pupils who have severe difficulties in oral expression.
- The list above is not intended to be exhaustive. Where the pupil's needs cannot be met by any of these arrangements, further appropriate arrangements may be proposed. These arrangements are granted either by the Board of Inspectors (Secondary) or by the Inspector (Secondary) responsible for the Educational Support.

### **Annex 3 - Criteria for the medical / psychological / psycho-pedagogical / 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/psychoeducational 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 English.

