



# ARRANGEMENTS SPÉCIAUX POUR LE BAC SPECIAL ARRANGEMENTS FOR THE BAC

DEMANDE/REQUEST  
ABOUT THE/ PROCEDURE

## QUAND ? /WHEN ?

- 15 octobre de l'année de 5e
- October 15<sup>th</sup> in 5<sup>th</sup> year

# QUELS DOCUMENTS ? / WHICH DOCUMENTS ?

- 1. Limited authorisation to release confidential information.**
- 2. An application letter in which you ask the board of Inspectors to award your child the requested measures.**
- 3. Template for the requesting of special arrangements for the European Baccalaureate cycle**
- 4. A justifying medical/psychological/psycho-educational/or multidisciplinary report**

# 1. AUTORISATION DE DIVULGATION/

## 1. AUTHORISATION TO RELEASE CONFIDENTIAL INFORMATION.

- Hereby, I / we, ..... , legal representative(s) of ..... , pupil of the (Accredited) European School of ..... authorise the School to release confidential information about the pupil in the process of request of special arrangements for the European Baccalaureate cycle under the following conditions.

...

## 2. THE APPLICATION LETTER

- Present briefly the reasons for and the request.
- For the Board of Inspectors.
- Refer to the code and special arrangements proposed in the template “Annex-Codes” page 5.
- Transcribe the measures corresponding to your child out of those listed.

# THE LIST

- D : authorization given by the school
- I: authorization given by the Boards of inspectors.

<input type="checkbox"/> D1	<input type="checkbox"/> D2	<input type="checkbox"/> D3	<input type="checkbox"/> I1	<input type="checkbox"/> I2	<input type="checkbox"/> I3	<input type="checkbox"/> I4	<input type="checkbox"/> I5	<input type="checkbox"/> I6	<input type="checkbox"/> I7
<input type="checkbox"/> D4	<input type="checkbox"/> D5	<input type="checkbox"/> D6	<input type="checkbox"/> I8	<input type="checkbox"/> I9	<input type="checkbox"/> I10	<input type="checkbox"/> I11	<input type="checkbox"/> I12	<input type="checkbox"/> I13	<input type="checkbox"/> I14

## **D** : MAY BE AUTHORIZED BY THE SCHOOL DIRECTOR FOR S6 AND S7:

- **D1** - Separate room for the test/examination/assessment.
- **D2** - Change of seating arrangements.
- **D3** - Taking of medication and/or refreshment in the case of a medical condition, for example, diabetes.
- **D4** - 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 a teacher of the subject that is being examined.
- **D5** - 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.
- **D6** - 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.

# I: MAY ONLY BE AUTHORIZED BY THE BOARD OF INSPECTORS OR THE INSPECTOR RESPONSIBLE FOR SUPPORT (SECONDARY).

- I1 - Modifications to the format of the examinations.
- I2 - Additional time can be granted to pupils whose working pace is affected by their condition. For each hour of examination, a maximum of ten minutes can be granted. For 90 minutes' assessments, an additional 15 minutes can be granted. For oral examinations, a maximum of ten extra minutes can be granted only for the preparation. The oral examinations will take 20 minutes in any case. The examination time will not be extended.
- I3 - 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. 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, competences and not language errors, are assessed.



## SUITE...

- 14 - Use of a spell checker because of **severe dyslexia** . This request has to be confirmed by the School.
- 15 - A scribe to transcribe word for word the pupil's dictated answers and to read back the pupil's answers where necessary because of **severe dyslexia**.
- 16 - An audio recording of answers because a scribe is not available and because of **severe dyslexia**.
- 17 - A reader to read both the assessment paper and to read back the answers because of **severe dyslexia**.

## SUITE...

- 18 - Use of a simple arithmetic calculator, whenever no calculator at all would be allowed, because of diagnosed **severe dyscalculia** , because of diagnosed **severe dyslexia, severe ADHD** or **severe Working memory deficit** .
- 19 - Rest period(s) – during this time a pupil may not read, write or take notes of any kind and may leave the room under supervision.
- 110 - A communicator to provide assistance to a hearing-impaired candidate through sign language or lip speaking.

## SUITE,...

- I11 - A prompter to assist a candidate with **severe concentration difficulties** or neurological disability in paying attention to the assessments tasks.
- I12 - Written instructions for a hearing-impaired candidate.
- I13 - Written answers for oral examinations for a candidate who has **severe difficulties in oral expression**.
- **I14 – Others Attention! Often refused !**

## SEVERE...

- Severe dyslexia implies a **Standard Score of 85** or less on a standardised academic achievement test in reading and/or writing.
- Severe dyscalculia implies a **Standard score of 85** or less on a standardised academic achievement test in Maths
- severe working memory deficits imply a **Standard score of 85** or less on a standardised cognitive test



**3. RAPPORT MÉDICAL / PSYCHOLOGIQUE /  
PSYCHOPÉDAGOGIQUE / PLURIDISCIPLINAIRE**



**3. Medical / psychological / psycho-educational /  
multidisciplinary report**

# CRITÈRES

- Ne pas dater de plus de deux ans,
- Être lisible, rédigé sur papier à en-tête, signé et daté.
- Traduction officielle française, anglaise ou allemande.
- Préciser les titre, nom et références professionnelles du ou des expert(s) ayant mené le bilan et diagnostiqué l'élève.
- Diagnostic clair....
- Nature des troubles médicaux, psychologiques et/ou psychoéducatifs de l'élève.
- Inclure une synthèse ou une conclusion
- A. Troubles d'apprentissage: décrire les forces et difficultés de l'élève à l'aide de notes normalisées (évaluation cognitive) et leur impact sur l'apprentissage (données probantes dans le domaine de l'éducation) ainsi que les tests ou techniques utilisés pour poser un diagnostic.
- B. Préciser les troubles médicaux/psychologiques dont souffre l'élève et leur impact sur l'apprentissage (données probantes dans le domaine de l'éducation).
- Expert : ni un membre du personnel des Écoles européennes ni un proche de l'élève.

# CRITERIA

- Be up to date. Not more than two years old,
- Be legible, on paper with letter head, signed and dated.
- Accompanied by an official translation into French, English or German.
- State the title, name and professional credentials of the expert(s) who has/have undertaken the evaluation and diagnosis of the pupil.
- Provide a clear diagnosis ....
- State the nature of the pupil's medical/psychological/psycho-educational needs.
- Contain a summary or conclusion stating the special arrangements required, as well as where appropriate, recommendations for teaching/learning, for the school's consideration.
- Reports for learning : strengths and difficulties through standardized scores (cognitive assessment) and their impact on learning (educational evidence) and the tests or techniques used to arrive at the diagnosis.
- For medical/psychological issues : specify the needs and their impact on learning (educational evidence).
- In order to avoid possible conflict of interests, the expert assessing pupils will be neither an employee of the European Schools nor a relative of the pupil.

# ATTENTION – BE CAREFUL

## SOME JUSTIFICATIONS FOR REFUSAL:

- No test results joined or the test results are not clearly linked to the requested arrangement
- The demand is not justified in the report
- The requested modification of the format is not feasible
- The present report refers to the original one, which is not attached
- A reader is recommended instead of the modified format
- ...



# FOURNIR UN DIAGNOSTIC CLAIR SELON LE DSM-V OU CIM-10

## PROVIDE A CLEAR DIAGNOSIS ACCORDING TO DSM-V OR ICD-10

- DSM-V : 5<sup>e</sup> édition du *Manuel diagnostique et statistique des troubles mentaux* ([Association américaine de psychiatrie](#)) décrivant et classifiant les [troubles mentaux](#)..
- CIM-10 (10e révision de...) : [classification internationale des maladies](#), classification statistique non exclusivement médicale codant notamment les maladies, signes, symptômes, circonstances sociales et causes externes de maladies ou de blessures, publiée par l'[organisation mondiale de la santé](#) (OMS)<sup>[1]</sup>
- Et bientôt CIM 11 ...
- DSM-V DSM : 5th edition of Diagnostic and Statistical Manual of Mental Disorders published by the American Psychiatric Association.
- ICD-10 (10th revision of the International Statistical Classification of Diseases and Related Health Problems, a medical classification list by the [World Health Organization](#) (WHO)).
- And soon ICD 11 ...

# DSM-V / CIM-10

- Qui peut faire ce diagnostic?

- Un médecin

- Un psychiatre ou pédopsychiatre

- Who will provide that diagnostic?

- A doctor

- A psychiatrist or pedopsychiatrist

# 4. TEMPLATE

Name of the pupil:	Class: Section:	<b>Personal identity code: the school provides that number.</b>
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# SPECIAL ARRANGEMENTS ARE REQUESTED FOR:

Written examinations:		Preparation of the oral examinations:	
<input type="checkbox"/>	L1	<input type="checkbox"/>	L1
<input type="checkbox"/>	L2	<input type="checkbox"/>	Oral 1=
<input type="checkbox"/>	Math 3/5	<input type="checkbox"/>	Oral 2 =
<input type="checkbox"/>	Option 1 =		
<input type="checkbox"/>	Option 2 =		

PLEASE TICK THE SUBJECTS FOR WHICH SPECIAL ARRANGEMENTS MAY POSSIBLY BE NEEDED, IT IS UNDERSTOOD THAT FINAL CHOICES WILL BE MADE IN S7.