



European Schools

Office of the Secretary-General

Ref.: 2009-D-669-en-2

Orig.: EN

LEARNING SUPPORT IN THE NURSERY AND PRIMARY CYCLES

APPROVED BY THE JOINT TEACHING COMMITTEE ON THE 7TH OCTOBER 2009 IN BRUSSELS

Proposition:

Enter into force immediately.

This document replace the document 2006-D-262-en-4 approved by the Board of Governors on 30 and 31 January 2007.

LEARNING SUPPORT IN THE NURSERY AND PRIMARY CYCLES

1. BACKGROUND	2
2. INTRODUCTION	2
3. ORGANISATIONAL FRAMEWORK	2
3.1 LS Budget 2	
3.2 In-Service Training for LS	2
3.3 LS Co-ordination	3
4. WHICH PUPILS MAY BE CONSIDERED FOR LS?	3
5. PARTNERSHIP WITH PARENTS	3
6. THE ROLE OF THE CLASS TEACHER	4
6.1 Early identification	4
6.2 Referral	4
7. THE LS TEACHER	5
7.1 Qualifications	5
7.2 The role of the LS Teacher	5
7.2.1 Information and Advice	5
7.2.2 Observation and Assessment	5
7.2.3 Individual Education Plan	5
7.2.4 Liaison and Record Keeping	6
7.3 Monitoring	6
8. INDIVIDUAL EDUCATION PLAN	6
8.1 Components of the Individual Education Plan	7
8.1.1 Pupil Profile (LS1)	7
8.1.2 Action Plan (LS2)	7
8.1.3 Review (LS3)	7

APPENDIX

LS1 INDIVIDUAL EDUCATION PLAN – PUPIL PROFILE

LS2 INDIVIDUAL EDUCATION PLAN – ACTION PLAN

LS3 INDIVIDUAL EDUCATION PLAN – REVIEW – *PROPOSED FORMAT*

1. BACKGROUND

This document replaces the previous document 1999-D-383 and should be considered in conjunction with the SEN policy document and the SWALS document.

Learning Support differs from SEN in that it addresses learning difficulties as distinct from learning disabilities while SWALS supports pupils without a language section who may have no learning difficulties at all.

This policy document has no additional budgetary implications.

2. INTRODUCTION

For different reasons and at different times some pupils experience difficulty accessing the curriculum. Class Teachers, in the first instance, make every reasonable effort to help these pupils. However, in some circumstances more specialist support is required. This Learning Support (LS) is given to individual pupils or small groups and aims to enable them to progress in accordance with their age and ability.

LS must be an integral part of school life. Its organisation may vary within and across schools but the provision should be of comparable quality across the system.

In LS all involved must work together towards the achievement of agreed aims. These include the Deputy Head, Class Teacher, LS Teacher, LS Co-ordinator, parents and any other professionals working with the pupil.

Such co-operation must be planned with the responsibilities of each person clearly stated and agreed.

This document describes how LS must be organised and the procedures to be followed to ensure, as far as possible, consistency and equality of provision.

3. ORGANISATIONAL FRAMEWORK

3.1 LS Budget

The budget for LS covers teaching hours and materials. The ratio of LS teaching hours to the number of pupils in schools is determined by the BOG.

3.2 In-Service Training for LS

In order to maintain a high standard of professionalism, schools should plan in-service training (INSET) annually. INSET should be at school level for LS Teachers and should be open to other teachers.

3.3 LS Co-ordination

To organise and implement LS successfully and efficiently co-ordination is essential.

Such co-ordination includes:

- assisting Deputy Heads in all aspects of LS
- harmonising LS within and across language sections
- identifying needs for LS INSET
- playing an active part in organising LS INSET
- compiling LS data
- liaising with Secondary School

The Deputy Head should decide who is responsible for co-ordinating LS, appointing a co-ordinator if necessary.

LS Co-ordinators/Representatives (one per school) should meet centrally at least every two years

- to exchange practices
- to discuss successful strategies
- to harmonise LS across schools
- to build up a database
(comparable data, appropriate material, relevant experts etc.).

4. WHICH PUPILS MAY BE CONSIDERED FOR LS?

LS should be considered for

- pupils who make little or no progress despite differentiated teaching by the Class Teacher (including gifted children)
- pupils who are assessed at level 1 for some competences in the Carnet Scolaire
- pupils whose social and/or behavioural skills hinder the learning process
- pupils whose learning strategies are not appropriate.

Concern about a pupil's progress may be raised by any member of the team including all teachers, the Deputy Head, parents, ancillary, medical and psychological personnel. The report from a previous school may highlight an existing need.

5. PARTNERSHIP WITH PARENTS

Parents must be informed:

- by the Class Teacher of any concern regarding their child's development, e.g. at the November Carnet Scolaire meeting
- about the content of the Individual Education Plan (LS1 & LS2)
- about their child's progress at agreed intervals (LS3)

Parents will

- make available any relevant information to the LS team
- be expected to give their full support.
- in the event of a refusal of the proposed aid, they shall inform the Deputy head in writing

6. THE ROLE OF THE CLASS TEACHER

Meeting the needs of individual pupils is the responsibility of Class Teachers in the first instance. This requires differentiated programmes and continuous monitoring of pupils' progress. In this way, pupils who are experiencing difficulty in any aspect of their learning will be identified.

For these pupils the Class Teacher will

- provide individual help within the normal curriculum
- differentiate tasks or outcomes
- monitor, review and record progress regularly
- keep parents fully informed of their child's progress

Where there is L1 provision for pupils without a section corresponding to their first language the L1 Teacher should be consulted.

6.1 Early Identification

The term "assessment" is used throughout to mean any form of assessment routinely carried out by Class and LS Teachers to ascertain pupils' strengths and needs. It does not refer to the more specialised psychometric testing that is carried out by specialists such as Psychologists or Speech and Language Therapists.

Parents are requested to complete a pupil profile for each Nursery child on entry. (2009-D-679/BA1)

The Nursery Class Teacher will carry out a routine baseline assessment on all new pupils during their first term. (2009-D-679/BA2) This will help to identify any pupil who may need a targeted teaching strategy because of developmental, educational, social or emotional difficulties. The impact of these difficulties on learning may be minimised through this early identification; however, other difficulties may surface after a pupil starts Primary School.

6.2 Referral

If, despite having provided a differentiated curriculum, the Class Teacher judges that a pupil is still making insufficient progress, the procedure for referral to the LS Teacher is initiated.

The Class Teacher will gather evidence and provide appropriate, up-to-date information to support the referral. Such evidence might include details of observations, samples of

the pupil's work, test results and relevant information from parents, professionals and other sources.

S/he will also liaise with the LS Teacher in the assessment of learning difficulties and contribute to the development, implementation and evaluation of an Individual Education Plan (IEP) as necessary.

7. THE LS TEACHER

7.1 Qualifications

Seconded LS Teachers would normally be expected to have additional qualifications recognised by the appointing country.

Locally recruited LS Teachers should, wherever possible, have additional, appropriate qualifications.

7.2 The Role of the LS Teacher

7.2.1 Information and Advice

The LS Teacher will:

- use insight gained to be pro-active in LS matters throughout the section
- give guidance to the Class Teacher and any other teacher involved regarding any
- adaptation of the programme for an individual pupil or group of pupils
- help teachers consider the suitability of different methods and approaches and
- evaluate their success
- inform teachers about resources
- liaise and co-operate with Class Teachers in providing information to parents.

7.2.2 Observation and Assessment

The LS Teacher, following referral by the Class Teacher, will:

- undertake more detailed observation and assessment
- decide on the most suitable form of provision for the pupil in consultation
- with other members of the team
- be involved in preventative work (especially at nursery level).

7.2.3 Individual Education Plan

The LS Teacher, in consultation with the Class Teacher, will draw up, implement and evaluate the Individual Education Plans at regular intervals.

Individuals or groups may be withdrawn from, or supported in, class. The LS Teacher and the Class Teacher will decide on the more appropriate arrangement following observation and assessment.

Timetabling should be sufficiently flexible to ensure maximum benefit.

7.2.4 Liaison and Record Keeping

The LS Teacher will ensure that:

- liaison with all members of the team is regular and recorded
- there is continuity from year to year especially when there is a change of teacher and a change of level.

It is essential that up-to-date, comprehensive records are kept and are readily accessible to all concerned.

These records should include:

- results of initial and any subsequent assessments
- all Individual Education Plans followed by the pupil
- details of pupil's progress
- any changes reported
- dated, annotated samples of the pupil's work for comparison purposes
- details of the methods and materials used.

7.3 Monitoring

The progress of any pupil who has had LS may need to be reviewed at key times e.g. end of semesters or at class councils.

Pupils, who are experiencing difficulties and have complex linguistic backgrounds or have been admitted to a section not corresponding to their first language, should be carefully assessed. It is important to establish whether they need LS or SWALS as learning difficulties may be overlooked because of their linguistic profile.

8. INDIVIDUAL EDUCATION PLAN

An Individual Education Plan is a statement of the pupil's perceived learning needs and a plan of action to address them. Overall responsibility for its development, implementation and evaluation rests with the LS Teacher.

The Class Teacher's contribution is of paramount importance at each stage.

All available records from other professionals involved with the pupil should be consulted. Parents should be consulted and kept fully informed at all stages of the Individual Education Plan. They should be given on-going advice as to how they might support their child.

Where appropriate the pupil should be actively involved in drawing up the plan and setting realistic targets.

8.1 Components of the Individual Education Plan

8.1.1 Pupil Profile

LS1

There should be a detailed statement of the pupil's learning needs based on classroom observation and assessment, test results and the pupil's work. The pupil's strengths need to be identified at this stage as they will influence/inform the action to be taken. The profile will also state the type of intervention (integration or withdrawal) with details of the frequency of support and timing. This statement could be signed by the pupil when appropriate.

8.1.2 Action Plan

LS2

This includes:

- specific, achievable targets
- date by which it is estimated these targets will be achieved
- success criteria by which progress will be measured
- areas of responsibility for the Class and LS Teachers and the parents
- details of resources to be used
- a date by which the pupil's progress will be reviewed.

The closest possible liaison between all those involved is essential during the implementation of the action plan. This will include on-going, informal contact as well as more formal reviews.

8.1.3 Review

LS3

The purpose of a review is to discuss the pupil's progress in achieving the specific targets which have been set. Evidence of progress will be provided by all those involved. In the light of this evidence a decision should be taken on future action and, if support is to be continued, a new IEP will be drawn up and the date set for the next review.

APPENDIX

INDIVIDUAL EDUCATION PLAN

LS2

ACTION PLAN

Name:

d.o.b.:

Date:

Section:

Class:

Class Teacher:

Date of next Review:

Specific targets	CT/LST/ parent	Target rate	Material/Resources	Date achieved

INDIVIDUAL EDUCATION PLAN

LS3

REVIEW – PROPOSED FORMAT

Name:

d.o.b.:

Date:

Section:

Class:

Class Teacher:

Evidence of progress

CT and LST:

Parents:

Future Action:

Date of next Review:

Signature:

Class Teacher
LS Teacher
Deputy Head
Parent/Guardian

Copies to: DH CT LS Parents
Others: