



School of European Education
Heraklion (SEE)

SEE Educational Support and Inclusive Education Policy for the Nursery and Primary Cycle

1. Introduction

This document specifies the support offered in the Nursery and Primary school cycle at the School of European Education (SEE). It outlines the procedural steps which are in place to ensure the smooth implementation of the Policy on the Provision of Educational Support and Inclusive Education in the European Schools 2020/2021 (2012-05-D-14-en-10) and the Provision of Educational Support in the European Schools- Procedural document (2012-05-D-15-en-12).

Inclusive Education is the guiding principle of Educational support in the nursery and primary school and offers flexible teaching and learning approaches adapted to children with different learning profiles and for whom regular classroom differentiation is not sufficient. Educational support in the nursery and primary school is catered to the needs of every child in order to help them achieve their full potential. Support may be short- or long-term in length and be general, moderate or intensive in nature.

A more detailed description of the educational support system will be provided later in this document.

2. Differentiation

Differentiation forms the basis of effective teaching and is essential for all students, whether requiring support or challenge. Differentiated teaching is the responsibility of each educator at the SEE and is considered common classroom practice.

Differentiated teaching ensures that in planning and delivering lessons, teachers are aware of and take into consideration the different learning styles, individual needs and abilities of all pupils. This includes meeting the needs of:

- pupils with different learning styles
- pupils who are studying in a language section which does not correspond to their dominant language
- pupils who have arrived later into the system and who have followed a different curriculum and/or whose knowledge or skills show possible gaps
- pupils with a mild learning difficulty
- pupils with a diagnosed special educational need
- gifted and talented pupils

3. Home/ School Communication and Collaboration

Close collaboration between the home and school is in the best interests of all students and assists them in achieving their potential. At enrollment, it is the responsibility of the parents to inform the school of their child's level of academic attainment and previous educational support provision and/or special educational requirements. This information must be correct, reliable and complete. Parents can also play an active role in their child's education by regularly attending meetings with their child's teachers and other information sessions.

The school will inform parents if it is considered that their child requires some form of educational support. Parents of children already receiving educational support will be regularly informed of their children's progress by both the classroom teacher and support teacher/coordinator.

The school will also inform parents if a formal assessment is advised or required and commits to keeping all sensitive documents confidential and in a locked area.

4. Identification of educational needs and the importance of early intervention

The nursery or classroom teacher is often the first to identify that a pupil is in need of educational assistance. Providing educational support at an early stage is usually in the best interests of the child. Research has demonstrated the positive long-term effects of early intervention on children's social, academic and emotional development.

Once a need for educational support arises, the nursery/classroom teacher will inform the educational support teacher/coordinator orally and by means of a detailed internal form. If it is determined that a pupil requires educational support, a meeting will be arranged with the pupil's parents/legal guardians, the educational support teacher/coordinator, the nursery or classroom teacher and the Deputy Head of the Nursery/Primary and/or the Director of the school (if required). The support teacher/coordinator will describe the type of educational support which the school recommends, as well as the expected duration and main objectives of the support. (If deemed necessary, a request for formal assessment may also be made at this time).

Parents/legal guardians will be asked to sign a document declaring that they accept educational support for their child, so that support lessons may begin. In the case that educational support is denied, the pupil's parents/legal guardians will be requested to sign a document declaring that they do not wish their child to receive educational support and the reason(s) for this decision.

5. Types of Educational Support

Educational support may be general, moderate or intensive.

5.1 General Support

General support is provided to pupils who are experiencing difficulties in a particular subject and who need to catch up due to late arrival, illness or are not studying in

their dominant language. They may also require help in acquiring effective learning strategies or study skills. General support can be provided in or outside the classroom, to small groups and is short-term. Depending on the needs of the pupils, groups can be organized vertically, horizontally, within or across sections. A group learning plan (GLP), outlining specific targets and criteria for success, is prepared and evaluated by the support teacher/coordinator in conjunction with the classroom teacher(s). In the case of L2 General support, the GLP is prepared and evaluated by the L2 teacher(s) involved (class L2 teacher and L2 support teacher).

5.2 Moderate Support

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 due to language issues, concentration problems or other reasons. It is provided for a longer period than General support. Moderate support is provided to small groups of children with similar needs or to individual students in or outside of the classroom. Depending on the needs of the pupils, small groups can be organized vertically, horizontally, within or across sections. Each pupil has an individual learning plan (ILP), outlining specific learning objectives, as well as criteria for evaluating pupil progress and the success of the support. The ILP is prepared and evaluated by the support teacher/coordinator, in conjunction with the classroom teacher. In the case of L2 Moderate support, the ILP is prepared and evaluated by the L2 teacher(s) involved (class L2 teacher and L2 support teacher). Pupils receiving Moderate support follow the standard curriculum and are assessed according to the given learning objectives for his/her class. In rare cases, methods of assessment may be adapted and special arrangements may be considered appropriate.

5.3 Intensive Support

There are two types of Intensive support: Type A and Type B.

5.3.1 Intensive Support A (ISA)

Type A support is provided for students with special educational needs: learning, emotional, behavioural and/or physical. An expert assessment justifying the special individual needs of the pupil must be presented to the school. The expert assessment may be a medical/psychological/psycho-educational and/or multidisciplinary report (Please refer to section 7 of this document- Greek Legislation/Restrictions on Formal Educational Assessments). Once the medical/psychological/psycho-educational and/or multidisciplinary report has been issued, which specifically states that a parallel support teacher is required, one will be assigned to the student by the state agency. Intensive Support A requires an individual learning plan (ILP) which is reviewed annually by the Support Advisory Group.

5.3.2 Intensive Support B (ISB)

Type B support is provided only in exceptional circumstances and only on a short-term basis. The Director may decide to provide Type B support to a pupil or group of pupils, without diagnosed special educational needs, such as in the form of intensive language support for pupils who may be unable to access the curriculum.

This type of intensive support requires an individual learning plan (ILP) which is reviewed annually by the Class Council.

6. Limitations

Although every effort is made to provide the above-mentioned educational support without delay to nursery and primary school students who require it, there are times when situations beyond our control may arise which prevent us from doing so. Such situations may include:

- lack of available teachers for support
- conflicting teacher and/or pupil timetables
- school timetable issues
- financial restrictions
- long waiting times for formal assessment (please refer to section 7 of this document)

In such a case, every effort will be made to ensure that the best interests of the pupil(s) are catered to and that adequate educational support is provided as soon as possible.

There may be occasions where the school, despite its best efforts, may not be able to provide reasonable accommodation to respond to the specific needs of a child. In such a case, the school will recommend other educational options/pathways and assist the child and the child's parents/guardians in the transitioning process.

7. Greek Legislation/ Restrictions on Formal Educational Assessments

In Greece, there are restrictions as to the types of formal educational assessments which are accepted. The authority for formal educational assessments is KEDASY* (Interdisciplinary evaluation, counseling and support centers-- state-run diagnostic centers) but pupils may also be referred to an approved pediatric or psychiatric facility for certification of their special needs.

Pupils in the Greek section of the nursery and primary school who require educational assessments are tested at KEDASY in the Greek language.

Pupils in the English section of the nursery and primary school who require educational assessments are also referred to KEDASY, at which a special request for testing in the English language is made at the time of the application. Previous assessments from other countries cannot be officially accepted by the school but copies should be submitted to KEDASY to help expedite the process of evaluation.

At the nursery and primary cycle of the SEE, assessments are required so that a pupil may receive Intensive Support A and/or to qualify for special arrangements (if required) during examinations. However, the assessment from KEDASY must specifically state the need for some type of intensive support (as in the case of the need for a parallel support educator) or to state the need for some sort of special arrangement(s) during examinations, in order for these to be provided/arranged for by the school.

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8. Advisory Group

The support advisory group is a school-level multi-professional group which assesses the requests and documentation for Intensive Support and gives its advice to the Director for decision-making. The composition of the group is as follows: the Director or his/her delegate; the class teacher; any other teachers involved; support teacher/coordinator; the pupil's parents/legal representatives (may be accompanied by a specialist); school doctor/psychologist/other specialists (if necessary); the primary teacher (for pupils moving up to primary); and one or more secondary teachers (for pupils moving up to secondary).

9. Special Arrangements

Though rarely required in the primary cycle, the special arrangements listed below may be put at the disposal of pupils during examinations, tests and other forms of assessment to compensate for a physical or learning disability and to allow the pupil to fulfill his/her potential in the fairest possible way.

However, special arrangements can only be authorized when they are clearly related to the pupil's diagnosed needs by means of a medical/psychological/psycho-educational and/or multidisciplinary report justifying these special arrangements. (Please refer to section 7 of this document- Greek Legislation/Restrictions on Formal Educational Assessments)

The implementation of special arrangements is decided on an individual basis by the school management, following discussion with parents and teachers.

Any special arrangements taken are recorded in the pupil's file.

The arrangements listed below can be authorised by the school (up to and including S5):

- a) Separate room for the test/examination/assessment.
- b) Change of seating arrangements.
- c) Taking of medication and/or refreshment in the case of a medical condition, for example, diabetes.
- d) An assistant to provide physical care for a pupil to ensure his or her well-being and safety. This assistant may not be a relative of the pupil or the teacher of the subject that is being examined.
- e) The use of a specific learning aid which is normally used in class, for example, a magnifying glass; a hearing aid; coloured overlay; a low vision aid; coloured lenses.
- f) For colour-blind pupils, colours can be substituted with words on the test/examination paper or a reader can name the colours for the pupil.
- g) Use of a spell checker because of severe dyslexia. This request has to be confirmed by the school.
- h) Modifications to the format of the assessment.
- i) Additional time can be granted to pupils whose working pace is affected by their condition. For each hour of examination, a maximum of 10 minutes can be granted. For 90-minute assessments, an additional 15 minutes can be granted.

- j) Use of a computer or laptop or a typewriter to replace handwriting for pupils diagnosed with dyslexia, dysgraphia or any other disorder affecting written expression. The school ensures that any computer/laptop being used is cleared of stored information and the spell check function and is not connected to the Internet. It should be noted that in examinations, other than language examinations, content/skills and not language errors, are assessed.
- k) The use of a simple arithmetic calculator, whenever no calculator at all would be allowed.
- l) A scribe to transcribe word for word the pupil's dictated answers and to read back the pupil's answers where necessary. In this case, additional time of 10 minutes per hour is allowed.
- m) An audio recording of answers where a scribe is not available.
- n) A reader to read both the assessment paper and to read back the answers. In this case, the additional time of 10 minutes per hour is allowed.
- o) A communicator to provide assistance to a hearing-impaired pupil through sign language or lip speaking.
- p) A prompter to assist a pupil with severe concentration difficulties or neurological disability in paying attention to the assessment tasks.
- q) Written instructions for hearing-impaired pupils.
- r) Written answers for oral examinations by a candidate who has severe difficulties in oral expression.

10. Extraordinary Arrangements

The list above is not intended to be exhaustive. Where a pupil's needs cannot be met by any of these arrangements, the school may make further appropriate arrangements. These arrangements will be made only if the school is able to find solutions locally and are clearly related to the pupil's diagnosed needs by means of a medical/psychological/psycho-educational and/or multidisciplinary report justifying these special arrangements. (Please refer to section 7 of this document- Greek Legislation/Restrictions on Formal Educational Assessments)

In exceptional cases, a request may be made by the legal representatives of a pupil for him/her to be moved up to one year above (eg. P2 to P3). Such a move must be in the interest of both the pupil's academic and social development and must be carefully considered. As such, the pupil's teachers will be consulted and a psychological/psycho-educational and/or multidisciplinary report may be requested. However, the final decision will be made by the National Inspector.

11. Conclusion

Educational support and Inclusive education in the nursery and primary cycle focuses on the best interests and specific individual needs of each pupil. As previously mentioned, it can be short- or long-term in length and general, moderate or intensive in nature. Some pupils participating in educational support in the nursery and primary cycle may only require assistance with acquiring specific skills, while others may

need more focused and individual attention. Formal assessment may or may not be required, depending on the nature of support needed. In any case, educational support/inclusive education in the nursery and primary cycle of the SEE strives to promote the well-being of students as well as their cognitive, affective and creative development.

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