Ref.: **2018-09-D-53-en-4**

Orig.: **EN**

Evaluation Report on the Implementation of the Educational Support Policy in the European Schools

Approved by the Board of Governors of 4-7 December 2018

1. INTRODUCTION

The European Schools (ES) are an intergovernmental, multilingual organisation *'sui generis*' and the mission of the European Schools is to provide a multilingual and multicultural education for Nursery, Primary and Secondary level pupils. They are aimed primarily for children of staff of the European institutions. The main mission of the European Schools according to Article 3 of the Convention Defining the Statute of the European Schools is to provide courses of studies for children from the Nursery up to the Baccalaureate. The ES system comprises a Nursery cycle, five years of Primary cycle and seven years of Secondary cycle. Technical education requirements shall as far as possible be covered by the Schools in cooperation with the education system of the host country.

The ES have established an Educational support policy that has been revised in the year 2013. This policy is based on Article 4.7 of the Convention of the European Schools where it is stated *"measures shall be taken to facilitate the reception of children with special educational needs"*.

The ES are dedicated to a principle to evaluate the pedagogical innovations after three or four years of implementation. The existing Educational Support Policy came into force in 2013. During the fourth school year of implementation (2016-2017), an implementation of the Educational Support Policy as well as of its effectiveness and quality assurance was carried out.

This report describes how the ES have implemented the new Policy in terms of rules and procedures and assesses the effects of some of the innovations introduced in 2013. The findings are based on the self-evaluations of the schools, analysis of official documents of the ES, on the results of surveys and queries to the ES inspectors and European Baccalaureate vice-presidents, on the statistical reports on Educational support, on the European Baccalaureate reports, Whole School Inspection reports, analysis of the requests of special arrangements for EB, on the documents provided by the schools, on the feedback provided by other stakeholders and on observations during school visits.

The report offers information about development of the Educational support in the ES, the description of the Educational Support Policy in force, methodology of the evaluation, the implementation and results of the Educational Support Policy.

Moreover, the report gives some recommendations for further development based on the results of the evaluation and on consequent discussion in the Educational Support Policy Group (ESPG).

2. DEVELOPMENT OF THE EDUCATIONAL SUPPORT IN THE EUROPEAN SCHOOLS

2.1. Development until 2009

The ES introduced remedial teaching in the Primary school for the first time in 1978 to support the education of the children with special learning needs (78-D-79/2). The remedial teaching was institutionalized to all existing schools in 1987 and the first school received an earmarked budget for this (87-D-55).

The first decision of adoption of a policy of integration of children with special educational needs (SEN) to European Schools was approved by the Board of Governors (BOG) in 1989 (89-D-62) and it was linked to the use of a budget on a school level. The BOG approved the principle on the "admission of handicapped children – in the first place to the Nursery and Primary sections" and in January 1990, it was decided about the procedure, that when a pupil with special education needs is admitted into 5th year Primary, to assess and decide on the possible admission and, as the case would be, promotion of the pupil to the Secondary cycle.

In 1994, the BOG agreed on a mandate to the preparatory committees to consider points to develop the issue of pupils with special education needs.

The points were the revision of the original document approving the admission of "handicapped pupils to ES" (2011/2-D-8) bringing it up to date, continuity between N/P and S sections, the establishment of criteria permitting the promotion of disabled pupils up to the Secondary school, a review of the existing rules governing all promotions in the Secondary school and the preparation of a comprehensive study of all special needs in the ES.

In 1995 (95-D-145), the BOG agreed to support the increased efforts of the Member States and the Council of the European Communities and the Ministers of Education to integrate pupils with special needs into the mainstream education. A Learning Support Services Standing Committee was set up in January 1995, the earmarked appropriations for the integration of the SEN children was considerably increased and the chairman of the Support Services Committee was instructed to continue to carry out an evaluation of the appropriations used and steps taken. All these measures were first proposed for the observatory cycle of the Secondary school then.

Due to the increase of children with special educational needs proceeding to the Secondary cycle, a greater concentration of Secondary expertise was proposed by the Secondary Inspectors on the issue. The work of the Learning Support Services Standing Committee was proposed to be divided into two complementary subgroups, Nursery/Primary and Secondary in 1997.

The policy was split into two: Learning Support and SEN. The SEN Policy Group was established in 1999 and this "new umbrella" committee represented both cycles. The policy highlighted early identification, early diagnosis, differentiation, teachers' responsibility to adapt teaching methods to the needs of the pupils. Gifted pupils were included to SEN.

The document covering all cycles (811-D-1999) replaced previous policy statements concerning pupils with SEN and entered into force from November 1999. The document included guidelines for differentiation in the classroom, initial and inset of teachers, parents' responsibilities and rights, role of outside agencies and administrative and financial implications of integration.

In the school year 2000-2001, many new proposals to develop the education of pupils with learning disabilities and difficulties were given: harmonisation of the processes and analysis of the supportive documents in schools, renewal of the internal structures (coordination) to capitalise the availability of teachers working with pupils with SEN, a pilot project to extend Learning Support provision to include the lower Secondary classes, guidelines for special arrangements for assessment of pupils with special educational needs including EB examinations, a proposal to decrease the number of pupils in a class where SEN pupils were, further training of teachers, SEN units to schools, psychologist to the schools, collection of statistics etc. The BOG received reports on provision for children with SEN in the ES (2002-D-324) and on the pilot project on the integration of SWALS pupils (2002-D-484, 2003-D-482-5, 2003-D-7710-en-3) in 2002.

These initiatives led to the proposal to restructure the basic document (811-D-1999). The vision of inclusion and its means were formulated in two documents; *Integration of SEN pupils into the European Schools* (2003-D-4710-en-6) and *Learning Support in the Secondary, General Policy* (2004-D-4110-en-3). SWALS doc.

The ES always actively applied the recommendations and resolutions of the Ministers of Education, which were tracked from the following documents:

- Doc (78-D-79/2): Remedial teaching is presented as a reform of Primary education.
- Doc 79-D-49/1: Report on the remedial teaching pilot experiment at Brussels-Uccle.
- Doc 84-D-210: Extension of remedial teaching to the other schools and organisation of this remediation measure.
- BOG in Berlin 1987: the ES provide remedial teaching for pupils with learning difficulties in the Primary section. Piloted in one of the nine ES, the remedial teaching model was institutionalised and extended across the Board to all nine schools. In the Secondary cycle, extra tuition was foreseen to help pupils who were experiencing difficulties.
- Doc 87-D-55: Institutionalizing of remedial teaching. Earmarked budget for 1988 was set.
- Doc 85-D-139 (15th September 1988): Definition of extra tuition in the Secondary cycle.
- Doc 89-D-162, Feb 1989: The BOG decided that the appropriations proposed had to be broken by the School.
- Feb 1989 (doc 89-D-62): the BOG adopted the doc 201 1/1-D-88 on the integration of SEN children.
- March 1990 (90-D-23): Admission of SEN children to secondary classes.
- 92-D-45 (April 1992): Rebalancing the remedial teaching Budget according to the schools in accordance with the criteria: 1 hour of remedial teaching for 11 pupils for all the European Schools.
- June 1995 (95-D-145): the BOG decided that from the school year 1995-1996, the schools would accept SEN children to Nursery and Secondary cycles. The need to widen and redefine the appropriate legal framework for the integration of physically and mentally disabled children was recognised. This decision concerned Nursery, Primary and the observation cycle in Secondary. In addition, the concept of disabled children was widened to include pupils who have special needs and for whom learning support measures need to be envisaged.
- 94-D-3210: definition of the remedial teaching
- 2212-D-94 (January 1995): Setting up of the Learning Support Services Committee.
- The Policy paper 1999: aims for integration and inclusion in mainstream education, Procedure for admission, Guidelines for integration of SEN children.

2.2. Development from 2009 onwards

2.2.1. Results of the evaluation of SEN policy in 2009

After more than twenty years of implementation of the integration of SEN children in the ES, the BOG decided on its meeting in Helsinki in 2008, to evaluate the existing SEN policy and practice. This was worked out with the financial contribution of the European Parliament and carried out by a team of Swedish experts. The final report, "*Evaluation of SEN policy and practice of this evaluation is in the European Schools* (2009-D-343-en-1) was discussed in the BOG meeting in Stockholm 2009.

The report concluded that according to the standards at that time "the direction of the work towards integration/inclusion in ES is in the right direction". The evaluation team was convinced during its school visits that the schools aimed to meet the needs of all pupils in a serious and committed way. The number of cases of the pupils, whom the ES were initially not able to accept, was very few and concerned pupils with very complicated conditions. The decisions were taken after serious consideration.

The interviews of the evaluation team described a number of pupils who started at the school but who could not continue their education to the Baccalaureate on the basis of the academic requirements made – in particularly during the year 4 and 5 in Secondary education. This meant that some pupils left and parents looked for a better suitable educational pathway for their children.

The evaluation team gave recommendation to the Member States to endeavour to recruit seconded teachers with the competence and experience in teaching of children with SEN, further training of teachers, the strengthening of the co-operation between the teachers, a possibility to organise alternative courses, the development of the role of SEN coordinators and exchanges between European schools to make visits and learn from each other and some others.

Facilitated by the results of the evaluation of the Swedish team, the Educational Support Policy was revised in 2009 and several documents were created to regulate the teaching and learning of the pupils with individual learning needs. The documents regulating the teaching and learning of pupils with learning difficulties, disabilities and other learning challenges were:

- Integration of Pupils with Special Needs into the European Schools (2009-D-619-en-3)
- Vademecum on the Document 2009-D-619-en-3 (1512-D-2010-en-3)
- Learning Support in the Nursery and Primary Cycles (2009-D-669-en-2)
- Learning Support in the Secondary Cycle (2011-09-D-30-en-1)
- Special Arrangements for the Baccalaureate for Candidates with Special Needs (2009-D-559-en-3)
- Quality Assurance for the Successful Integration of SWALS (2011-09-D-7-en-1).

A new occupational category of a SEN assistant was introduced in 2011.The role and the responsibilities were defined in a document Job Description of a SEN assistant (Ref.: 2011-07-D-1-en-1).

2.2.2. Revision of the Educational Support Policy in the year 2012

The revised policy document of 2009 was more like a facelift and certain challenges remained, like several regulating documents written in different times and tones. The area of Educational support was very fragmented. After three years of implementation, it was necessary to rewrite the Educational support policy of the ES and the BOG of 12, 13 et 14 April 2011 gave a mandate to the Joint Teaching Committee to rewrite it.

One of the main objectives in this work was to create a policy based on a holistic approach of the child taking into account his/her individual abilities and needs, which should be the basis of the provision of Educational support. The starting point for planning Educational support for a pupil was to recognize his/her individual needs and to define the targeted support measures in a flexible way.

As a result of this work, the different forms of support (language support, learning support, SEN support and SWALS support) were merged to an overall Educational support. The aims and principles of Educational Support in the European Schools are stated in the *Policy on the Provision of Educational Support in the European Schools* (2012-05-D-14-en).

Definitions and descriptions of each area are set out in the document *Provision of Educational Support in the European Schools – Procedural document* (2012-05-D-15-en). These documents, approved by the BOG of the ES in December 2012, replace all the previous documents and are in force up to now.

The new policy introduced also the use of the therapists to work in the schools via a tripartite contract and paid directly by parents.

3. DESCRIPTION OF THE EDUCATIONAL SUPPORT POLICY IN FORCE

The revised Educational Support Policy set by the two key documents mentioned above, entered into force from the beginning of the school year 2013-2014. The *Policy on the Provision of Educational Support in the European Schools* (hereafter 'Educational Support Policy') and the *Provision of Educational Support in the European Schools – Procedural document* (hereafter 'Procedural document'), have been conceived in line with the key EU strategies in force at that moment *(2012 Policies and Practices in Education, Training and Employment for Disabled People in Europe, An independent report prepared for the European Commission by the NESSE network of experts).*

The policy replaced all previous documents and references concerning support: Learning Support, SEN support, SWALS support and references to '*rattrapage*' (catching-up) and language support.

The fundamental principle in the policy is a holistic approach to the individual needs of each child. The aim is to ensure that the support given is planned and provided in the best interest of each child. The policy avoids categorising or labelling the child by calling them SEN pupil or SWALS pupil but by recognising that every child may need support at some time during his/her schooling and the support should be tailor-made to the needs of the child.

The other key concept is the early identification of and early intervention when difficulties or disabilities appear. Roles and responsibilities of people responsible for Educational support provision, Educational support structure, procedures and administration; all of these focus on the early identification of the child´s abilities and timely provision of adequate Educational support. The Educational Support Policy obliges the schools to integrate the procedures for early identification and early intervention to their school guidelines.

The Policy defines and harmonises the provision of educational support across the ES. At the same time, it recognises that each school exists in its own local context, so detailed arrangements for meeting pupils' needs should take into account local differences without compromising the basic principles.

Differentiation forms the basis of effective teaching in the ES. It is essential for all pupils, including those pupils requiring support. Differentiated teaching aimed at meeting all the pupils' needs is the responsibility of every teacher working in the European Schools and must be common classroom practice.

Where normal differentiation in the classroom is not sufficient, the ES provide a range of support structures. Support is flexible and varies as a pupil develops and his/her needs change.

<table>
<tr><th colspan="6">Teaching and Learning</th></tr>
<tr><td colspan="6">Differentiated Teaching</td></tr>
<tr><th colspan="6">Educational Support Structures</th></tr>
<tr><td rowspan="4">Special Arrangements</td><td></td><td>General</td><td>Moderate</td><td colspan="2">Intensive</td></tr>
<tr><td></td><td></td><td></td><td>A</td><td>B</td></tr>
<tr><td>Short-term</td><td>X</td><td>X</td><td>X</td><td>X</td></tr>
<tr><td>Medium-term</td><td></td><td>X</td><td>X</td><td></td></tr>
<tr><td></td><td>Long-term</td><td></td><td></td><td>X</td><td></td></tr>
</table>

The Educational support policy currently in force consists of three forms of Educational support; General, Moderate and Intensive Support.

General Support (GM) is meant for pupils who experience difficulties in a particular aspect of a subject, to 'catch up' due to late arrival in school or illness or need to work in their non-mother tongue. Pupils may also need additional help with acquiring effective learning strategies or study skills.

Moderate Support (MS) is an extension of General Support and is provided for pupils with a mild learning difficulty or in need of more targeted support. This could be appropriate for pupils who may be experiencing considerable difficulty in accessing the curriculum due to, for example, language issues, concentration problems or other reasons.-Moderate support is provided for a longer period than General Support.

Intensive Support is provided according to the descriptions of A (ISA) and B (ISB) support. ISA is given following an expert's assessment of the pupil's special individual needs and the signing of an agreement between the Director and the parents. Intensive Support A is provided for pupils with special educational needs: learning, emotional, behavioural or physical needs.

In exceptional circumstances, and on a short-term basis on, ISB is given for a pupil without special educational needs, for example in the form of intensive language support for a pupil who is unable to access the curriculum.

In both cases, support can be given in order to help the pupil develop his or her competences like subject knowledge, skills and attitudes.

4. PURPOSE AND METHODOLOGY OF THE EVALUATION

4.1. Complete evaluation carried out in the school year 2016-2017

4.1.1. Methodology of evaluation

In 2015, the Joint Board of Inspectors received a mandate from the BOG to plan the overall evaluation of the implementation of the Educational Support policy in the ES. The operating team was the team of the inspectors in charge of the Educational support in ES. The mandate was completed later with an evaluation plan presenting the areas of evaluation (What), the evaluation questions, the methods for data collection (How), timetable (When) and responsibilities for various tasks (by Whom) which was presented in the EdSup Policy Group meeting for feedback and comments in June 2016. The tools for evaluation, like the fact sheet, school's self-evaluation form, queries to national authorities, to EB Vice Presidents and support coordinators, were developed based on the evaluation plan.

At the same time, the collection of school documents, such as school guidelines, school planning, job description of coordinators, statistical reports, WSI reports and the data from OGSES, European Baccalaureate reports, analysis of the requests of the special arrangements for the EB examinations, as well as an analysis of the schools' websites were analysed by the inspectors. Part of the relevant information about the effectiveness of implementation of Educational support was not possible to find from the written sources and in order to complete the data needed, all the schools were visited by the inspectors.

Two days of inspection visits to 13 schools were carried out in spring 2017. Each of the schools was visited by two inspectors: one for the Nursery and Primary cycle and one for the Secondary cycle. Before the school visit, the schools provided the inspection team with detailed self-evaluation.

The visit program was the same in all the schools:

- introduction meeting with the management
- meeting with the representatives of different stakeholders; Educational support coordinators, educational advisors, teachers, parents, other relevant persons depending on the school
- support class visits
- analysis of school internal documents
- feedback meeting with the management

At the end of the inspection visit, every school received an oral feedback about the results of the observations which was provided by the inspectors during the visit. These results were discussed with the school management. This feedback included also observations performed while analysing the school-based information (self-evaluation, guidelines, website, coordinators job description, planning documents, results of the statistical reports, EB results and analysis of the special arrangements requests etc.) before the visit.

The team of inspectors have had 6 meetings according to the plan approved by the BOG in order to prepare the school visits and to analyse the documents and findings. The cooperation and communication between the inspectors has been done by using the digital platform in Office 365 and distant meetings as well as conference calls.

4.1.2. Reflection of the methods of evaluation

Some reflection about the data collection is necessary before presenting the results.

Schools internal guidelines, during the period of data collection which was spring 2017, were not fully worked out in all the schools. The team of inspectors based the results on the guideline versions which were in use in spring 2016. Development in the school guidelines has continued after the inspection visits.

Self-evaluations of the schools gave a very positive picture about the implementation of the Educational support policy in the schools. However, the inspection teams found inconsistences between some schools' self-evaluations and the reality.

In quite many schools, the preparation of the school visit was not very well thought of and not worked out properly. Not all documents were available for the inspection team, representatives of interviewed groups were not prepared in the sense that they did not consult their reference group before the meetings, files were not organised in an easy reading way etc.

Relevant data in the Office of the Secretary-General from SMS and/or Business Objective Report were not provided for to the inspectors in a useful format. The SMS system is not able to distinguish the movements of pupils within the courses and the pupils from different year levels. This is clearly one of the recommendations of the inspectors for the future and this should be possible in the future.

The ES system of electronic data recording does not distinguish the promotion/progression of pupils with Educational support provision from the others. The flexibility given to the schools by the Educational Support Policy is not yet well supported by the ES system of data gathering and recording.

During the inspection visits, in every school, the inspection teams organised a meeting with the parents´ representatives. The representatives of any stakeholder had to prepare themselves in a way that they could present the opinion of their representation group. This was the case in most of the schools and the representatives distributed information to the inspection teams which was gathered by a questionnaire.

This transparent and reliable feedback was very much appreciated by the inspection teams. However, in some schools, the parents participating in the meeting mainly presented their own personal views and experiences.

5. IMPLEMENTATION OF THE POLICY ON THE PROVISION OF EDUCATIONAL SUPPORT IN LOCAL CONDITIONS

5.1. Main results

5.1.1. Educational support in School planning documents

Key Policy Statements

- *The policy recognises the need to harmonise support across the schools. However, each school exists in its own local context, so detailed arrangements for meeting pupils' needs should take local differences into account.*

Even though Educational support is one of the key concepts in ES, it is a part of the schools' multi-annual plans only in four schools. It appears more often in the schools' annual plans (6/13, partly 6/13), but also there mostly in a very general way. In one school, the planning was not included.

Therefore, on the basis of the schools´ multi-annual and annual plans it can be concluded that educational support is currently not among the priority areas for action of the ES and not well-integrated in the general forward planning.

5.1.2. School Guidelines

Key Policy statements

- *Schools will have clear and transparent guidelines for the provision of Educational Support.*

- *Schools' internal guidelines and procedures must be in line with this document. In case of disagreement, the current document overrules the local rules and practices put in place by the Schools.*

- *The school will create clear and transparent guidelines for early identification, provision of General, Moderate and Intensive Support and monitoring of the degree of success of its activities (professionalism of the staff, self-evaluation, etc.).*

According to the Policy, schools are requested to define in their own internal guidelines, the procedures for early identification of the child´s needs, the provision of GS, MS and IS and the process for monitoring the degree of the success of its activities. The school guidelines should be in line with the policy documents and should be clearly communicated to the different stakeholders of the school community. In the case of disagreement, the ES documents overrule the local rules and practices put in place by the Schools.

The multi-annual plan 2014-2017 for the implementation of the Educational Support Policy foresees support to be given by OGSES in cooperation with Educational Support inspectors for the schools to create their internal guidelines.

The schools have been supported in their creation of the guidelines by the inspectors. It has been a topic of three Educational Support coordinators in-service trainings (2014, 2015, 2016) and one joint training day for the coordinators and the management of the schools has been organised in 2016. The final work has been left to the schools because they have the best knowledge about the local conditions and framework.

All schools have written guidelines for Educational Support. Most schools indicate the period for which the school guidelines are valid; usually for one school year. In eight schools, the guidelines for Nursery and Primary and Secondary cycles are structured in the same way, while in the other schools the structure and content differ significantly.

In 2016, the general guidelines were published in a transparent way on the school website only in three schools. Some schools have more detailed, internal guidelines for the school staff, some schools have also a more simplified version of the guidelines for parents.

Definitions and descriptions of implementation of the support forms fully respect the Educational Support Policy in 11 schools' guidelines, in relation to ISA support in all schools' guidelines. Irregularities were found: in two schools. In both, the General Support and Moderate Support is defined as a long-term support. In one school, ISB was defined as a long-term support.

In nine schools, two critical requirements of the policy, are both missing: 1. procedures for early identification of pupils´ needs and 2. the rules for monitoring of the degree of success.

In most of the guidelines (10 out of 13), responsibilities of staff involved in the provision of Educational support, are stated. Four schools added to the guidelines a year calendar, in which the tasks, timeline and responsibilities were clearly defined.

In eight schools, the guidelines are appropriately adapted to the local school conditions. In the rest, this adaptation is not fully clear and transparent and the essential parts of the guidelines are merely a copy of the Provision document. In these cases, the reader can hardly discern local information from the general one, especially when the word *Policy* is used.

Two schools had the same wording throughout their respective guidelines. Since the guidelines are intended to describe the local prerequisites for offering support and the local courses of action, it is surprising to find one of the biggest schools and one of the smallest schools to have the same support organization.

The evaluation shows that three years after the policy came into place and despite the support provided by the inspectors only three schools comply with the requirement to have school specific guidelines in place which are available on the schools' website or can be easily found. The existing guidelines show a lot of variation in terms of quality and comprehensiveness.

5.1.3. Organisation of Educational support provision in schools

Key Policy statements

- *In planning and providing educational support for pupils in the European Schools, the main principles set out in the policy document must be respected. Although circumstances in different schools vary, the interests of the pupil are always of the utmost importance.*

During the school visits in 2017, the organisation of the Educational support was examined. The organisation mostly corresponded to the school criteria set in the guidelines, in case of Intensive A support, it corresponded in all schools:

Table 1

Indicator	***Yes***	***Partly***	***No***
There is evidence that the school criteria for General Support are used in grouping, timetables, group plans and records.	11/13	2/13	0
There is evidence that the school criteria for Moderate Support are used in grouping, timetables, group plans, ILPs and records	10/13	3/13	0
There is evidence that the school follows the procedure for Intensive A support described in the Provision of Educational Support	13/13	0	0
There is evidence that the school criteria for Intensive B Support are used in grouping, timetables, group plans, ILPs and records.	9/13	4/13	0

The schools use General, Moderate and Intensive support. In the year 2016/17, only in two schools, the ISB support was mostly provided to the SWALS pupils.

The percentage of the pupils receiving ISA has been followed in the statistical reports since 2012. The consecutive statistical reports show that the percentage of pupils receiving ISA is lowest in the Nursery classes and rises in the Primary years, going down again at the end of the Secondary years.

The statistical reports 2014-2015-2016-2017 show that the percentage of ISA agreements in P5 in one year is higher in comparison with the percentage of ISA agreements in S1 in the following year, when the same pupils are in S1. Either quite many pupils leave ES after P5 or the agreements are finished.

It showed in the Statistical reports but also during the inspection visits that the proportion of pupils receiving different forms of support differs significantly across the schools and between the cycles within the schools. The distribution of support between the cycles (N/P vs. S) is also different across schools.

According to the Statistical reports, in the school years 2014-2015, and 2016-2017, in six schools the support was provided more in the Secondary than in the Nursery/Primary cycles; in the school year, 2015-2016 this was the case in seven schools. (See Chart 1A and 1B hereunder).

Some of the schools justify this by the fact that in the Nursery/Primary, the teachers have more opportunities to cover the individual needs of the pupils by internal differentiation in the class.

However, the Whole School Inspection findings show that differentiation still remains a key area for development in the system of the European schools, in both cycles.

Chart 1A - Share of pupils receiving different kind of support by School and by cycle (total by school = 100%) (Statistical report 2016-2017)

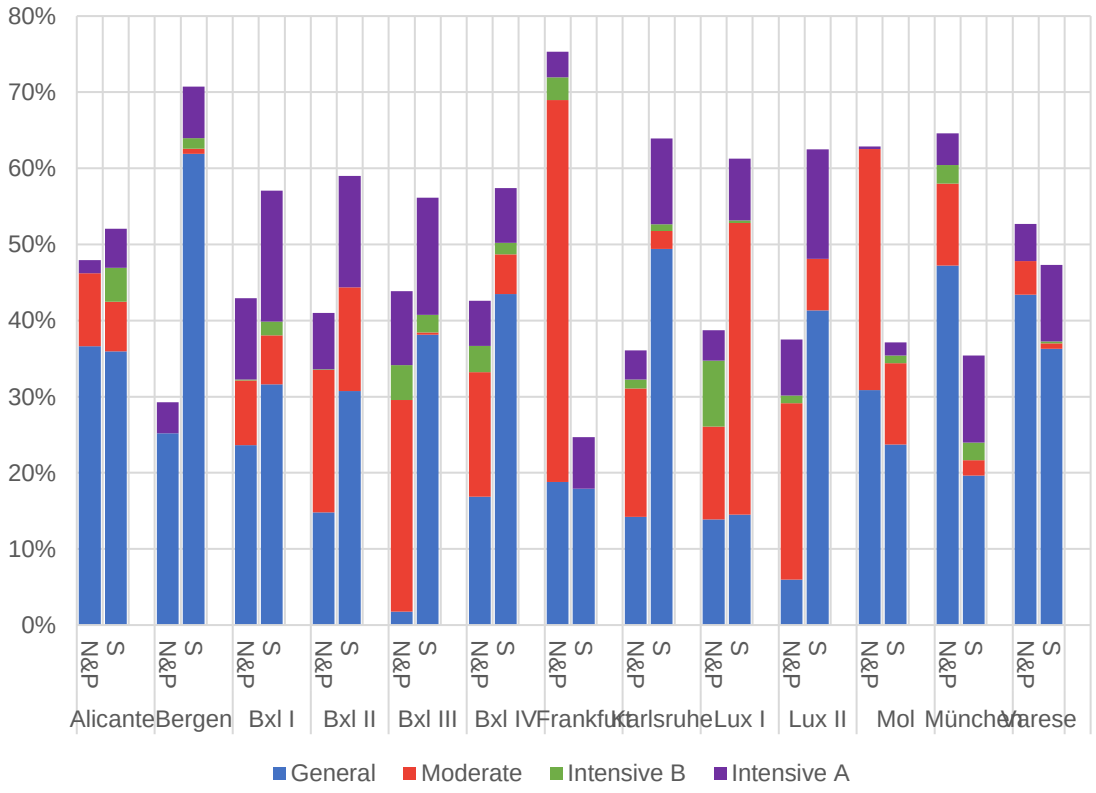
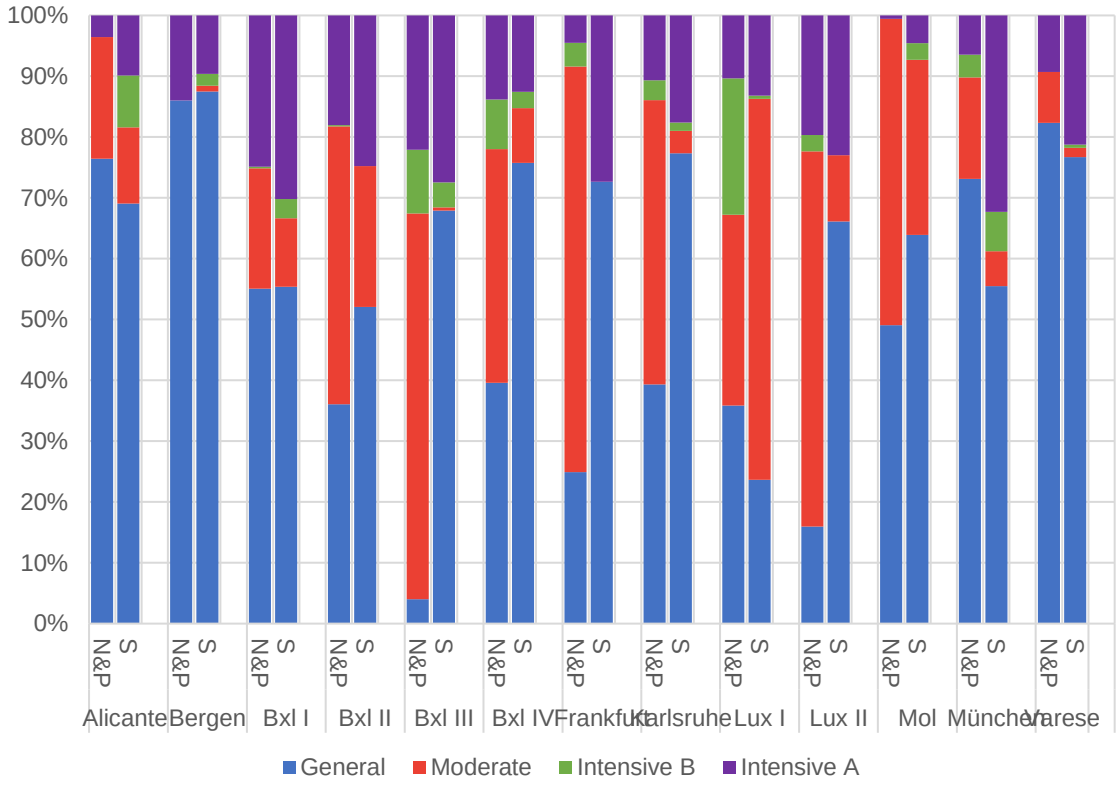


Chart 1B - Share of pupils receiving different kind of support by School and by cycle (total by cycle = 100%)



In five schools, the distinction between GS and MS is not clearly defined. Although the flexibility in the organisation is acceptable, the procedures and documentation between GS and MS differ. Therefore, it is necessary to make a clear distinction between the support types in the school and define them in a more coherent manner, similar across schools, for the purpose they intend to serve. The flexibility in use of the different types of support offers to the school a possibility to organise both horizontal and vertical groups of pupils, different length of courses etc.

Some big schools have decided to establish permanent courses of the GS and MS throughout the year, in which the pupils change according to their needs. Besides the flexibility, the schools also appreciate less administration in GS and MS provision, especially in the case of SWALS pupils. In one school, it has been noticed that pupils receiving GS and pupils receiving MS were in the same group. If needed, the schools offer MS, exceptionally GS, not only to groups of pupils, but also to individuals.

It shows in the charts above that not all schools make use of the ISB. This special type of support is intensive and short-term and is meant to be used when the pupil needs intensive language support if the pupil is unable to access the normal curriculum. The pupil does not need to have special educational needs. A written agreement between the school and the family is needed.

ISB is not used in all schools but the same schools offer a lot of MS. Some schools explained that, due to the administrative work needed to prepare and sign an agreement for ISB, they prefer MS which requires less administrative work.

Flexibility in the provision of the support (type and length) is clearly a positive thing to the schools but for the recording system (SMS) it is not. The variability of support cannot be processed by the ES recording system for the time being.

5.1.4. Support Advisory Groups

Key Policy statement

- *All the Director's decisions about admission into Intensive Support A will be made taking into account the proposals of the Support Advisory Group (SAG).*

The Support Advisory Group (SAG) has a long tradition in identification of the child´s needs, in monitoring and evaluating his/her progress and for taking necessary measures. The composition and the role of the SAG did not change between the policies of 2009 and 2013.

Every school has defined its SAG. The SAG is chaired either by the Director or his/her delegate, mostly Deputy Directors and composed by Educational support coordinator, teachers (class and/or subject teacher, L1 teacher and support teacher, in the Secondary also pedagogical adviser), school doctor, psychologist or another specialist if necessary, inspector where appropriate and parents who may be accompanied by a qualified specialist. Where appropriate, the Primary teacher is also attending to ensure the transition between the cycles and vice versa.

The SAG meets at least once per school year. Examples of the minutes of the SAG meetings were scrutinised by the inspectors during the school visits. It was evident based on these minutes that the meetings and discussions with the stakeholders, the role and tasks of the group, prescribed by the Educational Support Policy, are fulfilled. The minutes showed that the needs and progress of the pupil are assessed, questions of concern are raised, relevant documents are prepared and proposals for the Class Council and the directorate are given.

In general, SAGs work regularly and well in all schools. In some schools', some shortcomings were brought to our attention e.g. parents were not invited to discussions, but only to hear the final proposal.

5.1.5. Appeals

Key Policy statements

- *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.*
- *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.*

The procedure of admission, ISA agreement and special arrangements for EB cycle are administrative procedures and an administrative appeal is possible if the procedure has not followed the regulations.

Over the last 10 years about 11 administrative appeals related to the refusal of admission/integration of a pupil with special educational needs have been lodged. They mainly concerned pupils with significant learning disabilities due to delayed cognitive development.

Regarding the decisions on Special arrangements, two appeals have been lodged with the Complaints Board in the last three years.

6. RESOURCES

The previous Policy (2009-D-619-en-3) was vague in defining responsibilities of the staff providing Educational support. It only mentioned a coordinator as *a resource person* and a support teacher as a *person responsible for learning support.* The Educational Support Policy currently in force defines roles and responsibilities of support coordinators, support teachers, support assistants and therapists. The documents describe the rules for allocation of the budget for educational support and for support coordination.

6.1. Human resources in Educational Support

Key Policy statements

- *Educational Support is based on multi-professional cooperation. Roles, duties and working conditions of support coordinators, support teachers, support assistants and therapists are described in the document 'Provision of Educational Support in the European Schools – Procedural document' ,Ref.: 2012-05-D-15-en-11, chapter 3.1.*

Staff in charge of Educational support is composed of the Educational support coordinators, support teachers and support assistants, who work in cooperation with class teachers and subject teachers. Their work is complemented by work of non-pedagogical staff: school psychologists and speech, occupational or psychomotor therapists. The development of the proportions of staff providing support during the last three years can be seen in the Statistical report (Ref.: 2017-11-D-24-en-1; chapter 2.9 Staff working in ISA).

6.2. Development of the internal structure in Educational support

In the documents of the ES, the first decision about SEN coordination is the one taken by the BOG in Nice 2002. At that time, the BOG approved the principal of coordination for the integration of SEN pupils. Time allocation was stated to be calculated according to the needs of the school. In January 2004, the SEN Policy group set the time for the coordination based on the number of pupils in schools to be 60 min/week for 15 pupils to be dealt with. (2004-D-43-en-2).

Since 1 January 2015, the European Schools have foreseen a new budget nomenclature (Ref.: 2014-10-D-22-en-2). A new budget line (601104 Educational Support) has been created, which combines all the staff expenses related to the Educational support (previously called Learning Support, SWALS Support and SEN support). The rules for calculating the budget provision for the Educational support have been fixed on 2011 (Annex II to document 2011-01-D-33-en-9) but provisions have been retroactively indexed since 2011 for the definition of the 2016 budget and will be annually indexed in the future.

A survey about the coordinators' role and responsibilities after the change of the Educational Support Policy in 2013 was carried out in 2014. The results of the survey showed that it was not possible to meet the increased needs of the Educational Support coordination within the existing Internal Structure Framework (Annex I to document 2011-01-D-33-en-9).

Therefore, the ESPG made a proposal to modify accordingly the decision of the BOG related to the Internal Structures starting from 1 September 2015. In April 2015, the BOG approved the document Needs Analysis of Educational Support Coordinators (Ref.: 2015-01-D-48-en-3).

Since that date, the Internal Structures do not include the Educational Support coordination but the provision for Educational support coordination comes from the Educational Support staff expenditures budget line (601104). This gives a more transparent information about the budget provision and expenditure related to the Educational support. Management of schools may evaluate the necessity to compensate support coordinators for attending ISA meetings and class councils during the academic year.

Moreover, the survey showed that the educational support coordinators often perform additional tasks, which are not prescribed by the Educational Support Policy, such as recruitment tasks, web/intranet issue, certain administrative tasks (e.g. print and fill in report cards, update lists etc.), problem solving issues (e.g. crisis management and mediation) and testing pupils. The BOG has clearly taken a decision, that when a school allocates to the Educational support coordinator(s) extra tasks as mentioned above, time allocation, must be found within the school.

6.3. Roles and responsibilities of the educational support coordinators

Key Policy Statements

- *The school will appoint one or more support coordinators and provide an adequate amount of time for the job. Coordinators' duties will be modified in accordance with the particular conditions in each school. They will be clearly defined in the job description.*

- *The coordinator will have a key administrative and pedagogical role.*

All schools have nominated educational support coordinators for Nursery/Primary and Secondary cycles. In general, the coordination covers the needs of the schools, but the practice differs between the schools.

Most of the schools have one coordinator for each cycle (N/P and S), but some big schools have nominated educational support coordinators for certain language sections or coordinators for different types of support.

The majority of the schools have written job descriptions for their coordinators. Usually, their role is both pedagogical and administrative but the pedagogical one prevails; in two schools, the role of the support coordinators is mainly administrative.

According to the scrutiny of the WSI reports, coordinators´ job descriptions and the survey made in the schools, the coordinators tasks are the same in most schools:

- assisting the director/deputy director in providing Educational support (10/13)
- acting as a contact point for parents, pupils, staff and, if necessary, other experts and informing them of pupils with educational needs (11/13)
- liaising between cycles (10/13)
- compile support data (9/13)

In half of the schools,

- the coordinators also contribute to harmonisation of Educational support within and across language sections (6/13)
- keep the records and documents of pupils receiving Educational support (7/13)
- keep and store confidential documents, GLPs and ILPs in line with privacy regulations (7/13)
- recommending, in consultation with other professional working with the pupil/s, when there is no further need for educational support (6/13)

In five schools, the coordinators contribute to harmonisation of educational support within the European School system. Because of different local conditions, the Educational Support Policy defines responsibilities of the educational support coordinator in a way that the schools can be flexible to adapt them to local conditions. The decision about time allocation and share of responsibilities and duties between and among the coordinators is a decision of the school.

Time allocated to educational support coordination varies from 0 minutes per week to 900 minutes per week in the Nursery/Primary cycles and from 0 to 990 minutes per week in the Secondary cycle depending on the number of pupils receiving support and to the extent of the coordinators´ responsibilities. In some schools, there is also significantly different time allocation for coordination in different cycles within one school.

Since the latest Educational Support Policy came into force, the role and responsibilities of the educational coordination became more structured, transparent and there is better balance between the administrative and pedagogical role.

However, the interviewed coordinators and members of the school management consider the administration linked to Educational support as very time consuming. This opinion has been supported also by the findings of the WSI. As a solution to this, a proposal of simplification of the documentation e.g. ILP for MS was given, especially in the Primary cycle. More simple and user-friendly IT systems of data collection and analysis on the ES system level would also release coordinators' working time and enable them to spend more time on their pedagogical duties.

6.4. Support teachers

Key Policy statements

- *Seconded teachers (class teachers and subject teachers) who offer support lessons will be expected to have proper qualifications for the cycle and/or subject which they are teaching, recognised by the appointing country. The person will preferably have additional qualifications, experience or aptitude for teaching pupils with diverse needs.*

- *Locally recruited teachers will have the proper qualifications expected for the cycle and/or subject which they are teaching. The diplomas and certificates will be sent to the national inspector for approval. The person will preferably have additional qualifications, experience or aptitude for teaching pupils with diverse needs.*

The statistical reports of Educational Support have followed the topic for many years in relation to the staff providing ISA. According to data from the last three statistical reports (see the table above), nearly 60% of the teachers providing ISA are locally recruited. The portion of the seconded teachers is below 20%.

During the last three years, a slight decrease of the locally recruited teachers has been registered. The percentage of the seconded teachers in Nursery/Primary is about 9%, while in the Secondary it is 27%, which represents an increase since 2014-2015 when it was 22%.

The amount of ISA time provided by the locally recruited teachers has decreased from 44% in 2014-2015 to 32% in the last school year, mostly in favor of support assistants. The amount of ISA provided by seconded teachers remained the same, about 4%. This percentage is very low.

According to the Educational Support Policy, both seconded and locally recruited teachers should have the proper qualifications required for the cycle and/or subject in which they are giving support. Additional qualifications, experience or skills for teaching pupils with diverse educational needs are recommended.

According to the information received during the inspection visits, qualification of the Educational support teachers is a challenge for the system of the European Schools.

The SMS system does not record the data about teachers´ qualification. According to the findings, 2 out of 13 schools did not provide information on whether the support teachers are qualified for teaching in the relevant cycle and/or subject or not and whether they have additional qualifications and/or experience for teaching pupils with diverse needs. The information provided by 10 schools shows that most of both Primary and Secondary support teachers are qualified for the cycle/subject, which they teach. However, only three schools have enough teachers in the Primary cycle and other three schools in the Secondary cycle who have additional qualification or experience for teaching pupils with diverse needs.

It is not clear to the schools if the qualification of the locally recruited support teachers should be the qualification required for the country, where the school is located, or the one of the country of the language section, in which the teachers provide Educational support.

Some schools expressed difficulty to employ and keep qualified and experienced support teachers because they are not available, for different reasons.

Only four schools monitor, identify and analyse support teachers´ qualification, experience and interest in order to use them in the most effective way possible and delegate responsibilities appropriately.

According to the policy, the national authorities are expected to ensure that the seconded teachers have the qualifications and experience to identify and take into account the different learning styles and individual learning needs of pupils and to differentiate their teaching according to the pupils' needs.

In order to get information about the additional qualification and training for seconded teachers in Educational support, a query was launched among all Nursery/Primary and Secondary inspectors. From the total number of 56 inspectors, 45 inspectors from 27 countries answered (24 Nursery/Primary inspectors and 21 Secondary inspectors).

The results of the query show that it is difficult for the inspectors to check the additional qualification and/or experience of the seconded teachers in teaching pupils with diverse needs. Inspectors from 5 countries expressed that they did not have relevant information about teachers´ qualifications at their disposal.

Inspectors from 5 other countries informed that some seconded teachers have additional qualification, but they are not aware of the exact number/percentage. Four Nursery/Primary and four Secondary inspectors informed that the percentage of the seconded teachers with additional qualification for teaching pupils with special educational needs is between 10 to 20%.

One country has 50% of Primary seconded teachers with additional qualification for teaching pupils with special educational needs and another country has 100% of seconded Secondary teachers with this qualification.

It is evident that there is a lack of qualified and experienced support teachers. When analysing the documents *Creation and suppression of seconded posts in the nursery, primary and secondary cycles* (Ref.: 2014-10-D-5-en-7), it has to be said that in the past, the schools very rarely asked for their secondment. For the school year 2018/19 (Ref.: 2017-10-D-14-en-5) there are four requests in the Nursery/Primary and four requests in the Secondary for a secondment of a teacher, whose profile would, besides others, include the qualification for teaching pupils with special educational needs.

6.5. Teachers´ professional development

Teachers' professional development is regulated in the document framework for and organisation of continuous professional development in the European Schools (Ref.: 2016-01-D-40-en-1). The organisation of teachers' professional development is done depending on the focus of the theme either centrally, locally in the schools or by individual training. Funding for CPD is earmarked in the OGSES's budget.

The educational support coordinators meet and are trained annually in a two days training. The duty of the coordinators is to spread the information and best practices presented in the training in their schools and support colleagues in the field.

The schools are obliged to organise local in-service training for all their teachers. However, in only three schools an appropriate training in the area of individual learning needs was noticed. The training is mostly offered only during the pedagogical days but it does not cover all teachers. The class and subject teachers have hardly an opportunity to be informed about appropriate teaching strategies and methods for pupils with special educational needs. A plan for in-service training is missing in most of the schools.

Nevertheless, some schools have found a way to increase teachers´ awareness about the special needs of pupils through internal school projects. Every year, during part of the in-service training of the coordinators, some time is foreseen to present and discuss local projects. Additionally, a platform of the coordinators has been established to the One Drive to share the best practices of different schools among the support coordinators.

National authorities of 11 countries offer some in-service trainings to their seconded teachers, mostly focused on differentiation of teaching and learning according individual needs of the pupils.

6.6. Support Assistants

Key Policy statements

- *Support assistants have an important role in supporting pupils and in the work done by the teachers. The assistant's role includes good communication skills, flexibility, patience, self-initiative and discretion.*

The occupational category of a" SEN Assistant" is relatively new. In the year 2011, the creation of this occupational category was approved by the BOG as a reaction on the continuous increase of the SEN budget.
The aim was "*to bring the growth in the SEN budget under control by defining strict criteria for expenditure on pupils' integration into teaching and excluding other expenditure on therapeutic provision, which should not be defrayable by the schools*." (See point 1.6 of Annex 1 of the document 2007-D-153-en-7 Service Regulations for the AAS)

The category of SEN assistant is graded the same as Nursery Assistants. The same job description is used for both groups of assistants and the salary grade is the same. In general, the job of the Nursery assistant is defined as a*ssistance for the class teacher to help with smooth operation of the class*, while the position of SEN assistant is defined as *Assistance for the SEN pupils*. The job description of a SEN Assistant (2011-07-D-1-en-1) has been approved by the Educational Support Policy Group and the BOG.

The Service Regulations for the AAS (2007-D-153-en-7) defines the qualifications and diplomas for the job of SEN assistant. The relevant diplomas required are the ones needed in the host country of the school.

A thorough knowledge of one of the languages of the host country and the knowledge of a second language is also required. One of those languages must be a vehicular language of the ES. The Educational Support Policy emphasizes communication skills, flexibility, patience, self-initiative and discretion.

The qualification and experience of the SEN assistants significantly varies both between and within the schools. As they are part of the AAS staff, they do not a have a right to participate to the pedagogical training organised by the ES system or national authorities.

Since the year 2011, the importance of the SEN assistant (which still is the official term used) has significantly increased. Currently, SEN assistants play an important role in provision of Educational support. Personal assistants comprise about 20% of the pedagogical staff providing Educational support. During the last three years, an increase of the number of SEN assistants has been noticed.

Looking at the amount of time given in the Educational support (minutes per week), the assistants provide 62,7 % of the minutes per week in school year 2016/17, while in 2014/15, it was only 48.5%.

In practice, the SEN assistants do not only provide nursing and care, but they also perform pedagogical work.

Following the increased importance of the SEN assistants in ES, a possible revision of the job description of the SEN assistant was included in the Multi-annual plan 2014 – 2017 for the implementation of the Educational Support Policy (2014-09-D-9-en-4) and discussed in the Educational Support Policy Group of 22 June 2015. This discussion did not lead to further actions.

The national inspectors were asked about the practices and qualifications of SEN assistants in their countries. It became obvious that the practices in different counties differ significantly. It would be better to find a specific model for the qualification, profile, training and salary of SEN assistant which would better meet the needs of the ES.

6.7. Paramedical auxiliary staff - tripartite contracts

Key Policy statements

- *The provision of special support given by paramedical auxiliary staff (essentially speech therapists and psychomotor therapists) will be organised on the basis of a tripartite agreement.*

- *The arrangements for the support services for special needs pupils provided by therapists are clarified in the Memorandum of the Deputy Secretary General from June 2014 (2014-06-M-3-en).*

- *The school's role is to make a suitable room available to the pupil and to the professional whose services are used, to agree on a timetable, to take account of class activities and to provide coordination and monitor pupil's development through meetings of the Support Advisory Group.*

European Schools can employ pedagogical staff and non-pedagogical staff for the school's administration which both have their own regulations for recruitment and working conditions (See documents: *Regulations for the Members of the Seconded staff of the European Schools* (Ref.: 2011-04-D-14-en-7) and *Service Regulations for the locally recruited teachers in the European Schools* (Ref.: 2016-05-D-11-en-2).

Since 2012, speech therapists, psychomotor therapists, occupational therapists, physiotherapists, orthoptists and psychologists who have a role in the therapy of a pupil with special educational needs can work in the schools only via *tripartite contract* in order to meet the recruitment rules of the ES.

Conditions and arrangements for the support services for special needs pupils provided by therapists were defined in the year 2012 in the *Memorandum of the Deputy Secretary General, Ref.: 2012-10-M-1-en).* Since then, the *Memorandum* has been updated (Ref: 2014-06-M-3-en and 2014-06-M-3-). The actual valid version has the reference number Ref: 2018-06-M-2.

In a tripartite contract, the contracting parties are the school, the specialist offering his/her services and the legal representatives of the pupil. The school's role is limited to making a suitable room available to the pupil and to the professional, whose services are used, to agreeing on a timetable, taking due account of other class activities, and to providing coordination and monitoring through meetings of the Support Advisory Group. Paramedical auxiliary staff provide services as self-employed persons and freely fix their fee rates with the legal representatives/parents of the pupil, who pay the cost directly, without any contribution from the school.

It is imperative for the profession of the therapist to be duly recognised and accredited by the competent authorities of his/her country of origin and by the country, in which he/she wishes to practise his/her profession. To help parents to make their choice, lists of paramedical auxiliary staff who have expressed an interest in collaborating within the framework of the European Schools and having a legal recognition to offer their services in relevant countries are established. The lists are available to the parents upon request to the school and applications are validated by the PMO (European Commission) four times a year. The steps how to find the list are described in the Memorandum sent to the schools.

The tripartite contracts are integrated in the Educational support structure approximately in half of the schools. Considering the numbers of contracts we got from the schools during the inspection, the total number of the tripartite contracts is quite low in most of the schools, except in Munich and Luxembourg II. The review period was the last three school years.

The number of the contracts is followed in the statistical report as well. According the statistical report of 2016-2017 school year, the number of contracts are higher (Table 2). During the school visits, it was found that quite many therapists providing support in the schools are still not registered on the lists established by the OSGES. It was not possible to check, whether they meet the criteria described above or not.

Table 2: Tripartite agreements (number of agreements in the schools) in the school year 2016-2017

School	*Nursery*	*Primary*	*Secondary*	*Total*
Alicante	0	0	1	**1**
Bergen	0	0	1	**1**
Brussels I	5	9	0	**14**
Brussels II	2	20	7	**29**
Brussels III	3	12	5	**20**
Brussels IV	0	0	0	**0**
Francfort	0	0	0	**0**
Karlsruhe	0	0	2	**2**
Luxemburg I	0	0	3	**3**
Luxemburg II	15	20	0	**35**
Mol	0	0	0	**0**
Munich	1	1	12	**14**
Varese	5	4	0	**9**
TOTAL	**31**	**66**	**31**	**128**

Some members of the paramedical auxiliary staff recruited by the schools in the past still work in the schools, but the number of these people is very low. In the school year 2016-2017, there were eight speech therapists, one psychomotor and one occupational therapist and three psychologists providing Educational support. The contracts of this paramedical auxiliary staff currently in force should not be renewed when they expire. They must end when the pupil, for whom support services are organised for, leave the school or is no longer in the ISA program.

6.8. School psychologists

The school psychologists are included in the subsection *Health category of the Administrative and Ancillary Staff (AAS)*. Their role is defined in Annex 1, point 3.2 of the *Service Regulations for the AAS as Prevention and general or individual intervention – ref.* 2007-D-153-en-7. The school psychologists are experts and advisors who are highly appreciated in the schools.
The role of the school psychologist is not defined in the Educational Support Policy of the ES. As non-pedagogical staff, the school psychologists do not provide directly Educational support. In the school year 2016-2017, three psychologists still provided 0,5% of the amount of ISA support.

Harmonization of and support for the work of school psychologists has been discussed in the ESPG and the topic was included in the Multi-annual plan 2014-2017. One meeting of the school psychologists was organized by the inspectors in 2016 in order to monitor their roles and activities in the schools.

A proposal to organize such a meeting annually has been discussed in ESPG but the decision has not been made to this date.

6.9. Material resources in Educational Support

Key Policy statements

- *The quality of the environment has an important impact on learning. The school will offer appropriate rooms with enough suitable equipment and material for support activities.*

- *Educational Support requires suitable rooms, equipment and material for its activities. Calculation of the budget allocated for support follows the regulations of the European Schools.*

- *The joint budget for General, Moderate and Intensive B Support is based on the total number of pupils in the school. For pupils with Intensive A Support, budget is based on the needs in each school and forecast one year in advance, calculated on the basis of the number of pupils with special needs (Group A) already present in the school. The global budget for the Educational support will be the sum of the parties as mentioned above (Ref.: 2012-05-D-15-en-11, chapter 3.2).*

6.9.1. Evolution of budget

Until the year 2015, the funds allocated to Educational support were separated to the budget called Learning Support, SEN and SWALS. The BOG decided in 2014 to merge these budget lines and to base the schools' annual Educational support budget for cycle coordination, timetabling and provision of support on the school population.

In 2015, following a proposal from the JTC (2015-02-D-20-en-3), the BOG decided that the Educational Support would no longer be included in the internal structures of ES but funded from a specific budget line (2015-04-D-6-en-3).

Another change was the decision of the BOG to allow the creation of Educational support courses with fewer than 7 pupils (2014-02-D-14-en-3). These measures significantly contributed to the schools´ flexibility in the Educational support provision according the individual needs of the pupils.

6.9.2. Use of the budget

The total number of the pupils in the ES increases every year attaining almost 27 000 in the school year 2016-2017. According to the statistical reports of Educational support, the total amount of the budget used for Educational support, increased within three calendar years (2014 to 2017) from €7 815 699 to €10 085 859 which represents an increase of 29%.

This sum covers the salaries, social charges and other staff costs linked to Educational support, as well as equipment and material in relation with GS, MS and IS. The budget per pupil increased from €1 129,73 (school year 2014-2015) to €1 313,12 (school year 2016-2017).

In the year 2016, five schools did not fully use the budget reserved for the Educational support. The remaining 8 schools used more money than originally planned for Educational support.

Because the schools' work is organised by school years and the budget year is a calendar year, it is difficult to analyse clear connections between the budget and actual situation provision of the Educational support in the school at certain period.

The use of the budget can be demonstrated by the example of the use of the ISA budget in 2016-2017. Most of the budget (about 74%) is used to pay the teachers´ salaries. The percentage of the budget used to pay assistants´ salaries is about 23%. The budget used for pedagogical material, including ICT for Educational support purposes, is only about 1%. The situation was similar also in the school years 2014-2015 and 2015-2016.

Table 3: Use of the ISA budget by cycle in the year 2016/17

Average of all schools	*Nursery*	*Primary*	*Secondary*	*N+P+S*
ISA teaching	1,4%	29,7%	44,3%	75,4%
ISA assistance	3,8%	14,2%	5,5%	23,5%
Pedagogical material and equipment for ISA (including ICT)	0,0%	0,5%	0,4%	0,9%
Other	0,0%	0,0%	0,0%	0,0%
TOTAL	**5,3%**	**44,3%**	**50,3%**	**99,9%**

According to the findings of six Whole School Inspections carried out in the school years 2014-2015–2016-2017, the schools dispose of appropriate range of support materials including relevant ICT software.

7. PROVISION OF EDUCATIONAL SUPPORT

7.1. Identification of the special needs of pupils

Key Policy statements

- *The school will create clear and transparent guidelines for early identification, provision of General, Moderate and Intensive Support and monitoring of the degree of success of its activities (professionalism of the staff, self-evaluation, etc.).*

Teachers use various resources for timely identification of pupils´ abilities and needs. In the first weeks and months after admission of a new pupil, teachers use information gathered from the School Enrolment/Application Form and/or from the Entry Profile. Nevertheless, the information is not always comprehensive enough and the information from both documents overlap. Especially complete information about the child´s language background, previous learning experience and special needs are often missing.

The role of the school psychologist for early identification of the child´s needs has been considered important both by the management and by the members of the pedagogical staff of the schools.

In case of the pupils who are in the school for a longer time, teachers use information from the Class Councils and Advisory Groups´ meetings and from the ILPs.

7.2. Medical/psychological/psycho-educational and/or multidisciplinary report

The medical/psychological/psycho-educational/multidisciplinary report is a very important resource for determining appropriate support for pupils with special educational needs. In order to ensure legibility of the reports, harmonisation of the processes across the system and, especially, timely and right identification of the pupil´s abilities and needs, the following criteria have been set in the Policy:

Criteria for the medical/psychological/psycho-educational/multidisciplinary report:

- *Be legible, on headed paper, signed and dated*
- *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 be regularly updated and not be more than two years old. In case of permanent and unchanging disability and when the Support Advisory Group agrees, no retesting other than regular updates will be required.*
- *For a request for special arrangements in the European Baccalaureate, the completely updated medical/psychological/psycho-educational and/or multidisciplinary report will be required. Documentation should not be more than two years old, i.e. should not be dated earlier than April S3 and not later than April S5*
- *Solely in exceptional situations which are unforeseeable and duly attested (serious illness, accident, newly enrolled pupils etc.) the request for the granting of special arrangements in the European Baccalaureate may be submitted after the deadline indicated above. The request must be accompanied by full documentation setting out the grounds on which it is based.*
- *In order to avoid possible conflict of interests, the expert assessing pupils will be neither an employee of the European School nor a relative of the pupil.*
- *If not written in one of the working languages, be accompanied by a translation into French, English or German*
- *In case of permanent and unchanging disability and when the Support Advisory Group agrees, no retesting other than regular updates will be required. For a request for special arrangements in the European Baccalaureate, the completely updated medical/psychological/psycho-educational/multidisciplinary report will be required.*

However, there are still many challenges connected to the report, especially the problem of professional credentials of the experts who examined and diagnosed the pupil. In different EU countries, requirements on qualification of these experts vary.

Moreover, rules, criteria and procedures for examinations and forms of reports differ in different countries. Sometimes, the national expert is not able to provide a report in one of the vehicular languages.

According to the policy, the progress of the pupil is followed carefully and the development of the child should be based on updated information. This means that at a certain stage, some retesting of the pupil is needed after certain periods. Some institutions offer only a complete examination and report, which often is neither needed nor required by the ES.

The current classification of diagnosis used in the ES was originally created in 2009 and it is based on the general classification used at that time. The basis of this classification is first and foremost medical and for analytical purposes and does not fully correspond to the current understanding of difficulties and disabilities affecting to learning, based on the existing research.

7.3. Provision of Educational support

Key Policy statements

- *Additional support may result in individual or group lessons to supplement the regular curriculum.*

- *All forms of support should be considered as progressive since they are based on meeting the pupil's needs, which may vary over time. It is possible for a pupil to benefit from several different levels of support at the same time.*

- *A pupil's absence from other lessons while receiving Educational Support should be restricted to exceptional cases. Educational Support can be general, moderate or intensive.*

7.3.1. Administration

Administration of Educational support is transparent in 11 schools, in 2 schools partly.

All schools have nominated either one person or several persons to administrate the Educational support procedures. In 9 schools, the procedures of administration are fully in line with the Educational support policy; in 4 schools, either the descriptions are too general or there are some little deviations from the policy like lack of information about ISB, GS is described as long-term, missing of the contact information from whom parents can ask for support etc.

The schools have set procedures of administration of Educational support and the teachers are in general aware that these procedures exist.

The procedure to share the information needed among the teachers who teach the pupil, vary between the schools and cycles. In 8 schools, the school management ensures the transfer of the relevant information to the teachers concerned, in the rest of the schools, the transfer of information is ensured only partly.

As expected in the Educational support policy, all schools have developed the General Learning Plans (GLP) and Individual Learning Plans (ILP) for provision of Educational support for the groups and pupils. In one school only, the ILPs were not provided to the inspection team. It remained unclear if the ILPs existed in this school.

In the scrutinised GLPs and ILPs, the learning objectives were well set.

On the other hand, the findings of the inspection visit show that only in a few schools the whole package of planning, teaching, learning strategies, assessment methods and criteria fully ensure effectiveness of Educational support. Only in one third of the schools (4/13), the learning objectives set in GLPs and ILPs were fully respected in the teachers' lessons planning, teaching and learning strategies, assessment methods and criteria.

In the rest or the schools, they were partly respected. The biggest challenge is the systematic assessment and evaluation of the level of achievement of the objectives, used for further planning. This was missing in most of the schools.

Cooperation of the staff providing support to a certain pupil was not systematic in 5 schools and should be further developed.

7.3.1. Teaching and Learning

According to the Statistical reports (2014-2015, 2015-2016 and 2016-2017), Educational support is mostly provided in the following subjects/learning areas:

Nursery:

L1, Learning to learn skills, Me and the Others, Me as a Person, Me and my Body, Pre-mathematical skills,

Primary:

L1, Learning to learn, Maths, Personal development, Social development

Secondary:

L1, Maths, L2, Learning to learn skills

Both the statistical data and findings of the school visit show a certain development from only subject-focused support to support-focused on development of study and social skills has, which is in line with the Educational Support Policy.

The lessons of Educational support observed during the evaluation visits in the schools, both in groups and individual courses, had mostly a positive class climate, good relationship between the teachers and pupils and were pupil-centred. Teaching and learning methodology corresponded to the individual needs of the pupils.

Educational support is one of the pedagogical domains regularly monitored within the Whole School Inspections. An analysis of the main findings of the WSI reports has been done at first till the year 2014 (report discussed in the ESPG meeting in September 2014) and later during the process of evaluation. The most frequent recommendations related to the improvement of the quality of the ILPs, especially specification of learning objectives, harmonisation of procedures within the school, transfer of information and exchange of experience. Moreover, more differentiation of teaching and learning in the class as a basis for child-centred learning was frequently recommended.

Since the year 2014 till 2017, the WSIs were carried out in eight schools. The correspondence of the provision of support with the Educational support policy was evaluated as fully acquired in three schools, satisfactorily acquired in two schools and only partly acquired in three schools.

7.3.2. Transition between cycles

Key Policy statements

- *The primary support coordinator informs the secondary support coordinator of any pupils who have received support and/or who may continue to need support.*

- *The secondary support coordinator and the future secondary class teacher attend the Support Advisory Group meetings for the P5 classes and ensure that all relevant information is passed on to all secondary class/subject teachers at the beginning of the school year.*

- *In order to ensure that the needs of pupils studying in a language section which does not correspond to their mother tongue are met, their Language 1 and section class teacher work together and ensure that any relevant information is passed on to subject teachers.*

The document *'Framework for school-specific guidelines for transition nursery/primary/secondary'* (2015-09-D-41) expands on the rules relating to transition. Educational support policy (Procedural document) sets the basic rules for transition of pupils with special educational needs between the cycles.

The schools pay attention to transition of pupils with special needs between the cycles. There is relevant communication and transfer of information between educational support coordinators of different cycles. When possible, the future class teachers attend the Support Advisory groups´ meetings at the end of the school year.

The schools use various ways to facilitate the process for both pupils and teachers; the teachers share the documentation, participate in common meetings and class council's meetings, make class visits etc. Older pupils give presentations to younger ones, younger pupils make visits in the buildings and classrooms of the higher cycle, buddy system etc.

In some schools, real cooperation of pupils with special educational needs in different projects started, but it is still not a widespread practice.

However, since the organisation of teaching and learning significantly differs in Nursery/Primary and in Secondary cycle, it is sometimes difficult to start with appropriate educational support from the very beginning of the school year, in which the pupils starts studying in S1. Therefore, there is space for looking for further ways, how to facilitate transition of pupils with special educational needs between Primary and Secondary cycles.

8. ADMISSION OF PUPILS

8.1. Evolution

Regulations for pupils´ enrolment to the ES are set in the Chapter VII of the General Rules of the ES and specified in the Educational Support Policy. Principles governing the admission and integration of pupils with special educational needs were, quite in detail, defined already in the previous policy *Integration of SEN pupils into the European Schools* (2009-D-619-en-3) which clearly stated that '*once admitted to the school, a SEN pupil enjoys the same rights as all other pupils'.* It stated also that a *'pupil who is identified as having special educational needs only after admission to the School will be treated in exactly the same way as a pupil admitted on the basis of an Agreement'*.

However, there is a significant difference between the previous and current Educational support policy. The old policy left to the school's consideration if all applications for admission submitted for SEN pupils was only for categories I and II pupils. The Educational support policy currently in force does not make a distinction between the categories of the pupils.

Moreover, while the old policy categorised pupils to groups according to their disabilities and difficulties (LS pupils, SEN pupils, SWALS pupils), the policy currently in force defines four forms of Educational support, which can be allocated to the child according to his/her needs in any combination.

8.2. Process of admission

Key Policy statements

- *On enrolment, the school will collect relevant information from the parents, including the pupil's level of academic attainment and previous educational support provision and/or special educational needs.*

- *It is the responsibility of parents to guarantee that the information given is correct, reliable and complete.*

- *Any relevant information will be passed to the support coordinator. The support coordinator will ensure that the class/subject teacher is informed of any relevant information.*

Before admission of a pupil, the school is supposed to collect relevant information from the parents including the pupil's level of academic attainment and previous Educational support provision. Parents are responsible that the given information is correct. The parents are expected to fill in the 'Enrolment Form' and in Nursery and Primary cycle, together with their child and to fill in the 'Entry profile of the Child'. The schools have different application forms, while the 'Entry profile of the Child' is the same for all schools.

In some schools, the information required from parents by the 'Enrolment form' and the 'Entry profile' overlaps. Therefore, development of a harmonised enrolment form for the whole ES system would be needed. In this harmonised form, the additional parts from the current 'Entry profile' could be integrated.

In case of the child with special educational needs, parents are also expected to provide the school with a medical/psychological/psycho-educational and/or /multidisciplinary report. The criteria of these reports are stated in the Educational Support Policy.

The Director decides on the enrolments in all other schools but not in the schools in Brussels. In Brussels, the admissions of pupils are under the responsibility of the Central Enrolment Authority. If a pupil may need IS, it is the Director of the school to decide to convene a meeting of the Support Advisory Group to consider whether the school is able to meet the child's needs.

The final decision whether to enrol or refuse a child with special educational needs is entirely left to the director.

8.3. Evaluation of admission requests

Key Policy statements

- *In the case of a pupil who may require Intensive Support A, the Director will decide to convene a meeting of the Support Advisory Group to consider whether the school is able to meet the child's needs.*

- *When parents or pupil's legal representatives are unable to provide the necessary information at the time of enrolment, the accepted enrolment may be cancelled by the Director.*

The schools were asked about their procedures for admissions. All schools reported having clear procedures for evaluation of requests for admission. All decisions of no-admission of pupils with special educational needs were dealt with in the SAG before refusal though.

In Brussels, the Central Enrolment Authority assigns the school for a pupil and the Director of the school makes the final decision about the admission after consideration if the school can meet the needs of the pupil. In other schools', the whole process of enrolment is under the Director's responsibility. The inspection team was not provided with any written justification of all refused enrolments.

Only the number of refusals was given by the schools. The numbers differ from school to school from 0-1 (three-year period 2014-2015-2016-2017) but reasons for refusals were not presented.

In the meeting with the team of the Human Resources & Security at the European Commission, this topic was discussed in September 2017. This Unit is managing the Commission's social welfare budget line, which reimburses school fees of children with special educational needs whose parents work for EU institutions, to other schools than ES. They gave the following information:

"*For school year 2016-2017, we dealt with 119 individual files. We verified a representative sample of 44 files (37%) and can conclude that:*

- *20% of the children were never enlisted with a European School (50% of those 20% are suffering from Down-syndrome);*
- *For 25% of the files it is unknown (children in delegations, Ispra, etc.);*
- *55% of the children were at some point in time during their schooling with a European School. They received a recommendation to consider more appropriate schooling from the European School because of mostly following diagnoses: ADHD/ADD; Learning difficulties (dyslexia, dysgraphia, dyscalculia) and Asperger syndrome."*

9. ASSESSMENT AND PROMOTION

9.1. Assessment principles and their implementation

Key Policy statements

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

- *Educational support aims at allowing pupils with special educational needs or those experiencing difficulties to develop and progress according to their potential and to meet their educational and social needs. It is also aimed at enabling the pupil to reach the levels of performance as required for all pupils.*

Assessment Policy of the European Schools (2011-01-D-61-en-3) came into force in September 2011. The main aims of the Assessment Policy are to inform about individual pupils´ strengths and weaknesses, about their development and ability to meet the learning objectives, to engage them in their own learning process and to motivate and guide them towards further learning.

These aims fully correspond with the idea of the Educational Support Policy to support optimal development of each pupil´s potential.

Cycle-based principles, regulations and tools for assessment have been defined in documents which are relevant to each cycle (The Early Education Curriculum - Ref. 2011-01-D-15-en-3, the Assessment Tools for the Primary cycle of the European schools - Ref. 2013-09-D-38-en-7, The Assessment Policy in the European Schools - Ref.: 2011-01-D-61-en-3, Update of the General Rules of the European School on the new marking scale- Ref.: 2017-01-D-13-en-7.

Moreover, the attainment descriptors, which are an obligatory part of all Primary and Secondary syllabuses since the year 2016, facilitate the process of assessment of all pupils including those receiving educational support.

For the promotion, a pupil's development must be assessed according the assessment criteria of each syllabus but in the tests and exams special arrangements can be used. These special arrangements should be defined in the GLPs and ILPs.

Following the rules and regulations described above, the schools use the official tools for assessment: Entry Profile, Portfolio, Record of the Child´s development, School report and attainment descriptors in the Nursery/Primary and the School Report and the attainment descriptors in the Secondary. In addition, GLPs and ILPs are used to document the pupil´s progress. The schools have developed own templates for the GLPs and use the prescribed format of the ILPs.

There is evidence in the schools that set objectives and other agreements in GLPs and ILPs are generally followed up. However, only in six schools the success of the support given to each pupil is systematically monitored, analysed and used for further planning satisfactorily. Only one of these schools has real statistical records and the school analyses the progress of the pupils with special educational needs. In the rest of the schools, this process is not fully implemented, especially in case of GS and MS. Teachers' observation as a necessary and integral part to pupil´s initial and dynamic diagnostics is commonly used. However, these findings and observations are not always systematically recorded in the schools.

In case of IS, the progress of the pupil is analysed in the meetings of Support Advisory Groups. Relevant measures are taken once or twice a year. Ongoing monitoring and recording of the achievement of the learning objectives of the ILP is not systematic enough; boxes for achievement of the learning objectives in the ILP templates are not regularly used in most of the schools.

9.2. Promotion and Progression

Key Policy statements

- *If a pupil is not promoted, he/she may progress with his 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. Any pupil having benefited from progression without promotion may return to a 'standard curriculum' and be promoted to a higher class if he/she shows that the minimum requirements for his/her study level have been met.*
- *Promotion from S5 to S6 is only possible when the pupil has followed the full curriculum and met its requirements. All European Baccalaureate candidates must have followed the full S6 and S7 curriculum in order to qualify for award of the Baccalaureate diploma.*

For the assessment and promotion of pupils receiving Educational support, but following a complete curriculum according to full requirements, the provisions in Chapter IX of the General Rules apply. All decisions concerning promotion to the year above are taken by the Class Council.

The rules related to progression without promotion are set out in chapter 5 of the Policy on the Provision of Educational Support. However, it is not stated in the General Rules nor in the Educational Support Policy, how many subjects of the curriculum can be dropped, e.g. for the reason of a serious physical disability, in order to be allowed to stay in promotion. At the end of the school year, the Class Council decides whether a pupil can be promoted to the year above.

Pupils with an adapted curriculum are assessed with reference to the learning objectives and criteria set in their agreements and ILPs. On the school report, it should be noted if a pupil is also assessed against the objectives in his/her ILP. The School management and teachers report on ILP's in the comment boxes. For some subjects, these boxes do not have enough characters to explain both the ILP and the progression. This may cause future problems like the lack of clear track record of deviation of the regular programme. The technical solution how to indicate in the electronic version of the School Report that a pupil "accompanies the class" without promotion is used in the Secondary Cycle and should be used in the same way also in the Primary.

Promotion from S5 to S6 is possible only when the pupil has followed the full curriculum and met its requirements. A rule is missing in the European School system whether a student who cannot fully achieve learning objectives of some subjects, e.g. PE, Music or Arts because of their special educational needs, can still be promoted.

Because the electronic recording system of ES does not distinguish the pupils receiving Educational support, the inspection team had to use only the data provided by the schools for the statistical reports and through a complementary questionnaire. The following results are based on those sources. Development of promotion and progression of pupils with special educational needs can be demonstrated by the example of pupils with ISA support, which is being recorded and published in the Statistical reports since the year 2012.

The following table (Table 4) shows that since the year 2014, the percentage of normal promotion of pupils with ISA to the year above remains similar, between 85 – 87%. The percentage of pupils who accompany the class without promotion was the lowest in the year 2014 (7,4 %) and the highest in the years 2015 and 2016 (10%).

Percentage of pupils with ISA repeating the year varies between 4,1% (2016) and 5,7% (2013). Compared with the data from the Reports on school failures and repeat rates 2013–2016, which show the numbers and percentage of all repeaters in relation to the total school population (from 1,4 to 1,6%), the percentage of repeaters with special educational needs is higher.

Table 4. Overall pattern of development of promotion and progression of pupils with ISA.

Promotion / Progress	***2014***	***2015***	***2016***	***2017***
Normal promotion to the year above	87,44%	85,5%	85,7%	85,8%
The pupil accompanies his/her year group, without promotion	7,41%	10,1%	10,1%	8,8%
Repeating the year	5,15%	4,4%	4,1%	5,4%
TOTAL	100,0%	100,0%	100,0%	100,0%

In the Nursery cycle, pupils do not repeat the year, but one additional year in the Nursery is possible. In the last school year, the percentage of these pupils was higher (14,6%) than in the two previous school years (8,3 and 7,5%).

Unfortunately, the electronic system of recording the pupils' promotion/progression in the ES does no distinguish the pupils receiving Educational support. It was not possible for the inspection team to get the information from the ES system.

9.3. Repeating a year and Educational support given

The number of all pupils repeating a year is followed by the OGSES. The results are annually reported in the report of the *Facts and figures* in the ES by the Secretary-General. The report *Facts and figures on the beginning of the 2017/18 school year in the ES* (2017-10-D-31-en-2) has the number of repeating of all pupils. This study shows that during the last three school years, the total percentage of pupils repeating a year has been steady, between 1,5 % and 1,2% (2017). It is far more common to repeat a year in Secondary than in Primary.

Chart 6: Repeat rates per year group (2017)

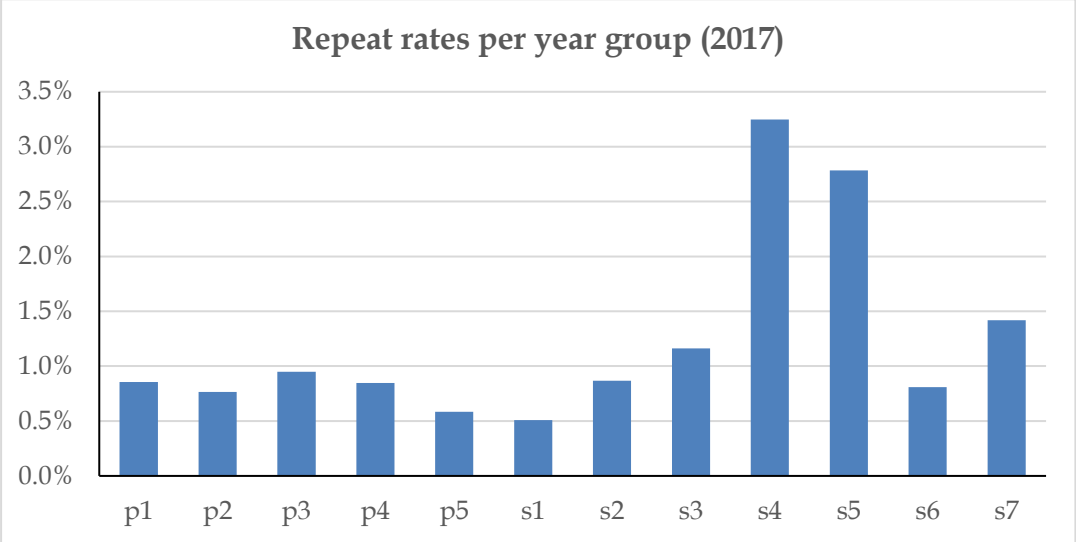
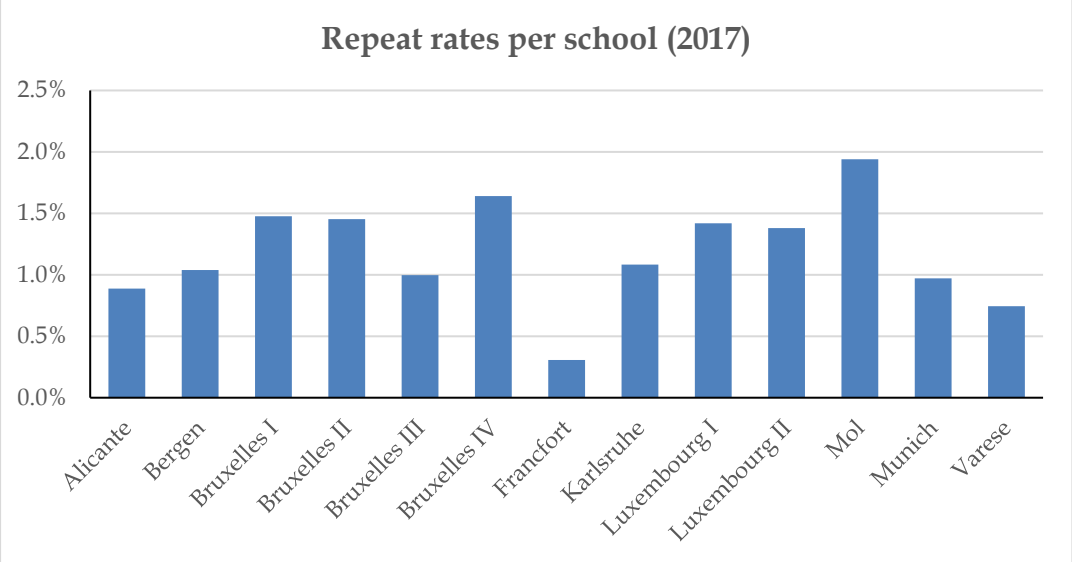


Chart 7: Repeat rates per school (2017)



European Schools have committed to the principle of early identification and early intervention of learning difficulties or disabilities. This would mean that attention should be paid to the individual learning needs as soon as possible and the pupils learning is supported by adapting pedagogical methods in an appropriate way. Every pupil has a right to receive some type of Educational support before repeating a year.

In the yearly published Statistical Reports on educational support (2016-01-D-9-en-4;2017-01-D-16-en-2), only pupils with special educational needs (with ISA agreement) are part of the statistics. The total percentage of pupils repeating a year with ISA agreement has a variation with a maximum of 5,4% (2017) and minimum 4,1% (2016) The period under review is the last three school years.

The Schools were asked by the complementary questionnaire if the pupils who had to repeat a school year had received Educational support. According to the schools´ answers, in 10 schools, pupils repeating the school year had received some type of educational support, but not 100% of repeaters. Only in five schools, teaching and learning of these pupils was appropriately adapted in planning.

Failure in different subjects is only accounted for in S4-6 in these statistical reports. Therefore, it is not possible to find relations between the amount of Educational support provision and the school failure rates in the Primary and lower Secondary. In the Secondary, mathematics and the natural sciences subjects are overrepresented with a failure rate of 15-20 % in S4-S5. The Statistical reports show that most of the ISA in the Secondary cycle is provided in Language I, Language II and Mathematics.

The failure rate in the Baccalaureate 2016 is 1,9 %, which is a success rate. The Chairman of the 2017 European Baccalaureate Examining Board paid attention to the course of the BAC exams of students for whom the special arrangements had been approved in BAC examinations 2017. He expressed the following opinion:

“I am convinced that the guidelines are carefully implemented by the European Schools and that the special needs of each individual student are taken into account extremely well in the written and oral examinations – at both the organisational and the human level. The empathetic attention and the didactic skills of the examiners in two of the oral examinations at which I was present made a deep impression on me. I am sure that the implementation of inclusion measures in the European Schools can be regarded as exemplary, also in comparison with the educational systems of many European countries.”

(Quotation from the Chairman of the 2017 European Baccalaureate Examining Board)

9.4. Termination of ISA agreements

Monitoring of termination of ISA agreements annually a survey has been sent to the schools and the results have been reported in the statistical reports.

The results of the last consecutive years are presented in the table below:

Table 5:

Total number of ISA agreements		***2014-2015***	***2015-2016***	***2016-20/17***
		860	971	1017
Reason for termination of ISA		***2014-2015***	***2015-2016***	***2016-2017***
The pupil no longer needs the SEN programme ISA because:	He/She is continuing with a different type of support	11	12	25
	He/She is continuing with internal differentiation in class	11	8	0
	Support is no longer needed	39	30	17
Parents´ decision		3	3	2
Left the school	Family moved away	18	21	29
	Pupil attending a school better suited to his/her needs	46	44	40
	The school declared itself unable to meet the child's needs	10	6	9
Other		4	10	4
Total		**142**	**134**	**126**

It is difficult to get a full and reliable picture about the reasons of termination of the ISA contract, when a pupil is leaving and the parents are not obliged to give the reason for leaving. In the case of declaring itself not competent to meet the special needs of the pupil, the schools follow the valid rules.

According to the Educational Support policy, the schools should actively contribute to find a better suitable school for the pupil in cooperation with the parents. Nine schools do so.

9.5. ROLE OF PARENTS

9.6. Evolution

There is a significant difference between the previous Educational policy (2009-D-619-en-3) and the policy currently in force (2012-05-D-14-en-9) when it comes to the role of the parents. The previous policy nearly mentioned parents at all; they are mentioned only briefly in the Annex as members of the Support Advisory Group.

A close communication and cooperation between the school and parents is one of the key principles in the policy currently in force, in which the roles and responsibilities are clearly defined. Open communication and providing relevant information are expected from both sides: the school and pupils´ legal representatives.

Parents are active and constructive members of the ESPG which is the permanent working group in the ES for monitoring the provision of the Educational support and has the responsibility to make proposals for the further development in this area.

9.7. Parents´ involvement in the implementation of Educational Support Policy in the schools

Key Policy statements

- *The European Schools believe that where parents are involved in their children's education and work in partnership with the school, children achieve and thrive more.*

- *Communication between the school and the pupil's legal representatives should be open and regular. This communication is organised in accordance with Article 24 of the General Rules of the European Schools1. It is essential that parents inform the school of any issues which could affect their child's learning progress.*

- *Parents will play an active role in the contacts with their child's teachers. Parents will make any relevant information available to the school on admission or during the school year.*

- *When parents decide to refuse the educational support proposed by the school, they will inform the school of the decision in writing.*

The feedback received in the meetings with parents and the analysis of school Educational Support guidelines made it evident that all the schools take well into account the participation of parents. Some differences were noticed between different types of the support but the parents' active participation showed most clearly in the intensive support A.

In eleven schools' guidelines, the feedback to parents about pupils' progress was mentioned and one of them mentions explicitly the effect that such regular communication may have on the design of support. Three schools include the formal meetings with parents in the annual support agenda, specifying the months when they will take place.

In seven schools, the inspection teams can confirm that the management fully ensures the distribution of the information about Educational support provision and the procedures to all parents. In the rest of the schools, it was ensured partly. In 10 schools, the communication about pupils' support and progress is regular and transparent providing with respect to the relevant statements of the General Rules and Educational Support Policy. Not-promotion situations are timely and explicitly communicated to the parents in all the schools according the General Rules of ES Chapter IX (Primary Cycle - Article 55; Secondary cycle – Article 60).

While several years ago, parents often refused the offer of Educational support to their children, now the situation is the opposite. Most of the parents appreciate Educational support provided by the school and more often, parents initiate and request Educational support for their child.

During the school visits, the inspection teams were informed or the teams observed some additional facts:

- it is not easy to find a more suitable alternative school for the child, for whom further education in the European School is not in the interest of the child any more
- it is not always possible to satisfy the parents' increasing demands
- in two schools, some teachers expressed the opinion about not always receiving sufficiently parents´ involvement/cooperation
- in one school, parents' representatives were not well aware about the special arrangements.

10. SPECIAL ARRANGEMENTS

According to the Educational support policy, if the assessment conditions during tests, Pre-Baccalaureate and Baccalaureate examinations present a risk to disadvantage the pupil's performance – especially if he/she shows special educational needs – by preventing him/her showing the level at which he/she has acquired the required competences, special arrangements may be requested and authorised. These arrangements are listed in the documents and put at the disposal of the pupil during examinations, tests and other forms of assessment to allow the pupil to fulfil his or her potential in the fairest possible way. These special arrangements are not intended to compensate for any lack of knowledge or skills whatsoever.

Special arrangements can only be authorised when they are clearly related to the pupil's' diagnosed need(s) by means of a medical, psychological, psycho-educational and/or multidisciplinary report justifying these special arrangements.

10.1. Special arrangements in Primary cycle and in Secondary cycle up to S5

Key Policy statements

- *The European Schools offer special arrangements. These arrangements are listed and made available to pupils during examinations, tests and other forms of assessment to allow the pupil to fulfil his/her potential in the fairest possible way.*

- *Special arrangements are authorised when they are clearly related to the pupils' diagnosed need(s) by means of a medical/psychological/psycho-educational and/or multidisciplinary report justifying these special arrangements.*

- *The implementation of special arrangements is decided on an individual basis by the school Management (up to and including S5) following discussion with parents and teachers.*

According the Educational Support Policy and Provision, the responsibility to define the procedure to request and to approve special arrangements in P1 - S5 is under the schools' autonomy. The common policy regulates only the right to take the initiative to request the special arrangements, the criteria for the report which justify the request, listed arrangements and for recording of the approved special arrangements.

Only a few schools offered clearly and transparently information about their own procedure in their guidelines, website or other documents. In the schools' self-evaluations, the majority said that they had fully achieved this criterion but it was not possible to find written evidence about it and in the interviews of different stakeholders, a clear procedure was not always evident.

In 6 Secondary schools out of 13, it was clear that the decisions of the special arrangements for P1-S5 were taken by the school management and in one school, the coordinator took the decision. In Primary schools, the role of the management was less obvious; in 4/13 schools, this was expressed. In one Primary school, the coordinator and the support coordinator agreed on the special arrangements in the "corridor meetings". One school referred to the general regulations in the guidelines, but did not clearly specify local responsibilities.

10.2. Special arrangements in EB cycle (S6-S7)

Key Policy statements

- *In S6 and S7, certain special arrangements can be directly authorised by the Director, other arrangements require the approval of the Board of Inspectors for the secondary cycle, according to the list of both categories of special arrangements as set out in the document 'Provision of Educational Support in the European Schools - Procedural document' (2012-05-D-15) and included as an annex to the document 'Arrangements for Implementing the Regulations of the European Baccalaureate' (2015-05-D-12).*

Special arrangements can be requested in EB cycle for written and/or preparation of the oral examinations. Normally they will only be allowed if similar arrangements have been used in a previous year or previous years. Special arrangements do not require an Intensive Support agreement but can be approved for pupils whose learning difficulties and/or fulfil the set criteria in the ES.

Special arrangements are in themselves designed to compensate for any specific individual need. When assessing the candidate, the teacher and external examiner will not award any further compensation for the candidate's learning need. The same standards of assessment are always applied to all candidates.

The list of possible special arrangements, responsibilities and the procedure in the EB cycle is clearly defined in the Provision document.

In the written procedure (5/2014), the Joint Teaching Committee has approved two important principles concerning the assessment of the written examinations. The first one concerns the other written examinations than language examinations in which only the skills and knowledge of the subject should be assessed and the possible language or writing errors should not be counted.

The other principle approved is that the inspectors in charge of languages should define in their assessment instructions which kind of language errors and to what extent they should be approved or disapproved and how they should be counted (*Special arrangements in European Baccalaureate written exams assessment*, document 2013-06-D-15-en-3).

These questions were asked from the inspectors in a query sent to them. The answers were received by 24 delegations out of 28. Based on the received answers, the principle of the content and skills assessment is respected very well but the principle of valuing the typical language errors in language exams assessment instructions is not clear; 8 inspectors answered they do have instructions for these, five said they do not have specific instructions and 11 inspectors did not give any answer to this question.

10.3. The procedure to request for special arrangements for EB cycle

A harmonized process and a fixed timeframe for requesting special arrangements for the EB examinations was put in place in the Policy on the Provision of Educational Support in the European Schools which came into force 1st of September 2012 and was used in spring 2013. The procedure has been defined in the Provision document (2012-05-D-15-en-11).

In 2014, an external assessment of the supporting documents done by neuropsychological experts was introduced in order to guarantee the objective, transparent and equal assessment of all requests coming from different European Schools and the Accredited schools. A common application form (document 2014-09-D-12) template has been created in 2014 and is used by all schools since.

Additionally, a Memorandum is sent to the schools by the Baccalaureate Unit every spring since 2014. Requests must be made using this special template and the justifying specialist diagnosis must be clearly shown.

The requests must be entered by the pupil's legal representatives to the school Support Coordinator by the 30th of April of the year preceding entry into the Baccalaureate cycle, i.e. during S5.

Schools inform the European Baccalaureate Unit of all special arrangements for S5 and S6 late requests by sending the common application form template together with all supporting documents. All these documents must reach the European Baccalaureate Unit by the 15th of May.

An important element of the development of this process has been the introduction of a specific email address for this purpose to which only limited number of relevant persons have received an authorized access. Via this email address, confidential information can be transferred. Additionally, an authorization letter ("Limited authorization to release confidential information") for parents was created.

Beginning of June, a team of external experts meet in the Office of the Secretary-General with the inspector responsible for special arrangements and evaluate all the reports and demands received. The final decisions are made in the Board of Inspectors in June and communicated to the schools by the end of June/beginning of July.

New demands from students entering the ES only for S6 may be analyzed by the external experts along with the Inspector in November. The decisions for those requests are then communicated to the schools by the end of November.

The special arrangements and the procedure have been part of the yearly in-service training of the Educational Support coordinators.

The transparent procedure to analyze and approve the special arrangements involve several stakeholders in the schools, in the office of the Secretary-General and Board of Inspectors. During the last three years, the clear procedure has been set up and it is working now.

Until now, the regular yearly working time has been approximately 120 hours of secretarial work in the EB unit, three meeting days with the external experts and the inspector for analyzing and assessing the documentation and reports, the preparation and composing of the requests in the schools and other supportive work when building up the structure and procedure (like ICT unit and appeals).

All schools said in their self-evaluation that their procedure to inform about the special arrangements on the EB cycle, the procedure and timeframe to request them is clear and transparent. This can be confirmed by the inspection team; all schools had done efforts to define the procedure which respect the Policy and Provision, nominate persons to be in charge of different duties, to define a timeframe to the procedure and inform the staff and parents about these.

The forms of informing were different; some schools give the information in their guidelines, some on their website and some with the targeted letter to the parents of pupils getting support or to all parents in the parent evening in S4 or S5.

10.4. Development of the requests of special arrangements

The number of the requests for special arrangements in EB cycle has been increasing throughout the years when the centralised process has been in use being 149 requests on 2017. In almost all applications, more than one special arrangement was requested, some even six different arrangements. Every year, part of the requests cannot be approved: in 2017, 87 requests were fully approved, 38 requests were approved partly and 24 were not approved. The main reason for non-approval is that the report attached does not justify the requested arrangements or the report does not meet the criteria set to them in the Provision document.

The most frequently asked questions from the schools to the Office and to the inspector have been linked to the clarification of the ES criteria and practice compared to national criteria and practices, the clarification of the report criteria especially compared to the reports established in different European countries.

In order to give a clearer picture about the most common requests, a summary from the year 2017 is shown in the table hereunder:

Table 6: Requested special arrangements

Requested Special Arrangements	
Extra time w/o	144
Laptop	59
Spell check	36
Reader	17
Scribe	7
Arithmetic calculator	38
Prompter	4
Rest periods	11
Modification of format	24
Other :	
* Taking medication	

* Spelling and grammar waiver	
* No double sided	
* Avoid reading loud	
* Audio recording of answers	
* Written instruction in oral	
* Written answers in orals	

The number of the approved requests and candidates with the special arrangements in the final EB examinations has stabilized during the last three years. The EB report shows that the number of the candidates with the special arrangements has been 2,1% (2015), 1,6% (2016) and 2,1% (2017).

11. THE EB RESULTS OF THE CANDIDATES WITH SPECIAL ARRANGEMENTS

During the last previous years (2016, 2017) the EB report has offered some information about the EB results of candidates with special arrangements.

Table 7:

	2016		***2017***	
	All candidates	***With special arrangements***	***All candidates***	***With special arrangements***
Total number of candidates	1885	73	1993	104
Boys	920	40	977	59
Girls	965	33	1016	45
Passing rate	98,1%	95,9%	97,7%	96,9%
Overall final mark	78,3	73	78,1	71,3
OFM boys	76,7	71,3	76,6	70,9
OFM girls	79,9	74,8	79,6	71,8
Overall written mark	74,5	68,0	73,9	66,2
Overall oral mark	81,8	77,3	81,9	75,9

Comparing the main results, it is seen that the candidates with special arrangements do not differ much from the total EB candidate population. The candidates with special arrangements get a bit lower result and their passing rate is slightly lower but the differences are not significant.

11.1. The use of the approved special arrangements during written and oral examinations

The organisation and the use of the approved special arrangements during EB examinations was surveyed by sending a query to the EB Vice-Presidents.

Of the 13 European schools that performed the Baccalaureate examinations in 2017 (Culham not included), only 9 were visited by inspectors during the written examinations. Out of these, one school, ES Brussels IV, had no students request for special arrangements.

Of the 7 Accredited schools that performed Baccalaureate examinations in 2017, one school, AES Brindisi, had no students with approved special arrangements. In one school, the European Schooling Helsinki (ESH), there was no inspection during the written exams. The results are based on the visits in 8 European Schools and 5 accredited schools.

The inspection showed overall well-organized special arrangements in written examinations. The query shows that in all schools concerned the organisation has been looked after and organized according to the regulations. The following arrangements were used: extra time, laptop, laptop with spell check, separate room, reader, use of manual, prompter, dictionary, simple arithmetic calculator. In some cases, there was a combination of arrangements, e.g. extra time plus special seating arrangements or extra time plus separate room with a scribe.

In all visited schools, a list with the candidates' names and type of special arrangements was clearly communicated to the invigilators in the exam room before the exam. Despite this, the inspector in charge of the special arrangements received one remark from one school where the invigilator of the exam was not aware about the approved special arrangement for the candidate and had denied the candidate to use an arithmetic calculator.

Most of the schools had arranged for special places to sit for the candidates in the examination room. In five schools, the candidates sat at the back of the room and in two schools, they sat in a row at one side of the exam room. In one school, benches at the front were set apart for students with special needs. In two schools with a small number of students, no particular place was assigned for those with special needs.

One requested special arrangement is to sit the exam in a separate room. Four visited schools offered a separate room while in two visited schools this arrangement had been set up by using a special screen in the exam room to provide a secluded space for the students having difficulties working in a room together with many people.

In those schools where the students took their examinations in a separate room, the inspection reported no many deviations from the regulations. In one school ,the reader was a teacher of the candidate and another invigilator was not appointed to the separate exam room.

In visited schools where pupils were allowed to use the spell check, all computers had been checked on beforehand by the person in charge of the exam arrangements, the CPE or the ICT technician. Laptops with only Word installed and no internet connection were checked separately. A list marked SA for pupils who were allowed to use the spell check was at hand in all schools concerned.

Half of the candidates having extra time approved used this arrangement fully while half of them did not use the extra time at all or only to some extent. Other special arrangements were used to a larger extent.

A student can get approval of extra time for one, two or many subjects. Some inspectors observed that the extra time made use of differed between subjects. Extra time for L3 for example was not used at all by some students who were granted extra time for all subjects.

Even if there are minor mismatches in the approval on special arrangements on S1-S5 (school level) and S6-7, the procedure should be harmonised in order to avoid frustration of the pupil, reduce the work in the schools and to smoothen the approval process in EB cycle.

12. QUALITY ASSURANCE OF EDUCATIONAL SUPPORT IN ES

Key Policy statements

- *In order to ensure the quality of the Educational Support provided in the European Schools, a number of measures are in place.*
- *The effectiveness of the support provided is monitored and evaluated at both the system and the school level.*

12.1. Quality assurance at the system level

The Educational Support Policy obliges the system of the ES to monitor and evaluate the effectiveness of the support provided at both the system and the school level.

A range of measures have been put in place to follow the implementation of the Educational Support Policy in the ES.

For a well-balanced forward planning and budgeting a three-year *Multi Annual Plan (2014-2017) for the implementation of the Educational Support policy was created in 2014 (2014-09-D-9-en)*. The plan has been regularly updated by the ESPG and the Joint Boards of Inspectors and presented in the Joint Teaching Committee.

The Statistical Report on educational support and on the integration of pupils with special educational needs into ES is published yearly. The current model of statistical reporting has been in use since 2009. The collection of the core information and the way of reporting have been the same during the years which allows to follow up of the results in the long run and find possible trends and tendencies. Some modifications have been made to the report based on the changes in the implementation rules or data collection tools. The reports are discussed in the Joint Teaching Committee, in the Budgetary Committee and in the BOG. It is used as the basic document in the discussions with the working groups of the European Parliament.

The Office of the Secretary-General collects the data about courses of Educational support in the schools, about the special arrangements and about the budget allocated to the Educational support provision in schools.

Educational support is one of the domains which are regularly monitored and evaluated in the Whole School Inspections.

Annual in-service training for Educational support coordinators significantly contributes to quality assurance of the Educational support in the ES system, harmonizes implementation and practices and offers the opportunity to exchange of good practice and operation.

12.2. Quality Assurance procedures in the schools

The issue of quality assurance was observed and evaluated in all the thirteen European Schools. In six schools, the success of the support given to each pupil is monitored, analysed and used well for further planning, while in the rest of the schools it is done only partly. In one school, there is an annual statistic of success of Educational support (progress and promotion of pupils with Educational support), which can be considered as an example of good practice.

The schools monitor progress of individual pupils, but quite often recording is not transparent since boxes for achievement of the learning objectives in the ILP templates are not regularly used in most of the schools.

Only one school has a cyclic and systematic procedure to evaluate the implementation of the Educational support, even if it is not fully integrated in the multi-annual and annual planning. In five schools, it is undertaken partly. However, it was reported that such procedures do not exist in seven of the schools. In three schools, these procedures are foreseen in the planning, in four of them only partly and in six, it is not part of the planning.

Monitoring, analysis and use for planning of the success of the support is missing in the case of General and Moderate support in some schools.

Quality Assurance and Development theme and activities are included in school plans mostly in a general way. However, since the concrete objectives, responsibilities and timing are often missing, implementation in practice is not systematic. Some schools have created Educational support calendars with objectives, responsibilities and deadlines mentioned above, which makes the provision of Educational support more transparent. However, also in these calendars, a part of evaluation of concrete tasks is missing.

12.3. Involvement of the national inspectors in Quality Assurance

For effective quality assurance and development of Educational support provision, cooperation of the schools with national inspectors is important. Therefore, the national Nursery/Primary and Secondary inspectors were asked the following questions:

1. Have you been consulted as a national or a subject inspector in situations where the pupils had to leave the school because the curriculum was too demanding? No Primary inspector and only five Secondary inspectors (from total number 45 inspectors) answered positively.

2. Have you been consulted as a national or a subject inspector in situations where the school declared itself unable to meet the needs of the pupil? Only 5 Primary and 6 Secondary inspectors gave a positive answer.

13. MAIN CONCLUSIONS AND RECOMMENDATIONS BASED ON THE RESULTS OF THE EVALUATION

13.1. Guidelines

Every school should have School Guidelines which must be in line with the general Policy, while detailed arrangements for meeting pupil's needs should take local differences into account. They are the key tool for making the provision of educational support transparent and to keep all relevant stakeholders informed about the school's procedures and practices.

The evaluation showed that all schools have school specific guidelines in place. However, the quality of the existing guidelines shows a lot of variation. The content of the guidelines, the harmonisation across the school cycles and the accessibility vary from school to school. Only three schools have the guidelines transparently published and only four have clearly described procedures of early identification of pupils´ needs and rules for monitoring of the degree of the pupils´ progress.

Recommendations

For the schools:

- All ES should further develop the school specific guidelines, which should include all essential information, be user-friendly and made available on the schools' website. The guidelines should foster whole school approach.

For the ES system:

- Support for the schools to develop the guidelines should be given by the OGSES and relevant bodies.

13.2. Organisation of educational support

The proportion of pupils receiving different forms of support differs significantly across the schools and between the cycles within the schools. There are also differences in the proportion of pupils receiving support between language sections. Several schools appear to have difficulties in distinguishing between GM and MS and between ISB and MS or between ISA and ISB, or to assign pupils to types of support that are not the intended purpose.

The schools organise the courses of GS and MS on another way than described in the policy. Recoding of these courses to SMS does not give a right picture about the realisation of the character of support courses given.

Flexibility in the provision of the support (type and length) according to pupil's needs is a positive thing. However, the recording system of ES (SMS) cannot document the practice. The variability of organisation of support cannot be entered to the data and the data, especially GS and MS, are not reliable.

Recommendations

For the schools:

- To train all teachers and the staff working on educational support on the Policy and procedures for educational support.
- It is necessary to make a clear distinction between the support types in the school and apply them in a coherent manner, in compliance with the Policy.

For the ES system:

- A system of data gathering and recording, which enables to monitor length, amount and intensity of General and Moderate support more precisely should be developed.

13.3. Educational support coordinators

Since the latest Educational support Policy came into force, the role and responsibilities of the educational coordination became more structured, transparent and the administrative and pedagogical role is defined. However, the job descriptions of some support coordinators are not in line with the Policy and many coordinators face an important work load.

The evaluation was not able to establish if support coordinators currently have the required qualifications (management skills, a good knowledge of different languages, qualification and, whenever possible, experience in teaching pupils with diverse needs) and if the time allocated to their coordinating role is sufficient to perform the job effectively and professionally.

Recommendations:

For the schools:

- To ensure that the time allocation for support coordination is sufficient to perform the job effectively and professionally.
- The schools should provide administrative support for the support coordinators where necessary.
- To bring all job descriptions of support coordinators in line with the procedural document.
- To ensure that support coordinators fulfil the requirements in terms of qualifications and experience.
- The use of the IT should be more studied in the administrative work of the coordinators. Shared platforms, files, registers could be created between staff members who need to receive the information. The access should be restricted to the members of the relevant staff and to limit the access only to necessary material.

For the system level

- Recommend on a ratio of time allocation for support coordination based on the number of pupils receiving Educational support as a guidance for schools
- Recommend the requirements for the qualifications and expertise of support coordinators
- Provide schools with the necessary support in the expected administrative work where needed.
- To continue to organise the annual training of the support coordinators.

13.4. Seconded support teachers

It is evident that the ES lack qualified and experienced support teachers. In the staff regulations of the European Schools, a specific profile of seconded special education teacher is not recognised. In order to recruit staff with the knowledge and skills needed for working with children with special needs to their language sections, the responsibility is left to the Member State.

Each MS has its own requirements for qualification of SE teachers and they have their own regulations and procedures for nomination of the seconded teachers to the European Schools. This creates variety within the competences of pedagogical staff between language sections.

The results of the evaluation show that it is difficult for the national inspectors to monitor the qualification and experience of their teachers teaching pupils with diverse needs; they did not have relevant information about teachers´ qualifications at their disposal.

Already the previous evaluation carried out in 2009 gave recommendations both to Member States and to European Schools concerning the recruitment and further training of the teachers. Their recommendations are still valid.

Recommendations:

For the schools:

- Make more use of the possibility to ask for seconded support teachers with qualification and experience in special educational needs.
- Pay more attention to the relevant SE qualification and experience of teachers who are appointed to give support lessons.
- Make sure that Educational support training is included to the INSET plan of the school
- When necessary, require teachers to have a personal development plan based on the Teaching Standards to meet the requirement of their work.

For the system:

- Develop and add to the staff regulations a profile of seconded special education teacher.
- Refer in vacancy notes being published to qualifications and experience in teaching pupils with special educational needs and qualify them as an asset.
- National authorities should provide all seconded teachers with appropriate support on teaching pupils with special educational needs (e.g. by methodical help of the national inspectors, organisation of INSETs etc.) to facilitate their work in heterogeneous classes.
- Encourage national inspectors to ensure that seconded teachers, who give support lessons, have additional qualifications, experience or aptitude for teaching pupils with diverse needs

13.5. Locally recruited support teachers

Locally recruited teachers comprise the most numerous part of the staff providing Educational support and provide significant percentage of the total amount of support.

The evaluation shows that many schools do not know if locally recruited support teachers have a qualification and experience in teaching pupils with diverse needs. Furthermore, it is not clear, if they should fulfil the qualifications of the country, where the school is located, or those from the respective language section. The in-service training is not systematically planned and provided in the majority of the schools.

Recommendations:

For the schools

- Ensure that all locally recruited support teachers have the qualification for teaching in the relevant cycle and/or subject and preferably additional qualifications, experience or aptitude for teaching pupils with diverse needs.
- Refer in vacancy notes being published to qualifications and experience in teaching pupils with special educational needs and qualify them as an asset.
- Identify the needs for training of the educational support staff and develop an annual local and personal in-service training plan based on those needs and Teaching Standards.
- Allow educational support staff to participate in external trainings offered by national authorities

For the system:

- The qualification of the locally recruited teachers providing educational support should be clearly defined.

13.6. Educational support assistants

Currently, 2/3 of intensive support hours is provided by educational support assistants. The amount of ISA time provided by the locally recruited teachers has decreased from 44% in 2014-2015 to 32% in the last school year, mostly in favor of support assistants.

The evaluation was not able to inform on the educational background of support assistants. While the tasks of support assistants comprise non-pedagogical and pedagogical assistance, it remains unclear which tasks are mostly performed by support assistants and whether the actual duties conform to the job description. The working conditions (salaries, duration of contracts) are not attractive which leads to a high fluctuation. The assistants usually do not participate in the professional trainings organised for the teachers.

Recommendations:

For the schools:

- Provide support assistants with opportunities for professional development in the area of special educational needs.
- Ensure that support assistants perform tasks in line with their job description and do not perform pedagogical tasks which should be reserved for support teachers.

For the system:

- Examine more in detail the way schools use the support assistants and, if necessary, review the job description of support assistants and/or provide further guidance to schools.
- Review the role, qualifications, tasks, training and salaries of the support assistants.

13.7. School psychologists

The school psychologists are experts and advisors who are highly appreciated in the schools. The role of the school psychologist is not defined in the Educational Support Policy of the ES.

Recommendations:

For the schools

- Ensure a better collaboration between the school psychologists and the pedagogical and educational support staff and create multi professional teams in the schools.
- Allow psychologists to participate in the trainings of the educational support staff.

For the system:

- Organise a regular meeting of the psychologists of the ES to facilitate their work in ES.
- Develop a job description for school psychologists.

13.8. Therapists

While the number of therapists recruited by the school has substantially decreased, the number of tripartite agreements is increasing from year to year. The evaluation did not establish what were the benefits and drawbacks from the introduced tripartite agreements.

Recommendations:

For the system:

- Continue to follow the number of the tripartite agreements in ES.
- Review the list of professions, which are included in the list of therapists if necessary.

13.9. Provision of the Educational support

Currently, the schools should define the related procedures of early identification of special educational needs. However, clearly defined and systematic procedures for early identification of pupils´ special educational needs were rarely observed. This is an area for improvement at the system and school level.

ES has two system level tools, which can be used for early identification: School Enrolment forms and Entry profiles. Currently, there is no harmonised approach regarding the identification of special educational needs for those children who are already enrolled. It is also unclear which protocol the schools should follow if there is an indication that a pupil may have special educational needs.

The medical/psychological/psycho-educational/multidisciplinary report is a very important resource for determining the appropriate educational support for pupils with special educational needs.

The basic criteria for the report are set in the Educational Support Policy. However, certain points, e.g. professional credentials of the experts who examined and diagnosed the pupil; completeness and reliability, frequency of retesting etc. still need clarification. Classification of diagnosis currently required in the report is done on a medical basis.

Only in a minority of the schools (3/13), the learning objectives set in the General Learning Plans were fully respected in the teachers' lessons planning, teaching and learning strategies, assessment methods and criteria, for the Individual Learning Plans this was the case in 4/13 schools.

Systematic assessment and evaluation of the level of achievement of the objectives, used for further planning is missing in most of the schools.

The procedure to share the information needed among the teachers who teach the pupil, vary between the schools, cycles and sections.

Recommendations:

For the schools

- Emphasise differentiation as a fundamental element in teaching and learning by highlighting the importance of differentiation in teachers training and in teachers' evaluation.
- Have clear internal guidelines in place for the early identification of educational support needs defining the responsibilities and procedures.
- Ensure that the learning objectives of the GLP and ILP are fully and systematically respected in the teachers' lessons planning, teaching and learning strategies, assessment methods and criteria.
- Ensure that ILPs with operational objectives are made, kept up to date and used as basis of assessment.
- Ensure that the progress with operational objectives made by a pupil is systematically recorded and used as a basis in updating an ILP.
- Facilitate the process of transition of pupils with special educational needs from Primary to Secondary cycle and to ensure that knowledge and support routines get properly transferred and support is started from the beginning of the first term on S1.
- Strengthen the cooperation of all staff providing educational support, both within and between the cycles,

For the system:

- Consider a more comprehensive and more detailed tool for early identification of pupils´ abilities and needs.
- Explore ways for facilitating the transition from pupils with special needs, especially from primary to secondary.
- Clarify the requirements for a medical/psychological/psycho-educational and/or multidisciplinary report.
- More functional approach to be considered for the basis of the planning of educational support for individual pupil.

13.10. Admission of pupils

The rules for pupils´ enrolment, set in the General Rules of the ES, do not mention enrolment of the pupils with special educational needs. The basic principles of enrolment of the pupils with the special educational needs are described in chapter 4.1 of the Procedural document of the Educational Support Policy. The Director of the school is responsible for setting the procedures of enrolment and for making final decision.

All schools reported having clear procedures for evaluation of requests for admission. However, based on the material given by the schools, the evaluation team could not check it those procedures were clearly documented. Which person, besides the Director, is involved in this enrolment procedure, was not documented in any of the schools.

According to the schools, all decisions of no-admission of pupils with special educational needs were dealt with in the Support Advisory Group before refusal. However, it was reported by some Parents' Assocation members that, via informal contacts with the schools, parents were 'discouraged' to enrol pupils with special educational needs.

Recommendation:

For the schools

- Establish clear procedures and responsibilities for assessing the requests for enrolment of children with special educational needs.
- Provide written justifications for all cases of refusals.
- Create a 'leaving announcement template' informing the legal representatives of the reasons for leaving the school

For the system:

- Establish a common procedure with clear criteria and responsibilities for assessing the requests for enrolment of children with special educational needs.

13.11. Assessment and promotion

Only in half of the schools, support given to each pupil is systematically monitored, analysed and used for further planning. Only one school has real statistical records and the school analyses the progress of the pupils with special educational needs. Currently, it is not possible to get a full and reliable picture about the reasons of all terminations of the ISA contracts.

It is not stated in the General Rules nor in the Educational Support Policy, how many subjects of the curriculum can be dropped, e.g. for the reason of a serious physical disability, in order to be allowed to stay in promotion.

The electronic system of recording the pupils' progress in the ES does no distinguish the pupils receiving Educational support. It does not precisely indicate the amount of educational support given to individual pupils and their progress, especially in the case of pupils, who accompany the class without promotion.

Recommendations:

For the schools:

- Monitor systematically the achievement of the learning objectives of the pupils receiving any type of educational support and to record them systematically.
- Establish clear procedures and responsibilities for cases where a school declares itself unable to meet the child's needs or invites parents to find a better suited school because of special educational needs.

For the ES system

- Give clearer guidance to the schools regarding the criteria and procedures in the case of non-enrolment or rejection of students with special educational needs. Before taking a final decision, Directors should consult the Educational support inspectors.

- Clarify in the General Rules the conditions to a promotion with adapted curriculum.
- Further develop the electronic system recording pupils´ assessment, progress and promotion in order to better record the progress and promotion of pupils with special educational needs.

13.12. Parent´s involvement

Three schools use the concept of partnership home/school, while defining the fields of cooperation, starting from the identification of the support needs to its development and assessment. While the Policy states that the school will inform parents regularly about their child's progress, it remains unclear how many schools define how often and by whom parents are informed in this respect.

Recommendations:

For the schools:

- Make it easier for parents to access information about EdSup and the Special Arrangements; the content, procedures, responsibilities.
- When leaving the school, the reason to leave would be asked from the parents for further development of support in the schools

13.13. Special arrangements and EB results

The adaptation of assessment conditions during tests are decided by the Director of the school until S5. The change in the decision-making procedure comes when a pupil moves to the Baccalaureate cycle.

For the S6-7, the decisions are taken centrally by the Board of Inspectors Secondary assisted by relevant external expertise in order to guarantee objective, equal and fair treatment of the pupils in all European and accredited schools.

In general, the centralised procedure to assess the requests of special arrangements for S6 and S7 works well and guarantees the equal treatment for pupils in different schools. Two challenges have been raised. The number of the requests is increasing year by year. It is time consuming for the schools to compile the requests and for the experts to analyse and assess them.

Recommendations:

For the schools

- All stakeholders need to respect the timeframe given and their responsibilities in the procedure in order to reach fair and equal treatment of the requests.

For the ES system

- Develop a digital tool for compiling, sending and assessing requests for special arrangements for S6-S7 and for communicating the results. An electronic template with a checking list and an electronic register would save time and human recourses in the long run.

13.14. Quality assurance

ES had a three-year *Multi Annual Plan (2014-2017) for the implementation of the Educational Support policy was created in 2014 (2014-09-D-9-en.)* Majority of the actions and tasks of the plan were realized until 2017.

Educational Support Policy is one of the inspected domains in the Whole School Inspection and it is an observed domain in Teaching Standards.

The current model of statistical reporting has been in use since 2009. The data collection for the statistical report is done by survey sent to the schools and based on data received from the SMS, a data collection system in ES. The survey is time consuming to fill in by the schools and to analyse by the inspectors.

The evaluation of the seconded staff and newly implemented evaluation system of the locally recruited teachers use Teaching Standards, which include criteria and indicators for educational support knowledge and skills. However, this is not a regular practice during the recruitment yet.

Recommendations:

For the schools:

- To monitor systematically the implementation of educational support.
- Educational Support should be a permanent part of the schools' forward planning and should be regularly discussed in the schools' Admin Boards.

For the ES system

- For a well-balanced forward planning and budgeting, a new long-term plan for Educational Support needs to be done for the years 2019-2022.
- Educational Support should be a permanent part of the WSI and should be regularly discussed in the meetings of ES boards.
- The annual statistical reporting needs to be continued and the report should be yearly discussed in the boards of ES. It is recommended to keep some key indicators the same from year to year in order to follow up the evolution of these indicators. Updating of criteria should be done in line with the general development in educational support in research and taking account the recommendations of international organisations.
- More of the data linked to the statistical report should be recorded by the SMS in a format, which enables to monitor the length, amount and intensity of the educational support given in the schools.
- Measures to monitor the qualifications of the seconded and locally recruited teachers should be regularly used. Both, the Member States and the schools are recommended to create a system to check and to employ teachers with the qualification in educational support. The criteria and indicators in the Teaching Standards could be helpful here.

13.15. Other recommendations

An Educational Support coordination post to OGSES

There is a need of a permanent person, full-time post, in the Office of the Secretary-General to coordinate Educational support, to ensure a more harmonised implementation across schools and to assist the schools, the inspectors and the Deputy Secretary-General in their work.

Creation of the leaving certificate at the end of the S5

A leaving certificate at the end of S5 describing the studies done in ES should be developed to support the transfer to other educational systems. The necessary steps for the ratification of the leaving certificate's recognition in Member States should be decided in the Board of Governors of ES.

To study the possibility to create an alternative education pathway for pupils' who are not able to continue to EB in co-operation with the national authorities of the hosting country

The Working Group of Alternative Certificate finished its' work in 2007 and came to a conclusion that it was not possible to create any form of alternative certification to the Baccalaureate at the end of year 7 (Ref. 2007-D-182-en-2). This topic has not been discussed since. An open-minded discussion about the alternative pathway studies in co-operation with host countries authorities should be started.

14. OPINION OF THE JOINT BOARD OF INSPECTORS

The Joint Board of Inspectors expressed a favourable opinion on the Evaluation Report on implementation of the Educational support policy and sends the document forward to the Joint Teaching Committee for an opinion, to the Budgetary committee for information and to the Board of Governors for a decision.

15. OPINION OF THE JOINT TEACHING COMMITTEE

The Joint Teaching Committee complimented the inspectors in charge of the Educational Support on the detailed and interesting implementation report. It was agreed that the recommendations set out in the report document needed prioritisation. The Joint Teaching Committee expressed a favourable opinion on the evaluation report, which would be sent forward to the Budgetary Committee for its opinion and to the Board of Governors for approval.

16. OPINION OF THE BUDGETARY COMMITTEE

The Budgetary Committee expressed a favourable opinion on the report.

17. OPINION OF THE BOARD OF GOVERNORS

The Board of Governors took due note of the Evaluation Report on implementation of the Educational Support Policy in the European Schools and mandated the Educational Support Working Group to provide a draft action plan that responded to the recommendations in this report and to those in the 'Report on Inclusive Education in the European Schools'.

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Annex 1: Sources used in the evaluation

1. Previous official documents (not valid any more, but important for evaluation of the evolution of educational support provision):

- Doc (78-D-79/2): Remedial teaching is presented as a reform of Primary education.
- Doc 79-D-49/1: Report on the remedial teaching pilot experiment at Brussels-Uccle.
- Doc 84-D-210: Extension of remedial teaching to the other schools and organisation of this remediation measure.
- BOG in Berlin 1987: ES provide remedial teaching for pupils with learning difficulties in the Primary section. Doc 87-D-55: Institutionalizing of remedial teaching. Earmarked budget for 1988 was set.
- Doc 85-D-139 (15th September 1988): Definition of extra tuition in the secondary section
- Doc 89-D-162, Feb. 1989: The BOG decided that he appropriations proposed had to be broken by the School
- Feb 1989 (doc 89-D-62): BOG adopted the doc 201 1/1-D-88 on the integration of SEN children.
- March 1990 (90-D-23): Admission of SEN children to secondary classes.
- 92-D-45 (April 1992): Rebalancing the remedial teaching Budget according to the schools in accordance with the criteria: 1 hour of remedial teaching for 11 pupils for all the European Schools
- June 1995 (95-D-145): BOG decided that from the 95/96 school year, the schools would accept SEN children to Nursery and Secondary cycles.
- 94-D-3210: definition of the remedial teaching
- 2212-D-94 (January 1995): Setting up of the Learning Support Services Committee.
- The Policy paper 1999: aims of integration and inclusion in mainstream education, Procedure for admission, Guidelines for integration of SEN children
- Ref.: 2004-D-4110-en-3 Learning support in the secondary – General Policy
- Ref.: 2006-D-262-en-4 Learning Support in the Nursery and Primary cycles
- Ref.: 2009-D-669-en-2 Learning Support in the Nursery and Primary cycles
- Ref.: 2009-D-619-en-3 Integration of pupils with special needs into the European Schools
- Ref: 2009-D-559-en-3 Special arrangements for the Baccalaureate for candidates with special needs
- Ref.: 2010-D-199-en-4 Measures to be taken to reduce the costs pertaining to SEN children in the European Schools (Notes and observations of the legal adviser of the European Schools)
- Ref.: 1512-D-2010-en-2 Vademecum on the document 2009-D-619-en-3 (Integration of pupils with special needs)
- Ref.: 2010-D-471-en-1 Development of the work of the SEN Policy group further to the mandate given by the Board of Governors at its December 2009 meeting
- Ref.: 2011-09-D-30-en-1 Learning Support in the Secondary cycle

2. Documents in force

- Policy on the Provision of Educational Support in the European Schools , 2012-05-D-14-en-9
- Ref.: 2012-05-D-15-en-11 Provision of Educational Support in the European Schools – Procedural document
- Réf. : 1712-D-2010-fr/en-1 Proposition de description de profil pour un(e) Assistant(e) SEN.
- Ref.: 2011-07-D-1-en-1 Job description of a SEN Assistant

- Ref.: 2015-06-M-2/GM/cv Follow up to the meeting of the Board of Governors of 15, 16 and 17 April 2015 – Clarification concerning the description of the post of Support Coordinator
- Ref.:2007-D-153-en-7 Service Regulations for the Administrative and Ancillary staff (AAS) of the European Schools
- Ref.: 2011-01-D-20-en-1 Change to Annex 1 and Annex 2 to the Service Regulations for the Administrative and Ancillary staff (AAS) of the European Schools
- Ref.: Annex II to document 2011-01-D-33-en-9 Learning Support, SWALS support and Rattrapage (Catching up support)
- Ref.: 2017-10-D-14-en-5 Creation and suppression of seconded posts 2016 – 2017
- Memo 2014-06-M-3-en: Clarification of certain arrangements for the support services for special needs pupils provided by therapists (Update of Memorandum 2012-10-M-1-en)

3. Reports

- Statistical reports (2014/15, 2015/16, 2016/17)
- Ref.: 2017-09-D-48-en-1: Report on Use of the New Assessment Tools for the Primary Cycle of the European Schools
- Reports on school failures and repeat rates in the European Schools 2014/15, 2015/2016 and 2016/2017
- WSI Reports of the years 2011 - 2017
- Ref.: 2014-09-D-13-en-1 Overview Educational support based on WSI reports

4. Surveys

- Survey: Role of the Educational Support coordinators
- Query national Inspectors (N/P and S) about human resources for educational support provision
- Survey on nursery and primary support assistance in the EU countries

5. School documents

- School self-evaluation forms (referring to school year 2016/2017)
- School guidelines
- School websites
- Multi-annual, annual and action plans
- Lessons preparations
- Job descriptions of educational support coordinators
- GLPs and ILPs
- Support Advisory Groups´ minutes
- Class Councils´ minutes
- Programs of the pedagogical days
- Examples of files of pupils with special educational needs
- Medical/psychological/multidisciplinary reports

6. Other documents

- Minutes of the Educational Support Policy WG meetings 2014 - 2017
- Minutes, conclusions and decisions of the meetings of the Administrative boards of the ES (Board of Governors, Joint Board of Inspectors, Joint teaching Committee, Budgetary Committee).
- Plans and records of INSETs of the teachers

7. Other sources for evaluation

- Information gathered during the visits in the schools (meetings with the school managements, coordinators, teachers, assistants, parents etc.).
- Information gathered during the pilot evaluation of the locally recruited teachers
- Information given by Educational support coordinators during the INSETs
- Data from the SMS
- Complementary data gathered from the schools

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Annex 2 : Evaluation of the implementation of the EdSup

List of the criteria, indicators and sources of information

I. Organisation of Educational Support

Criteria	Indicators
The school has clearly formulated specific school guidelines for provision of General, Moderate, Intensive A and Intensive B support. The school has done the school guidelines known to the teachers and parents, Organisation of General Support corresponds to the school guidelines. Organisation of Moderate Support corresponds to the school guidelines. Organisation of Intensive A Support corresponds to the EdSup Policy guidelines. Organisation of Intensive B Support corresponds to the school criteria.	Specific school criteria have been formulated in the school guidelines. The school guidelines for support respect Policy and Provision. It is evident that coordinators, psychologist, teachers, assistants and parents are aware of the guidelines. There is evidence of efforts to share the information to teachers and parents. There is evidence that the school guidelines for General Support are used in grouping, timetables, group plans and records. There is evidence that the school criteria for Moderate Support are used in grouping, timetables, group plans, ILPs and records. There is evidence that the school follows the procedure for Intensive A support described in the Provision of Educational Support. There is evidence that the school criteria for Intensive B Support are used in grouping, timetables, group plans, ILPs and records.

A. Documentation or other sources:	B. School's self-evaluation:	C. Filled in by the inspection team during inspection visit:
SchoolWebsite School guidelines Courses is SMS Statistical reports	X	Group learning plans ILPs Class Councils' minutes Support Advisory Groups' minutes Interviews with the members of the school management, psychologists, coordinators, teachers' representatives, reps of parents.
Criteria	**Indicators**	
Educational support coordination covers ~~well~~ the needs of the school.	The nominated coordinators cover all cycles, sections and types of support. The profiles of the support coordinators are defined and based on the requirements set in the Provision document. The profiles of the support coordinators are defined and based on the needs of the school. In the job descriptions the roles and responsibilities of the coordinators are laid down.	
The support coordinators have got an administrative and pedagogical role	Job description includes administrative tasks and pedagogical tasks.	
The time allocation to carry out the duties in support coordination reflects the needs of the school.	The total number of pupils in the school. The percentage of pupils receiving EdSup. The time allocated to the coordination.	
A. Documentation or other sources:	**B. School's self-evaluation**	**C. Filled in by the inspection team:**
Local job descriptions School's guidelines.	X	Interviews of the management and coordinators.

II Resources

Criteria	Indicators
Teachers' qualification.	
Support teachers in Primary cycle are qualified teachers for the primary level.	Total number of Primary teachers. Number of the support teachers who are qualified for the Primary cycle.
Support teachers in Primary cycle have additional qualification or experience for teaching pupils with diverse needs.	Number of the Support teachers in Primary who have additional qualification or experience for teaching pupils with diverse needs. Total number of the Secondary teachers.
Support teachers in Secondary cycle are qualified teachers in the subject in which they give support lessons.	Number of the support teachers in the Secondary who are qualified in the subject in which they give support lessons. Number of the Support teachers in Secondary who have additional qualification or experience for teaching pupils with diverse needs.
Support teachers in Secondary cycle have additional qualification or experience for teaching pupils with diverse needs.	The local INSET plan includes training focused on teaching pupils with diverse needs.
Training available for the teachers on the EdSup area is organised by the school. Training available for the teachers on the EdSup area is organised on the central level.	The INSET organised by national inspectors include training focused on teaching pupils with diverse needs. The INSET organised by subject inspectors include training focused on teaching pupils with diverse needs. The INSET planning–central level includes training of pupils with diverse needs.

A. Documentation or other sources:	B. School's self-evaluation	C. Filled in by the inspection team:
Statistical report. In-service training plan of the school. INSET plan on the central level. Query to national inspectors/ subject inspectors. SMS BUDGET in statistical report	X	
Criteria	**Indicators**	
Support assistants The number of support assistants is enough to cover all the pupils with intensive and moderate support. The qualification of support assistants is suitable for the work what they do. Training in EdSup is offered to assistants.	? The number of support assistants in the school who have a. upper secondary education b. some vocational training c. academic diploma Assistants participate in the local INSET. Assistants participate in centrally organised INSET.	
A. Documentation or other sources (filled by the inspectors):	**B. School's self-evaluation:**	**C. Filled in by the school inspection team:**
Statistical report National inspectors	X	School's INSET planning. Program of the pedagogical days.

Criteria	Indicators	
Tripartite contracts Tripartite contracts are part of the support structure in the school.	Number of the tripartite contracts signed by the school in N/P in the last three school years. Number of the tripartite contracts signed by the school in S during the last three school years.	
A. Documentation or other sources:	**B. School's self-evaluation**	**C. Filled in by the inspection team:**
	X	Interviews of the management and coordinators.

III Provision of the Educational Support

Criteria	Indicators	
Administration in EdSup is transparent. Administration is in line with the regulations (in Provision document).	Admission, procedures and recording of GS, MS, ISA and ISB are defined in school's documents. Admission, procedures and recording in GS, MS; ISA and ISB are communicated in school guidelines or in some other school document/s. The school has a nominated person who administrates EdSup. Admission, procedures and recording of GS, MS, ISA and ISB follow the procedure regulated in the Provision document.	
A. Documentation or other sources (filled by the inspectors):	**B. School's self-evaluation:**	**C. Filled in by the school inspection team:**
School guidelines School website	X	Group learning plans ILPs Support Advisory Group's minutes Interviews with management, coordinators, teachers and parents

Criteria	Indicators
The school management ensures that the group learning objectives set in GLPs are respected in a. teachers' lessons planning b. teaching and learning strategies c. assessment methods and criteria The school management ensures that the individual learning objectives set in ILPs are respected a. teachers' lessons planning b. teaching and learning strategies c. assessment methods and criteria The management of the school ensures the transfer of the relevant information to the teachers concerned.	There is evidence that all teachers concerned have an access to the GLPs and ILPs. There is evidence that GLPs and ILPs are used in teachers planning. There is evidence that the teaching and learning strategies are monitored. There is evidence about adapted assessment criteria and practices related to the needs of a pupil etc. Records of pupils' progress are maintained and analysed.
There is an appropriate cooperation of the staff providing support to a certain pupil	It is clear who the responsible person to collect the relevant information about the individual learning needs of a pupil is. The school has a procedure to disseminate information about the impact of pupils' individual needs on teaching and learning. The school has a procedure to disseminate the conclusions of SAGs meeting to the teachers concerned. There is evidence of transfer of information about the pupils' needs and progress.

A. Documentation or other sources (filled by the inspectors):	B. School's self-evaluation:	C. Filled in by the school inspection team:
	X	Planning documents GLPs, ILPs Class Council's minutes Support Advisory Group's minutes Interviews of the management, coordinators, parents, and pupils. Other school documentation, if any.
Pupils who have repeated a school year in Primary have received EdSup before. Pupils who have repeated a school year in Secondary have received EdSup before. Teaching and learning of pupils repeating a year has been appropriately adapted.	Number of the pupils who have repeated a school year during the last three school years. Number of the pupils repeating the year who received a) general support b) moderate support c) intensive support BEFORE the repeating. Number of the pupils who have repeated a school year during the last three years. Number of the pupils repeating the year in the Secondary cycle who received a) general support b) moderate support c) intensive support BEFORE the repeating. There is evidence of adaptation of teaching and learning of a repeating pupil. There is evidence of EdSup provided to repeating pupils. There is evidence of adaptation of assessment methods or special arrangements in tests of a repeating pupil.	

A. Documentation or other sources (filled by the inspectors):	B. School's self-evaluation:	C. Filled in by the school inspection team:
SMS Report on repeating rates Statistical report	X	Class Council minutes Support Advisory Groups minutes ILP´s Documentation of pupils repeating the year, if any.

IV Assessment and promotion

Criteria	Indicators
EdSup helps pupils to achieve the learning objectives of the curriculum in P.	Percentage of pupils with ISA agreement who are promoted in P during the last three school years. Percentage of pupils with ISA agreement who are in progression with adapted curriculum in P during thte last three school years. Percentage of pupils with ISA agreement who repeat a year in P during the last three school years.
EdSup helps pupils to achieve the learning objectives of the curriculum in S.	Percentage of pupils with ISA agreement who are promoted in S during the last three school years. Percentage of pupils with ISA agreement who are in progression with adapted curriculum in S during the last three school years. Percentage of pupils with ISA agreement who repeat a year in S during the last three school years.

A. Documentation or other sources:	B. School's self-evaluation	C. Filled in by the inspection team:
SMS Statistical reports Report of the repeating rates.		

V Quality assurance of the implementation of EdSup

Criteria	Indicators	
The success of the support given to each pupil is monitored, analysed and used for further planning.	There are procedures to follow up the results of pupil's EdSup. There is evidence that the progress of the pupil receiving support is followed up.	
The school has cyclic and systematic procedure to evaluate the implementation of the EdSup.	Quality assurance of implementation of the EdSup is included in the school's Multi Annual, Annual planning and Action Plans. EdSup guidelines include the principles and procedures of monitoring, evaluation and follow up. There is evidence about the monitoring and evaluation e.g. minutes, records, analysis of results. There is evidence that the results of monitoring and evaluation have impact on further planning.	
The different bodies of ES have supported the development of EdSup and guaranteed a good quality of EdSup.	There is evidence ~~about~~ that BIP, BIS, JBI, JTC supervise implementation of EdSup. There is evidence that PDU and EBU assist schools.~~.~~ The EdSup Policy Group has taken steps in order to raise issues and questions for development. BoG has taken decisions for development of EdSup in ES.	
A. Documentation or other sources (filled by the inspectors):	**B. School's self-evaluation:**	**C. Filled in by the school inspection team:**
School guidelines MASP, ASP, Action plans Other internal instructions, if any Minutes of the BIP, BIS, JIB, JTC, EdSup Policy Group, BoG 2013-2016.	X	GLPs, ILPs Class council minutes SAG minutes Other minutes, if any. Interviews of the management, coordinators, teachers, parents

VI Role of the parents

Criteria	Indicators
The management ensures that the information about the provision of the EdSup and the procedures in the school is available to all parents.	The school guidelines of EdSup are available for the parents. It is clearly communicated how the support can be requested It is clearly communicated how the support provision functions in the school.
The communication about pupils' support and progress is regular and transparent.	There is evidence of regular communication with the parents. There is evidence of written communication to the parents about the pupil's progress.
Parents collaborate constructively in the EdSup given to their child.	Parents communicate the progress and needs of their child to the teachers. Parents offer the school ~~the~~ relevant information ~~for~~ in order to plan adequate support
Not promotion is timely and explicitly communicated to the parents.	The school has clearly stated procedures and timeframe for informing about not promotion option to the parents. The procedure includes information about the legal value of not promotion option.
In case of finding better suitable school for the pupils the school actively contributes.	Number of the pupils who have to leave the school because the curriculum is too demanding. There is evidence ~~of~~ the school's contribution to find a more suitable school for the pupil~~s~~.

A. Documentation or other sources:	B. School's self-evaluation	C. Filled in by the inspection team:
School guidelines School Website Other documents, if any	X	SAGs minutes. Class Council's minutes Some example files of pupils with EdSup. Interviews of the management, coordinators, teachers and parents.

VII Admission of the pupils

Criteria	Indicators	
The school's capacity to accept the requests for admission.	There is a clear procedure to evaluate the admission requests. The persons involved in admission of pupils with special needs are defined in the procedure (who are they). The number of the applications during the last three school years. The number of applications refused during the last three school years. Decisions on non-admission were dealt in the SAG before refusal.	
The school capacity to offer pedagogically and socially appropriate education for pupils with severe special needs.	Number of the pupils with ISA agreement with severe special needs in the last three school years. Number of the pupils for which the school declared itself unable to meet their needs in the last three school years. Reasons for refusal are justified and found in written.	
Pupils who had to leave the school because they had repeated a school year twice in P/S.	Number of the pupils who have repeated a school year in the last three school years. Number of the pupils repeating the year for the second time in the last three years in P/S who received • general support • moderate support • intensive support BEFORE the repeating.	
How many education refundings have been asked for the Commission's social service?	Number of the pupils who had to leave the school because the curriculum was too challenging to them.	
A. Documentation or other sources (filled by the inspectors):	**B. School's self-evaluation:**	**C. Filled in by the school inspection team:**
SMS Statistical report Report on Repeating rates Commission's social workers. Questionnaire to the national inspectors.	X	SAGs minutes Admission decisions Other school documents, if any. Meeting with the management and coordinator.

VIII Special arrangements in Primary and Secondary 1-5

Criteria	Indicators	
The procedure to request and allow special arrangements in P1- S5 are in accordance with the EdSup Policy.	Special Arrangements are decided by the school management. Pupils' files include the medical/psychological/psychoeducational /multidisciplinary reports justifying the need of special arrangements. Decisions are recorded and included to the pupils' files.	
A. Documentation or other sources:	**B. School's self-evaluation**	**C. Filled in by the inspection team:**
School's guidelines Website Other internal documents, if any?	X	Pupils' files SAG minutes

IX European Baccalaureate

Criteria	Indicators	
The success of the pupils with learning difficulties/disabilities in the EB examinations (passing rate).	Number of pupils with ISA agreement per year (during the last three school years) who have received EB certificate. Number of pupils with special arrangements per year (during the last three school years) who have received EB certificate.	
A. Documents/SMS or other sources:	**B. School's self-evaluation**	**C. Filled in by the inspection team:**
EB reports of the three last school years (EB unit). SA decisions from EB unit.		

Criteria	Indicators	
Information about the Special arrangements and the request process in the EB cycle is clear and transparent. The requests are well prepared and checked before sending to the OGSES for external evaluation.	The school has a clear procedure to request the special arrangements for the EB cycle. The schools' procedure respects Policy and Provision of EdSup in ES. Information and timetable to ask the special arrangements is on the website. Parents receive information and timetable to ask the special arrangements in a newsletter or such other. Number/Evolution of the requests for special arrangements during the last three school years in the school. Number/Evolution of the reports which have been approved/not approved.	
A. Documentation or other sources:	**B. School's self-evaluation**	**C. Filled in by the inspection team:**
EB unit SMS	X	Interview of the management, coordinators and parents
Criteria	**Indicators**	
The exams of students with special arrangements are well organised during the written examinations.	Students with SAs are placed in a calm and quiet place. Technical requirements are are checked in advance The names of the pupils with SAs and other instructions are clearly communicated to the invigilators. If pupils are taking their examination in a separate room, there are enough invigilators in the room.	
The exams of students with special arrangements are well organised during the oral examinations.	The students with extra 10 min for preparation of the oral answers take their exam as a first or last student in the morning or afternoon.	
The pupils use the SAs which have been approved for them.	The extra time (10min/ exam hour, rest periods etc.) ~~is~~ used by the pupils.	
Special correction instructions are given for correction of the EB exams.	Correction instructions for scientific and humanistic subjects in the EB exams include rules for the effect of language errors on the marks. Correction instructions for languages in the EB exams include rules for the effect of language errors on the marks.	

A. Documentation or other sources:	B. School's self-evaluation	C. Filled in by the inspection team:
Query to the subject (national) inspectors. Query to the EB Vice presidents. Instructions for the invigilators during the written and oral examinations Correction criteria for the examiners.	X	Interviews of the management/ coordinators/ educational advisor and/or the person in charge of the organization of the EB in the school.