

Educational Support Policy at the European School in Varese

Introduction

At times a pupil may have a need for educational support during his years at school. On September 1st 2013 the new Policy on Educational Support in the European School System, “Provision of Educational Support in the European Schools”, has come into effect. The official policy is published on the website of the European School. Only the version on the website of the Office of the Secretary General is to be considered as legally binding.

According to ES support policy the school offers various types of educational support, on the basis of the level of support needed by the individual pupil. This support allows the pupil to develop and progress in accordance with his/her potential and abilities. The objective of this policy is to identify and report difficulties at an early stage and determine the appropriate educational support. If problems cannot be resolved with differentiated teaching during regular lessons, a separate solution will be offered.

The various types of educational support are:

- general
- moderate
- Intensive B
- Intensive A

Types and duration of educational support			
	General	Moderate	Intensive
Short term	X	X	X
Intermediate term		X	X
Long term			X

Each school receives a budget in order to offer these 4 types of educational support and determines the rules, procedures and priorities. This document describes the various types of support, the structure and procedure applied by the European School in Varese.

Procedure / steps

1a	Difficulties reported	← parents
1b	Fill-in form	← teachers ← pedagogical advisers



2a	Educational Support Team (EST)	→ director
2b	Collect information	→ coordinator general/moderate support
3a	verification/evaluation	→ coordinator intensive support A and B
3b	decision	→ (if needed: psychologist for advice) → (if needed: class council)



Structure	Types of educational support			
	<i>general support</i> →	Moderate support	<i>intensive support B</i> →	<i>intensive support A</i>
persons involved	Coordinator director Pupils Parents Teachers Class council			<u>Support advisory group (SAG):</u> Coordinator Director Pupils Parents Teachers Class council (Psychologist) (External advisers)
Necessary documents	Fill-in form GLP	Fill-in form ILP	Fill-in form ILP Agreement signed by parents School report with insufficient marks	Fill-in form <i>Diagnosis</i> Agreement signed by parents School report with insufficient marks ILP
Possible actions + duration	Lessons in small groups Individual lessons, in exceptional cases only (due to timetable) 1 month for general support	1 month – end of academic year for moderate support.	Individual lessons for a short fixed period (1-2 months) (psychological advice) (external expert advice)	Individual lessons for the duration of one semester until meeting/evaluation of the SAG psychological advice external expert advice adapted measures for

			exams/tests/BAC Appropriate /adapted curriculum Appropriate /adapted assessment
Criteria and considerations in the assignment of funds	Minor learning difficulties Minor concentration problems Light reading, writing or calculus problems Knowledge gaps in subjects Insufficient marks on school report Priority to lower classes (1,2,3) Exceptions for new arrivals in higher classes (max 8 lessons) Priority for L2 and Mathematics (important for later years) Teacher availability		Serious learning difficulties: Serious concentration problems (AD(H)D) Serious comprehension/logical problems Serious forms of Dyslexia, Dyscalculia, Dysortographia, Dysgraphia etc..... Insufficient marks on school report Very gifted pupils who have need for more challenging lessons.



4	Persons involved General / Moderate support / Intensive support B	Persons involved Intensive support A
evaluation	Coordinator Teachers Class council 1 st and 2nd semester Director	SAG Class council 1th and 2nd semester



5 decision (by EST) after evaluation		criteria
1	Continuation of current support	Progress, but still insufficient results
2	Change the type of support	Largely insufficient progress /results
3	Stop the support	Sufficient marks on school report (1st or 2 nd semester and/or autumn and spring reports for general, moderate and SIB)

6 The procedure starts all over:

a -when after evaluation the type of learning support alters (steps 4 and 5)

b - at the start of a new school year for all cases