



EDUCATIONAL SUPPORT AND INCLUSION IN THE EUROPEAN SCHOOLS

- Introduction
- Support policy in the European Schools
- APEEE role
- Various forms of support
- Special arrangements
- Transition
- Practical aspects: application, evaluation, next school year
- Sources for information and contacts
- Questions



Introduction

- Present key elements
- Introduce APEEE as a contact point
- Links to information on inclusion and educational support
- Policy since 2013, update ongoing



APEEE Role

- APEEE represents parents in school administrative and consultative bodies
- APEEEs of the 17 ESs represented in ES system governance and policy development via Interparents
- APEEE Working Group on Inclusion and Educational Support

<https://apeeeb3.be/article/introducing-apeee-working-group-inclusion-and-educational-support>

- Active in improving inclusion, supporting policy, inform parents, answer questions, signal problems, relay information



Forms of educational support

- General Support (GS)
 - ❖ Difficulties with particular aspects of learning
 - ❖ Often short term
 - ❖ Group Learning Plan
- Moderate Support (MS)
 - ❖ Mild difficulties; more targeted
 - ❖ Medium term
 - ❖ Individual Learning Plan
 - ❖ Can be cross-curricular
- Intensive Support (IS) A and B
 - ❖ Special educational needs, needs-based; longer-term
 - ❖ Based on independent external multidisciplinary report (regular update)
 - ❖ Can be cross-curricular
 - ❖ Support Advisory Group
 - ❖ Individual Learning Plan
- Support by non-teacher specialists via tripartite contracts

Policy also provides for gifted pupils



Transition

- M to P1 and especially P5 to S1 important steps
- Policy framework the same
- In Secondary more teachers, more extended structures
- 'Lost in transition', statistics show falling trend in provision



SPECIAL ARRANGEMENTS AND REASONABLE ACCOMODATION

- Wide range of possible tools (computer, scribe, hearing aids,...)
- Covers also classroom adaptations
- Available throughout whole school career
- Application/evaluation
- Defined in ILP for MS and IS

- BAC phase (S6/S7): special procedure
 - Centralised application in October of S5
 - Based on multidisciplinary report, with details, test results,...
 - Need to have been in place before start BAC phases

Example of Individual Learning Plan Template

Annex 3: Model template for Individual Learning Plan for Moderate Support



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SUPPORT

Objectives of support (Specify what aspect(s) of the subject/learning area is/are being targeted?)	Persons responsible	Resources and methods (Which resources and methods are used to reach the objectives?)	Assessment (What tools are used to assess progress?)	Progress Needs more practice (NMP) Nearly achieved (NA) Achieved (A)		
1.				Date NMP / /	Date NA / /	Date A / /
2.				Date NMP / /	Date NA / /	Date A / /
3.				Date NMP / /	Date NA / /	Date A / /
4.				Date NMP / /	Date NA / /	Date A / /



Example of special arrangements Template

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Adaptations

The following adaptations are used:	Classroom adaptations	In class	Homework	Assessment/tests/ex
<p><i>Curriculum adaptations:</i></p> <p><input type="checkbox"/> individual subject objectives:</p>	<p>Additional time</p> <p>Computer/laptop</p> <p>Calculator</p> <p>Reduced homework questions</p> <p>Amended seating</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><input type="checkbox"/> subjects not taken:</p>	<p>Buddy system</p> <p>Mind maps</p> <p>Audio books</p> <p>Visual learning aids</p> <p>Teacher's notes provided</p> <p>Alternative assessment</p> <p>Assess content not spelling</p> <p>Separate room for testing</p> <p>Other</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><input type="checkbox"/> other:</p>	<p>Special arrangements for exams or tests</p> <p><input type="checkbox"/> Additional time</p> <p><input type="checkbox"/> Computer/laptop</p> <p><input type="checkbox"/> Calculator</p> <p><input type="checkbox"/> Scribe</p> <p><input type="checkbox"/> Reader</p> <p><input type="checkbox"/> Separate room</p> <p><input type="checkbox"/> Amended seating</p> <p><input type="checkbox"/> Supervised rest breaks</p> <p><input type="checkbox"/> Other</p>			
<p><input type="checkbox"/> <i>Timetable changes:</i></p>				
<p><input type="checkbox"/> <i>Adapted content expectations for assessment:</i></p>	<p>School report</p> <p><input type="checkbox"/> School report/Semester report contains adapted assessment</p>			



Practical aspects

- Parents can be invited to discuss support needs, or can initiate request themselves
- Start in time with obtaining and providing external reports etc.
- Educational Support Coordinators (Primary/Secondary) are liaison
- Check teachers are aware and informed
- Prepare for evaluations
- Parents (and external experts) are members of Support Advisory Group (SAG)
- Documentation ahead of SAG/evaluation meetings for relevant written information:
(Group or Individual Learning Plan; written annual assessments, minutes, expert recommendations)
- Check against the policy and procedural documents of the ES system (links)

Schools' internal guidelines and procedures must be fully compliant with the policy.

Policy document: "In case of disagreement, the current document overrules the local rules and practices put in place by the Schools"



Links

- APEEE Inclusion and Educational Support Working Group
 - Functional mailbox: soutien-educatif@apeeeb3.be
- APEEE Ixelles: <https://apeeeb3.be/#/>
- European School System (www.eursc.org)
 - Action Plan Educational Support and Inclusive Education: <https://www.eursc.eu/Documents/2018-12-D-34-en-5.pdf>
 - Report on Inclusive Education in the European Schools : <https://www.eursc.eu/Documents/2018-09-D-28-en-4.pdf>
 - Evaluation Report on the Implementation of the Educational Support Policy in the European Schools: <https://www.eursc.eu/Documents/2018-09-D-53-en-4.pdf>
 - Support Policy document: <https://www.eursc.eu/Documents/2012-05-D-14-en-10.pdf>
 - Support Procedural document: <https://www.eursc.eu/Documents/2012-05-D-15-en-12.pdf>
 - Statistical report: <https://www.eursc.eu/Documents/2020-12-D-12-en-5.pdf>



QUESTIONS?



THANK YOU!