

Secondary Educational Support Guidelines

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1. Local policy for educational support

Our local policy for the secondary school is based on the general document for educational support for all the European schools. "[Policy on the Provision of Educational Support in the European Schools- 2012-05-D-14-en-9](#)" and "[Provision of Educational Support in the European Schools- Procedural document 2012-05-D-15-en-12](#)".

These documents are also available in French and German in the web site: <https://www.eursc.eu/en/European-Schools/studies/educational-support>

1.1. Concept

Educational support is a strategy across the European School system to set up educational support when and where there is a real need for it. Indeed, the provision of educational support is foreseen for **learning difficulties** deemed remediable with appropriate teaching measures. Educational support is designed to make the entire curriculum accessible to pupils experiencing difficulties in one or other area of learning and who, **despite internal differentiation in class and their own best efforts**, fail to reach the standard required by the European Schools' curriculum.

1.2. Differentiated teaching

Differentiation forms the basis of all good and effective teaching. It is essential, not only for pupils requiring support, but for all. Differentiation in order to meet the needs of all pupils is the responsibility of every teacher working in the ES and should take place in the classroom. Differentiated teaching ensures that in planning and delivering lessons teachers are aware of and take account of the different learning styles and needs of individual pupils.

1.3. Who is it for?

- pupils with different learning styles
- pupils studying in a language section different from their mother tongue
- pupils arriving late in the system with gaps in their knowledge or skills
- pupils with a mild learning difficulty
- pupils with a diagnosed special educational need
- gifted and talented pupils

1.4. Educational Support

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

These support measures result in general, moderate or intensive support, type A, B and/or special arrangements.

1.4.1. Educational Support Structures

Educational Support Structures					
Special Arrangements		General	Moderate	Intensive	
				A	B
	Short-term	X	X	X	X
	Medium-term		X	X	
	Long-term			X	

- **General Support** concerns any pupil who may experience difficulties in a particular aspect of a subject or who may need to 'catch up' in a given subject, for example, due to late arrival in the school or illness or because he/she is not studying in his/her mother tongue. Pupils may also need additional help with acquiring effective learning strategies or study skills.
- **Moderate Support** 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. It is provided for a longer period than General Support.
- **Intensive Support** is provided to pupils showing special educational needs according to the following descriptions
 - A. This Intensive Support **type A** (ISA) is provided on the basis of a *medical/psychological/psycho-educational and/or multidisciplinary report* (view Annex I) produced by an expert, justifying the pupil's special individual needs and including the signing of an agreement between the Director and the parents. Intensive Support is provided for pupils with special educational needs such as learning, emotional, behavioural or physical needs (see also the document 'Provision of Educational support in the European Schools – Procedural document' (2012-05-D-15)).

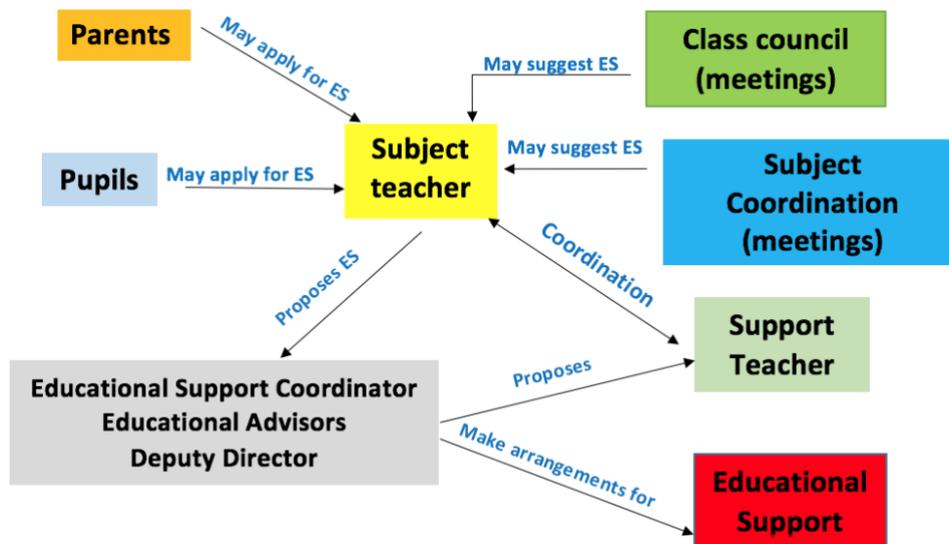
The provision of Intensive Support is recommended to the Director by the Support Advisory Group. Pupils can follow the standard or modified curriculum. In the latter situation, the pupil accompanies his/her class with progression but without promotion to the next class and as long as this can be shown to be in the best interest of the pupil's social and academic development.

- B. This Intensive Support **type B** (ISB) is provided in exceptional circumstances, and on a short-term basis only, and a Director may decide to provide Intensive Support B 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 standard curriculum.

1.4.2. Selection of pupils for Educational Support

The final class councils can propose pupils to follow educational support lessons for the next school year. Furthermore, at the beginning of the school year, teachers can propose that certain pupils follow educational support lessons. (These are normally **long-term needs or medium term**). For the students that are experiencing serious difficulties it is possible to activate support courses during the school year. This can also happen at any moment when a specific learning difficulty is detected. (These are normally **short-term needs**)

Pupils themselves and parents may also discuss with the teachers the necessity of joining educational support lessons, as it can be seen in the following figure:



1.4.3. Special arrangements

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

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 (view [Annex I](#)) 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.

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 \(2012-05-D-15-en-12\)](#)".

If the evaluation conditions during the Pre-Baccalaureate and Baccalaureate examinations present a risk to disadvantage the candidate in terms of his/her performance – especially if he/she shows special educational needs – by preventing him/her from demonstrating the level at which he/she has acquired the required competences, special arrangements may be requested and authorised for the written and oral examinations. These special arrangements are not intended to compensate for any lack of knowledge or skills whatsoever.

Procedure for the request of Special Arrangements in years S6 and S7

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

A written request for special arrangements in S6 and S7 will be made to the support coordinator by either a teacher or teachers or by the pupil's legal representatives.

The application must state precisely on which specialist's diagnosis the request is based. The application must also state precisely which special arrangements are being requested. An updated – **dating back not more than two years** – medical/ psychological and/or a multidisciplinary report (view Annex I) explaining the need for special arrangements is required. A pupil's legal representative must provide the relevant documents.

Each application for special arrangements will be treated on its own merit.

DEADLINE: Requests for special arrangements for the Baccalaureate must be made by **15th October of the year preceding entry into the Baccalaureate cycle, i.e. 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 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.

1.5. Priorities

Educational support applies to all subjects but **priority** is given to:

- Years 1-3
- Languages & scientific subjects
- Compulsory subjects rather than optional subjects
- Pupils in large groups
- Possibility of forming a group (around 3 or more)

1.6. Limitations

- Budget for Educational Support.
- The school timetable. Sometimes ES will have to be organised after school hours or on Wednesday afternoons
- Timetable of pupils.
- Timetable of Support teachers. It is not always possible to find an appropriate teacher (language, qualifications) and it is not economically viable to employ a teacher for a single lesson
- Availability of Support teachers. In principle, we prefer that the subject teacher is not at the same time educational support teacher of the same pupil. That way we encourage team teaching and pupils can also benefit from different teaching styles.
- Parental support. Educational support can be withdrawn if parents reject the support in writing

1.7. Objectives

- Help the pupils to overcome shortcomings in a specific subject and give them a more solid foundation in skills and knowledge
- Help the pupils to improve the results in the concerned subjects so that their promotion to the following school year will not be jeopardized.
- Foster learner autonomy through enhancing the pupils' study skills applied to a specific subject.
- Increase teacher cooperation.
- Introduce the use of virtual learning platforms to help supporting the pupils' learning
- Keep parents regularly informed about the pupils' progress.

2. Specific language learning difficulties

The secondary school has the possibility of giving support to those pupils whose mother tongue or previous language of instruction does not coincide with the section they are enrolled in.

The support can be given in two directions, either to maintain their mother tongue or to facilitate their integration in the new L1 and/or L2.

L2 This programme is aimed at supporting pupils that are weak in L2, or never had that L2 before arriving at the school. It can consist of very intense support during a shorter period of time.

3. Local organisation of educational support

3.1. Role and task of the Educational support coordinator

- Carry out a preliminary expected needs analysis for the following school year by gathering information from the end of the school year reports of class councils.
- Follow the proposals of pupils for educational support during the school year together with the Pedagogic Advisers and Deputy Head.
- Contact and collaborate on a regular basis with Pedagogic Advisers, class teachers, subject coordinators and subject teachers.
- Facilitate Educational support and subject teacher collaboration
- Keep himself informed about the progress of pupils receiving Educational support to ensure maximal support or withdrawal of pupils from Educational support lessons where support is no longer needed
- Disseminate information regarding materials, resources and in-service training.
- Produce an end of the school year report in which the Educational support actions are evaluated and trends across language sections, years and subjects are shown.
- Collaborate with the Deputy Head in other required tasks.
- Update and make available lists of pupils receiving educational support of various types through the language sections and different year groups, through entering data in the SMS (or alternative system), bearing in mind the necessity for ensuring confidentiality.
- Attend European Schools' Support working group meetings, initiated and organized by the Support inspectors.

3.2. Roles of the educational support teacher and the subject teacher

The educational support teacher should be **in constant communication with the subject teacher** in order to help the pupil catch up in the areas in which he/she shows weaknesses. In this sense, the support teacher must carry out continuous observation and assessment of the pupils.

The support teacher should **give feedback** to the subject teacher, class teacher, educational support coordinator and parents about the evolution of the pupil. Furthermore, the support teacher:

- will use appropriate differentiated teaching methods
- will undertake detailed observation and assessment
- will decide on the most appropriate teaching strategies for the pupil, in consultation with the class or subject teacher and any other professionals working with the pupil
- will write a GLP for the group receiving General Support and an ILP for each pupil receiving Intensive or moderate support **in cooperation with the class/subject teacher**
- will liaise and cooperate with class or subject teachers and the other members of the team during the learning process
- will evaluate the pupil's progress
- will keep records of achievement in order to have accessible information when needed
- will liaise with parents about the child's progress and needs
- will participate in the pupil's class councils.

Sometimes parents may decide to reinforce the educational support offered by the school by hiring a **private tutor**. We strongly recommend that the school is consulted before making that decision. This sort of supported maybe counterproductive if the private tutor is not familiar with the European School syllabi, our methodological approach or if the pupil is not encouraged to develop his independence and autonomy. We encourage the support teachers to be in contact with private tutors.

3.3. Role of the Support Assistant

The Support assistant is allocated pupils with specific learning difficulties, receiving intensive educational support. This is specific help, arranged in the advisory group meeting when the need for intensive support is agreed, to include one-to-one help in the classroom, assistance and supervision in sport and other practical lessons, such as art and music, and in the dining room. Some pupils will need assistance in orientating themselves in the school building, organising their schoolbags and personal possessions.

Support assistant 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. If, for some reason, an assistant is not present, the pupil will be integrated into the class.

3.4. Role of the students

Students receiving General and Moderate Support will be encouraged to discuss their needs and the type of support. Pupils receiving Intensive Support will be consulted about the type of support needed, before it is put in place. As far as possible the pupil's views will be taken into account.

3.5. Role of the Parents

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. The parents may ask during the course to the subject teacher educational support classes for their sons and daughters. In case the subject teacher considers necessary this support he/she will inform the educational coordinator and the Deputy Director about that request. If the request is for intensive support they must provide medical/psychological/psycho-educational and/or multidisciplinary report (view [Annex I](#)) and it should be updating every two years.

The parents may also request for Special Arrangements (it must be clearly related to the pupils' diagnosed need(s) by means of a medical/psychological/psycho-educational and/or multidisciplinary report (view [Annex I](#)) justifying these special arrangements.

For special arrangements for the Baccaureate it must be made **by 30 April of the year preceding entry into the Baccaureate cycle, i.e. S5.**

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

3.6. Duration and general characteristics of the lessons

In principle, most of the courses are planned as all year round courses (**long-term or medium-term needs**) at the beginning of the school year and are subject based. However, they may be closed due to an early and successful remediation. However, some pupils may be excluded from ES if they do not show interest, miss lessons with no justification or do not take responsibility for their own learning, showing no effort or no motivation at all.

Also some pupils can be proposed for a few lessons clinics (**short-term needs**). These are specific educational support actions focusing on a clearly defined problem, on the revision of some specific contents, or a test, etc.

Study skills or "*learning to learn*" strategies are embedded in the educational support lessons and subject related. 1st year pupils also receive around specific on "*learning to learn*" taught by the L1 teachers.

New pupils arriving at the school without a language section can also benefit from special arrangements. When we encounter very serious cases where the new L1 or/and L2 is a barrier to access other lessons, then we need to organise a language immersion for a few months using existing L1 and L2 lessons from another year levels. This we call an **adapted timetable** and it is normally complemented with tuition in small ES groups or with one to one lessons. Later on, the pupils are reintegrated in their normal lessons and normally keep their support lessons as well.

4.- Annexes

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

Annex I-DE: Kriterien für das medizinische/psychologische/psycho-pädagogische/
fachbereichübergreifende Gutachten

Annex I-FR: Critères pour le rapport médical/psychologique/psychopédagogique/
pluridisciplinaire

Annex II: Educational support Calendar

Annex I (EN):

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

(Intensive Support pupils and Special Arrangements S1-S5 and S6-S7)

- 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.

Escuela Europea de Alicante

Annex I (DE)

Kriterien für das medizinische/psychologische/psycho-pädagogische/ fachbereichübergreifende Gutachten:

(Intensive Unterstützung und Sondervorkehrungen für S1-S5 und S6-S7)

- Das Gutachten wurde gut lesbar auf einem Briefbogen mit Briefkopf erstellt, unterzeichnet und datiert;
- Es enthält den Titel, Namen und die beruflichen Referenzen des(der) Sachverständigen, der(die) die Auswertung und Diagnose des Schülers gestellt hat.
- Durch das medizinische, psychologische, psycho-pädagogische oder fachbereichübergreifende Gutachten werden ausführlich die Art der medizinischen oder psychologischen Probleme des Schülers sowie die zu deren Diagnose verwendeten Tests und Techniken.
- Gutachten für Lernschwächen müssen eine Beschreibung der Stärken und Schwächen (kognitive Bewertung), deren Auswirkungen auf den Lernprozess (schulische Belege) sowie der zu deren Diagnose verwendeten Tests und Techniken enthalten.
- Gutachten zu medizinisch/psychologischen Problemen müssen die medizinischen/psychologischen Bedürfnisse des Schülers und deren Auswirkungen auf den Lernprozess (schulische Belege) ausführlich beschreiben.
- Jedes Gutachten enthält eine Zusammenfassung oder eine Schlussfolgerung, in denen die erforderlichen Vorkehrungen und gegebenenfalls Lehr-/Lernempfehlungen für die Schule enthalten sind.
- Diese Unterlagen sind regelmäßig, spätestens alle zwei Jahre, zu aktualisieren. Bei bleibender und unveränderter Behinderung und wenn die Beratungsgruppe dies entscheidet, sind keine anderen Tests als die üblichen erforderlichen Aktualisierungen erforderlich.
- Für einen Antrag auf sonderpädagogische Vorkehrungen für das Europäische Abitur ist eine vollständig aktualisiertes medizinische/psychologisches/psycho-pädagogisches und/oder fachbereichübergreifendes Gutachten vorzulegen. Die Unterlage dürfen nicht älter als zwei Jahre sein, d.h. sie dürfen nicht vor April S3 und nach April S5 datiert sein.
- Nur in unvorhersehbaren und ordnungsgemäß belegten Ausnahmefällen (schwere Krankheit, Unfall, neue Einschreibung usw.) ist ein Antrag auf Gewährung von Sondervorkehrungen im Europäischen Abitur auch nach der vorgenannten Frist zulässig. Der Antrag muss zudem sämtliche Unterlagen umfassen, in denen die Gründe des Antrags untermauert werden.
- Zur Vermeidung von möglichen Interessenkonflikten ist der den Schüler diagnostizierende Sachverständige weder an den Europäischen Schulen beschäftigt noch ein Familienmitglied des Schülers.
- Wenn das Gutachten nicht in einer der Vehikularsprachen verfasst wurde, wird es mit einer englischen, französischen oder deutschen Übersetzung eingereicht.
- Bei bleibender und unveränderter Behinderung und wenn die Beratungsgruppe dies entscheidet, sind keine anderen Tests als die üblichen erforderlichen Aktualisierungen erforderlich. Für einen Antrag auf sonderpädagogische Vorkehrungen für das Europäische Abitur ist ein vollständig aktualisiertes ärztliches/psychologisches/psycho-pädagogisches und/oder fachbereichübergreifendes Gutachten vorzulegen.

• **Annex I (FR)**

Critères pour le rapport médical/psychologique/psychopédagogique/ pluridisciplinaire (Soutien intensif et Dispositions particulières S1-S5 et S6-S7)

- être lisible, rédigé sur papier à en-tête, daté et signé ;
- préciser les titre, nom et références professionnelles du ou des expert(s) ayant mené le bilan et diagnostiqué l'élève ;
- Via le rapport médical/psychologique/psychopédagogique ou pluridisciplinaire, préciser clairement la nature des troubles médicaux et/ou psychologiques de l'élève, ses besoins et les tests ou techniques utilisés pour poser un diagnostic ;
- Le rapport pour les troubles d'apprentissage doit décrire les forces et difficultés de l'élève (évaluation cognitive) et leur impact sur l'apprentissage (éducation basée sur les preuves) ainsi que des tests et techniques utilisés pour poser un diagnostic.
- Le rapport pour les problèmes d'ordre médical/psychologique doit spécifier les besoins médicaux/psychologiques de l'élève ainsi que leur impact sur l'apprentissage (éducation basée sur les preuves) :
- Tous les rapports ont besoin d'un résumé ou d'une conclusion en incluent des indications sur les ajustements nécessaires ainsi que, le cas échéant, des recommandations d'enseignement/apprentissage à proposer à l'école ;
- Le dossier doit être régulièrement mis à jour et ne doit pas dater de plus de deux ans. En cas de handicap permanent et stable et moyennant l'accord du Groupe- conseil de soutien, on pourra se contenter de mises à jour régulières sans faire repasser de nouveaux tests ;
- En cas de demande de dispositions particulières pour le Baccalauréat européen, un rapport médical/psychologique/psychopédagogique et/ou pluridisciplinaire complet mis à jour est requis. Le dossier ne doit pas dater de plus de deux ans c'est-à-dire qu'il ne doit pas avoir été déposé avant avril de la 3^{ème} secondaire ni après avril de la 5^{ème} secondaire ;
- Dans des circonstances exceptionnelles, imprévisibles et dûment documentées (maladie grave, accident, nouveaux inscrits, etc.) et uniquement dans ces cas, la demande visant à accorder des dispositions particulières pourra être déposée après l'expiration du délai précisé ci-dessus. La demande devra être accompagnée d'un dossier complet précisant les motifs sur lesquels elle repose ;
- Pour éviter tout risque de conflit d'intérêts, l'expert qui évalue un élève ne peut être ni un membre du personnel des Ecoles européennes, ni un proche de l'élève ;
- Accompagner le rapport d'une traduction anglaise, française ou allemande si l'original n'est pas rédigé dans l'une des langues véhiculaires.
- En cas de handicap permanent et stable et moyennant l'accord du Groupe-Conseil de soutien, on pourra se contenter de mises à jour régulières sans faire repasser de nouveaux tests. En cas de demande de dispositions particulières pour le Baccalauréat européen, un rapport médical/psychologique/psychopédagogique et/ou pluridisciplinaire complet mis à jour est requis.

Annex II Educational support calendar

WHEN	WHO AND HOW i					
	Class Teacher	Subject Teacher	Educational support Teacher	Advisory Group for Intensive Support A Students	ES Coordinator	Secondary Deputy Director
June July	Prepare a list of proposed educational support students for next academic year. To be included in the class council report	Suggest pupils that may need ES next school year	Attend end of the school year class council meetings.	Revision of the support courses during the year and suggest proposals for next year	Attend end of the year class council meetings (P5 and Secondary) Prepare a preliminary list for next school year.	Approval of the preliminary list of Support Courses for next year
End week August September October	Suggest pupils that may need ES.	Suggest pupils that may need ES. Specify needs of ES pupils for each pupil	ES lessons start: ISA: first week of September ISB, MS, GS: second week of September or when necessary Check ES Progress	Advisory groups meetings for new students with medical/ psychological and/or a multidisciplinary report: Renovation of the Educational Support Agreements (meetings when necessary)	Arrange ES groups: Assign teachers: Create an document with the support courses: periods, courses, students, sections, teachers and dates. This file will be updated during the year Create the courses in SMS (at the beginning of the course and when a new course is created) Inform parents, students and teachers of inclusion in ES programme: <ul style="list-style-type: none"> with the timetables for the courses created from the beginning of the courses using the Announcements application in SMS for courses creating during the year. Inform the school administration of the extra support periods of the teachers Create templates for the Individual and General Learning Plans in OneDrive O365, Share the templates with the teachers involved in each Support Course (Class Teachers, Support Teachers and Subject teachers of the support courses)	
	Fill in the Individual and General Learning Plans in OneDrive O365				First weeks of September: Interview with the parents of the new students with medical/ psychological and/or a multidisciplinary report. Inform them about the Educational Support Policy of the school and suggest the ES Courses for them.	
November	Check ES Progress Suggest pupils that may need ES.	Meet with support teacher to discuss ES pupil.	Meet with subject teacher to discuss ES pupil.		Review November reports to identify pupils potentially needing ES Review ES groups	Approval of the new Support Courses

WHEN	WHO AND HOW i					
	Class Teacher	Subject Teacher	Educational support Teacher	Advisory Group for Intensive Support A Students	ES Coordinator	Secondary Deputy Director
December		Propose pupils joining or moving out of ES Specify needs Check ES progress.	Inform parents of progress of ES pupils. Check ES Progress Complete November ES report.		Inform parents of new pupils in ES or moving out of ES Check that ES reports are ready.	
	Fill in the progress in the Individual Learning Plans (using OneDrive O365) for the students with ISA, ISB and MS Students)					
January	Check ES Progress Suggest pupils that may need ES.	Meet with support teacher to discuss ES pupil. Specify needs. Check ES progress.	Meet with subject teacher to discuss ES pupil. Inform parents of progress of ES pupils. Complete January ES report. Attend January class council meetings.	Check ES Progress	Review January reports to identify pupils potentially needing ES Review ES groups Check that ES reports are ready. Inform parents of new pupils in ES or moving out of ES.	
	Fill in the progress in the Individual Learning Plans (using OneDrive O365) for the students with ISA, ISB and MS Students)					
February	Inform parents of progress of ES pupils				Review ES groups	
March	Propose students exceptionally for ES. Propose pupils joining or moving out of ES.	Specify needs. Check ES progress.	Check ES Progress Complete March ES report		Inform parents of new pupils in ES or moving out of ES Review March reports to identify pupils potentially needing ES Review ES groups Check that ES reports are ready.	Approval of the new Support Courses
	Fill in the progress in the Individual Learning Plans (using OneDrive O365) for the students with ISA, ISB and MS Students)					
April	Inform parents of progress of ES pupils				Review ES groups Review the Request for Special arrangement for the BAC	

WHEN	WHO AND HOW ⁱ					
	Class Teacher	Subject Teacher	Educational support Teacher	Advisory Group for Intensive Support A Students	ES Coordinator	Secondary Deputy Director
May June	Propose pupils to be sent the May letter	ES finishes	ES finishes Prepare ES reports to be sent with 2 nd semester report	Advisory groups meetings	ES lessons finish. Send letters informing parents end of ES	
	Fill in the progress in the Individual Learning Plans (using OneDrive O365) for the students with ISA, ISB and MS Students)				Check that ES reports are ready. Print the Individual Learning plans and add them to the Students Files in Secretary.	

ⁱ Students and Parents

During the year, students and parents may also apply for Educational Support Courses. The Educational Support coordinator requires information of the teachers to evaluate these requests.

If the course has been already created and the timetables are compatible the student is added to this group in SMS. If the course has not been set up, it is always necessary to have the approval of the Secondary Deputy Director to create a new course.