



## SCUOLA EUROPEA di VARESE

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# Educational Support

## Internal Procedure

### Nursery and Primary Cycles

#### for parents

1. Levels of support.
2. Dissemination of information; school→parents.
3. Documentation.

Based on the following document:

<http://www.eurisc.eu/en/European-Schools/studies-certificates/educational-support>

## Levels of Support

### **DIFFERENTIATED CLASS TEACHING**

#### **Individual/group**

- Throughout the school year.

Differentiated work is managed by the class teacher.

If more support is needed:

### **GENERAL SUPPORT**

#### **Group support: in or out of class**

- From the beginning of October to the start of the May holiday

Based on request made during end of year class council, or following initial evaluations made during the month of September, or when necessary at any other point during the school year.

General Support is managed by the support teacher in liaison with the class teacher.

If more support is needed:

### **MODERATE SUPPORT**

#### **Individual support: in or out of class**

- From September: based on request made during end of year class council linked to difficulties evident in the school report  
Or:
- From the start of December: After the "Pagella orale" based on evaluations made during the first part of the school year.

Moderate Support is managed by the support teacher in liaison with the class teacher.

If more support is needed:

### **INTENSIVE SUPPORT A (SIA)**

#### **Individual Support: in class (assistant)/out of class (support teacher)**

- From the beginning of September: based on a signed SIA convention.  
Or:
- From the beginning of March: After the February report (difficulties must be highlighted in the school report) based on a signed SIA convention.

Intensive Support A is managed by the support teacher in liaison with the class teacher.

### **INTENSIVE SUPPORT B (SIB)**

#### **Individual (short-term basis)**

This support is given to pupils new to the European School system who experience significant difficulties upon starting school.

- From the beginning of a pupil starting school whilst awaiting the results of an expert assessment.

Intensive Support B is managed by the class teacher in liaison with the support teacher or assistant.

## Dissemination of information; school→parents

### **DIFFERENTIATED CLASS TEACHING**

- When applicable class teachers will always inform parents/pupil's legal representatives.

### **GENERAL SUPPORT**

- At the beginning of October parents/pupil's legal representatives must check SMS to see if their child is receiving support. They may then contact the class or support teacher for further information.
- Indications in SMS:
  - JL1... - L1; first language
  - JMA... - mathematics
  - JL2... - L2; second language

### **MODERATE SUPPORT**

- At the beginning of a new school year parents/pupil's legal representatives must check SMS to see if their child is receiving Moderate Support. When General Support changes to Moderate Support parents will be informed of this change by the teacher who has made the request.
- Indications in SMS:
  - JL1... - L1; first language
  - JMA... - mathematics
  - JL2... - L2; second language

### **INTENSIVE SUPPORT A (SIA)/ INTENSIVE SUPPORT B (SIB)**

- Parents/pupil's legal representatives are invited to a meeting by the deputy director at which the Intensive Support coordinator and class teacher are also present. Intensive support is explained and discussed.

## **DOCUMENTATION**

No additional information is necessary from parents/pupil's legal representatives in order for pupils to be eligible to receive the following support; differentiated class teaching, general support and/or moderate support.

### **INTENSIVE SUPPORT A (SIA)**

In order for Intensive Support A to be initiated, after meeting with the deputy director, Intensive Support coordinator and class teacher, parents/pupil's legal representatives must submit a multi-disciplinary (medical/psychological/psycho-educational) report containing the following information:

- 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.
- 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.