



2025.05.22

## Whole School Educational Support Guidelines

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## **1. Introduction**

For all issues relating to Educational Support, it is necessary to refer to the latest versions of the support documents to be found on the website of the European Schools ([www.eursec.eu](http://www.eursec.eu)):

### **1. Policy on the Provision of Educational Support and Inclusive Education in the European Schools 2012-05-D-14-en-10**

### **2. Provision of Educational Support and Inclusive Education in the European Schools – Procedural Document 2012-05-D-15-en-13**

### **3. Action Plan Educational Support and Inclusive Education 2018-12-D-34-en-5**

The implementation of these guidelines is in line with the official documents. They will be reviewed annually to ensure that they are compliant, that their content is adhered to and up-to-date.

## **1.1 Background**

ES Bergen offers a multilingual and multicultural framework which should include “*measures to facilitate the reception of children with special educational needs*” (Article 4.7, Convention of the European Schools).

Additionally, ES Bergen adheres to the *Policy of Educational Support and of Inclusive Education in the European Schools* for the pupils under its care. The policy should be considered in the broader context of inclusive education. It sets out to promote the well-being of pupils as well as their cognitive, affective and creative development. The policy recognises that every pupil may need support at some stage during their schooling and avoids categorising or negative labelling.

Differentiation is the foundation of any form of education which targets the needs of students; it is essential for all students. Differentiated teaching takes place in our classrooms and each teacher bears this in mind when considering students’ needs. When differentiation is not sufficient to provide for students with specific learning needs, various types of support are at our disposal.

## **1.2 Our Approach**

The Educational Support of ES Bergen aims at students' success by promoting their self-esteem and development. The goal is to help students become self-reliant learners, be able to utilise multiple resources provided to them and to understand their strengths and weaknesses. For teachers, it allows for the setting of realistic, achievable goals in the learning process.

To identify pupils who may have particular needs or challenges., ES Bergen collects, develops and makes available comprehensive tools for early identification and pedagogical diagnostics. These tools may also help identify pupils who are highly gifted. School provides support in a variety of subjects/areas. The aim of Educational Support and Inclusion is to work towards maximising academic and social development.

### 1.3 Aims and Objectives

The policy document regulating Educational Support in the European Schools states that the aim of Educational Support is *‘to ensure appropriate help for pupils having special educational needs or experiencing difficulties at any point of their school career’*. In line with this, ES Bergen advocates a 'whole school approach' to special educational needs which involves all staff adhering to a model of best practices.

<b>In order to optimise the teaching and learning process, it is vital to:</b>
<ul style="list-style-type: none"><li>• set achievable targets which promote self-esteem and a positive attitude towards learning;</li></ul>
<ul style="list-style-type: none"><li>• implement effective differentiation to support the learning process;</li></ul>
<ul style="list-style-type: none"><li>• work in partnership with students and their parents/guardians;</li></ul>
<ul style="list-style-type: none"><li>• promote collaboration among teachers;</li></ul>
<ul style="list-style-type: none"><li>• enable students to monitor their own learning and become independent learners on their own;</li></ul>

This document provides a framework for all those with a role in education at ES Bergen, offering information about how Educational Support is organised. School will make decisions in the best interests of the child, whilst taking into consideration a medical/psychological/psycho-educational and/or multidisciplinary recommendations of external experts.

This is a 'living' and 'flexible' document which will be reviewed and amended annually. This ensures compliance with the European Schools system's rules to continue improving the provisions offered to students with certain needs.

### 1.4 Confidentiality – Respect of Personal Data

ES Bergen aims to protect pupils with measures taken to provide a safe, secure environment. The school is mindful that it is in a position of trust. There is a general expectation that a professional approach will be used in matters of confidentiality and respect of personal data.

ES Bergen is committed to respecting pupils' privacy and, thus, fully complies with the EU General Data Protection Regulation. Staff members process personal data only in an authorised manner. To provide the most suitable support provision, ES Bergen shall collect the following:

<ul style="list-style-type: none"><li>• personal information (such as name, address, contact details, date of birth, parent/guardian(s) and contact details, gender);</li></ul>
<ul style="list-style-type: none"><li>• details of learning difficulties/disabilities/special educational needs;</li></ul>
<ul style="list-style-type: none"><li>• information about physical or mental health;</li></ul>
<ul style="list-style-type: none"><li>• information from schools attended previously.</li></ul>

## 2. Nursery and Primary

Our Care Team			
Deputy Director, <i>Nursery and Primary</i>		Marinela Dinuță	BER-deputy-director-nursery-and-primary-cycle@eursc.eu
Educational Support Coordinator, <i>Nursery and Primary</i>		Déaglán Ó Donnchú	BER-assistant-deputy-director-nursery-and-primary-cycle@eursc.eu
Educational Support Teacher	EN	Helena Fitzgerald	helena.fitzgerald@teacher.eursc.eu
Educational Support Teacher	EN		
Educational Support Teacher	FR	Valéria Paiva	valeria.paiva@teacher.eursc.eu
Educational Support Teacher	NL	Wendeline Velgersdijk	wendeline.velgersdijk@teacher.eursc.eu

\* Intensive Support may be available in L1 Mother Tongue (SWALS) if appropriate

The following lays out the rules of provision of Education Support and Inclusive Education in the Nursery and Primary cycle of ES Bergen.

### 2.1 Role of Educational Support Coordinator

The Educational Support Coordinator for Nursery/Primary has a key role in pedagogical and administrative areas. The duties and tasks include:

- assisting the Director/Deputy Director in providing Educational Support;
- assisting in the timetabling of support and creation of support groups
- organisation and attendance at Support Advisory Group (SAG) meetings including the taking of minutes
- co-ordination of Intensive Support Agreements
- guiding educational support staff in practical, organisational and pedagogical areas
- keeping a record of all students receiving General, Moderate or Intensive Support;
- keeping and storing confidential documents, GSPs, MSPs and ISPs in line with the General Data Protection Regulation;
- acting as a contact point for parents, students, staff and, when needed, other experts - and informing them of students' educational needs;

## 2.2 Role of Educational Support Teacher

The Educational Support Teacher works with pupils in small groups and/or on a one-on-one basis. Lessons may take place inside or outside the classroom setting depending on needs.

Tasks entrusted in the Educational Support Teacher include:

- using effective and appropriate teaching methods, materials and tools;
- undertaking detailed observation and assessment;
- deciding on the most appropriate teaching strategies for the student, in consultation with the class or subject teacher and any other professionals working with the student;
- in collaboration with the class/subject teacher, writing a General/Moderate Support Plan for the group receiving general support and an Intensive Support Plan for each IS student
- liaising and cooperating with the support coordinator, colleagues and the other members of the team during the learning process including in timetabling lessons;
- evaluating the student's progress;
- keeping records of achievement in order to have accessible information when needed;
- liaising with parents and other relevant stakeholders about the student's progress and needs

## 2.3 Role of Educational Support Assistants

An Educational Support Assistant may be assigned to a pupil or group of pupils, generally based on the recommendations of a multidisciplinary/psychological report.

Position	Role	Sample Tasks
Educational Support Assistant <i>(Intensive Support)</i>	Designated to a specific pupil following the recommendations of a multidisciplinary assessment.	Depending on the diagnosis, tasks may include aiding the child in organisational skills, concentration skills, temporary class withdrawal, behavioural needs, scribing.

## 2.4 Role of Parents

Parents/guardians play an active role in their contacts with the child's teachers. They should:

- make any relevant information available to School on admission or during the school year.
- consent - or otherwise - to the support provision proposed for their child(ren)
- support their child(ren) in the measures undertaken by School and/or external parties,
- attend and provide feedback/relevant updates during the Support Advisory Group (SAG) meetings

## 2.5 Role of Experts

Internal auxiliary staff include the school nurse and the school psychologist. In Nursery and Primary, the role with which they play in relation to Educational Support shall evolve and be further defined going forward.

<b>Nurse</b>	Ms Claudia Davis	claudia.davis@eursc.eu ber-nurse@eursc.eu
<b>School Psychologist</b>	Ms Amira Christensen	amira.christensen@eursc.eu

ES Bergen welcomes the advice and expertise of external experts specifically in the area of educational or psychological assessments:

- Upon referral from a GP (or expert), on the advice of School or of the parents'/guardians' own volition, educational psychologists may conduct an assessment to ascertain if any disorder or diagnosis emerges. School can provide useful, practical information and feedback during this process. The Educational Support Coordinator may act as a contact person liaising with external experts.

## 2.6 Cooperation with Local/National Services

ES Bergen has contacts with a range of local/national services, a non-exhaustive list is provided below.

Area	Name of Organisation	Contact Details and Links
General development of children under 18. ✓ General Healthcare ✓ Support of parents and/or children ✓ Advice on growing up, general health topics ✓ Parenting advice ✓ Health checks in school (Nursery/P5)	GGD Public Health Care	Dieke Mooij, Jeugdverpleegkundige en GGD contact for ESB (Nursery/Primary level; 0 - 12y ) Tel: 0612419026 email: <a href="mailto:dmooij@ggdhn.nl">dmooij@ggdhn.nl</a> / <a href="mailto:jgzbergen@ggdhn.nl">jgzbergen@ggdhn.nl</a>
Development or behaviour concerns of children < 7y  Multidisciplinary expertise – team of experts	Integrale Vroeghulp Noord-Holland Noord Regio Noord-Kennemerland en de Noordkop	<a href="https://integralevroeghulp.nl/file/download/f845f119-c2c2-446a-87d5-2adcd3d971b7/integrale-vroeghulp-english.pdf">https://integralevroeghulp.nl/file/download/f845f119-c2c2-446a-87d5-2adcd3d971b7/integrale-vroeghulp-english.pdf</a>  Coordinator: Marga Bakker Tel: 088 6 522 666 Mob: 06 14 93 11 92 <a href="mailto:integralevroeghulp@meewering.nl">integralevroeghulp@meewering.nl</a> <a href="http://www.integralevroeghulp.nl">www.integralevroeghulp.nl</a>
Reference to support network for children and families from the 'De Buch' area: Bergen, Uitgeest, Castricum, Heiloo	Sociaal Team Gemeente	<a href="mailto:sociaalteambergen@debuch.nl">sociaalteambergen@debuch.nl</a> Linde van der Meer Tel: 0629630475 <a href="mailto:Lindevandermeer@debuch.nl">Lindevandermeer@debuch.nl</a>  Christel Phaff Tel: 0638822018 <a href="mailto:Christelphaff@debuch.nl">Christelphaff@debuch.nl</a>  Sanne Bijl Tel: 0626354842 <a href="mailto:Sannebijl@debuch.nl">Sannebijl@debuch.nl</a>

<p>Psychiatric and Mental Health Issues</p> <p>Diagnose and therapy (ADHD, Anxiety Disorders, Autism, Depression, Eating Disorders, Behaviour Disorders, Tics, Trauma, Psychotic Disorders)</p>	<p>Triversum Centrum voor Kinder- en Jeugdpsychiatrie</p>	<p><a href="https://www.ggz-nhn.nl/website/clienten/kind-en-jeugd">https://www.ggz-nhn.nl/website/clienten/kind-en-jeugd</a></p>
<p>Dyslexia – Dyscalculia</p> <p>Assessment and Diagnose</p> <p>Therapy and training programmes</p>	<p>RID – Taal/Rekenen Regionaal Instituut voor Dyslexie</p>	<p><a href="https://www.rid.nl/">https://www.rid.nl/</a></p>
<p>TOS – Taalontwikkelingsstoornis (Language Development Disorder)</p>	<p>Stichting Viertaal Specialised Education (Cluster 2) and expertise</p>	<p><a href="https://www.viertaal.nl/info@viertaal.nl">https://www.viertaal.nl/ info@viertaal.nl</a></p>
<p>Visual Impairment Assessment and Diagnose</p>	<p>Visio</p>	<p><a href="https://www.visio.org/home/">https://www.visio.org/home/</a> Referral via medical specialist</p>
<p>Network of Primary Education</p>	<p>Samenwerkingsverband Noord-Kennemerland Passend Onderwijs</p>	<p>Yvonne Vellinga, Consulent Alkmaar-Oost, Hertog Aalbrechtweg 5, 1823 DL Alkmaar Tel: 06 14434209 (www.ppo-nk.nl)</p>
<p>Youth Crime Prevention (incl online safety)</p>	<p>HALT (Team Noord-Holland)</p>	<p>Startbaan 6, 1185 XR Amstelveen (<a href="http://www.halt.nl">www.halt.nl</a>) Tel 088 115 35 00 <a href="mailto:y.el.mhassani@halt.nl">y.el.mhassani@halt.nl</a></p>

## 2.7. Communication

- We recognise the importance of consistent, effective communication between relevant stakeholders. This can provide clarity and avoid uncertainty or misunderstanding. Communication usually takes the form of written communication (email, letter) or oral (phone calls, online or *in situ* meetings).
- All information is held in a confidential manner and shared on a need-to-know basis. Documents are kept in the student's file in the secretary's office. Digital versions via our SharePoint platform are intentionally restricted and only accessible to those directly linked to the child's education.
- Formal and informal parent-teacher meetings take place during the school year so that parents/guardians are fully informed of the student's progress. They are encouraged to ask for feedback from teachers/support teachers prior to any important psychological/psychiatric appointment outside the School.
- Parents also play an important role supporting their child at home when homework is given, as this complements the work done at school.
- In cases of external support or therapy, it is imperative that this information be shared between school and external experts.

## 2.8. Applications and Enrolment

- When applying for entry to ES Bergen, parents/guardians of students with special needs are invited to fill out the application form. They may also ask for a meeting with the Deputy Director or Educational Support Coordinator, who will explain the processes of educational support available
- On application, they are requested to indicate whether they wish to apply for support. If so, they should provide a medical/psychological/psycho-educational and/or multidisciplinary report of the student's needs and recommendations.
- It is imperative that the parents/guardians inform School of any special needs the student may have, as this is in his/her best interest. They are additionally urged to share documentation that can help School assess the situation in the best interest of the student.

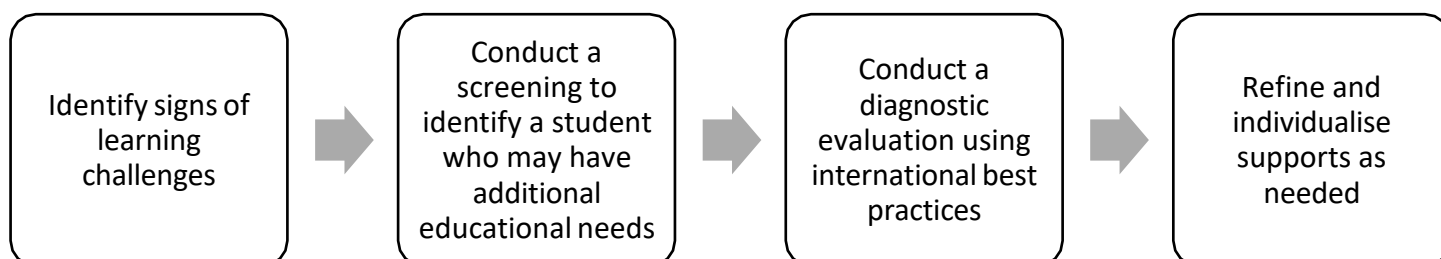
In case of the most severe educational needs, the Director shall ensure all reasonable efforts are made to accommodate for those needs. There may be occasions where ES Bergen may not be able to do so. In these cases, School shall also consider other educational options in the area. ES Bergen shall facilitate a smooth transition to any alternative school. The Director will seek advice from the Educational Support Coordinator, the SAG and national inspectors, before taking any final decision.

## 2.9. Monitoring and Observation Period

In general, at the beginning of the school year:

<ul style="list-style-type: none"><li>• There is a minimum two-week evaluation period when all class teachers and Mother Tongue teachers evaluate the possible needs of Educational Support of their pupils.</li></ul>
<ul style="list-style-type: none"><li>• For pupils already enrolled in ES Bergen, the proposal can come from the Class Council information from the end of the previous year.</li></ul>
<ul style="list-style-type: none"><li>• Transition meetings take place at the beginning of September between the pupil's previous and current class teacher. In the event of a teacher leaving the School, the transition meeting takes place the previous June.</li></ul>

Monitoring continues throughout the school year and, if additional Educational Support is identified, the class/subject teacher will proceed with an email request to the Educational Support Coordinator. The management and the support coordinator will decide when support is necessary. The Early Identification Process consists of:



## 2.10 Organisation and Responsibility

Teachers may share their concerns via email with the Educational Support Teacher of their language section, with the Educational Support Coordinator in copy. They should include details of pupils' names, support area(s), nature and time needed for the support.

The number of support periods is allocated based on needs and resources. Support groups are assigned to Educational Support teachers by the Coordinator in liaison with the Deputy Director.

Parents are informed of the support given via email. Support lessons shall commence unless there is an objection raised by parent(s). In such scenarios, the Educational Support Coordinator may invite parents for a meeting to discuss the matter further.

## 2.11 Provision Period

- General Support takes place over 2 terms: September – January and/or February to June. It lasts for a maximum of 2 consecutive terms.
- Moderate Support lasts for a maximum of one additional school year following GS.
- General, Moderate Support and Intensive Support B commence during the third full week of September until the middle of June.
- Intensive Support A takes place from the beginning of the school year until the last week.

## 2.12. Types of Educational Support in Nursery and Primary

School has at its disposal three levels of support in addition to differentiation. These support sessions can be organised inside or outside the classroom, individually or in a small group, for a short time and a longer time.

All types of support should be considered progressive since they are based on meeting the pupils' needs and abilities which may vary over time.

<b>Differentiation:</b>
All pupils have different ways of learning, with individual needs and abilities.
Additionally, some pupils study in a language section other than their mother tongue.
Differentiation is the implementation for each student, at all levels of study, of individualised planning. It takes into account differences in learning style, interests, motivation and aptitude. It can take the form of setting up adaptations within the classroom and, when appropriate, at home.

The 3 additional levels of support provided are:

General Support	Moderate Support	Intensive Support
<ul style="list-style-type: none"> <li>• Usually small groups</li> <li>• Short term but specific topics</li> <li>• Group Learning Plan drawn-up</li> <li>• Inside and/or outside Classroom</li> <li>• Parental Consent</li> </ul>	<ul style="list-style-type: none"> <li>• Extension of GS when previous targets not met</li> <li>• Longer-term goals</li> <li>• Individual or small groups</li> <li>• Moderate Support Plan drawn-up</li> <li>• Inside/Outside classroom</li> <li>• Parental Consent</li> </ul>	<p><u>ISA</u></p> <ul style="list-style-type: none"> <li>• Based on recommendations of a multi-disciplinary assessment</li> <li>• SAG Meeting with parents (+ experts, if useful)</li> <li>• Intensive Support Plan drawn-up</li> </ul> <p><u>ISB</u></p> <ul style="list-style-type: none"> <li>• Limited language support or other temporary difficulties</li> </ul>

### 2.13 General Support

<b>For whom?</b>	<p>Any student may, at some point in his/her schooling, require general support beyond normal classroom differentiation due to:</p> <p>difficulties in a specific area of a subject; a need to "catch up" because (s)he arrived later in the European School system; has been ill; is not studying in his/her mother tongue or dominant language.</p> <p>Pupils may need extra help to develop effective learning strategies or study skills.</p>
<b>When?</b>	<p>Based on a decision made by the Class Council, as well as potential referrals for support that may be made at any other point during the school year.</p> <p>No more than 2 semesters of GS may take place. If targets are still not met, Moderate Support may be necessary.</p>
<b>How?</b>	<p>The class teacher, after consultation with the Educational Support teacher, submits a request via email to the Educational Support Coordinator (with the Deputy Director in copy).</p> <p>If a parent/guardian wishes to request support, then they are to do this through the class teacher.</p>
<b>Procedure?</b>	<p>The General Support Plan (GSP) is developed by the Educational Support Teacher in conjunction with the class teacher</p>
<b>Communication?</b>	<p>Parents/guardians of the pupil are informed beforehand, via email, of the GS proposal. Support lessons shall commence unless parents do not consent to their child(ren) taking part.</p> <p>An evaluation for General Support is drawn up by the support teacher after each period and placed in the pupils digital file (SharePoint).</p>

## 2.14 Moderate Support

For whom?	<p>Moderate Support is an extension of GS and is provided to students who:</p> <ul style="list-style-type: none"> <li>• require more targeted support</li> <li>• have moderate learning difficulties</li> <li>• are experiencing difficulty accessing the curriculum due to language challenges</li> <li>• have concentration problems or other issues.</li> </ul>
When?	<ul style="list-style-type: none"> <li>• If after 2 consecutive semesters of General Support, the pupil has not yet realised their targets</li> </ul>
How?	<ul style="list-style-type: none"> <li>• Requested to the Educational Support Coordinator by teachers or parents/guardians via email. The management and the Support Coordinator will decide when support is necessary.</li> <li>• The parents are informed that the support has been recommended.</li> <li>• It can take place inside or outside the classroom.</li> <li>• It is given to small groups or to individual pupils.</li> <li>• Longer term support.</li> <li>• Special arrangements may be considered.</li> </ul>
Procedure?	<p>Once the support lesson is assigned, the Educational Support Teacher -in collaboration with the class teacher - will develop an individualised Moderate Support Plan.</p>
Communication?	<ul style="list-style-type: none"> <li>• Parents/guardians are informed of the Moderate Support proposal. Support lessons shall commence unless parents do not agree to their child taking part.</li> <li>• An evaluation for Moderate Support is drawn up at the end of the support period (Feb/Jun) by the support teacher and placed in the pupil's digital file (SharePoint).</li> </ul>

## 2.15 Intensive Support A

For whom?	<p>Children with special educational needs who have a medical/psychological/psycho-educational and/or multidisciplinary report which has been presented to the school and who manifest difficulties in learning and making educational progress.</p>
When?	<p>The decision to offer ISA can be made when a pupil joins the school and at various points in the school year - on receipt of the report.</p> <p>Reports are valid for a 4-year period unless there is a change of cycle - in which case, a follow-up report is required.</p>
How?	<p>Individual Support with a support teacher in or out of the classroom. Time allocated dependent on recommendations of assessment report.</p>
Procedure?	<ul style="list-style-type: none"> <li>• A medical/psychological/psycho-educational and/or multidisciplinary report which is less than 4 years old written by an external expert must be sent by the parents/legal representatives to the Educational Support Coordinator to be evaluated.</li> <li>• The Educational Support Coordinator will organise and chair a Support Advisory Group (SAG) meeting to propose the educational</li> </ul>

	<p>objectives for the pupil and an ISA is drawn up, to be signed by the Director and parents/guardians.</p> <ul style="list-style-type: none"> <li>Attendees of the SAG include the Deputy Director, Educational Support Coordinator, the parents/guardians of the pupil concerned and, if useful, the class teacher.</li> <li>The student's Intensive Support Plan is developed by the support teacher (in collaboration with class teacher) and will take into consideration the assessment report</li> </ul>
Communication?	<ul style="list-style-type: none"> <li>Parents/guardians receive SAG minutes and a copy of the ISA to be signed.</li> <li>Once the ISA is signed by all parties, the Educational Support Coordinator communicates this to the relevant teachers</li> <li>Parents additionally receive a copy of the semester planning to be signed</li> <li>Communication between parents/guardians and the support team is promoted during the year.</li> <li>A mid-term SAG meeting takes place in January to provide parents with feedback on progress to date</li> <li>The allocation of time for the Intensive Support – as well as its continuation or termination - are discussed in subsequent SAGs. The 4-year validity of the report is taken into consideration in the decision-making process.</li> <li>A progress report of the support given is saved in the pupil's file and also sent to the parents/guardians at the end of each semester.</li> </ul>

## 2.16 Intensive Support B

For whom?	<p>In exceptional cases, and only for a limited period of time, the Deputy Director may decide to give ISB to a pupil or group of pupils who do not have a diagnosed specific educational need but who would benefit from intensive language support or who have major and temporary difficulties in following the normal school programme.</p> <p>Support may be requested by the Class/Mother Tongue teacher, via email, and submitted to the Educational Support Coordinator and the Deputy Director for evaluation. Parents/guardians may also make a request through the Class/MT teacher.</p>
When?	<p>The decision to offer ISB support can be made at various points in the school year. However, since the ISB is normally offered to new students, most ISB requests are made at the beginning of the school year.</p>
How?	<p>Group or individualised support in/outside the classroom.</p>
Procedure?	<ul style="list-style-type: none"> <li>A SAG is organised and chaired by the Ed Supp coordinator, proposing Intensive Support B.</li> <li>The Intensive Support Plan (ISP) is developed by the Support teacher (and with the class/MT teaching).</li> <li>ISB Contract is to be signed by Director and parents/guardians.</li> <li>A student may be withdrawn from the group at any time if it is considered educationally beneficial by the teacher(s) concerned. Parents may also withdraw their child from support at any point in time.</li> </ul>

Communication?	<ul style="list-style-type: none"><li>• Once the ISB is signed by all parties, the Educational Support Coordinator communicates this to the relevant teachers</li><li>• A subsequent SAG is held at the end of the semester and/or school year to evaluate if continued support is needed.</li><li>• A progress report of the support given is saved in the pupil's file and also sent to the parents/guardians at the end of each semester.</li></ul>
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Templates for the following are located in the Nursery and Primary annex:

- I. Message Informing Parents of Support
- II. General Support Plan (GSP)
- III. Moderate Support Plan (MSP)
- IV. Intensive Support Plan (ISP)

### **2.17 Gifted Pupils**

ES Bergen is conscious of the broad spectrum of individual needs - including those students who are gifted – and, thus, may also need additional attention when it comes to their learning programme. Gifted students have a capacity for talent, creativity and innovative ideas, but they will only excel if we support them to learn in an appropriate way.

To do so, teachers practice differentiation in the classroom which additionally targets students with high potential. Intensive Support, based on the findings of a multi-disciplinary assessment, may also be offered if appropriate. The aim of this additional support is to broaden and deepen the knowledge, skills and attitude of these pupils.

### **2.18 Transition**

Close communication between the cycles allows for a successful transition from Nursery to Primary and from Primary to Secondary. Confidentiality must be respected as much as possible but shall not hinder communicating important information. Smooth transition is also necessary for new students entering the school at any point in the system:

<ul style="list-style-type: none"><li>• At the beginning of the new school year in September, transition meetings are arranged between the M2 and the P1 teachers to hand over useful information and share any concerns about a pupil's progress</li></ul>
<ul style="list-style-type: none"><li>• The Nursery and Primary Educational Support Coordinator passes on relevant information to the Secondary Support Coordinator at the end of each school year.</li></ul>
<ul style="list-style-type: none"><li>• The Secondary Support Coordinator and the future secondary (S1) class teachers attend the meetings of the P5 Class Councils and the SAGs for specific P5 pupils to ensure that all relevant information is passed.</li></ul>
<ul style="list-style-type: none"><li>• The Secondary Support Coordinator is responsible for passing relevant information to the subject teachers in S1.</li></ul>

## 2.19 Annex – Nursery and Primary

### I. Message Informing Parents of Support



Date: xx/xx/'xx

Dear Parents of X,

I would like to inform you that in order to help X improve his Language/Mathematical skills, we would like to offer him/her Educational Support.

Starting from next week X will receive 2x 30 minutes of support lessons each week. The support will be given by the Support teacher, Mr/Ms X.

We hope this will help X progress in Language/Maths and enable him/her to better access the curriculum.


The support will be reviewed every half term.

If you have any questions regarding the support, please let me know.

Kind regards,

Mr(s) X

## II. General Support Plan (GSP)

 <u>GENERAL SUPPORT PLAN</u>	
<b>Name of Pupil:</b>	<b>Date of Birth:</b>
<b>Class:</b>	<b>Class Teacher:</b>
<b>Subject:</b>	<b>Support Teacher:</b>
<b>Start Date (Period 1):</b>	<b>End Date (Period 1):</b>
<b>Start Date (Period 1):</b>	<b>End Date (Period 2):</b>
<b>Frequency:</b>	<b>Individual or Small Group:</b>
<b>History</b> (to be filled in by Class Teacher)	
<i>(child's start date at ESB, background info related to support request, educational needs, etc.)</i>	
<b>Objectives (Period 1):</b> (to be filled in by Educational Support Teacher)	
1.	
2.	
3.	
<i>(make sure the objectives can be assessed and/or observed)</i>	
<b>Short Description of Support Given:</b> (to be filled in by Educational Support Teacher)	
<i>(specific material used, teaching methods, etc.)</i>	
<b>Evaluation Period 1:</b> <i>(are the objectives being reached?)</i>	<b>Date:</b>
<b>Continuation: YES/NO</b>	
<b>Objectives (Period 2):</b> (to be filled in by Educational Support Teacher)	
1.	
2.	
3.	
<i>(make sure the objectives can be assessed and/or observed)</i>	
<b>Short Description of Support Given:</b> (to be filled in by Educational Support Teacher)	
<i>(specific material used, teaching methods, etc.)</i>	
<b>Evaluation Period 2:</b> <i>(are the objectives being reached?)</i>	<b>Date:</b>
<b>Continuation into next School Year: YES/NO</b>	

### III. Moderate Support Plan (MSP)



### Moderate Support Plan – (Year)

Pupil:

Class:

<b>Objectives</b> <i>(Specify what aspect(s) of the subject/learning is/are being targeted?)</i>	<b>Person Responsible</b>	<b>Methods Used</b>	<b>Assessment</b> <i>(What tools are used to assess progress)</i>	<b>Progress</b> <b>NMP: Needs More Practice</b> <b>A: Nearly Achieved</b> <b>A: Achieved</b>		
				Date <u>NMP</u>	Date <u>NA</u>	Date <u>A</u>
				Date <u>NMP</u>	Date <u>NA</u>	Date <u>A</u>
				Date <u>NMP</u>	Date <u>NA</u>	Date <u>A</u>


**Evaluation (Period 1)**

(written by Educational Support Teacher)

**Evaluation (Period 2)**

(written by Educational Support Teacher)

IV. Intensive Support Plan (ISP)

 <b>Intensive Support Plan – (Year)</b>						
<b>Pupil:</b>  <b>Class:</b>						
<b>Objectives</b>  <i>(Specify what aspect(s) of the subject/learning is/are being targeted?)</i>	<b>Person Responsible</b>	<b>Methods Used</b>	<b>Assessment</b>  <i>(What tools are used to assess progress)</i>	<b>Progress</b>  <i>NMP: Needs More Practice                      A: Nearly Achieved                      A: Achieved</i>		
				<b>Date <u>NMP</u></b>	<b>Date <u>NA</u></b>	<b>Date <u>A</u></b>
<b><u>Evaluation (Period 1)</u></b>				(written by Educational Support Teacher)		
<b><u>Evaluation (Period 2)</u></b>				(written by Educational Support Teacher)		

### 3. Educational Support in Secondary

#### 3.1 Care Team

Our Care Team			
Deputy Director, <i>Secondary</i>	<i>EN</i> <i>FR</i> <i>PL</i>	Ilona Cytarzynska	<a href="mailto:BER-DEPUTY-DIRECTOR-SECONDARY-CYCLE@eursc.eu">BER-DEPUTY-DIRECTOR-SECONDARY-CYCLE@eursc.eu</a>
Assistant Deputy Director, <i>Secondary</i>	<i>EN</i> <i>NL</i> <i>FR</i>	Jean-Philippe Ferrant	<a href="mailto:BER-ASSISTANT-DEPUTY-DIRECTOR-SECONDARYCYCLE@eursc.eu">BER-ASSISTANT-DEPUTY-DIRECTOR-SECONDARYCYCLE@eursc.eu</a>
Educational Advisors <i>Secondary</i>	<i>EN</i> <i>NL</i>	Sofie van Lerberghe Gabriela Sandru Amy Liu	<a href="mailto:sofie.vanlerberghe@eursc.eu">sofie.vanlerberghe@eursc.eu</a> <a href="mailto:sandruga@teacher.eursc.eu">sandruga@teacher.eursc.eu</a> <a href="mailto:amy.liu@eursc.eu">amy.liu@eursc.eu</a>
School Psychologist	<i>EN</i> <i>NL</i>	Amira Christensen	
Well-being Coordinator <i>Secondary</i>	<i>NL</i> <i>EN</i>	Beth Edwards	<a href="mailto:Beth.Edwards@eursc.eu">Beth.Edwards@eursc.eu</a>
Other contributors			
Educational Support Coordinator <i>Secondary</i>	<i>EN</i> <i>NL</i> <i>FR</i>	Naomi Bittermann- Cols	<a href="mailto:Naomi.bittermann-cols@teacher.eursc.eu">Naomi.bittermann-cols@teacher.eursc.eu</a>
School Nurse	<i>EN</i> <i>NL</i>	Claudia Davis	<a href="mailto:ber-nurse@eursc.eu">ber-nurse@eursc.eu</a>

The following lays out the rules of provision of Education Support and Inclusive Education in the Secondary cycle of ES Bergen.

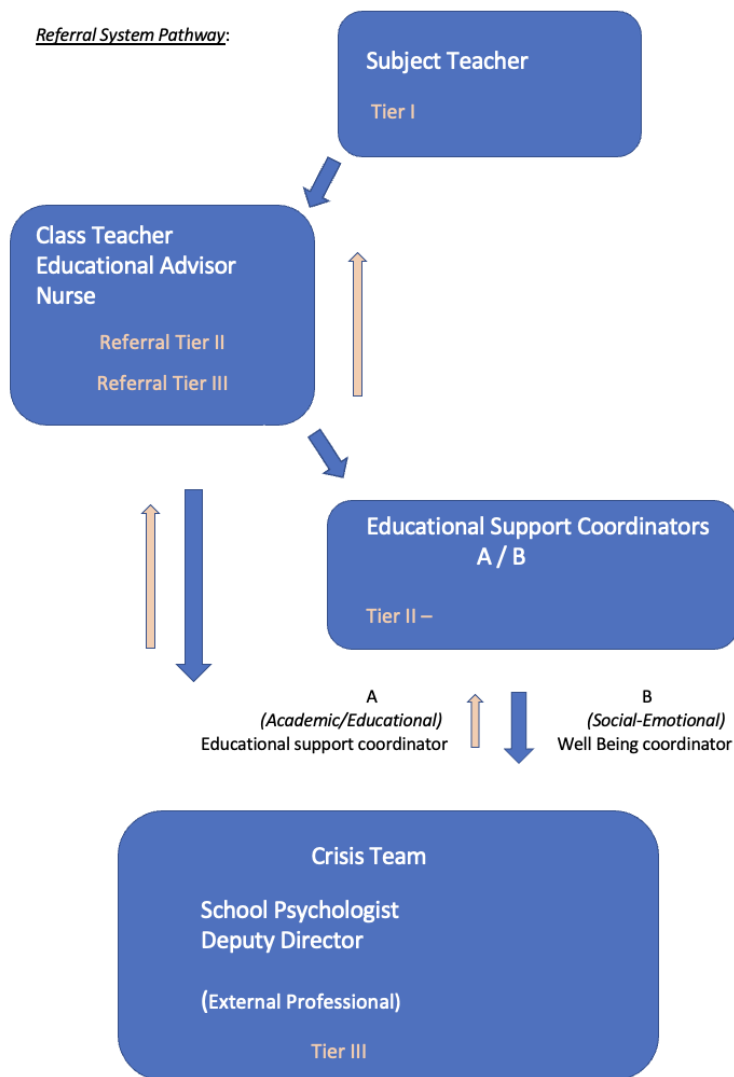
### 3.2 Care-team Referral Structure

The ES Secondary care team is divided into two co-working teams, the care team that focusses on social-emotional well-being of students in the Secondary school and the educational support team that focusses on educational support for Secondary students.

The Care team consists of the following contributors;

- Deputy director
- Assistant Deputy director
- Well Being Coordinator
- Educational advisor
- School psychologist

The care team works with a referral structure to secure early identification of students who might need social emotional support.



### 3.3 Role of Educational Support Coordinator

The Educational Support Coordinator for Secondary has a key role in pedagogical and administrative

- 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 organization and follow-up to the SAG, including the signing of Intensive Support Agreements and the writing of ILPs.
- Organization and supervision of the process of requests for special arrangements, ensuring the application of the agreed special measures.
- Organization 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.
- Harmonizing educational support provision within and across language sections.
- Identifying needs for in-service training in the educational support area.
- Ensuring the implementation of a harmonized approach in the early identification of and intervention in specific learning and educational needs.
- Playing an active part in organizing educational support in-service training.
- Contributing to awareness-raising within the school's community.
- Liaising with the existing teams/groups in the school to ensure 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 the harmonization of educational support within the ES system.

### 3.4 Role of Well-being Coordinator

The well-being coordinator is the first contact point for teachers in case of worries and or questions about students social-emotional wellbeing.

Tasks entrusted in the well-being coordinator include:

- Oversee social-emotional support requests of secondary class teachers
- Attend weekly care team meeting
- communicate between teachers and care team
- communicate between care team and parents
- communicate between teachers and school psychologist

### 3.5 Role of School Nurse

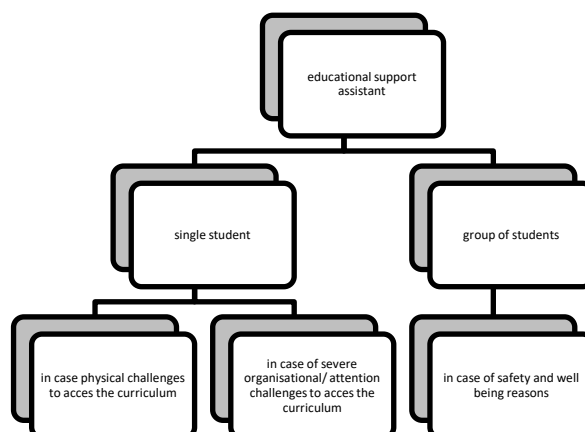
The school nurse is a part of the care team and plays an important role in the school regarding student's physical well-being.

Tasks entrusted in the school nurse include:

- tend to student's physical well being
- attend weekly care team meeting
- tend to student's emotional well-being in case of acute distress
- oversee physical/medical needs of students and communicate to teachers and staff

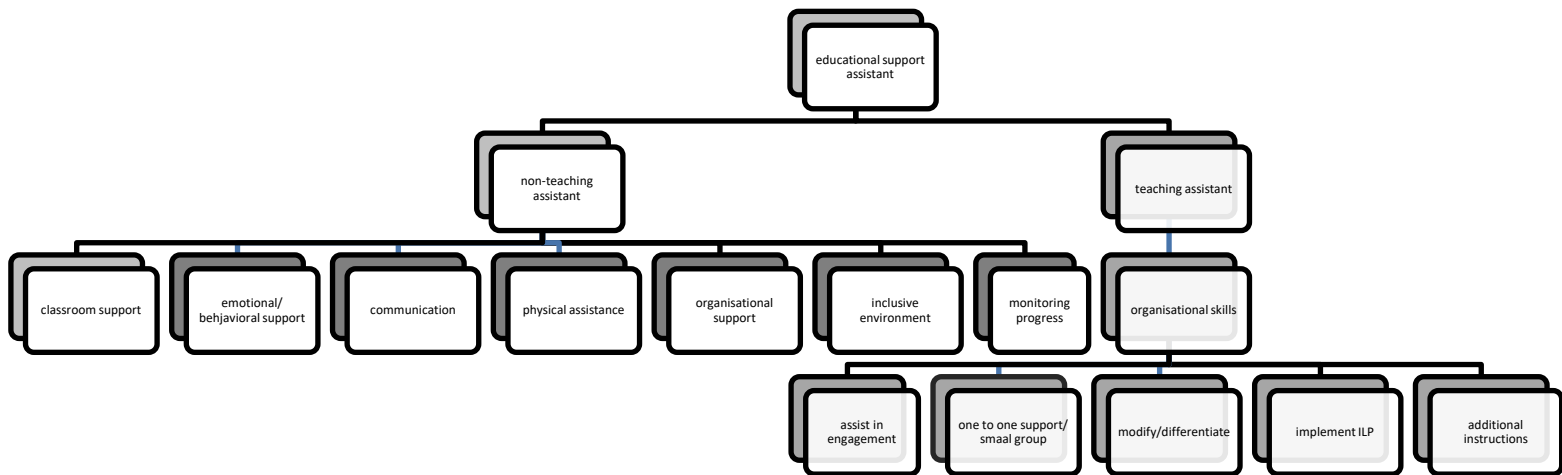
### 3.6 Role of Educational Support Assistants

The educational support assistant is an assistant assigned to a specific student based on a specialist's assessment and a SAG-meeting, stating for which purposes, which courses and for how many periods an assistant is needed. In exceptional cases an educational support assistant can be assigned to a specific class/group of students based on a decision by the (deputy) director.



ESB secondary has two types of assistants in the classroom: one is a teaching assistant, and the other is a non-teaching assistant who provides support with mental and behavioral challenges.

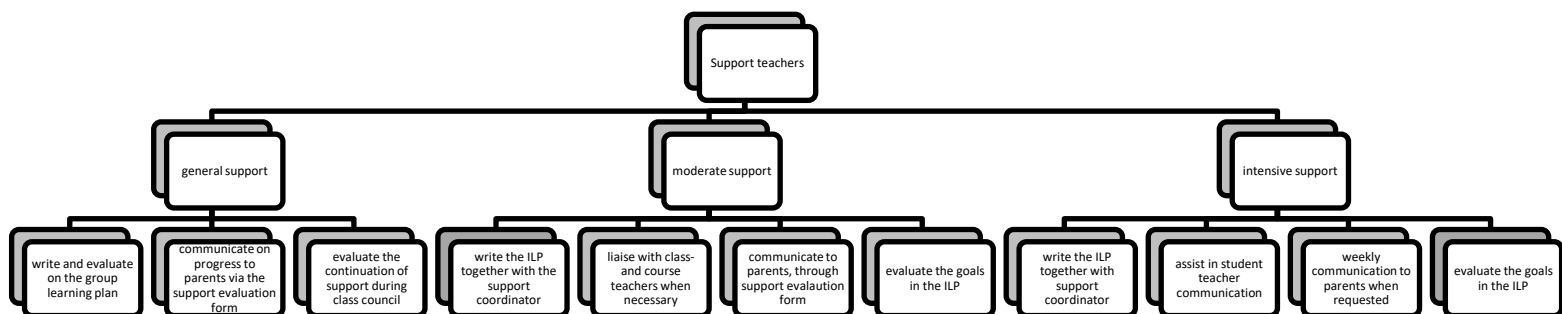
Key Responsibilities (all assistants supporting students on behavioural level):



### 3.7 Role of Support Teachers

The Educational Support Teacher works with pupils in small groups and/or on a one-on-one basis. Lessons mostly take place outside the classroom setting depending on needs.

Tasks entrusted in the Educational Support Teacher depend on the kind of educational support lessons that are assigned to the teacher.



### **3.8 Role of Parents/Guardians**

Parents/guardians play an active role in their contacts with the child's teachers. They should:

- make any relevant information available to School on admission or during the school year.
- consent - or otherwise - to the support provision proposed for their child(ren)
- support their child(ren) in the measures undertaken by School and/or external parties,
- attend and provide feedback/relevant updates during the Support Advisory Group (SAG) meetings.

### **3.9 Role of Experts**

ES Bergen welcomes the advice and expertise of external experts specifically in the area of educational or psychological assessments:

- Upon referral from a GP (or expert), on the advice of School or of the parents'/guardians' own volition, educational psychologists may conduct an assessment to ascertain if any disorder or diagnosis emerges. School can provide useful, practical information and feedback during this process. The Educational Support Coordinator may act as a contact person liaising with external experts.

### 3.10 Cooperation with Local/National Services

ES Bergen Secondary has contacts with a range of local/national services, a non-exhaustive list is provided below.

Area of Expertise	Name of the Organisation	Contact Info
Family coaching for teenagers and their families	Jeugd en gezinscoaches Alkmaar	<a href="mailto:jeugdengzinscoaches@alkmaar.nl">jeugdengzinscoaches@alkmaar.nl</a>
TOS – Taalontwikkelingsstoornis (Language Development Disorder)	Stichting Viertaal Specialised Education (Cluster 2) and expertise	<a href="https://www.viertaal.nl/">https://www.viertaal.nl/</a> <a href="mailto:info@viertaal.nl">info@viertaal.nl</a>
Visual Impairment Assessment and Diagnose	Visio	<a href="https://www.visio.org/home/">https://www.visio.org/home/</a> Referral via medical specialist
Dyslexia, dyscalculia and handwriting assessment and expertise	Liesbeth Forster Eges dyslexiezorg	<a href="https://www.eges.nl/medewerker/liesbeth-forster/">https://www.eges.nl/medewerker/ liesbeth-forster/</a>

### 3.11. Communication

- To be able to provide the best care to students it is important to communicate information received by external specialists. This is done with utmost care for privacy. Written information is stored in students' files, students' files do not leave the administration room.
- To be able to cater to student's individual needs teachers need to be informed of student's special needs. Information about students' special needs is shared only with teachers directly involved with specific students.

### 3.12. Applications and Enrolment

- When applying for entry to ES Bergen, parents/guardians of students with special needs are invited to fill out the application form. They may also ask for a meeting with the Deputy Director or Educational Support Coordinator, who will explain the processes of educational support available.
- On application, they are requested to indicate whether they wish to apply for support. If so, they should provide a medical/psychological/psycho-educational and/or multidisciplinary report of the student's needs and recommendations.
- It is imperative that the parents/guardians inform School of any special needs the student may have, as this is in his/her best interest. They are additionally urged to share documentation that can help School assess the situation in the best interest of the student.

In case of the most severe educational needs, the Director shall ensure all reasonable efforts are made to accommodate for those needs. There may be occasions where ES Bergen may not be able to do so. In these cases, School shall also consider other educational options in the area. ES Bergen shall facilitate a smooth transition to any alternative school. The Director will seek advice from the Educational Support Coordinator, the SAG and national inspectors, before taking any final decision.

### 3.13. Monitoring and Observation Period

In general, at the beginning of the school year:

<ul style="list-style-type: none"><li>• There is a minimum two-week evaluation period when all teachers evaluate the possible needs of Educational Support of their pupils.</li></ul>
<ul style="list-style-type: none"><li>• For pupils already enrolled in ES Bergen, the proposal can come from the Class Council information from the end of the previous year.</li></ul>
<ul style="list-style-type: none"><li>• For S1 students there is an observation period in the beginning of the schoolyear until the S1 monitoring meeting in October/November.</li></ul>

### 3.14. Organisation and Responsibility

Teachers can share concerns for students with the educational support coordinator, the well-being coordinator or class-teacher. (See trier system)

For s1 students who are new in secondary school an S1 monitoring meeting is organized in the beginning of the schoolyear.

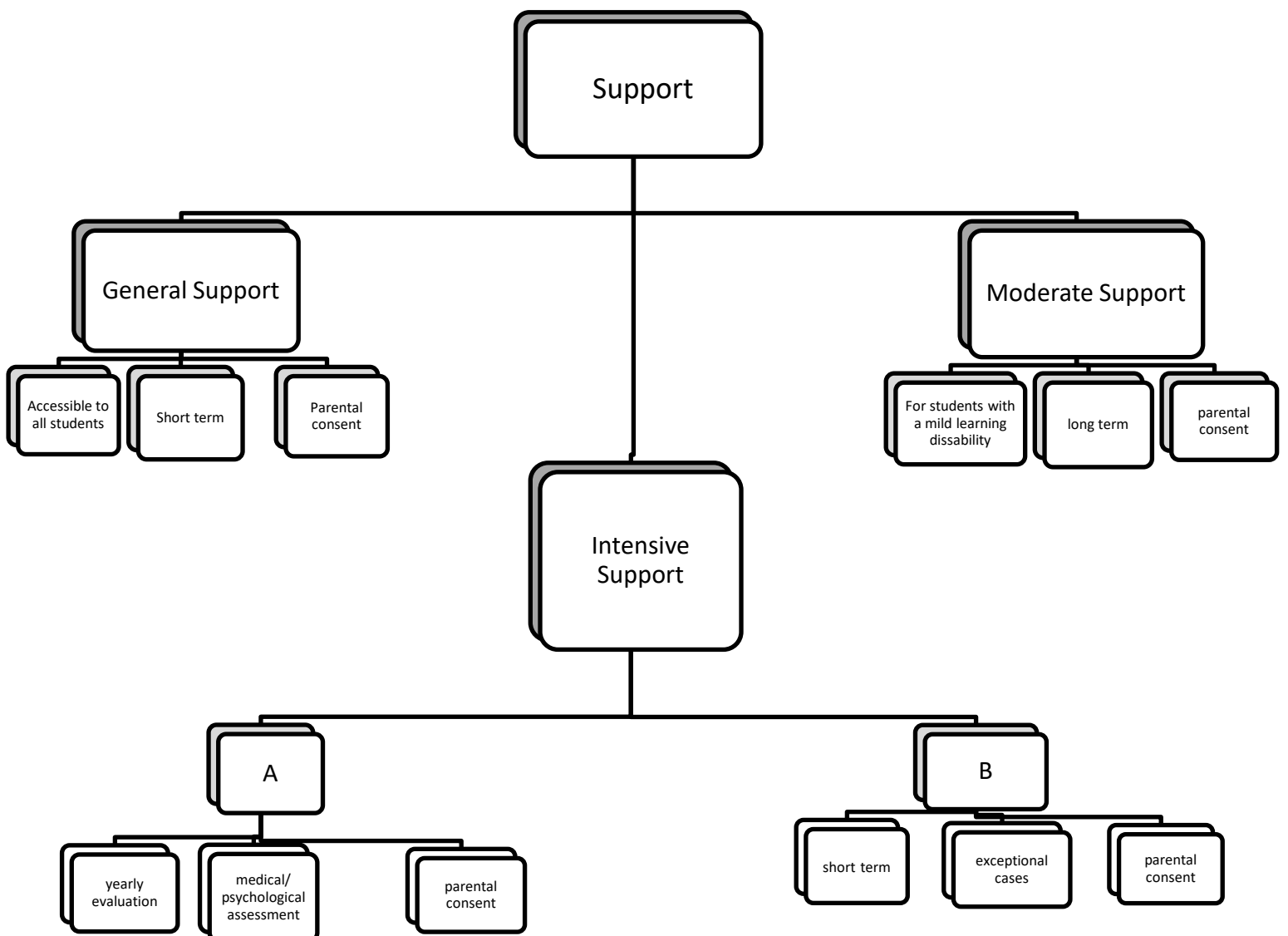
Twice a year a class council is organized, where teachers not only share grades and general impressions of work attitude, motivation but also well-being, support evaluation and support needs are discussed.

### 3.15. Provision Period

- General Support takes place over 2 terms: November until February- March to June. It lasts for a maximum of 2 consecutive terms.
- Moderate Support is an extension of general support in duration and complexity.
- Moderate and Intensive Support A takes place from the beginning till the end of the school year.
- Intensive support B can be started during the school year and will run for only a short period of time.

### 3.16. Types of Educational Support in Secondary

For students who's needs cannot be met via differentiation the school offers three levels of support. The 3 levels of support provided are:



### 3.16.1. General Support

<b>For whom?</b>	General support is accessible to all students. General support can be subject related but is not restricted to subject related support. Groups can be organized vertically or horizontally.
<b>When?</b>	Based on a decision made by the deputy director and educational support coordinator, after requested by teachers or parents.  No more than 2 semesters of GS may take place.
<b>How?</b>	The course teacher or class teacher can request support in the annual support survey launched in the beginning of the schoolyear.  If a parent/guardian wishes to request support, then they can contact the educational support coordinator.
<b>Procedure?</b>	The educational support coordinator and deputy director contact possible supporter teachers. When parental consent is given the support teacher writes the Group Learning Plan.
<b>Communication?</b>	Parents/guardians of the pupil are informed of the support offer via SMS. Parents accept or decline the support offer; the support offer shall be considered declined when parents do not respond to the support offer.  A support evaluation form is written by the support teacher and send to parents at the end of each semester.

### 3.16.2. Moderate Support

<b>For whom?</b>	Moderate Support is an extension of GS and is provided to students who have moderate learning difficulties.
<b>When?</b>	When a student struggles to access the curriculum due to a mild learning disability.
<b>How?</b>	Requested to the Educational Support Coordinator by teachers or parents/guardians via email. The deputy director and Educational Support Coordinator will evaluate the request for support. Educational support coordinator and Deputy director look for possible support teachers.
<b>Procedure?</b>	Once the support lesson is assigned, the Educational Support Coordinator writes the moderate support plan and individual learning plan, together with the support teacher.

Communication?	<p>Parents/guardians of the pupil are informed of the support offer via SMS. Parents accept or decline the support offer; the support offer shall be considered declined when parents do not respond to the support offer.</p> <p>A support evaluation form is written by the support teacher and send to parents at the end of each semester.</p>
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### 3.16.3. Intensive Support

For whom?	Intensive support A is only accessible to students with severe learning disabilities that have been assessed through a medical/psychological assessment.
When?	Intensive support can start upon starting as a new student or when a student is diagnosed with a severe learning disability.
How?	Intensive support lessons can be organized in a group of maximum three students when beneficial for the student. An intensive support lesson can be an extra lesson in a student's timetable, or in exceptional cases an extra teacher can be present in an existing lesson.
Procedure?	<p>A medical/psychological/psycho-educational and/or multidisciplinary report which is less than 4 years old written by an external expert must be sent by the parents/legal representatives to the Educational Support Coordinator to be evaluated.</p> <p>The Educational Support Coordinator will organize a Support Advisory Group (SAG) meeting to propose the educational objectives for the pupil and an ISA is drawn up, to be signed by the Director and parents/guardians. Attendees of the SAG include the Deputy Director, Educational Support Coordinator, the parents/guardians of the pupil concerned, the support teachers, class teacher and when possible, the subject teachers.</p> <p>The student's Intensive Support Plan is developed by the support coordinator (in collaboration with support teachers) and will take into consideration the assessment report.</p>
Communication?	<p>Parents/guardians receive the SAG minutes and a copy of the ISA to be signed.</p> <p>Parents can request a weekly update from the support teachers when necessary.</p> <p>The allocation of time for the Intensive Support – as well as its continuation or termination - are discussed in subsequent SAGs. The 4-year validity of the report is taken into consideration in the decision-making process.</p> <p>A support evaluation form is written by the support teacher and send to parents at the end of each semester.</p>

### 3.16.4 Intensive Support B

For whom?	In exceptional cases, and only for a limited period of time, the Deputy Director may decide to give ISB to a pupil or group of pupils who do not have a diagnosed specific educational need, but who are in need of intensive support or who have major and temporary difficulties in following the normal school program. Support may be requested by members of staff or parents.
When?	The decision to offer ISB support can be made at various points in the school year.
How?	ISB is usually organized in the form of extra lessons in a student's timetable. Scheduling support lessons during existing lessons should be avoided as much as possible.
Procedure?	The Educational support coordinator and Deputy director evaluate the request for ISB. The intensive support agreement and individual learning plan is developed by the Educational Support Coordinator together with the support teachers. ISB Contract is to be signed by Director and parents/guardians.
Communication?	A support evaluation form is written by the support teachers and send to parents at the end of each semester.

### 3.17.5 identifying students with special educational needs.

#### Beginning of the school year

In the beginning of the school year teachers are send access to a digital form in which they can nominate students for support. The Educational support coordinator discusses these support requests together with the Deputy Director.

#### November

Special attention is given to the new S1 students in the form of an S1 monitoring meeting in November.

#### December

The educational support coordinator checks all students report cards to identify students who could benefit from support.

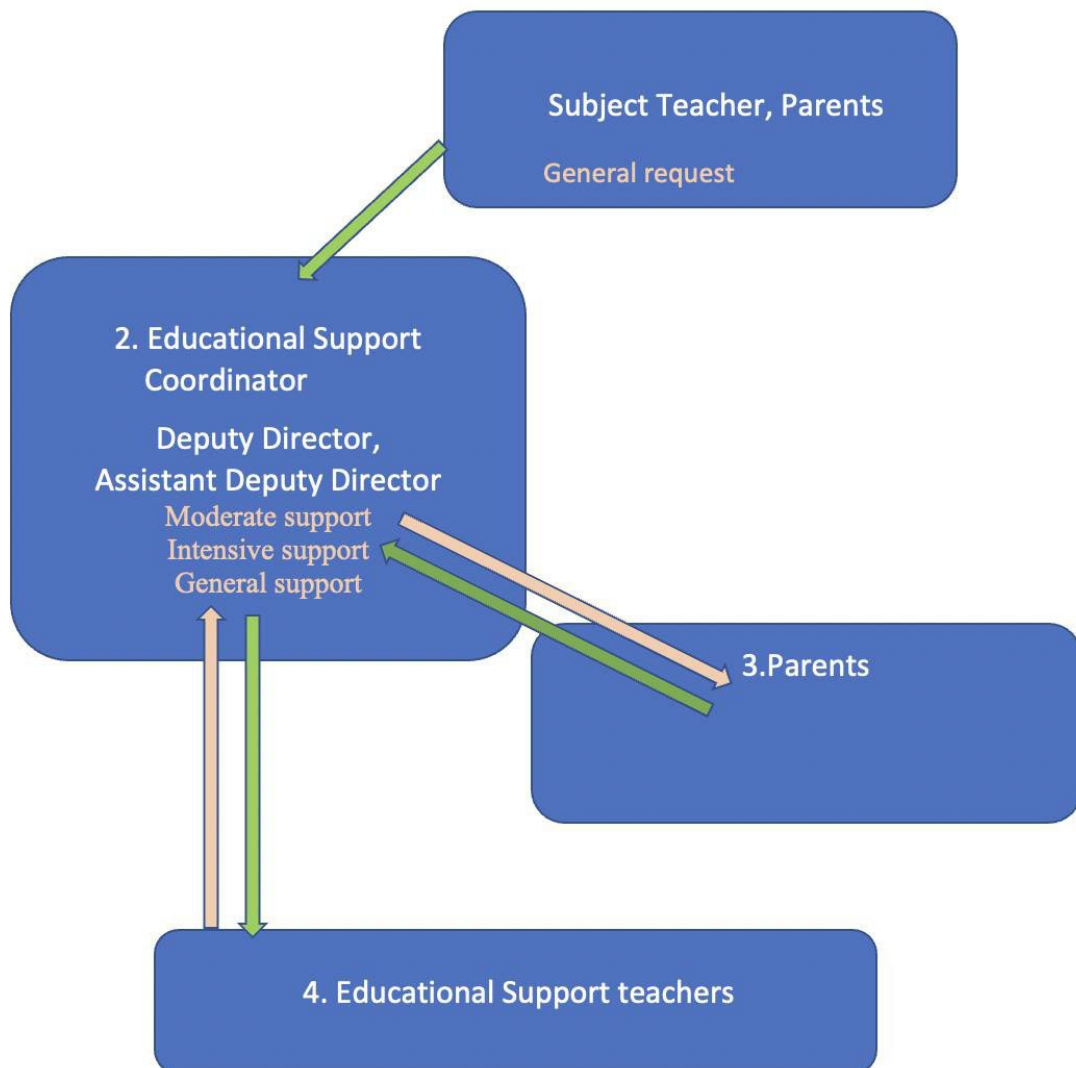
#### January

During the class council teachers not only share grades and general impressions of work attitude, motivation but also well-being, support evaluation and support needs are discussed.

During the school year

Support can be requested at any time in the schoolyear, based on the student's needs. The parents, subject teachers, or the class council can communicate information about the request to the Educational Support Coordinator, who then follows the same steps as at the beginning of the academic year.

**3.16.6 Referral System Pathway:**



### 3.17. Special Arrangements in Secondary

#### 3.17.1. Special Arrangements for the Exams and Tests

- When a pupil would benefit from a special arrangement to compensate for a physical or learning difficulty, teachers or parents can request this from the Deputy Director.
- Parents are informed that they may request special arrangements for their child. To support the request, they are asked to provide a medical, psychological, psycho-educational, or multidisciplinary report explaining the type of special arrangements needed and the reasons for it.
- Up to S5 the Deputy Director takes the final decision to allow special arrangements and to define in which subjects these can be applied.
- Any special arrangements taken are recorded in the pupil's file.

#### 3.17.2. Special Arrangements in S1-S5

When granting special arrangements in years S1-S5 the criteria established for granting special arrangements in the European Baccalaureate cycle are a good reference to help you decide what arrangements should be granted.

Interested parents should be aware that the granting of a particular arrangement in years S1-S5 does not necessarily mean that it will be granted in the European Baccalaureate cycle.

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

- a) Separate room for the test/examination/assessment;
- b) Change of seating arrangements;
- c) Taking of medication and/or refreshment in the case of a medical condition, for example, diabetes;
- d) An assistant to provide physical care for a pupil to ensure his or her well-being and safety. This assistant may not be a relative of the pupil or the teacher of the subject that is being examined;
- e) The use of a specific learning aid which is normally used in class, for example, a magnifying glass;
- f) a hearing aid; use of FM hearing system coloured overlay; a low vision aid; coloured lenses;
- g) 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;
- h) List of approved devices/software/applications to be used in assessment;
- i) 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;

j) Additional time can be granted to pupils whose working pace is affected by their condition. A maximum of 25% extra-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,

k) Use of approved applications/software for spell checker because of dyslexia. This request has to be confirmed by the school;

Disregard of spelling mistakes in language subjects may be granted in cases of dyslexia, but only if the use of a spell checker is not authorised. A pupil may benefit from either a spell checker or the disregard of spelling errors — not both.

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 correspondent 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.

### 3.17.3 Special Arrangements in S6-S7

Special arrangements in Years S6 and S7 are generally allowed when similar arrangements have been granted in earlier years; however each case is reviewed individually and approval (by the Board of Inspectors or the Inspector responsible for Support) is not automatic.. Newly enrolled pupils in s6 may also benefit from special arrangements.

Note: newly enrolled pupils in S6 will be informed of the procedure to request special arrangements for the European Baccalaureate cycle at the time of enrolment.

In the European Baccalaureate cycle, special arrangements can only be granted when they clearly relate to the individual pupil's diagnosed physical or psychological needs. Each application will be given careful consideration by the school. The school will check that the justifying medical/psychological/psycho-educational and/or multidisciplinary report(s) fulfil the establish criteria before submitting the pupils' files to the Office of the Secretary General of the European Schools.

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

Schools must inform the Central Office (BAC Unit) **by the 30 October** of all Special Arrangements which have been authorised by the Director.

- a) Separate room for the test/examination/assessment;
- b) Change of seating arrangements;
- c) Taking of medication and/or refreshment in the case of a medical condition, for example, diabetes;
- d) An assistant to provide physical care for a pupil to ensure 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 JBI or the inspector in charge of Special Arrangements.

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

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

- 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 examinations;
- 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 time taken as rest period does not extend the time of the examination.
- k)
- 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 for pupils who have severe difficulties in oral expression;
- n) Use of a computer or laptop or any approved device and the correspondent 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;
- o) Use of a simple arithmetic calculator, whenever no calculator at all would be allowed because of dyscalculia;
- p) Disregard of spelling mistakes in language tests/exams in cases of severe dyslexia in case a spellchecker is not granted;
- q) 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.**

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

3.17.3 Application Procedure and Timeframe

Schools will inform the legal representatives of the pupils already benefiting from special arrangements of the conditions and procedures to request them for S6 and S7. This will be done at

the end of S4. At the beginning of the new school year in S5, it will be repeated and also new students will be informed or for new students at the beginning of s5. S3 Parents will receive in the month of May a a pre-requisite announcement, in order to give them the possibility to have the children tested in their home country.

Requests for special arrangements in S6 and S7 must be made in written form. They will be accompanied by updated supporting documents, in either English, French or German (Ref. procedural document 2012-05-D-15-en-11).

Requests must be made using a common application form template (Document 2014-09-D12) where the special arrangements requested, and the justifying specialist diagnosis must be clearly shown.

*Note: These must reach the secretary of secondary Ms Van Haasteren [petra.van-haasteren@eursc.eu](mailto:petra.van-haasteren@eursc.eu) by the 15<sup>th</sup> of October at the latest (in the year when the pupils are in S5).*

*Requests will not be considered after the deadline unless due to exceptional and/or unforeseeable situations (e.g.: serious illness, accident, newly enrolled pupils, etc.) Late requests must be fully justified and documented. The decision on these late requests will be made by the inspector responsible for educational support or in his/her absence by the Head of the European Baccalaureate Unit.*

Schools will inform the European Baccalaureate Unit of all special arrangements for S6 and S7 granted by the School Director and all the other requests to be assessed by a team of experts using the common application form template (Document 2014-09-D-12) together with all supporting documents.

The school will upload the templates and attachments straight to the SharePoint platform. Before uploading the documents, the schools should check that:

- every box in the template is filled
- right formats are used
- required reports are attached (translated in either English, French or German)
- attached reports justify all the requested special arrangements (translated in either English, French or German)

All these documents will be uploaded by the schools onto the SharePoint platform appointed for this by the 30<sup>th</sup> of October.

Decisions will be made in the Board of Inspectors in February and communicated to the school by the end of April on the year when the pupils are in S5.

Note: No complaint or appeal can be lodged by the parents about a decision taken on the granting or refusal of special arrangements may be lodged, without prejudice to Article 12.1, laying down arrangements for complaints about and appeals against the Baccalaureate examination.

#### 3.17.4. List of special arrangements and codes

The special arrangements listed below may be authorised by the school Director for s6 and s7:

D1 - Separate room for the test/examination/assessment.

D2 - Change of seating arrangements.

D3 - Taking of medication and/or refreshment in the case of a medical condition, for example, diabetes.

D4 - 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 a teacher of the subject that is being examined.

D5 - 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.

D6 - 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 special arrangements listed below may only be authorised by the Board of Inspectors (Secondary) or the Inspector responsible for Support (Secondary). The justification for any of these arrangements needs to be contained in the specialist's report and/or recommended by the school.

I1 - Modifications to the format of the examinations: 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

I2 - A maximum of 25% of extra time can be granted for the written examinations. For oral examinations, a maximum of 25% of extra time can be granted only for the preparation. The oral examinations will take 20minutes in any case. The examination time will not be extended.

I3 - Use of a computer or laptop or a typewriter to replace handwriting for pupils diagnosed with dyslexia, dysgraphia or any other disorder affecting written expression. School ensures that any computer/laptop being used is cleared of stored information and the spell check function and is not connected to the Internet. It should be noted that in examinations, other than language examinations, competences and not language errors, are assessed.

I4 - Use of a spell checker because of severe dyslexia<sup>1</sup>. This request has to be confirmed by the school.

I5 - Disregard of spelling mistakes in language tests/exams in cases of severe dyslexia in case a spellchecker is not granted.

I6 a) approved text-to-speech software/device or

b) - A scribe to transcribe word for word the pupil's dictated answers and to read back the pupil's answers where necessary because of severe dyslexia.

I7 - An audio recording of answers because a scribe is not available and because of severe dyslexia.

I8 a) Approved text-to-speech software/device or

b) A reader to read both the assessment paper and to read back the answers because of severe dyslexia.

I9 - Use of a simple arithmetic calculator, whenever no calculator at all would be allowed, because of diagnosed severe dyscalculia<sup>2</sup>, because of diagnosed severe dyslexia, severe ADHD or severe working memory deficit<sup>3</sup>

I10 - 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.

I11 - A communicator to provide assistance to a hearing-impaired candidate through sign language or lip speaking.

I12 a) Approved software/ applications or

b) A prompter to assist a candidate with severe concentration difficulties or neurological disability in paying attention to the assessment tasks.

I13 - Written instructions for a hearing-impaired candidate.

I14 - Written answers for oral examinations for a candidate who has severe difficulties in oral expression.

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*1 Severe dyslexia implies a Standard Score of 85 or less on a standardised academic achievement test in reading and/or writing.*

*2 Severe dyscalculia implies a Standard score of 85 or less on a standardised academic achievement test in Maths*

*3 Severe working memory deficits imply a standard score of 85 or less on a standardised cognitive test*

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 will be only applied if the school is able to provide them.

### 3.17.5. Criteria for the Reports

All requests for special arrangements in the European Baccalaureate cycle must be accompanied by a justifying medical / psychological / psycho-educational and/or multidisciplinary report. The reports must fulfil the following criteria:

- *Be legible, on headed paper, signed and dated.*
- *Be accompanied by a French, English or German translation, if not written in one of these working languages.*
- *State the title, name and professional credentials of the expert(s) who has/have undertaken the evaluation and diagnosis of the pupil.*
- *Through medical/psychological/psycho-educational or multidisciplinary report, state specifically the nature of the pupil's medical and/or psychological needs and the tests or techniques used to arrive at the diagnosis.*
- *Report for learning disorders need to describe the pupil's strengths and difficulties (cognitive assessment) and their impact on learning (educational evidence) and the tests or techniques used to arrive at the diagnosis.*
- *Report for medical/psychological issues need to specify the pupil's medical/psychological needs and their impact on learning (educational evidence).*
- *All reports need a summary or conclusion and stating the accommodations required as well as where appropriate, recommendations for teaching/learning for the school's consideration.*
- *This documentation must not be more than 2 years old, i.e., it must not be dated earlier than October 2019*

The schools will check that the reports adjust to the above criteria before submitting them to the Office of the Secretary General of the European Schools

In order to avoid possible bias and/or conflict of interests, the expert assessing pupils will be neither an employee of the European Schools nor a relative of the pupil.

### 3.17.6. Progression without promotion

If a pupil does not meet the conditions to be promoted normally, he/she may progress with his/her 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 do not follow the standard but a modified curriculum. The decision must be taken in the benefit of the pupil's learning development and should establish the possibilities for the pupil to get back to standard curriculum.

When a pupil follows 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 organized so that the pupil learns to the best of her/his 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.

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

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. A pupil will only be promoted to S7 if he/she has been duly promoted to S6.

### **3.18. Gifted Pupils**

ES Bergen is conscious of the broad spectrum of individual needs - including those students who are gifted – and, thus, may also need additional attention when it comes to their learning programme. Gifted students have a capacity for talent, creativity, and innovative ideas, but they will only excel if we support them to learn in an appropriate way.

To do so, teachers practice differentiation in the classroom which additionally targets students with high potential. Intensive Support, based on the findings of a multi-disciplinary assessment, may also be offered if appropriate.

### 3.19. Annexes Secondary

#### I. General support Group Learning Plan



#### EUROPEAN SCHOOL OF BERGEN N-H

secondary Cycle

GROUP LEARNING PLAN GENERAL SUPPORT

SMS course:

Subject:

Support teacher:

Start date support semester 1: Oct-nov 2022.

End date: Jan 2023

Start date support semester 2: Feb 2023

End date: June 2023

Frequency: weekly

Individual or in small group:

**Learning Objectives period 1:**

(to be filled in by the support teacher)

- 1.
- 2.
- 3.

*(make sure the objectives can be assessed or observed)*

**Short description of support given:**

(to be filled in by the support teacher)

*Part 2 to be filled in after class council*

**Continuation: yes / no**

**New objectives period 2:**

- 1.
- 2.
- 3.

**Short description of support given:**

Part 3 to be filled in after class council semester 2

**Review / evaluation:**

**Date:** June 2023

*(are the objectives been reached?)*

**Continuation in the next school year:**

**Continuation:** yes / no

**New objectives:**

## II: Table of the members of the Support Advisory Group

<b>Support Advisory Group (SAG)</b>	
<b>Nursery and Primary</b>	<b>Secondary</b>
Chair: Director or their delegate: member of the management or the Educational Support Coordinator	Chair: Director or their delegate: member of the management or the EdSup Coordinator
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.	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.
<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>• Educational Support teacher</li> <li>• Educational 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>Specialists:</p> <ul style="list-style-type: none"> <li>• external specialists (where appropriate), the therapists working under a tripartite agreement (if relevant)</li> </ul>	<p>Specialists:</p> <ul style="list-style-type: none"> <li>• school psychologist</li> <li>• school nurse (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>Liaison between cycles:</p> <ul style="list-style-type: none"> <li>• the primary teacher, where appropriate, to liaise when the child moves up from nursery to 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>Liaison between two teaching levels:</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>

### III: 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 needs and of the accommodations, support measures and special arrangements to be arranged.

Pupils with special 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.

IV: 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	

<p><b>If this pupil has a medical/psychological/psycho-educational and/or multi-disciplinary report, please state the diagnosis contained therein:</b></p>	
<p><b>Name of the expert and date of the 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>

<p><b>Description of the main barriers to learning faced by the pupil/pupil's special educational needs:</b></p>
<p><b>Strengths</b> (academic, social/ emotional/ personality/ extra-curricular)</p>

**Challenges (weaknesses, difficulties)**

**Pupil's interests and learning profile**

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 / /
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

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Signature

---

Place

---

Date

---

**Annex V**

**SUPPORT ADVISORY GROUP MEETING**

Date of Advisory Group meeting: / /

Name of the pupil
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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 VI**

**INDIVIDUAL LEARNING PLAN INTENSIVE SUPPORT**

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**(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	
<b>Diagnosis as written on last medical / psychological/ psycho-educational / multi-disciplinary report:</b>	

**Name of the expert and the date of last medical/ psychological /psycho-educational/multi-disciplinary report:**

**School history**  
(schools attended, repeating a year etc.)  
1.  
2.  
3.

**Medical needs**  
(for allergies, diabetes etc.)

<b>Actual Intervention by specialists</b>	<b>IN SCHOOL</b>	<b>OUTSIDE SCHOOL</b>	<b>TIME ALLOCATED</b>	<b>Aim of the Intervention</b>
<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"/>		

**Description of the pupil's special needs/main barriers faced by the pupil:**

**Strengths** (academic, social/ emotional/ personality/ extra-curricular)

**Challenges** (weaknesses, difficulties)

**Pupil's interests and learning profile**

**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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## Annex VII

### 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"/>	
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"/>	
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### 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"/>	
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"/>	

## Special Arrangements for Assessment (annex 2)

Special Arrangement	All tests	Some tests (specify)	All areas/ subjects	Some areas/ subjects (specify)
a) Separate room for the test/examination/assessment;	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
b) Change of seating arrangements;	<input type="checkbox"/>		<input type="checkbox"/>	
c) Taking of medication and/or refreshment in the case of a medical condition, for example, diabetes;	<input type="checkbox"/>		<input type="checkbox"/>	
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;	<input type="checkbox"/>		<input type="checkbox"/>	
e) The use of a specific learning aid which is normally used in class, for example, a magnifying glass;	<input type="checkbox"/>		<input type="checkbox"/>	
f) a hearing aid; use of FM hearing system coloured overlay; a low vision aid; coloured lenses;	<input type="checkbox"/>		<input type="checkbox"/>	
g) 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"/>	
h) List of approved devices/software/applications to be used in assessment;	<input type="checkbox"/>		<input type="checkbox"/>	
i) 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"/>	
j) 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"/>	
k) 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"/>	
l) Disregard of spelling mistakes in language subjects in case of dyslexia, when a spellchecker is not granted;	<input type="checkbox"/>		<input type="checkbox"/>	
m) 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"/>	
n) Written answers for oral examinations by a candidate who has severe difficulties in oral expression;	<input type="checkbox"/>		<input type="checkbox"/>	
o) 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"/>	

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)
p) 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)
q) 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"/>	
r) An audio recording of answers where a scribe is not available	<input type="checkbox"/>		<input type="checkbox"/>	
s) 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"/>	
t) 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"/>	

## 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 / /

Individual Learning Plan is written by:

Signature

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Name

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Place

---

Date

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# LEARNING SUPPORT

Learning Support (LS) can be requested by any subject teacher for students in grades S1 to S5 and, in exceptional circumstances, for students in grades S6 and S7. However, it is important to note that before recommending LS for your students, you are expected to implement internal differentiation strategies within your class.

## Procedure using Forms

By **Tuesday 27/09/** the teacher requesting Learning Support (LS) using the link: click [here](#)

requests the creation of a LS course (if you request support for several courses you will have to fill in more than one form (e.g. 2 requested support courses= 2 separate forms)

We will follow up on your request and plan the LS taking account of the pupils' free periods and the timetables of teachers available to take LS courses. Please note that budgetary constraints and the complexity of the timetables may mean that it is not possible to create the LS course requested.

### **If the course is created:**

1. Learning Support Coordinator will contact the parents by email and ask to respond (accepting/refusing)
2. According to the regulations a course will start with a maximum of ten pupils. In exceptional cases, LS may be provided for an individual pupil
3. For any important follow-up (e.g. student not attending your course without justification) please contact Learning Support Coordinator.

## **General Information**

- Learning support is recommended for students who have grades lower than C or 7 in a specific course.
- Priority should be given to students struggling with difficulties in a specific subject or with one of the working languages across multiple subjects or those with the need of support in learning skills
- Attendance at LS classes is mandatory unless a valid request for absence from the parents is received and approved. Absences should be recorded through the usual SMS system.
- Repeated and unjustified absences from LS classes, which provide specialized and costly assistance, will immediately remove the student from LS.

- It is crucial for LS teachers must maintain close communication with subject teachers to ensure their teachings align with the coursework and monitor the student's progress effectively.
- At the end of each semester, LS teachers will provide an evaluation that will be given to the parents along with the report.



**EUROPEAN SCHOOL OF BERGEN N-H**

**Evaluation Form for support for *Name of student***

**Semester 1**

<b>Support Course</b>  <i>SMS code</i>	<b>Support teacher</b>	<b>Evaluation</b>  <i>Work attitude, progress in support subjects, For moderate and intensive support please also report on progress regarding to ILP</i>

**Semester 2**

<b>Support Course</b> <i>SMS code</i>	<b>Support teacher</b>	<b>Evaluation</b> <i>Work attitude, progress in support subjects, For moderate and intensive support please also report on progress regarding to ILP</i>