

WHAT YOU NEED TO KNOW IF YOUR CHILD IS FACING LEARNING DIFFICULTIES

Statement of the European Schools on their Web Portal:

www.eurisc.eu

“It can happen that some pupils have specific needs, either for short periods of time or for the duration of their schooling. They are a point of particular concern for the European Schools.

The Schools distinguish between two types of pupils:

- those who face learning difficulties
- those with special needs who have learning disabilities.

Pupils with learning difficulties receive learning support from the school in different formats, for example in support classes. Learning difficulties encountered by pupils are generally not serious and tend to be temporary.

Special needs pupils with learning disabilities generally have physical or mental disabilities, or have behaviour issues. Since 1995 the term “disabled pupil” has been replaced by the term “pupil with special educational needs” (SEN pupil).”

How to assess your child needs? (2003-fr-4710)

Learning difficulties <i>Learning support</i> (LS)	→ ←	Learning disabilities Special educational needs (SEN) programme with agreement
<ul style="list-style-type: none"> ü are generally slight, temporary and intermittent, ü are psycho-cognitive in nature, with an acquisition of competences deficit, ü are detectable <u>in the nursery</u> through baseline assessment of competences under the framework plan, ü <u>in the primary</u>, are noticed by the teacher in relation to the rate of assimilation and level of attainment of the competences in the school report , ü <u>in the secondary</u>, are characterised by lagging behind, deficiencies and difficulties in keeping up with the curriculum, ü involve intermittent or minor symptomatology, ü can generally be improved through targeted support for competences in the school report which have clearly not been satisfactorily attained, ü will first require internal differentiation and, if necessary, appropriate LS, ü the pupil in question follows the mainstream curriculum and is assessed normally at both the primary and secondary, ü the decision to provide learning support is taken by the Deputy Director at the suggestion of the teacher, who sets out his/her reasons for the proposal, after consultation with the parents, ü the best learning support remains internal differentiation in the class or within the section, with monitoring provided by an individual teaching and learning scheme (pedagogical and/or educational) as a strategy. 	A C A D E M I C & S O C I A L L E A R N I N G	<ul style="list-style-type: none"> ü prove more serious and longer lasting, ü are physical, mental, behavioural, relational or psychosocial in nature, ü are evident or are detected by early diagnosis or appropriate tests <u>in the nursery</u>, ü <u>in the primary</u>, are unmanageable without appropriate support and call for detailed analysis and an agreement, ü <u>in the secondary</u>, it may be necessary to design a specially adapted curriculum, with certificates in place of normal promotion, ü are the sign of innate or acquired syndromes, ü will need to be addressed through suitable measures and appropriate therapies, described and costed in the agreement, necessitate special provision, support and professional supervision, together with complementary therapies, ü the education of the pupil in question is covered by an agreement, at the request of the parents or teachers and on the advice of the advisory group, ü the pupil may have a curriculum adapted to suit his/her aptitudes and specific assessment; in this case, he/she moves up to the next year with an attendance, but not a promotion certificate, ü The SEN agreement is drawn up by the advisory group following thorough analysis of the symptoms, discussion of the expert reports and determination of the possible support to be provided, with the approval of the SEN Policy Group Inspector. It is then ratified by the Director. This agreement must then be signed by the contracting parties. It is valid for one school year only and is specific to each case. ü In addition to the provision at school, the parents are responsible for arranging a proportion of the individual therapies outside school. They may have financial support, on a case by case basis.

INFORMATION SOURCES:

The two main sources of information are the European Schools website: www.eursc.eu and the website of the European School Munich: www.esmunich.de

1-Basic regulations for the SEN pupils

On the European Schools Website:

<http://www.eursc.eu/index.php?id=140>

1.1 Integration of SEN pupils into the European Schools

1.2 Learning Support in the secondary: general policy

1.3 Learning support in the nursery and primary cycles

2- Information on the ESM website

2.1 Information learning support ESM and Special Education Needs (SEN)/Primary:

<http://www.esmunich.de/english/grundschule/learning.php> En

2.2 Information Learning support ESM and Special Education Needs (SEN)/Secondary:

<http://www.esmunich.de/english/hoehereschule/learning.php> En

2.3 Assessment of SEN Pupils and Pupils with a Statement of Dyslexia and/or Dyscalculia
Internal Test Regulations for the ESM +Assessment of SEN pupils and pupils with dyslexia and/or dyscalculia:

http://www.esmunich.de/pdf_news/legasthenie_en.pdf En

INTERPRETING THE RULES CORRECTLY

In order to interpret the rules correctly, the official document should be consulted in the original language, which is indicated in the reference information located on the top left side of the front page, e.g.:

Ref.: 2008-D-58-EN 08/2008

Orig.: FR

ARRANGEMENTS FOR IMPLEMENTING THE REGULATIONS
FOR THE EUROPEAN BACCALAUREATE
(Applicable for the 2008-2009 school years)

Orig.: FR means that the original version which will serve to interpret the rules where a conflict arises will be the FR = French version (or alternatively, EN = English or DE= German).

WHAT TO DO IN CASE OF A COMPLAINT

The rules applicable in case of a complaint are found here:

1-The Complaints Board – Introduction: <http://www.eursc.eu/index.php?id=192>

(The Complaints Board is an administrative tribunal, composed of persons whose independence is beyond doubt, appointed from a list compiled by the Court of Justice of the European Communities. It is entrusted with ruling on disputes pertaining to the application of the Convention defining the Statute of the European Schools.)

2-Legal documents: the Basic texts are the Convention defining the Statute of the European Schools (See <http://www.eursc.eu/index.php?id=96>, "Legal basis of the European Schools") and the General Rules http://www.eursc.eu/fichiers/contenu_fichiers1/278/2007-D-4010-en-5.pdf

3-Lodging a contentious appeal with the Complaints Board:
<http://www.eursc.eu/index.php?id=188>

(The page contains detailed information regarding the essential elements of the appeal procedure.)

CONTACT PERSON, PARENTS' ASSOCIATION MUNICH:

Interparents representative : ip.vorstand@ev-esm.org

Interparents: <http://www.interparents.eu/>