

Support guidelines in Primary / Nursery of Lux 1

Where **normal differentiation** in the classroom is not sufficient, the school offers a range of support arrangements. Educational support is flexible and varies according to the pupil's development and needs.

These support arrangements take the form of:

General support: This support, of short duration, is provided in small groups, inside or outside the classroom, and concerns any pupil encountering difficulties on a specific aspect of a subject.

An allocation of hours is distributed to each section according to the number of hours of support available in the section. General support is distributed at section meetings, taking into account the needs of the levels.

Moderate support: Moderate Support is provided to students with moderate learning difficulties or who require more targeted support. It is organized on a longer term basis than General Support. Each student has an Individual Learning Plan (ILP) and support can be provided in groups or individually within or outside the classroom. The scheme is evaluated at the end of each semester. The families of students who have benefited from 3 semesters of Moderate Support have a meeting with the teacher and/or the support teacher, the support coordinator to check that the persistent difficulty is not linked to a learning disability. Moderate support is limited to two periods per week.

Intensive Support Type A (ISA): is provided on the basis of a medical/psychological and/or multidisciplinary report justifying the specific individual needs of the pupil, drawn up by an expert and accompanied by an agreement signed between the Director and the parents. Intensive Support is given to pupils with special educational needs, whether in terms of learning, emotional, behavioral or physical needs.

This specialist report is:

- either given by the parents at the time of enrolment because they have perceived their child's disorder and have carried out tests
- or carried out by the family at the request of the class teacher who perceived a problem (see the early detection protocol).
- or carried out by the family at the request of the SUPCO because the student has already received 3 semesters of moderate support and the difficulty persists

Students receive the support they need to succeed or progress in their learning.

This support is the subject of learning in cooperation between the support teacher and the class teacher. This learning plan is signed by the parents.

Evaluation is carried out every six months.

Intensive support type B (ISB): In exceptional cases, and only for a limited period of time, the Director may decide to provide Intensive Support Type B (ISB) to a pupil who does not have special educational needs but is in a language section in which he or she does not have a command of the language. The class teacher assesses the student's language level. This support is really taken into account according to the pupil's age, language level and the availability of support in the section.

HP

(cf. School policy for high potential children)

Each student is diagnosed HP by a specialist:

In P1 P2: receives 2 x 30 minutes of support to help him/her in his/her organization, managing his/her emotions or for project management.

In P3 P4 P5: takes part in a "high-potential" workshop

This workshop is led by a tutor and is in language 2.

It serves to develop the specific skills of each individual through an individual project.

This system is the subject of an agreement and an ILP.

L2 support

This scheme is aimed at pupils who have a learning difficulty or a learning gap in L2. The level of the pupils is assessed in September by the L2 teacher who decides on participation. Participation in "catch-up" group is annual and cannot exceed one year of schooling.