



EUROPEAN SCHOOL VARESE

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Educational Support School-Specific Guidelines

European School Varese (Website information)

Produced in line with:

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

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1. Introduction: Educational Support in the ES system and ESV internal organization for support provision.

Educational Support is the term used to describe the assistance provided to pupils requiring supplementary help in individual subjects or in areas where the specific competencies need to be developed to effectively access the curriculum. The ES system is committed to an educational philosophy based on common European School syllabuses with common assessment criteria. As a result, the educational support policy may differ from the standard practices of individual countries. The ES Support programme is designed to assist any pupils facing challenges or additional educational needs in school, whether academic or emotional and is not exclusively for those with diagnosed learning disabilities.

To further enhance this initiative and ensure a cohesive and consistent approach by fostering an inclusive learning environment, the European School Varese (ESV) has developed comprehensive School Specific Guidelines (available for reference on the website), alongside detailed Guidelines for internal organisation aimed at optimising the provision of educational support.

Both documents are in line with the official references established by the Pedagogical Development Unit of the European Schools Office of the Secretary-General and referred on the cover page of this School Specific Guidelines. Both mentioned ESV documents are subject to a regular (annual) review.



1.1 Early identification of educational needs

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

The European Schools System aims to identify children with diverse needs as early as possible, to provide them with the support required for their social, academic and/or emotional development.

To implement educational support most efficiently, ESV has developed early identification and early intervention practices. The first weeks of the academic year are dedicated to the early identification of pupils' needs, focusing on understanding their functional strengths, abilities, and learning styles.

In **ESV Nursery/Primary/Secondary Cycles**, the teachers and Support Coordinator work closely together in identifying pupils who have difficulties with learning and/or social/emotional development. The teacher, supported by the Support Coordinator and Care Team (Psychologists, Wellbeing Coordinators and/or Pedagogical Advisors), uses a variety of tools to identify the nature of the needs. (E.g. class observation, language tests/language samples, checklists for developmental milestones in language/motor skills/behaviour observation and recording).

Any concerns are shared with the parents/legal representatives who are expected to provide any relevant information to the school (e.g., child's background, language profile, school history, absences, relevant experiences etc.).

1.2 Access to learning and inclusive education

The ESV Educational Support Specific Guidelines and the related internal guidelines are grounded in the principles of inclusive education and aim to ensure equitable access to learning for all pupils. They outline the support arrangements available across the nursery, primary, and secondary cycles to address diverse learning needs.

They cover all the support categories which will be detailed in the following pages.

1.3 Differentiated teaching

Differentiated teaching is a cornerstone of effective education, ensuring that both lesson planning and delivery address the diverse needs, abilities, and interests of all pupils. It goes beyond a one-size-fits-all approach, enabling teachers to adapt content, methods, and assessments to support varied learning styles and paces of learning.

ESV seeks to have teachers implement the Universal Design for Learning (UDL) principles introduced during their Pedagogical Day earlier this school year, with follow-up reinforcement planned in the forthcoming months. By embracing UDL principles, ESV teachers create inclusive and adaptable classroom environments that enable all students, regardless of their unique challenges or strengths, to actively engage, progress and succeed. This approach promotes accessibility while fostering a sense of belonging and equity in the learning experience.



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2. Educational Support Provision and Levels of Educational Support

When regular classroom differentiation is not as effective as expected, the European Schools offer a variety of support structures to assist pupils. These include teaching and learning in small groups, as well as individualised teaching and learning both inside and outside the classroom, tailored to different support levels.

Effective support relies on collaboration among all teachers involved in the pupil's education and systematic evaluation of the pupil's progress. The European Schools provide three categories of educational support:

1. General Support
2. Moderate Support
3. Intensive Support

While all support categories are designed to be progressive, their implementation is flexible and responsive to pupils' evolving needs. Special arrangements, such as specialist teaching, may be determined through educational assessments and/or psychological reports. 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 and may need to 'catch up' due to late arrival in the ES system or illness or they may be working in their non-mother tongue. Such support is short term and given to small groups either in or outside the classroom. In exceptional cases the General Support might be assigned individually.

In ESV Nursery and Primary Cycles, General Support typically begins following the teacher-parent conference held at the end of October or the beginning of November. Alternatively, it may commence after the issuance of the first semester school report or at any time during the school year in specific cases (e.g. for new pupils).

2.1.a Application, documentation, follow-up

It is usually requested by the class/course teacher following the start of the year assessment, as detailed in our ESV Internal Guidelines. Following the Support Coordinator's consideration and the Deputy Director's approval, the class teacher or Support Coordinator, as appropriate, informs parents about the reasons for recommending general support for their child and explains how it will be implemented. **Once parents agree, the support is initiated, and they are kept updated on their child's progress.**

Based on the identified needs, 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 GLP is produced by the Support Teacher in collaboration with the class/course teacher and kept by the Support Coordinator who oversees its implementation.

A written report (by the support teacher in collaboration with the class or subject teacher) on



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the results obtained/not obtained is sent to the parents (evaluation of the pupil's progress in relation to the objectives of the pathway planned in the GLP).

The class teacher and the support teacher, under the guidance of the Support Coordinator, assess whether the support should continue and identifies any necessary adjustments to enhance its effectiveness.

The support course is encoded in SMS and appears on the student's timetable. J = General Support. SMS CODES in Primary: JL1 - JL2 - JMA - JDM – JEP
SMS Codes in Secondary Cycle: J= General Support.

2.2 Moderate Support

In the European School system, Moderate Support is designed for pupils with mild learning difficulties or those requiring more targeted support. It is an extension of General Support in terms of complexity and duration. In ESV, this support is offered on a short-, medium-, or long-term basis. It is intended for pupils facing significant challenges in accessing the curriculum due to language barriers, concentration difficulties, mild specific learning disabilities, ADHD, ADD, behavioural issues, or other diverse needs.

This support is provided to small groups of pupils with similar needs within the same subject area -where appropriate, individually, either in the classroom or in separate settings when necessary. If identified in the previous school year and confirmed during the end-of-year Class Council meeting, it begins in the first or second week of the new school year. It may also be initiated during the academic year, following a review of General Support or based on an MDA (Multidisciplinary Assessment) provided by parents. This occurs when the recommended arrangements (both compensatory and/or dispensatory) implemented by the class or course teacher have not produced the desired outcomes.

2.2.a. Application, documentation, follow-up

Teachers request Moderate Support for their pupils in writing to the Cycle Support Coordinator, stating the reasons for and the areas of need completing the internal support request form. In some cases, parents/legal representatives may also make a request. Following the approval of the Deputy Director, the implementation phase starts.

An Individual Learning Plan (ILP) is 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. A copy of the ILP is sent to the Support Coordinator for filing.

The relevant Support Coordinator creates small groups or individual support, in or outside the classroom, depending on pupils' needs and the availability of teachers. The class/subject teacher informs parents/legal representatives about the ILP and its contents. **Updates on the progress of support actions are shared through meetings or written reports.**



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End-of-Semester Communications: A written report, jointly prepared by the support teacher and the class or subject teacher, will detail the pupil's achievements and challenges. Decisions regarding the continuation, adaptation, or completion of the support intervention will be made during follow-up meetings, with parents informed of the outcomes.

The Support course is encoded in SMS and appears on the student's timetable.
Support code = K. SMS CODES in Primary: KL1 - KL2 - KMA - KDM -KEP.
In the Secondary Cycle, the support code is K.



2.2.b. L2 SUPPORT in Primary Cycle

- Support for Absolute Beginners (P3 and above):

Since the beginning of the school year, for pupils with no prior L2 knowledge, start support immediately upon enrollment at ESV.

For pupils facing challenges after the start-of-year assessment, intensive individual or small group courses are offered starting in October or November for one semester, with the possibility of continuation into the second semester.

Maximum duration: 1 school year.

- Advanced L2EN pupils (P3 and above):

Pupils enrolled in the DE, FR, IT, or NL sections who demonstrate advanced proficiency in their second language (L2EN) may be eligible to transition into L2 SWALS courses, provided they meet the required standards as determined through comprehensive assessments.

Not applicable to P1-P2 levels, as their L2 SWALS and standard L2 course objectives are very similar.

2.2.c. SWALS pupils:

a) SWALS pupils in the Anglophone section:

Assessed and, if needed, placed in mixed L2 standard classes until they achieve the required level.

EAL (English Additional Language)

Language support is allocated based on student needs, with priority given in the first week of the year to assess new SWALS students in the Anglophone Section. Students are categorised into General, Moderate, or Intensive support levels:

Moderate and Intensive Support: weekly sessions based on need.

General Support: no regular sessions; ad hoc support is provided if issues arise during the year.

The aim is to develop pupils' subject-specific and general English skills for curriculum access and integration, using small groups (max. 5) or individual support.

Support plans (GLP/ILP) are collaboratively created with the relevant teacher and class teachers, and progress is assessed regularly.

Support levels are adjusted as required, and parents are informed of any updates.



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b) SWALS in other sections:

Group or individual “*rattrappage*” courses with moderate support as required; a more intensive course is implemented for absolute beginners.

Parents/legal representatives of pupils who fall into one of these L2 categories of support are always informed as soon as the type of support to be offered is determined, and support begins upon their approval.

For any type of L2 support, the L2 teacher is required to inform parents about

- need-demand for L2 support;
- objectives to be achieved and sharing of periodic follow-up of results (drawn up by the support teacher).

The support course is encoded in SMS and appears on the student's timetable.

SMS CODES: KL2, XL2 (in case of **Intensive** support)

SWALS in the Secondary Cycle:

SWALS students in the Anglophone section are extracted from L2 for one weekly 'Enriched English' lesson. Students engage with texts and tasks of similar complexity to those explored in L1 English. Those SWALS students who are newer to studying English are provided with General support to help them succeed in an immersive language environment.

SMS CODES: JL2



2.3 Intensive Support

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

Type A is provided for pupils displaying learning/emotional/behavioural difficulties whose parents have submitted a medical/psychological/psycho-pedagogical and/or Multidisciplinary Assessment (MDA).

Type B is given in exceptional circumstances, and on a short-term basis only. In ESV it is usually allocated to pupil(s) or a group of pupils (also from different levels or different sections) who need intensive language support or who have significant and temporary difficulties following the standard school curriculum (L1; L2; Mathematics). ISB is generally assigned to new pupils from different school systems or with a language background different from the assigned language section.

2.3.a. Procedure for pupils needing Intensive Support A (ISA):

- **Application**

A request for Intensive Support A is made in writing to the relevant Support Coordinator by the pupil's class teacher or parents/legal representatives. The pupil's parents/legal representatives are contacted by the relevant Support Coordinator and informed about their responsibility for supplying an up-to-date medical/ psychological report and/or multidisciplinary assessment (MDA). The decision to offer ISA support can be taken at different times during the school year.

- **Documentation and Criteria for their Assessment (Ref.: 2012-05-D-15-en-14)**

Parents/Legal representatives are asked to provide a medical/psychological/psycho-educational report and/or multidisciplinary assessment (MDA) justifying the need for accommodations in learning situations. The assessment should be carried out in the child's strongest working language by a qualified expert.

The school takes no responsibility for any costs involved in this testing and the choice of expert is determined by the parents/legal representatives.

The relevant medical/psychological report and/or multi-disciplinary assessment (MDA) must meet some criteria in compliance with the referenced official documents (referred in the cover page of these School Specific Guidelines):

- a) Be legible, on headed paper, signed and dated.
- b) State the title, name and professional credentials of the expert(s) who has/have undertaken the evaluation and diagnosis of the pupil.
- c) 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.

- d) Report for learning disorders needs to be described with the pupil's strengths and difficulties (cognitive assessment where relevant), their impact on learning (educational evidence), and the tests or techniques used to arrive at the diagnosis.
- e) Report for medical/psychological issues needs to specify the pupil's medical/psychological needs and their impact on learning (educational evidence).
- f) The medical/psychological/psycho-educational and/or multidisciplinary report must include the raw scores for tests with quantitative results and qualitative results for tests where only this exists, and the conclusion on how they relate to the average results. The tests should be standardised at international or national level.
- g) All reports need a summary or conclusion stating the accommodations required and, where appropriate, recommendations for teaching/learning for the school's consideration.
- h) A medical/psychological/psycho-educational and/or multidisciplinary report must be regularly updated and not be more than four years old or reviewed when the pupil changes cycle. In case of permanent and unchanging disability (and when the SAG agrees), no retesting other than regular updates will be required. For a request for special arrangements in the European Baccalaureate, a completely updated medical/psychological/psycho-educational and/or multidisciplinary report will be required. Documentation should not be more than two years old.

It is preferable that the document be written in one of the school's working languages: French, English or German. In ESV, documentation is also accepted in Italian, as it is the Host Country Language (HCL).

- **Support Advisory Group (SAG) - Ref.: 2012-05-D-15-en-14.**

COMPOSITION of the SAG:

Chair: Director or their delegate: a member of the management or the relevant Support Coordinator.

---Teaching and non-teaching staff

- Class teacher
- Teacher of the subjects concerned (where appropriate)
- Support teacher
- Support coordinator
- Cycle coordinator (where appropriate)
- Educational adviser (where appropriate)
- SEN Assistant (where appropriate).

---Specialists

- School doctor (if necessary)
- School psychologist (if necessary)
- Other specialists (if necessary)



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---The parents/legal representatives of the pupil concerned who may be accompanied by a qualified specialist of their choice.

---Liaison between cycles:

- The nursery/primary teacher, where appropriate, to liaise when the child moves up to the following year/cycle.
- One or more secondary cycle teachers, where appropriate, to liaise when the pupil moves up to secondary.
- The Educational Support Coordinator of the precedent/subsequent level, where appropriate.

Where appropriate, the school may request assistance from the Support Inspector for the Cycle of reference or from the inspector of the pupil's nationality or the inspector of the school's host country.

ROLE of the SAG: The Support Advisory Group, chaired by the respective Deputy Director or his/her delegate shall:

- Analyse the grounds of the application for intensive educational Support, on the basis of the expert reports and on the case history;
- Formulate, based on the multi-disciplinary report, special arrangements to meet the pupil's special or additional educational needs (arrangements concerning special equipment, teaching material, individual Support);
- Reach one of the following conclusions:
 - a) General/ Moderate Support remains the most suitable form of provision, as proposed and agreed at the pre-SAG meeting with the staff involved: teachers, cycle management, assistants and external professionals, if any;
 - b) The case is on where Intensive Support is needed;
 - c) The school cannot meet the special educational needs of the child.
- Once the category of support is decided upon (G, M or ISA/ISB), then the general aims and objectives are decided upon. These will form the fundamental part of the ILP.

SAG MEETING/S:

In preparation for the SAG meeting, the Support Coordinator will draft the agreement using the official template. This agreement will need to be signed by the Director and the parents/legal representatives and is expected to last one year unless changes occur during the year. It needs to be endorsed by a SAG meeting.

If the changes to the SIA agreement are relatively minor (such as an increase or decrease in the support hours provided or the pupil's time spent at school), the Support Coordinator or management may agree on the modification with the parents/legal representatives via email. When no concern needs further discussion, an ADDENDUM to the agreement will then be prepared for both parties to sign. It can be renewed during a



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subsequent SAG meeting.

The Individual Learning Plan (ILP) will be prepared collaboratively by the class teacher and the support teacher, with supervision by the Support Coordinator. This plan will outline specific educational goals and strategies tailored to the pupil's needs. Both the agreement and the ILP are essential components for the discussion and decision-making process.

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 Support A Agreement. A copy of the Agreement is given to the parents/legal representatives, and one is kept by the school.

The allocation of support is encoded in SMS and appears on the student's timetable. The code for ISA in the primary and secondary cycles is = X.
In Primary: L1, L2, Mathematics, DoW, Moral, Music, Physical Education, Art, European Hours.
SMS CODES: XL1 - XL2 - XMA - XDM - XMO - XMU - XEP - XAR - XEU

- **Intensive Support A Review**

A Support Advisory Group meeting should be held each year to begin, renew or terminate Intensive Support A.

An updated Multidisciplinary Assessment (MDA) is required every 4 years for a child on Intensive Support A.

Both Deputy Directors and Support Coordinators for Primary and Secondary attend reviews for any class P5 pupil who may require continued Intensive A support in the Secondary Cycle.

2.3.b. ISA out of the curriculum

A pupil receiving Type A intensive support due to specific learning difficulties may follow a curriculum adapted to their needs for some or all subjects if it benefits their social and academic development. In such cases, the pupil is not promoted to the next class but remains "in progression", continuing their education alongside their class while following their personalised curriculum.

Requests for a pupil to follow an adapted curriculum can originate from teachers, the Educational Support Coordinator, parents/legal representatives, or school management. The school convenes a **SAG meeting** to analyse the pupil's situation, evaluate the support arrangements already implemented, and determine any additional accommodations or support that can reasonably be provided within the curriculum. The decision to implement an



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adapted/progressive curriculum must align with the official support documents referenced in the cover of this School Specific Guidelines and receive approval from the SAG members.

ISA pupils receiving an out-of-curriculum programme should be provided with a **special school report** that outlines the subjects included in the adapted curriculum. This report will specify the level or cycle attended, assessments/marks (if applicable), and observations by the class/subject teacher and support teacher regarding the pupil's achievements and challenges.

In compliance with the new official document *Assessment Tools for the Primary Cycle of the European Schools (Ref.: 2013-09-D-38-en-11)*, in force on 1st September 2024, the assessment for ISA pupils is to be carried out as follows:

1st Semester: All pupils, including those in progression, will receive the same assessment document.

2nd Semester: Pupils with an Individual Learning Plan (ILP) and a modified curriculum for some or all subjects will be assessed according to the learning objectives specified in their ILP. The level of achievement for these objectives must be recorded in the designated sections of the New School Report, using the same wording as in the ILP.

A pupil who has advanced through progression without promotion **may return to a "standard curriculum"** and be promoted to a higher class upon demonstrating that they meet the minimum requirements for their study level. The SAG members must approve the choice.

There may be instances where, despite its best efforts, the school cannot provide reasonable accommodations to meet a pupil's needs. In such cases, **alternative educational options should be explored** in collaboration with the educational system of the host country, the pupil's home country, or the pupil's future destination country. This can involve supplementing the European Schools' educational offerings or ensuring a smooth and effective transition to alternative educational pathways. Before making a final decision on providing accommodations or facilitating a transition to alternative educational options, the Director must consult with the Educational Support Coordinator, the Support Advisory Group, the Educational Support inspectors, and the relevant national inspectors.

2.3.c. Appeal procedure

If an application for enrolment or provision of intensive support A is rejected, an appeal may be lodged with the Secretary-General of the European Schools within fifteen calendar days of notification of the decision. The Secretary-General will decide 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 Chairperson of the Complaints Board, subject to the conditions laid down in Chapter XI of the General Rules of the European Schools.



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2.3.d. Procedure for Pupils Needing Intensive B Support

Intensive B Support can be requested by the class/subject teacher and submitted to the relevant Support Coordinator and Deputy Director. Parents/legal representatives may also submit a request via the class/subject teacher. The decision to offer SIB support can be made at different times during the school year.

The support teacher, in collaboration with the class/subject teacher and under the guidance of the relevant Support Coordinator, drafts the Individual Learning Plan (ILP). The coordinator also prepares an agreement detailing the reasons, specifics, and duration (up to 1 year) of the support intervention, which must be approved and signed by the parents/legal representatives and the Director.

If necessary, a **SAG meeting** may be organised to discuss the pupil's needs at the request of the school or the parents/legal representatives. The ILP is reviewed during **monitoring phases** overseen by the Support Coordinator.

ISB for a pupil may end at any time if deemed appropriate by the teacher(s) based on evaluations or if requested by the parents. For support lasting less than a year, the support teacher provides a **brief interim report** on the pupil's progress. For annual support, a **written report is shared at the semester's end**, supplementing the school report evaluation with details of achievements and challenges.

The allocation of support is encoded in SMS and appears on the student's timetable.

The code for ISB = X



2.4 Tripartite Agreement with therapists (external professionals)

This initiative serves as an additional layer of support provided within the European school system. Its implementation is based on a mutual agreement among key stakeholders (parents/legal representatives, relevant professionals, management), and it does not impose any financial commitment for the school. It is important to note that such an agreement should not be made to replace out-of-school time therapy sessions.

In ESV, the internal guidelines regulate this form of support as follows:

- For **pupils with moderate or general support**: it is important that the pupil is included in the class as much as possible and that the time spent outside the class for this type of intervention is limited to the necessary minimum and that they are not regularly missing time in school core subjects.
- For **pupils who do NOT need support** to accompany the learning process, therapy sessions, e.g. speech therapy, should take place during extra-curricular time.
- In specific cases, and to address family needs, a tripartite agreement can be approved to allow therapy sessions to take place on school premises: in such instances, the sessions should be scheduled outside of school hours. (e.g. *Monday afternoons for P1 and P2 pupils; during the Italian language course/complementary activities for P3/P4/P5 pupils; Wednesday afternoons at the same time as extracurricular activities, etc.*).
- For Nursery pupils only, speech therapy sessions may occur during the school day even if the pupil is not reported as having educational/learning needs to be addressed under General/Moderate support.



2.5 Special Arrangements for Children with Diverse Educational Needs

Special arrangements are educational strategies aimed at supporting children with diverse learning needs by addressing their specific challenges and fostering inclusion. They help pupils in Primary and Secondary School access the curriculum by ensuring equal opportunities, respecting their individual abilities, and encouraging active engagement in the learning process.

Rather than compensating for a lack of ability, these arrangements are designed to provide pupils with the fairest possible conditions to reach their full potential. Special arrangements are only authorized when they are directly linked to the pupil's diagnosed physical or psychological needs.

In Primary School, these arrangements may be implemented during both daily activities and assessments, as decided by the class or subject teacher, and, where relevant, in collaboration with the support teacher.

In Secondary Cycle:

Procedure for request of special arrangements from S1 up to S5

Please refer to:

<https://www.eursc.eu/en/European-Schools/studies/educational-support>

Special arrangements in S6 and S7 (BAC cycle)

Please refer to:

<https://www.eursc.eu/en/European-Schools/studies/educational-support>

<https://secondaria.eurscva.eu/documenti-e-links/bac/> - See Page 60 of AIREB for procedural document.

Noting that a special, centrally organised, application procedure applies for all European Schools with a deadline in [October] of the school year before the start of the BAC cycle (S5). A student who has a medical/psychological/psycho-educational and/or multidisciplinary report but has not received support lessons can also be eligible to apply for special arrangements.

- Some students may need special arrangements in order to allow a student access to the standard curriculum.
- They are not intended to compensate for lack of ability, but to allow a student to achieve his/her potential in the fairest conditions possible.
- Special arrangements can only be authorized when they are clearly related to the student's diagnosed physical, educational and/or psychological need(s).
- Special arrangements can be granted to pupils who have no support lessons.
- When assessing the student (on promotion), the teacher uses the same standards of assessment (Chapter IX, General Rules) regardless of whether a student has a diagnosis or if they receive special arrangements or not.
- Special arrangements include changed or additional conditions during the written and/or oral examinations.



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- A request by teachers or parents/legal representatives should be made to the Educational Support Coordinator in the case where a student would benefit from a special arrangement in order to compensate for a physical or learning difficulty or other special need.
- More than one arrangement can be applied for.
- All students receiving special arrangements require a medical/psychological/psycho-educational and/or multidisciplinary report explaining the justification for the special arrangement/s.
- Each application will be treated on its own merit. The Deputy Director takes the final decision whether or not to allow for special arrangements (in S1 to S5), and to define for which subjects these can be used.
- Special arrangements for the BAC cycle (year S6 and S7) are applied for in year S5 (deadline is in October of S5) and, again, the parents/legal representatives of the students receiving such arrangements will be informed by the School well in advance of the deadline in order to present an updated medical, psychological, psychoeducational and/or multidisciplinary report valid for the BAC cycle (year S6 and S7). The report should not date back more than two years from the date of the time of application for special arrangements in S5. A report that has expired can be updated rather than a new assessment carried out.
- Some special arrangements for the BAC cycle (year S6 and S7) may be granted by the school (after informing the Central Office of the European Schools) and others will be decided upon by the Central Office of the European Schools. Once a decision has been taken by the Central Office, there is no form of appeal that can be made either by the school or the parents/legal representatives.
- If a new student comes to the school in S5, S6, or S7 exceptions can be made by way of special arrangements, if there is a diagnosed physical, educational and/or psychological need(s). However, in the BAC cycle it is always the Central Office who needs to decide on whether special arrangements are given or not.
- The medical/psychological/psycho-educational and/or multidisciplinary report provided must be translated into English, French or German.
- Normally, such assessment reports include tests. The assessment must specify the techniques and the tests used to define the specific difficulties of the student. This assessment must also include the academic positioning of the pupil with regard to average scores. It is very important for the assessment report to include results of tests and not solely the names of tests carried out. The recommendations for special arrangements must be defined in a precise manner (e.g., additional time, use of computer etc.).
- For the students receiving Intensive Support type A (ISA) these arrangements will be discussed at the Support Advisory Group meetings.
- Some students receiving special arrangements do not receive Educational Support in the School.
- Extraordinary special arrangements can also be considered but these can only be implemented if the school can accommodate them.
- All special arrangements are recorded in the student's file.
- A non-exhaustive list of special arrangements that can be applied for is enclosed in the Procedural document.



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2.6 Assessment and Promotion

2.6.a. Principles for assessment and promotion

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

2.6.b. Progression without promotion

The rules related to progression without promotion are set out in chapter 5 of the Policy on the Provision of Educational Support referred on the cover page of this School Specific Guidelines. Further details and clarifications concerning progression without promotion can be found in paragraph **2.3.b.** of this document.

2.7 Supporting gifted pupils

ESV supports gifted pupils by encouraging teachers to implement Universal Design for Learning (UDL) principles, ensuring instruction is inclusive, engaging, and appropriately challenging for all learners, including the high-ability pupils. To promote this approach, ESV invests in Continuous Professional Development (CPD) to ensure its effective implementation and growth. By leveraging diverse engagement strategies, teachers can facilitate independent projects, problem-based learning, and interdisciplinary exploration tailored to students' interests and strengths. Since the recent training on UDL is currently being implemented, further project developments in this area are anticipated in the coming years.



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2.8 Transition

Transition is a crucial phase in the educational journey of pupils with diverse needs, requiring ongoing support to ensure their success. During the transitions from nursery to primary and from primary to secondary school, Support Coordinators, as well as the Transition Coordinators for the respective cycles, play an active role. To facilitate a seamless transition for pupils receiving support, meetings are arranged involving Teachers, Support Coordinators, Transition Coordinator/s and, when appropriate, parents/legal representatives.

The **transition from nursery to primary school** is a pivotal step, with the Support Coordinator overseeing the process through handover meetings. Additionally, P1 teachers participate in the relevant Class Councils.

During the **transition from primary to secondary school**, primary teachers and the Primary Support Coordinator collaborate with the Secondary Support Coordinator and future subject and support teachers to share background information and recommendations regarding the needs of P5 pupils.

This process includes informal meetings (pre-SAG meeting where also the Transition Coordinator shall be in attendance), S1 teachers participating in P5 Class Councils in June, and the secondary Director and Support Coordinator attending P5 Intensive A Advisory Group (SAG) meetings in May and June. These early meetings are organized to ensure the timely preparation of schedules and support for the concerned pupils. Additionally, pupil files are transferred from the primary to the secondary school as part of the transition process.

2.9 Cooperation with local, national and overseas services and professionals

ESV works closely with those professionals and services in both the Varese area and abroad, who have been contacted by parents/legal representatives of pupils facing academic or emotional challenges. The Nursery/Primary/Secondary Cycles organise meetings, either in person or online, with these professionals, the class/subject teacher, one of the school psychologists, the Support Coordinator, and, if necessary, the Deputy Director. The goal of these meetings is to understand the child's background and to discuss strategies for support and intervention.

The Cycle Support Coordinator works with therapists to schedule therapy sessions and determine the appropriate locations within the school premises as part of tripartite agreements.

Support Coordinators from across all European schools liaise on a continual basis to improve the implementation of support for pupils across the European School system.

ESV liaises with inspectors from the relevant European countries on a continuous basis to support school evaluation, teacher evaluation, and the implementation of recommendations that serve to continually enhance teaching and learning for pupils receiving support across all cycles.

ESV also collaborates with social services, responding to requests for informational cooperation and monitoring from professionals involved with the court in cases of children referred to the relevant authorities.



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ESV Support Coordinators liaise on a continual basis with all the other Coordinators within the ES system as well as with the Central Coordinator for Educational Support and Inclusive Education to improve the implementation of support for pupils.

2.10 Supporting transfers to schools outside the European School system.

ESV facilitates the transfer of pupils to institutions outside the European Schools system by providing comprehensive academic documentation, including school reports, certificates of attendance, and curriculum outlines if required.

It is also possible to have interim reports if the student happens to transfer in the middle of the semester. ESV has also ensured that the school reports of SWALS students are fully translated into the L1 if the student returns to their home country. Parents/legal representatives must submit a formal written request to initiate the process.

2.11 Confidentiality / Data Protection

The European Schools ensure effective governance in Educational Support. Data processing is carried out solely by staff members who have a legitimate need to access the personal data of pupils and their parents/legal representatives, strictly for purposes related to providing support.

European Schools staff members who handle personal data (class/subject teacher, Support Coordinator, management) are authorised to do so only in accordance with established procedures and are bound by a confidentiality obligation. The Support Coordinators store the files both digitally and in paper format in their filing system. Teachers or Assistants of a child with diverse needs may reach out to the coordinator for document consultation in preparation for drafting GLP/ILP.

At the conclusion of a pupil's time at the European School Varese, parents/legal representatives may request the return of the original documents held by the school. Internal documentation related to the pupil's support is archived for three years prior to being shredded in compliance with the relevant guidelines.

Link to ESV privacy statement (<https://www.eurscva.eu/en/home/documents-and-links/privacy/>)