

# Support Secondary

Ref.: 2012-05-D-15-en-12

Orig.: EN

First step

# First step of support

## Home / School Partnership

**Fundamental belief :**  
**where parents are involved, children achieve more.**

**Communication** between school and home should be **open and regular**.

Parents are required to make any relevant information available to the school on admission.

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

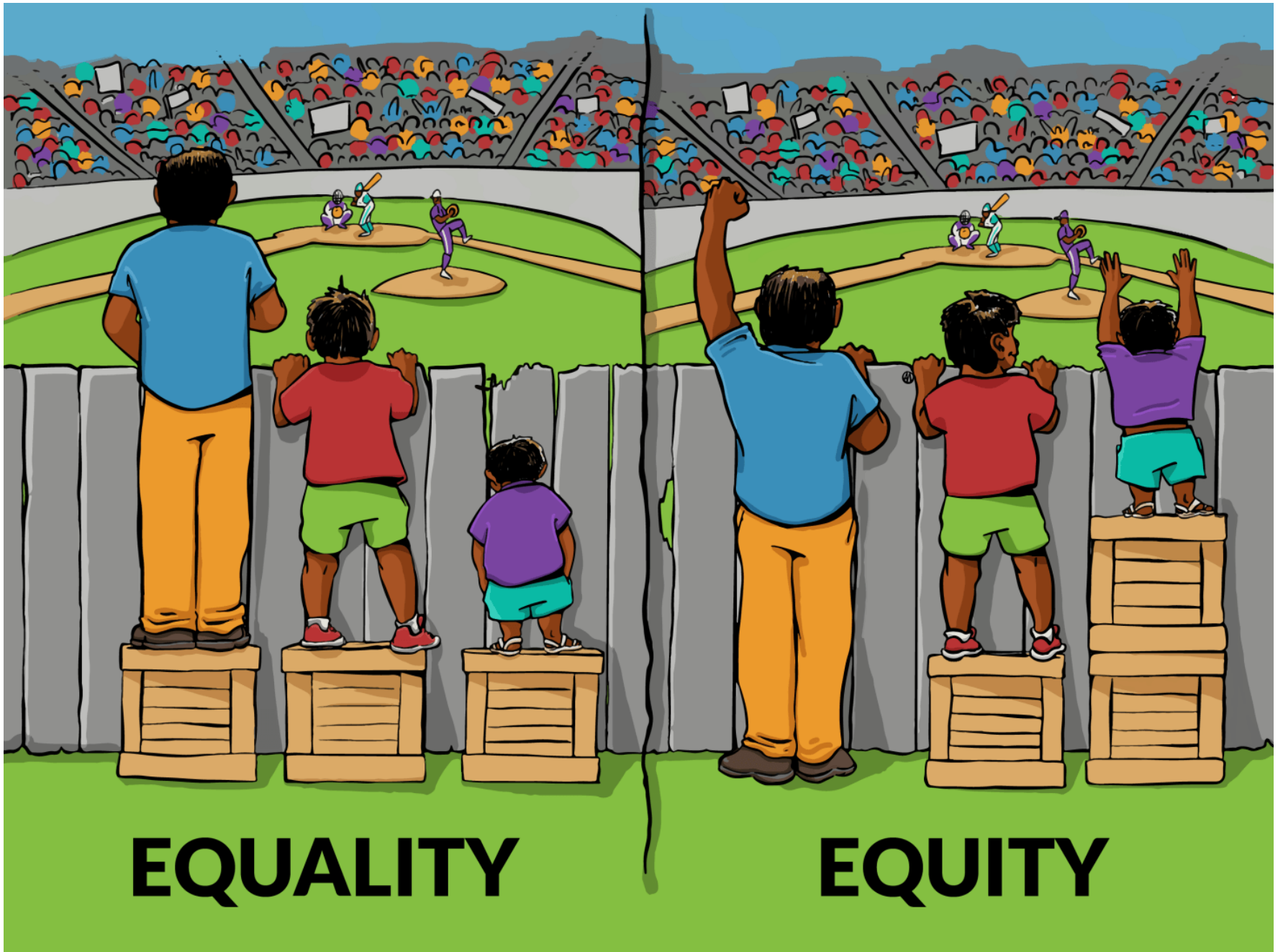
Second step

# Second step of support

## Differentiated Teaching in class

- ❑ It is **essential**, not only for pupils requiring support, but **for all**.
- ❑ Teachers are **aware of** and **take account of** the different **learning styles** and **needs** of individual pupils during the preparation and the lessons.

Third step



**EQUALITY**

**EQUITY**

# Third step of support

## Special Arrangements

### Individual Support lesson

- ❖ Not the standard practice of any one country.

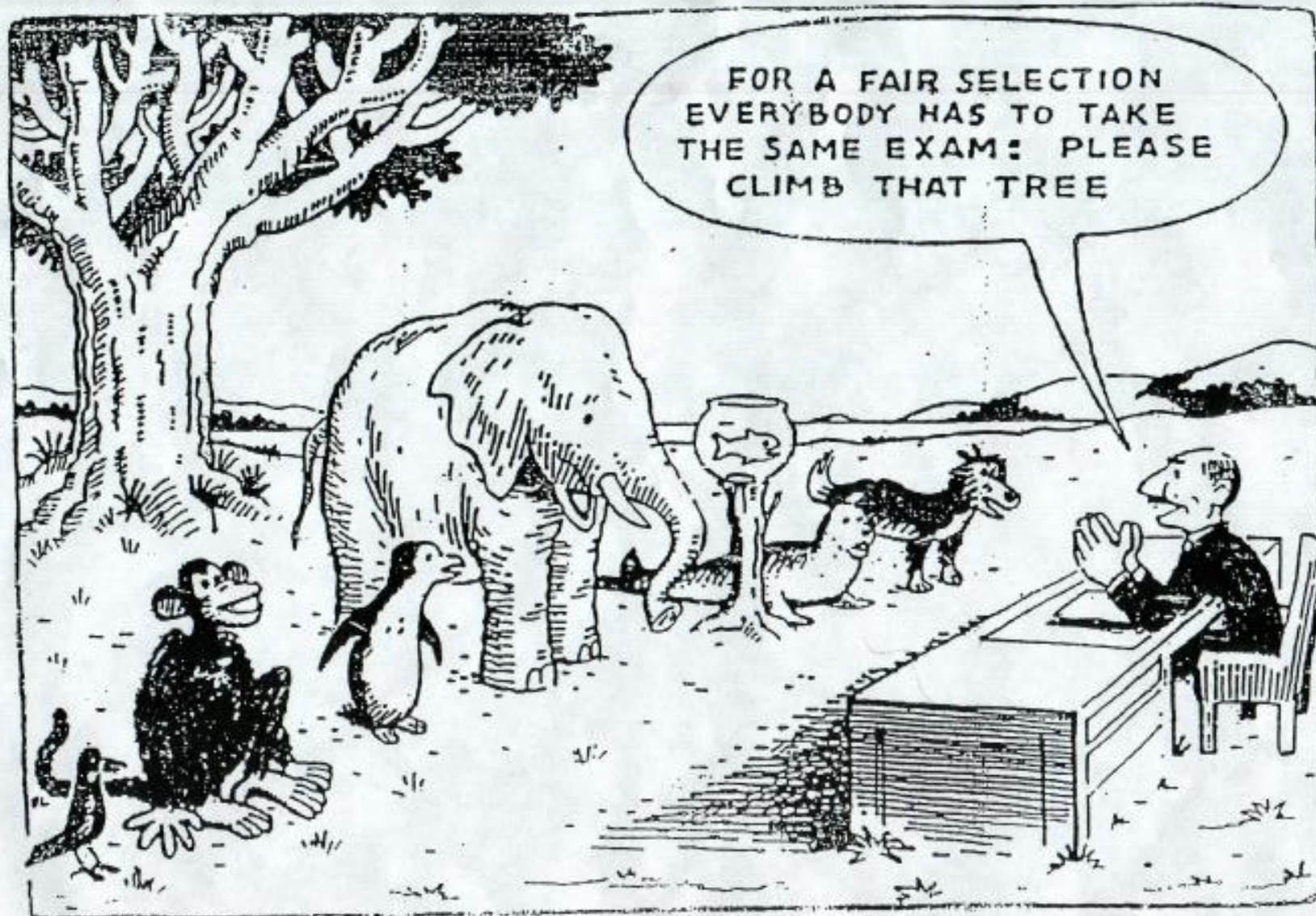
- ❖ To allow a child to access the curriculum.

- ❖ Not to compensate for a lack of ability**

- ❖ To fulfil the pupil's potential in the fairest conditions possible.

- ❖ When clearly related to the pupil's diagnosed physical or psychological need(s).**





# Examples of Special Arrangements

- a) Separate room...
- b) Change of seating arrangements.
- c) Taking of medication ...
- d) An assistant in class ...
- e) The use of a specific learning aid which is normally used in class
- h) Modifications to the format of the assessment.
- i) Additional time ...
- j) Use of a computer or laptop or a typewriter to replace...
- k) .....

# Special Arrangements

## Up to and including S5

### ☐ Request:

- ☐ Who? teachers or parents
- ☐ From ? Deputy Director

### ☐ Authorisation from?

- ☐ School

### ☐ Justification confirmed by:

- ☐ Medical/psychological/psychoeducational/multidisciplinary report
- ☐ Renewed every two years
- ☐ Explaining the need for spec. arrang.

## For S6 and S7

### ☐ Request:

- ☐ Parents and specialist (who realizes tests and report)
- ☐ Before October 15th **S5**

### ☐ Authorisation from?

- ☐ Schools or
- ☐ Board of Inspectors (secondary or support)

### ☐ Justification confirmed by:

- ☐ Specialist's report ...
- ☐ The school
- ☐ Results of tests

Fourth step

# Fourth step of support

## EXTRA LESSON

	General support	Moderate support	Intensive support	
			A	B
Short-term	For a trimester	x	x	x
Medium-term		X	x	
Long-term			X	

# Who asks for it?

- General support? The subject teachers or class council, contact between parents and subject teacher...
- Moderate support? Class council, for new pupil, contact between parents and subject teacher...
- Intensive support? Advisory Group, based on a multidisciplinary report.

# Who is it for ?

- Not to replace a lack of work.
- More focused on the subject : to catch up.
- More focused on the pupil : to help him to overcome his difficulties (lack of method, tools, skills, knowledge,...).