



# **Internal Policy on the Provision of Educational Support in the European School Karlsruhe**

*Produced in line with:*

**Policy on the Provision of Educational Support in the European Schools**, (Ref: 2012-05-D-14-en-9, Orig.: EN), Document approved by the Board of Governors of the European Schools at its meeting of 7, 8 and 9 February 2016. <https://www.eursc.eu/Documents/2012-05-D-14-en-10.pdf>

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## **1. Introduction**

*‘The European School is a multilingual and multicultural environment in which the primacy of a child’s mother tongue is safeguarded wherever possible. The European School offers a single type of general academic education, in which learning conditions become increasingly demanding. This single academic pathway, involving highly cognitive and abstract learning, leads to the award of the European Baccalaureate. Different forms and levels of support are provided, designed to ensure appropriate help for pupils experiencing difficulties and having special educational needs at any point in their school career, to allow them to develop and progress according to their potential and to be successfully integrated.’(2012-05-D-14-en-9)*

This document specifies the support offered at the European School, Karlsruhe and the procedural steps in place to ensure the smooth implementation of the Policy on the “Provision of Educational Support in the European Schools, 2012-05-D-14-en-9, produced by the European Schools Office of the Secretary-General, Pedagogical Development Unit.

The ESK Support programme is available for any pupils who are experiencing difficulties in school, either academic or emotional, not only those diagnosed with learning disabilities. The support department has an “open-door” policy, whereby teaching staff, pupils and parents are welcome to come for information and advice in relation to support available. The Support Coordinators are available for appointments (see website).

The ES are committed to an educational philosophy based on common European School syllabuses with common assessment criteria. Therefore, the educational support policy may not reflect the standard practice of any one country. The aim of the programme is to enable pupils to complete their school career successfully, either after the 5th Year harmonised examinations or with the European Baccalaureate.

Educational Support is the term used to describe the assistance given to pupils requiring supplementary help in individual subjects or in areas where the specific competencies need to be developed in order to access the curriculum.

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

## **1.1 Access to Learning on Equal Basis and Differentiated teaching**

Differentiation forms the basis of all good and effective teaching for all. Differentiation, designed to meet the needs of all pupils, is the responsibility of every teacher and should take place in the classroom. Differentiated teaching ensures that in planning and delivering lessons teachers are aware of and take account of the different learning profiles, styles, individual needs and abilities of all pupils.

Effective organisational, teaching and learning strategies are good educational practice, supporting the individual needs of every pupil through differentiated teaching and learning in the classroom.

This includes meeting the needs of:

- pupils with different learning profiles and styles
- pupils studying in a language section which does not correspond to their mother tongue
- pupils arriving late in the system who may have followed a different programme of study and may therefore have gaps in their knowledge or skills
- pupils with a mild learning difficulty
- pupils with a diagnosed special educational need, including gifted and talented pupils

## **1.2 Early Identification and Intervention of Educational Needs**

Research has demonstrated the positive long-term effects of early intervention.

The European Schools System aims to identify children with special educational needs as early as possible, to provide them with the support required for their social, academic or emotional development. In order to implement educational support in the most efficient way, ESK has developed early identification and early intervention practices.

Where normal differentiation in the classroom is not sufficient, the school provides a range of support structures. It is the responsibility of the class/subject teacher and/or the pupil's legal representatives, to request additional educational support from the relevant support coordinator, when differentiation is not sufficient to meet the educational needs of a child.

Parents are expected to provide the relevant information to the School.

- In the **Nursery and in the Primary school**, the teachers and Support Coordinator work closely together in identifying pupils who have difficulties with learning and/or development. The support teacher uses a variety of tools to identify the nature of the difficulties. (E.g. class observation, language tests/language sample, checklists for developmental milestones in language/motor skills/behaviour, behaviour recording). Any concerns are shared with the parents.
- The teachers and coordinators monitor the situation and consider what factors may be affecting the child's progress. E.g. Child's background, language profile, school history especially important for new enrolments, was the child absent for a long period due to illness/other reasons, has the child encountered a substantial change to their personal life in some way which could impact their learning (separation/serious illness or death of a loved one), has the child's eyesight and hearing been checked. It is important to have all the necessary information in order to decide the next steps.
- If the problem is considered to be mild and is not across all settings/subjects, the child may be offered learning support. In both cases, parents will be informed and asked to follow the support procedure.
- When these factors have been carefully considered and steps taken to gain a full picture of the child, staff assess whether there is a significant discrepancy between the child's performance and that of peers the same age. If the answer is yes, then the duration, pervasiveness and severity of the problem is important. If it has existed for some time, across multiple settings and is severely affecting their learning, social or daily life, then a recommendation may be made for a psychological/multidisciplinary assessment by professionals in addition to being offered learning support.
- In the Secondary, an observation phase early during the school year, (generally September month) is used to identify pupils' needs and put the necessary support in place. Observation continues during the whole school year and support can be started at any time if necessary. Periods of more intense observation and evaluation take place at the beginning of the school year, when reports are completed, and after examinations periods. Subject teachers and class teachers collaborate with the support coordinator on a regular basis to evaluate the needs of pupils, organise and prioritise their support.

- Multiple tools, in addition to observation, are used to identify the needs of students as early as possible. Communication between stakeholders is especially important (teachers, class teachers, support coordinator, support teachers and assistants, parents, students) during meetings and parents evenings, communication with external professionals (*psychologists debriefing, Hilfeplangespräche with Autismuszentrum/Integration Fachdienst, Schule für Sehbehinderte for example*) Teachers discuss assessment results and compile their comments and marks together for the November reports cards (and 3 more times during the school year).
- The needs of newly enrolled pupils are evaluated before they start at ESK through the placement entry tests. The support coordinator and the enrolment officer work closely to identify special/academic needs of new pupils at the time of registration and admission through the information provided by the parents, previous school and medical reports. The entry tests in combination with this information are used to identify any possible needs of new pupils and put a support plan in place for them as early as possible.

### **1.3 The following approach is taken for all levels of support:**

#### **a) Early identification of pupils' needs as described above**

#### **b) Early Intervention: Learning Plans**

Where applicable, Individual or Group Learning Plans are drawn up, setting targets for pupils to improve their learning and fully access the curriculum. This can include long- and short-term objectives, an outline of the resources to be used and criteria for assessment. Parents and teachers work together to support the implementation of this plan. If a pupil and/or family are not fully engaged, the decision to provide support will be reconsidered.

#### **c) Evaluation of Intervention**

Parents are kept informed of their child's progress through parent/teacher meetings. Class/subject teachers regularly communicate with support teachers in relation to the skills addressed and the strategies employed to reach the targets set. In the case of a Learning Plan, targets are regularly reviewed, evaluated and up-dated as targets are achieved.

At the end of every support intervention, the strategies and targets stated in the general, moderate and intensive support Individual or Group Learning Plans are reviewed. The outcome of the support for targeted objectives as well as the motivation of pupil(s) are evaluated. Based on this evaluation, decisions are made: continuation, change of type of support, discontinuation, etc. Recommendations for parents are made. This information is recorded in an evaluation/review form filled in by the support teacher.

#### **1.4 Confidentiality / Data Protection**

The European Schools assure good governance in Educational Support.

Data processing activities are handled only by staff members with a legitimate need to access the pupils and legal representatives/parents' personal data, for the purchases described above.

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

At the end of a pupils' stay at the European School Karlsruhe, the legal representatives may request to get the original documentation in possession of the school handed back to them. The school internal documentation concerning the pupil's support is archived and kept by the school for 3 years, after which it is shredded.

Link to [ESK privacy statement](#).

## **2. Reasonable Accommodation and Levels of Educational Support offered**

Depending on their needs, pupils may require different accommodations. European Schools offer reasonable accommodations in learning and assessment situations.

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

Teaching and learning in small groups, individual teaching and learning in and outside the classroom are offered through the support programmes. Cooperation between all teachers involved in teaching the pupil, along with systematic evaluation of the pupil's progress is vital in supporting the child.

The following educational support programmes are available to pupils:

1. General Support
2. Moderate Support
3. Intensive Support
4. Challenge Programme

Although all forms of support should be considered, in principle, as progressive, they are based on meeting pupils' needs. Support is flexible and the level provided may vary as a pupil develops and his or her needs change. Special arrangements may be appropriate and can be agreed following educational testing and/or a psychological report, with or without the provision of specialist teaching.

A pupil's absence from other lessons while receiving educational support should be restricted to exceptional cases.

### **2.1 General Support**

General Support is provided to pupils who may experience difficulties in a particular aspect of a subject, may need to 'catch up' due to late arrival in the ES system or illness or may be working in their non-mother tongue. Such support is short term (maximum 5 months) and given to small groups either, in or outside the classroom. The Support is planned, and specific targets are set, including criteria for success and the information is included in the Group Learning Plan (GLP). The Group Learning Plan is produced by the Support Teacher and kept by the Support Coordinator.

#### **Application and documentation**

In Primary, following the approach outlined above, Class teachers inform parents of the reasons General Support is recommended for their child. If parents accept, they are later informed on their child's progress.

In Secondary, Subject teachers and Support Coordinator arrange General Support in



small groups.

General Support measures must be requested by teachers or in some cases pupil's legal representatives in writing to the relevant Support Coordinator, stating the reasons and the areas of need.

## **2.2 Moderate Support**

Moderate support is aimed at pupils with mild learning difficulties or who need more targeted support. It is an extension of General Support in terms of complexity and duration. This support, provided on short-, medium- or long-term basis, is meant for pupils who may be experiencing considerable difficulty in accessing the curriculum because of language issues, concentration problems, mild Specific Learning Difficulties or other reasons.

This support is given to small groups of pupils with similar needs or, where appropriate, to individual pupils in or outside the classroom.

### **Application and documentation:**

Teachers request Moderate Support for their pupils, in writing to the Support Coordinator, stating the reasons and the areas of need. In some cases, pupil's legal representatives may also make a request.

An Individual Learning Plan (ILP) is then drawn-up for each pupil by the Support Teacher, together with the Class / Subject Teacher. The ILP includes specific learning objectives and criteria for evaluating the pupils' progress and the success of the support. The parents are invited to add any additional information to this document. A parent / teacher meeting is held by the class teacher, with the support teacher present. The document is read and the ILP discussed. One copy of the ILP is given to the parents and one handed to the Support Coordinator for filing.

Support coordinators create small groups or individual support, in or outside the classroom depending on pupils' needs and the availability of teachers.

Based on the assessment of the learning objectives set up in the ILP, a follow-up Support Review is held once a year to discuss the progress of the pupil.

## 2.3 Intensive Support

The school offers two types of programme for Intensive Support - Type A (ISA) and Type B (ISB). Both are subject to a formal agreement between the school and the parents or legal representatives of the pupil. All pupils receiving Intensive Support have an Individual Learning Plan.

**Type A** is provided for pupils with special educational needs: learning, emotional, behavioural or physical needs. It is given following an expert's assessment of the pupil's special individual needs. The provision of Intensive Support, recommended to the Director by the Support Advisory Group, requires a detailed medical/psychological assessment and the signing of an agreement between the Director and the parents. As long as it can be shown to be in the interest of social and academic development, a pupil can follow a modified curriculum and then accompany their class to the next level.

**Type B** is given in exceptional circumstances, and on a short-term basis only. The Director may decide to provide Intensive Support for a pupil or a group of pupils having no diagnosed special educational needs, for example, in the form of intensive language support for a pupil or a group of pupils unable to access the curriculum.

All decisions concerning promotion of pupils receiving support to the year above are taken by the Class Council. In the case of Intensive A pupils, the curriculum and/or syllabus might have been modified, after a proposal by the Advisory Group, to meet the needs of the pupil. If this is the case, he or she cannot be promoted but progressed. The pupil can continue with his or her class as long as this is beneficial to the pupil's social and academic development. It is possible for pupils to return to the standard curriculum if all requirements for promotion are fulfilled. Before re-enrolment the pupil must demonstrate achievement at the same level as any other pupil.

Pupils in S5 must follow the full, standard curriculum and fulfil the same criteria as all pupils in order to be promoted to S6.

## **Procedure for pupils needing Intensive A Support:**

### **a) Application**

A request for Intensive Support A is made in writing to the relevant Support Coordinator by the pupil's class teacher or legal representatives. The pupil's legal representatives are contacted by the relevant Support Coordinator and informed about their responsibility for supplying an up-to-date medical/ psychological and/or multidisciplinary report.

### **b) Assessment Criteria**

Parents/Legal representatives are asked to provide a medical/psychological/psycho-educational and/or multidisciplinary report justifying the need for accommodations in learning situations. The assessment should be carried out in the child's strongest working language by an independent, qualified expert. The school takes no responsibility for any costs involved in this testing and the choice of expert lies with the parents or legal representatives. Although the school cannot recommend a specialist, a list of specialists known to the school may be provided.

The relevant medical/psychological and/or multidisciplinary report:

- a. Must be legible, on headed paper, signed and dated.
- b. It must state the title, name and professional credentials of the expert(s) who has/have undertaken the evaluation and diagnosis of the pupil.
- c. The nature of the pupil's medical and/or psychological needs and the tests or techniques used to arrive at the diagnosis must be clearly stated.
- d. There must be a description of the pupil's strengths and difficulties and their impact on learning and it must include a summary (or conclusion) and, where appropriate, recommendations for teaching/ learning for the school's consideration.
- e. If not written in one of the schools working languages, French, English or German, it must be accompanied by an official translation

### **c) The Advisory Group Meeting**

The members of the Advisory Group Meeting discuss the pupil's specific learning difficulties and decide how to best meet the needs of the pupil, together with the support of the parents including external experts whenever appropriate. When the Advisory Group reaches a decision in relation to the specific support available, two copies of the agreement are signed.

The Director is responsible for accepting and signing the Intensive A Support Agreement.

A copy of the Agreement is given to the parents and one is kept by the school. The Intensive A Support Agreement is a legally binding document between the parents or legal representatives of a child and the Director of the school.

(See *Annex 1* for composition of Advisory Group)

#### **d) Support Review**

A Support Review is held at least once a year, in which progress is evaluated, based on the ILP. An Intensive Support A Agreement is valid for one school year only. A Support Advisory Group meeting should be held each year to begin, renew or terminate Intensive Support A. An up-dated assessment is required every 2 years for a child on Intensive Support A. Both Deputy Heads and Support Coordinators for Primary and Secondary attend reviews for any class P5 pupil who may require continued Intensive A support in Secondary.

#### **Procedure for pupils needing Intensive B Support:**

All the Director's decisions about admission into short-term Intensive Support B are made following discussion with the relevant Support Coordinator and relevant teacher(s).

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

#### **Application and documentation**

A request is made in writing to the Support Coordinator and discussed with the Deputy Head to ascertain the number of hours of support required and/or available.

### **2.4 Challenge Programme**

Gifted and highly motivated pupils are offered some activities as an extension to what is already being provided by the class and subject teachers through the Challenge Programme at ESK. The programme gives an opportunity for those pupils to develop their potential, through extra activities and projects.

The general aims of the programme are to enhance the learning of gifted or talented pupils by developing some of their areas of talent/interest.

Procedure: Class teachers recommend pupils for the Challenge Programme extra lessons. An advisory group including the support coordinators decides upon the availability and participation. There are a limited number of places available. Available courses may change over time. The Director approves the proposal of the advisory group. When the advisory group have finalised the pupil list, the parents of those children are informed about the opportunity (This is not an after-school activity like those offered by the Parent's Association where parents register their child themselves).

The details of the programme can be found on the school web site, under <https://www.es-karlsruhe.eu/the-esk-presents-its-challenge-programme-2019/>

## 2.5 Transition

Transition is a crucial stage in a pupil's life, and it is important that continual educational support is provided. For both nursery/primary and primary/secondary transitional phases the Support Coordinators for Primary and Secondary—are involved in these phases. Alongside the usual class conferences provided by the school, further meetings between Teachers, parents and Support Coordinators are planned to ensure a smooth transition for all pupils on Support.

During transition from primary to secondary school, the teachers and support coordinators from primary work with the secondary school support coordinator and future class teachers and support teachers to provide background information and recommendations about P5 student's needs. This includes informal meetings, S1 teachers attending P5 class councils in June, and secondary director and support coordinator attending P5 Intensive A advisory group meetings in May-June. The meetings take place early in order to facilitate the organisation of the necessary timetables and support for the children. The pupil's files are transferred from the primary to the secondary as part of the transition process.

## 2.6 Special arrangements

Special arrangements are designed to allow a child in Primary or Secondary School to access the curriculum. They are not intended to compensate for a lack of ability but allow the pupil to fulfill his or her potential in the fairest conditions possible. Special arrangements can only be authorised when they are clearly related to the pupil's diagnosed physical or psychological needs.

In Primary School, special arrangements can be put in place in the classroom including for assessments.

In Secondary School, special arrangements can be put in place in the classroom including for assessments, and for examinations.

### **Special arrangements up to and including S5**

When a pupil would benefit from a special arrangement in order to compensate for a physical or learning difficulty, teachers or parents can request this from the Deputy Director.

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

The Deputy Director takes the final decision to allow special arrangements and to define in which subjects these can be applied. Special arrangements can be allowed for the semester examinations in S5, on decision of the Deputy Director based on a medical report not older than two years.

Any special arrangements taken are recorded in the pupil's file.

## **Special arrangements in S6 and S7**

Requests for special arrangements for the Baccalaureate cycle (S6, S7 and the Baccalaureate examinations) must be made to the Support Coordinator by the pupil's legal representatives by October 15<sup>th</sup> of the year preceding the entry into the Baccalaureate cycle, i.e. S5.

A full medical / psychological, psycho-educational and/or multi-disciplinary report will be required. Documentation should not be older than two years, i.e. it should not be dated earlier than October of the S3 year nor later than October of the S5 year.

Solely in exceptional situations, which are unforeseeable and duly attested, the request for the granting of special arrangements in the European Baccalaureate may be submitted after the deadline indicated above.

Special arrangements in years S6 and S7 may only be allowed when similar arrangements have been used in a previous year or previous years. This does not necessarily apply to newly enrolled pupils in S6.

The list of arrangements is available in the document 'Provision of Educational Support in the European Schools – Procedural document' (2012-05-D-15).

No complaint or appeal 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.

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

## **2.7 Assessment and promotion**

In special cases, on decision of the class council, a pupil on an individual support programme, with well-documented special needs or developmental delay, can progress into the next class at the end of the school year, without having been promoted. It is possible for pupils to return to the standard curriculum if all requirements for promotion are fulfilled.

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).

Assessment of pupils receiving support, and appeals procedures follow the regulations set out in Chapter IX of the General Rules of the European Schools.

In Primary, pupils should not be taken out of European Hours, Music, Religion/Ethics or Sport lessons unless support is relevant to these subjects and only by approval of the Director. If a pupil does not take part in lessons for any of the above subjects as a regular part of his/her timetable, he/she is deemed to have a modified curriculum and therefore will be progressed and not promoted at the end of the year.

In Secondary, pupils following a modified curriculum may be either progressed or promoted at the end of the year, on decision of the class council.

Pupils in S5 must follow the full, standard curriculum and fulfill the same criteria as all pupils in order to be promoted to S6. Any pupil entering the European Baccalaureate must have completed the full curriculum (General Rules, Chapter IV).

There may be occasions where, despite the school's best efforts, the School may not be able to provide reasonable accommodation to respond to the pupil's needs. Other educational options should be considered in cooperation with the educational system of the host country of the School or of the home country of a pupil or the country of future destination of the pupil by either complementing the European Schools' educational offer or ensuring a smooth and effective transition to other educational paths/options. Before taking the final decision on the provision of the accommodations to cater for the pupil's needs or ensuring a smooth and effective transition to alternative schooling options, the Director must seek advice from the Educational Support Coordinator and the Support Advisory Group as well as from the Educational Support inspectors and the relevant national inspectors.

## **2.8 Cooperation with local services**

The ESK cooperates with local services in various areas such as

- Provision of school assistants.
- Advisory meetings with local services and therapists (Stadt Karlsruhe social services, Reha Südwest, Integration Dienst, Autismuszentrum for example).
- Tripartite agreements made between the school, the parents and a therapist selected by the parents, so that paramedical interventions, required by pupils in need for intensive support, could be delivered in the school premises and paid by the parents.

## **3. Home / School Partnership**

Communication between school and home should be open and regular. On enrolment, it is the responsibility of parents to inform the school regarding their child's level of academic attainment and previous educational support provision and/or special educational needs.

Fluid, transparent and effective communication is ensured by all standard communication means (e-mails, phone calls) meetings, school agendas, SMS announcements, teacher-parents communication folders, etc. In person and online meetings are organised: parents – teachers scheduled talks and reviews (half semester and semester parents' evenings), on request parents-teachers meetings, as well as meetings with support teachers and support coordinators.



It is essential that parents inform the school of any concerns they may have regarding their child's progress. The ESK encourages parents to play an active role in their child's education. This is often specified in the pupil's learning plan. Parents are required to make any relevant information available to the school on admission. When parents decide to decline the educational support proposed by the school, they must inform the school of the decision in writing.

#### **4. Appeals procedure**

If an application for enrolment or integration is rejected, an appeal may be lodged with the Secretary-General of the European Schools within fifteen calendar days of notification of the decision. The Secretary-General will take a decision within one month of the date of receipt of the appeal. In the event of disagreement with the decision of the Secretary-General, a contentious appeal may be lodged with the Chairman of the Complaints Board, subject to the conditions laid down in Chapter XI of the General Rules of the European Schools.

#### **5. References**

For complete and detailed regulations please refer to the following documents which came into force on 1st September 2013:

- **Policy on the Provision of Educational Support in the European Schools**, (Ref: 2012-05-D-14-en-10, Orig.: EN), Document approved by the Board of Governors of the European Schools at its meeting of 13, 14 and 15 April 2021.

<https://www.eursc.eu/Documents/2012-05-D-14-en-10.pdf>

**Provision of Educational Support in the European Schools – Procedural document**, (Ref.: 2012-05-D-15-en-13, Orig.: EN), Document approved by the Joint Teaching Committee of 10 and 11 February 2022.

<https://www.eursc.eu/Documents/2012-05-D-15-en-13.pdf>