

Arrangements spéciaux pour le bac
Special arrangements for the BAC

Demande/Request About the/ Procedure

2012-05-D-15-en-15

Provision of Educational Support and Inclusive Education in the European Schools



Pour qui?

Who is it for?

For pupil who already received special arrangements in the previous school years.

Quand ? /When ?

- ➔ 15 octobre de l'année de S5 au plus tard.
- ➔ October 15th in 5th year at the latest.

QUELS Documents ?

Which documents ?

1. Limited authorization 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

Documents for ? pour ?

- ▶ For the **Secretariat of the Secondary**
- ▶ All documents must be provided in **hard copy**, and the specialist's report must be the original, duly signed.

/ Documents

- ▶ Pour le **secretariat du secondaire**.
- ▶ Tous les documents doivent être fournis en **copie papier** et le rapport du spécialiste doit être l'original, dûment signé.

1. Autorisation de divulgation/ 1. Authorisation to release confidential information



Limited authorisation to release confidential information.

Request of Special Arrangements in the European Baccalaureate cycle.

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.

1.- The information will be contained in the following **documents**:

- Application form template (Document 2014-09-D-12-en-5)
- Letter requesting special arrangements for the European Baccalaureate cycle
- Medical / psychological/psycho-educational / multi-disciplinary report(s) and other supporting documents referring to the pupil's condition and/or circumstances.

2.- This information will only be **accessible to**:

- Authorised staff in the School.
- Authorised staff in the Office of the Secretary General. Electronic copy.
- Inspector(s) in charge of the Education Support. Inspectors will not retain copies of the documents.
- External experts in charge of the evaluation of reports. External experts will not retain copies of the documents.

3.- The information will be **transmitted** from the schools to the Office of the Secretary General only by secured electronic channels. (SharePoint)

4.- The information will be **stored during** three years after the pupil has completed the Baccalaureate cycle, left the European School System or until the outcome of an appeal, had it been launched. Then all files will be destroyed.

5.- The European Schools commit to confidentiality and data protection respecting the national regulations.

I/we am/are informed of my/our right of access, rectification and opposition to the processing of the above-mentioned confidential information and that I/we can withdraw my/our consent at any time by letter to the Director of the School.

Date

Signatures



2. The application letter

- ▶ No official template – (but proposal on webpage)
- ▶ You will present briefly the reasons for and the request.
- ▶ Written to the Board of Inspectors. No specific address.
- ▶ Should include the code and special arrangements you are asking for (to be find in the template “Annex-Codes”)
- ▶ Transcribe the measures corresponding to your child out of those listed.
- ▶ The document should be joined to the other and given back to the secretariat of the secondary.

3. Template for the requesting of special arrangements for the European Baccalaureate cycle

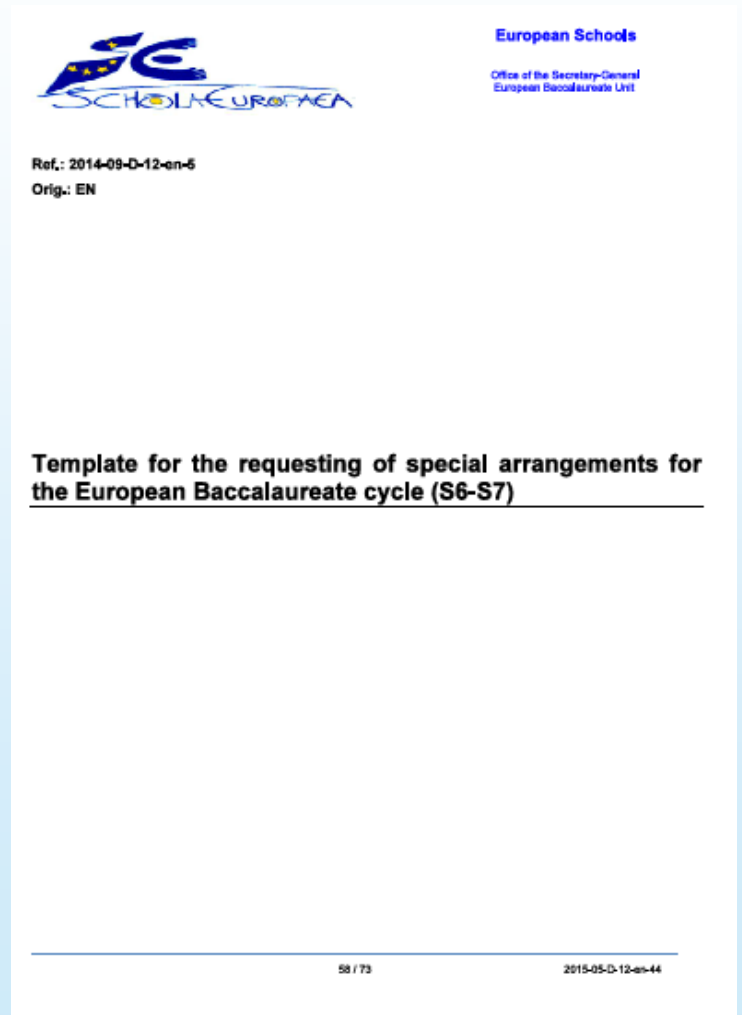
► Informations générales:

Nom, prénom, classe, section, école

Nom et titre du spécialiste

Diagnostic (comme établi dans le rapport medico/psycho/psycho-educative/multi-disciplinaire)

Recommandations du spécialiste



SPECIAL ARRANGEMENTS ARE REQUESTED FOR: (Please, tick the appropriate box and indicate the subjects)

- All tests and examinations during S6 and S7 (excluding Pre-Bac and Bac)
- Pre-Baccalaureate examinations in S7
- European Baccalaureate examinations in S7

IMPORTANT Remark:

The special arrangements are adapted when it comes **for B-tests**, done in class, during normal school time: no separate room but use of noise canceller or earplugs allowed. No additional time but less questions. Scribe and/or reader cannot be guaranteed except very special cases; to develop pupil's autonomy the priority is given always to assistive technologies.

For European Baccalaureate examinations, the special arrangement(s) requested is/are for* :

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

* Please tick the subjects for which special arrangements may **possibly** be needed for the European Baccalaureate examinations, it is understood that final choices will be made in S7.

DO NOT PANIC...

Pas de panique....

PART B - The list

Special arrangements requested:

<i>Please, specify (Tick the code identifying each special arrangement in the annex):</i>								
<input type="checkbox"/> D1	<input type="checkbox"/> D2	<input type="checkbox"/> D3	<input type="checkbox"/> D4	<input type="checkbox"/> D5	<input type="checkbox"/> D6	<input type="checkbox"/> D7		
<input type="checkbox"/> I1	<input type="checkbox"/> I2	<input type="checkbox"/> I3	<input type="checkbox"/> I4	<input type="checkbox"/> I5	<input checked="" type="checkbox"/> I6a	<input checked="" type="checkbox"/> I6b	<input checked="" type="checkbox"/> I7	<input checked="" type="checkbox"/> I8a
<input checked="" type="checkbox"/> I8b	<input type="checkbox"/> I9	<input type="checkbox"/> I10	<input type="checkbox"/> I11	<input type="checkbox"/> I12a	<input checked="" type="checkbox"/> I12b	<input type="checkbox"/> I13	<input type="checkbox"/> I14	<input type="checkbox"/> I15

D : may be authorized by the School Director for S6 and S7:

D1 - Separate room for the test/examination/assessment, with the exclusion of ART and MUSIC assessments which must happen in the appropriate room (ART and MUSIC rooms); a separate room will not necessarily be an individual room where the pupil will be alone/isolated, but a room different from the official examination room gathering all the candidates sitting the same examination of the day.

D : may be authorized by the School Director for S6 and S7:

- **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; use of FM hearing system; coloured overlay; a low vision aid; coloured lenses. **The specific learning aid concerned must be clearly described. Without a detailed description, the school will not be able to support this decision.**
- **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.

D : may be authorized **by the School Director** for S6 and S7:

D7: only in case of Dyslexia – Any other diagnosis should be under the I2: Additional time measure

D7 - Extra-time maximum of 25 % for situations of pupils with duly justified dyslexia. In this situation, the Schools must inform the BAC unit. If the Director does not grant the requested extra-time, the request will be submitted to the Bac Unit for analysis of the [Board of Inspectors \(Secondary cycle\)](#) or the inspector in charge of Special Arrangements.¹⁷

I: may only be authorized **by the Board of Inspectors** or the Inspector responsible for Support (Secondary). The **justification** for any of these arrangements needs to be confirmed by the **School and** by the **specialist's report**.

- **11** - Modifications to the format of the examinations: size of paper and font, contrast, alignment, line spacing, spatial presentation and printed pages. A paper and digital Braille version of the exams may also be made available.
- Please note that **Arial 12 font is the dyslexia friendly font used for all the written exams.**
- Should you request Arial 14, the question paper in June S7 will be provided in **A3 format** !
- Please specify **what modification of format** for the examination papers are needed and **for which subject/s and language**. For color blind pupils, please also specify what the pupil is used to have in class (words instead of colors, or black and white only, etc...).

Suite...

- ▶ **I2** – Additional time can be granted to pupils whose working pace is affected by their condition.
 - ▶ A maximum of 25% of extra time can be granted for the written examinations.
 - ▶ For **oral preparation**, a maximum of **10 minutes** of extra time can be granted **only for the preparation**.
 - ▶ The oral examinations will take 20 minutes in any case. The examination time will not be extended. **No extra time for oral examination.**

13 –

Use of a computer or laptop or any approved device and the corresponding approved software 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.

Suite...

- ▶ **14** - Use of a spell checker or any specific approved software because of dyslexia. This request must be confirmed by the School.
- ▶ **15** - Disregard of spelling mistakes in language tests/exams in cases of **severe** dyslexia. This arrangement may only be granted to pupils whose dyslexia has been formally diagnosed no later than S3 (or the equivalent educational level).

The multidisciplinary report must clearly identify the **types of errors** characteristic of dyslexia that the pupil makes. It should be noted that in examinations other than language examinations, content/skills are assessed, not language errors.

A - LECTURE

Principaux domaines :

1. **Décodage - Correspondances graphème-phonème (G-PC)**
 - 1.1. Permutation de phonèmes catégoriquement proches
 - 1.2. Omission de phonèmes
 - 1.3. Erreurs contextuelles régulières de G-PC
 - 1.4. Erreurs dans la lecture de syllabes à structure complexe
 - 1.5. Ajout et/ou répétition de phonèmes et/ou de syllabes
 - 1.6. Erreurs dans la lecture des digrammes et des groupes de voyelles
 - 1.7. Erreurs dans la lecture des digrammes consonantiques
 - 1.8. Omission d'accents (pour les langues avec accents)
 - 1.9. Ajout d'un accent (correspond généralement à une erreur de régularisation) (pour les langues avec accents)
 - 1.10. Erreurs atypiques
 - 1.11. Autres erreurs

A - READING

Main domains:

1. **Decoding - Grapheme-Phoneme Correspondences (G-PC)**
 - 1.1. Swapping categorically close phonemes
 - 1.2. Omission of phoneme(s)
 - 1.3. Regular contextual G-PC errors
 - 1.4. Errors in reading syllables with a complex structure
 - 1.5. Addition and/or repetition/ of phonemes and/or syllables
 - 1.6. Errors in reading digraphs and vowel clusters
 - 1.7. Errors in reading consonant digraphs
 - 1.8. Omission of accents (for languages with accents)
 - 1.9. Adding an accent (usually corresponds to a regularisation error) (for languages with accents)
 - 1.10. Atypical errors
 - 1.11. Other errors



Types of erreurs Typologie des erreurs



B. ÉCRITURE

1. Codage - Correspondances phonème-graphème (P-GC)

- 1.1. Échange de graphèmes dont les phonèmes sont catégoriquement proches
- 1.2. Ajout d'accents graphiques
- 1.3. Échange de graphèmes vocaliques ayant la même valeur phonémique
- 1.4. Omission de lettre(s)/graphème(s)
- 1.5. Erreurs P-GC contextuelles régulières
- 1.6. Erreurs dues à la méconnaissance des règles contextuelles et de la syllabe accentuée
- 1.7. Erreurs dues à la méconnaissance des règles morphologic morphosyntaxiques
- 1.8. Erreurs dans l'écriture des digrammes et des groupes de voyelles
- 1.9. Erreurs dans l'écriture des digrammes consonantiques
- 1.10. Omission des accents graphiques (pour les langues avec accents)
- 1.11. Erreurs résultant de la réduction vocalique - omission vocalique
- 1.12. Erreurs atypiques

2. Production écrite de phrases et de textes

- 2.1 Vocabulaire limité
- 2.2 Manque d'organisation, de cohésion et/ou de cohérence du texte
- 2.3 Construction de phrases inadéquate
- 2.4. Erreurs dues à un manque de connaissance morphologiques/morphosyntaxiques
- 2.5. Structures morphosyntaxiques principalement simples
- 2.6. Manque d'utilisation des ressources stylistiques



B. WRITING

1. Coding - Phoneme-Grapheme Correspondences (P-GC)

- 1.1. Swapping graphemes whose phonemes are categorically close
- 1.2. Adding graphic accents
- 1.3. Swapping vowel graphemes with the same phonemic value
- 1.4. Omission of letter(s)/grapheme(s)
- 1.5. Regular contextual P-GC errors
- 1.6. Errors due to ignorance of contextual rules and the stressed syllable
- 1.7. Errors due to ignorance of morphological/morphosyntactic rules
- 1.8. Errors in writing digraphs and vowel clusters
- 1.9. Errors in writing consonant digraphs
- 1.10. Omission of graphic accents (for languages with accents)
- 1.11. Errors resulting from vowel reduction - vowel omission
- 1.12. Atypical errors

2. Written production of sentences and texts

- 2.1 Little vocabulary
- 2.2 Lack of textual organisation, cohesion and/or coherence
- 2.3 Inadequate sentence construction
- 2.4. Errors due to lack of morphological/morphosyntactic knowledge
- 2.5. Predominantly simple morphosyntactic structures
- 2.6. Lack of use of stylistic resources

Suite...

➔ **16**

- **a) Approved speech-to-text and text-to-speech software/device;**

or

- b) A scribe to transcribe the pupil's dictated answers word for word and to read back the pupil's answers when necessary, because of dyslexia.

- ➔ **17** - An audio recording of answers when 16 is not available.



Suite...

➔ **18**

- **a) Approved text-to-speech software/device**

or

- b) A reader to read the assessment paper and to read back the answers, because of dyslexia.

Comment: ...or reading disorder.

Suite...

- ▶ **I9** - Use of a simple arithmetic calculator, whenever no calculator at all would be allowed because of dyscalculia, severe forms of dyslexia, attention regulation (such as ADHD), or working memory deficit;

That calculator is a very simple one, with the 4 basic operations only. It should be provided by the parents and can be used in any subject and exam.

- ▶ **I10** - 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.

IMPORTANT: I10 will not modify the length of the examination

suite,...

In case of a pupil with severe concentration difficulties or neurological disability in paying attention to the assessment tasks:

► I12

- **a) Approved software/application/device**

or

- b) A prompter.

❖ The prompter role:

- The pupil discusses/agrees with the prompter how they will work together, including how he/she wishes to be prompted e.g. by tapping on the desk or by the prompter speaking the name. **Advice: create a short memory card about how you would like to be prompted.**
- The prompter keeps the pupil focused on the need to answer a question and then move on to answering the next question.
- The pupil can ask the prompter to give her/him time prompts.

suite,...

- ▶ **I13** - Written instructions for a deaf or hard of hearing candidate, For those candidates, questions and instructions during oral exams are given in writing, exercises using audio files or videos are replaced by written exercises or pupils receive a script of audio file or video.
- ▶ **I14** - Written answers for oral examinations for a candidate who has severe difficulties in oral expression.
- ▶ **I15** – Others
Often refused. **BE PRECISE. Develop clearly what the specialist requests for the examination.** “Other” should not be a request that correspond to another special arrangement at a **more intensive level** than the one allow above, for example, scribe, reader, prompter cannot reformulate the questions or explain them.



**4. Rapport médical / psychologique /
psychopédagogique / pluridisciplinaire**

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

Critères

- ✓ Être lisible, rédigé sur papier à en-tête, daté et signé
- ✓ Préciser les titre, nom et références professionnelles du ou des expert(s) ayant mené le bilan et diagnostiqué l'élève.
- ✓ Par le biais du rapport médical/psychologique/psycho-éducatif et/ou pluridisciplinaire, préciser clairement la nature des troubles médicaux et/ou psychologiques de l'élève, ses besoins et les tests ou techniques utilisés pour poser un diagnostic.
- ✓ Le rapport sur les troubles de l'apprentissage doit décrire les points forts et les difficultés de l'élève (évaluation cognitive, le cas échéant), leur impact sur l'apprentissage (preuves pédagogiques) et les tests ou techniques utilisés pour parvenir au diagnostic.
- ✓ Le rapport sur les problèmes médicaux/psychologiques doit préciser les besoins médicaux/psychologiques de l'élève et leur impact sur l'apprentissage (preuves pédagogiques).
- ✓ Le rapport médical/psychologique/psycho-éducatif et/ou pluridisciplinaire doit inclure **les notes brutes obtenues aux tests avec des résultats quantitatifs et des résultats qualitatifs pour les tests où il n'y en a qu'un**, ainsi que la conclusion sur leur rapport avec les résultats moyens.. Les tests doivent être normalisés au niveau international ou national.

Critères ...

- ✓ Tous les rapports doivent comporter un résumé ou une conclusion indiquant les dispositions nécessaires et, le cas échéant, des recommandations en matière d'enseignement/apprentissage à l'intention de l'école.
- ✓ Un rapport médical/psychologique/psycho-éducatif et/ou pluridisciplinaire doit être régulièrement mis à jour et ne pas dater de plus de quatre ans ou lorsque l'élève change de cycle. En cas d'invalidité permanente et inchangée (et lorsque le GCS est d'accord), on pourra se contenter de mises à jour régulières sans faire repasser de nouveaux tests. En cas de demande de dispositions particulières pour le Baccalauréat européen, un rapport médical/psychologique et/ou pluridisciplinaire complet mis à jour est requis. La documentation ne doit pas dater de plus de deux ans, c'est-à-dire qu'elle ne doit pas être antérieure au mois d'octobre en S3 et postérieure au mois d'octobre en S5.
- ✓ Afin d'éviter tout conflit d'intérêts, l'expert qui évalue les élèves ne sera ni un employé de l'École européenne ni un parent de l'élève.
- ✓ Si la documentation n'est pas rédigée dans l'une des langues de travail, elle doit être accompagnée d'une traduction en français, en anglais ou en allemand.

Criteria

- ✓ 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 needs to describe the pupil's strengths and difficulties (cognitive assessment where relevant), their impact on learning (educational evidence), and the tests or techniques used to arrive at the diagnosis.
- ✓ Report for medical/psychological issues needs to specify the pupil's medical/psychological needs and their impact on learning (educational evidence).
- ✓ The medical/psychological/psycho-educational and/or multidisciplinary report must include **the raw scores for tests with quantitative results and qualitative results for tests where only this exist**, and the conclusion on how they relate to the average results. The tests should be standardised at international or national level.

Criteria ...

- ✓ All reports need a summary or conclusion stating the accommodations required and, where appropriate, recommendations for teaching/learning for the school's consideration.
- ✓ A Medical/psychological/psycho-educational and/or multidisciplinary report must be regularly updated and not be more than four years old or when the pupil changes cycle. In case of permanent and unchanging disability (and when the SAG agrees), no retesting other than regular updates will be required. For a request for special arrangements in the European Baccalaureate, the completely updated medical/psychological/psychoeducational and/or multidisciplinary report will be required. Documentation should not be more than two years old, i.e. should not be dated earlier than October in S3 and not later than October in S5.
- ✓ 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.

Attention – Be careful

EXAMPLE OF justifications for refusal:

- ▶ No raw 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
- ▶ I6 and I7: not approved -> I3 could be recommended... (not systematically!)
- ▶ I12: prompter. Not approved as no testing of attention was provided.
- ▶ I15: Memory cards: are not in line with EB regulations. Not approved