

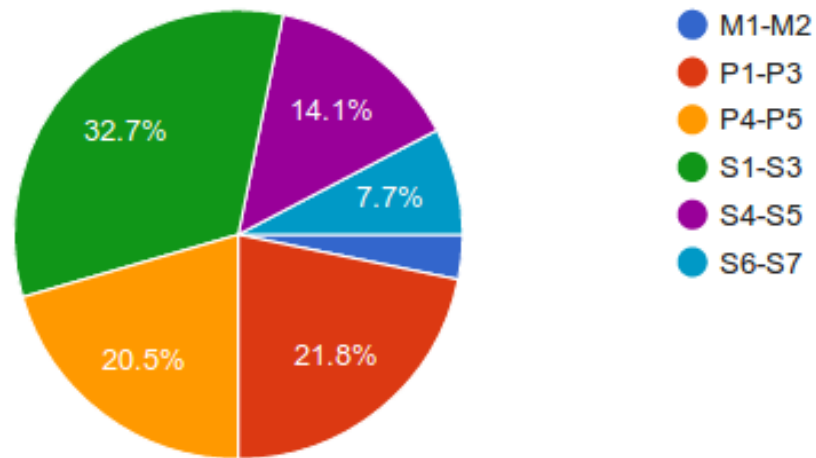
Survey on Educational Support
Woluwe parents
April 2017

Representativeness Profile of respondents

School year

Current school year of your child / Année scolaire actuelle de votre enfant

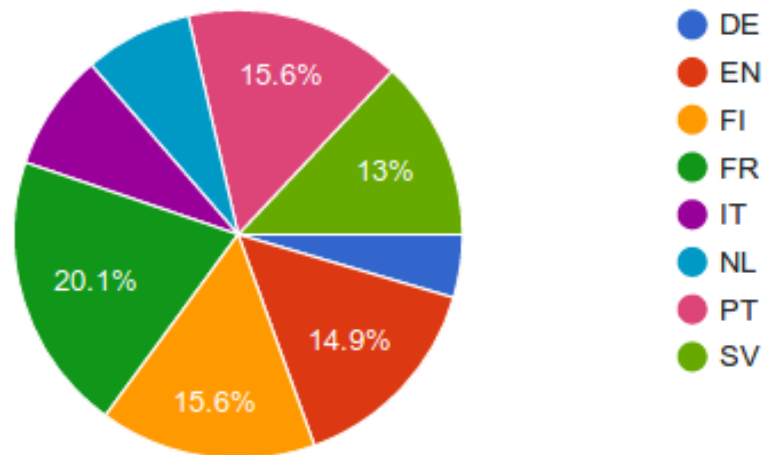
(156 responses)



Section

Language section of your child / Section linguistique de votre enfant

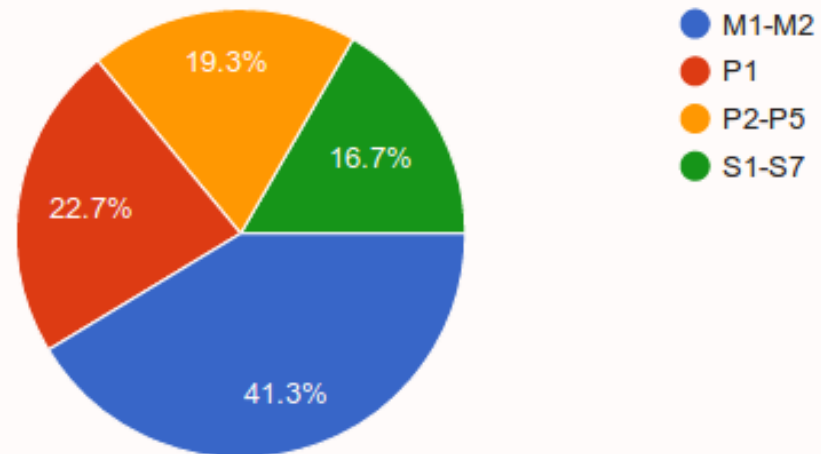
(154 responses)



Enrollment

Enrollment into European schools / Inscription dans les écoles européennes

(150 responses)

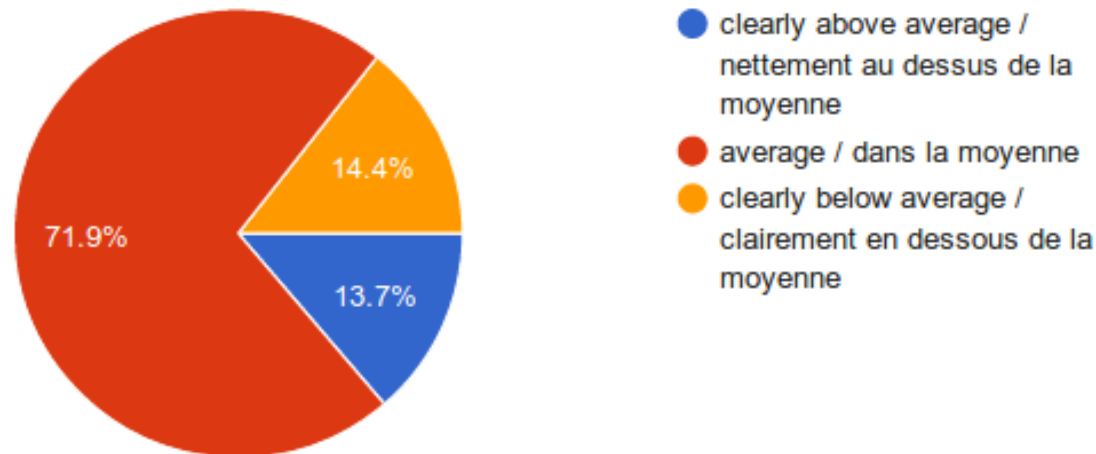


Progress profile

Progress

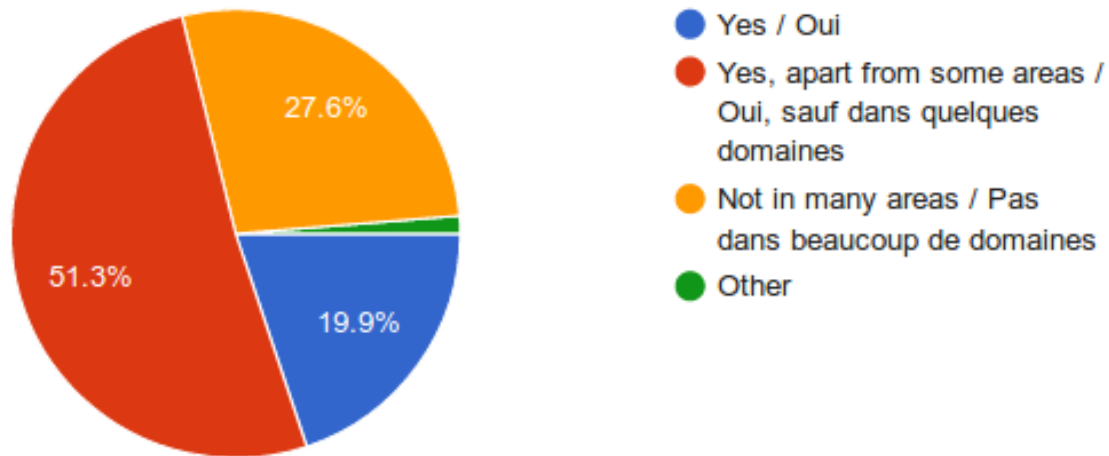
The overall progress of the child compared to his classmates in general terms (exclude any individual subject) is / Le progrès global de l'enfant par rapport à ses camarades de classe en termes généraux (exclure tout sujet individuel) est

(153 responses)



Progress

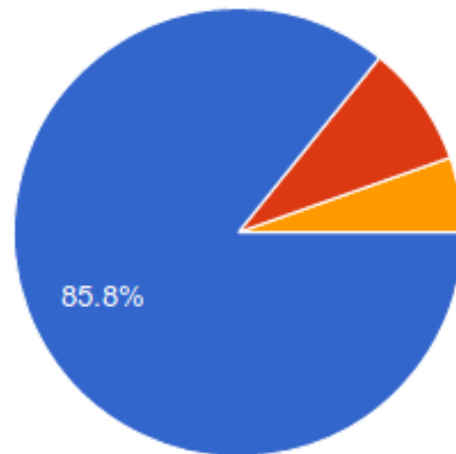
Do you think the child is fulfilling his/her potential? /
Pensez-vous que l'enfant accomplit son potentiel?
(156 responses)



Progress

Promotion to subsequent year / Promotion à l'année suivante

(148 responses)



- promoted to next level each time / promu(e) au niveau suivant chaque fois
- repeated the year at least once (not promoted) / répété l'année au moins une fois (pas promu(e))
- has progressed but not been promoted at least once / a progressé mais n'a pas été promu(e) au moins une fois

What support received

Support types

General Support. Every pupil may need General Support, over and above normal classroom differentiation, at some time during schooling. Pupils may experience difficulty in a particular aspect of a subject, may need to 'catch up' due to late arrival in the ES system or illness or may be working in mother tongue or dominant language. Pupils may need additional help with acquiring effective learning strategies or study skills.

Moderate support is an extension of General Support. It is provided for pupils in need of more targeted support or those with a moderate learning difficulty. It might be appropriate for some pupils who may be experiencing, for example, considerable difficulty in accessing the curriculum due to language issues, concentration problems or other reasons. It might be provided for a longer period than General Support and each pupil has an Individual Learning Plan (ILP).

Intensive support A. This is given following an **expert assessment of the child's needs** and the signing of an **agreement** between the Director and the parents. Intensive Support is provided for pupils with special educational needs; learning, emotional, behavioural and/or physical needs. Each pupil has an Individual Learning Plan (ILP).

Intensive support B. In **exceptional circumstances, and on a short-term basis only**, the Director may decide to provide Intensive Support for a pupil or group of pupils **without diagnosed special educational needs**, for example, in the form of intensive language support for a pupil or a group of pupils unable to access the normal curriculum.

Received support

	Yes /Oui
General support / Soutien général	39%
Moderate support / Soutien	29%
Child has an assigned Support Teacher / L'enfant a un professeur de soutien désigné	28%
One-on-One help outside class room / Aide particulière en dehors de la classe	28%
Special arrangements during the tests / Arrangements spéciaux pendant les tests	18%
Intensive support A / Soutien intensif A	16%
Support or therapy session held during the school hours by an external expert / Soutien ou séance de thérapie organisée pendant les heures d'école par un expert externe	9%
Child has an assigned Support Assistant Teacher / L'enfant a un assistant de professeur de soutien désigné	8%
Intensive support B / Soutien intensif B	3%
Received some support	81%
Did not receive any support	5%
Other (could not identity any)	14%

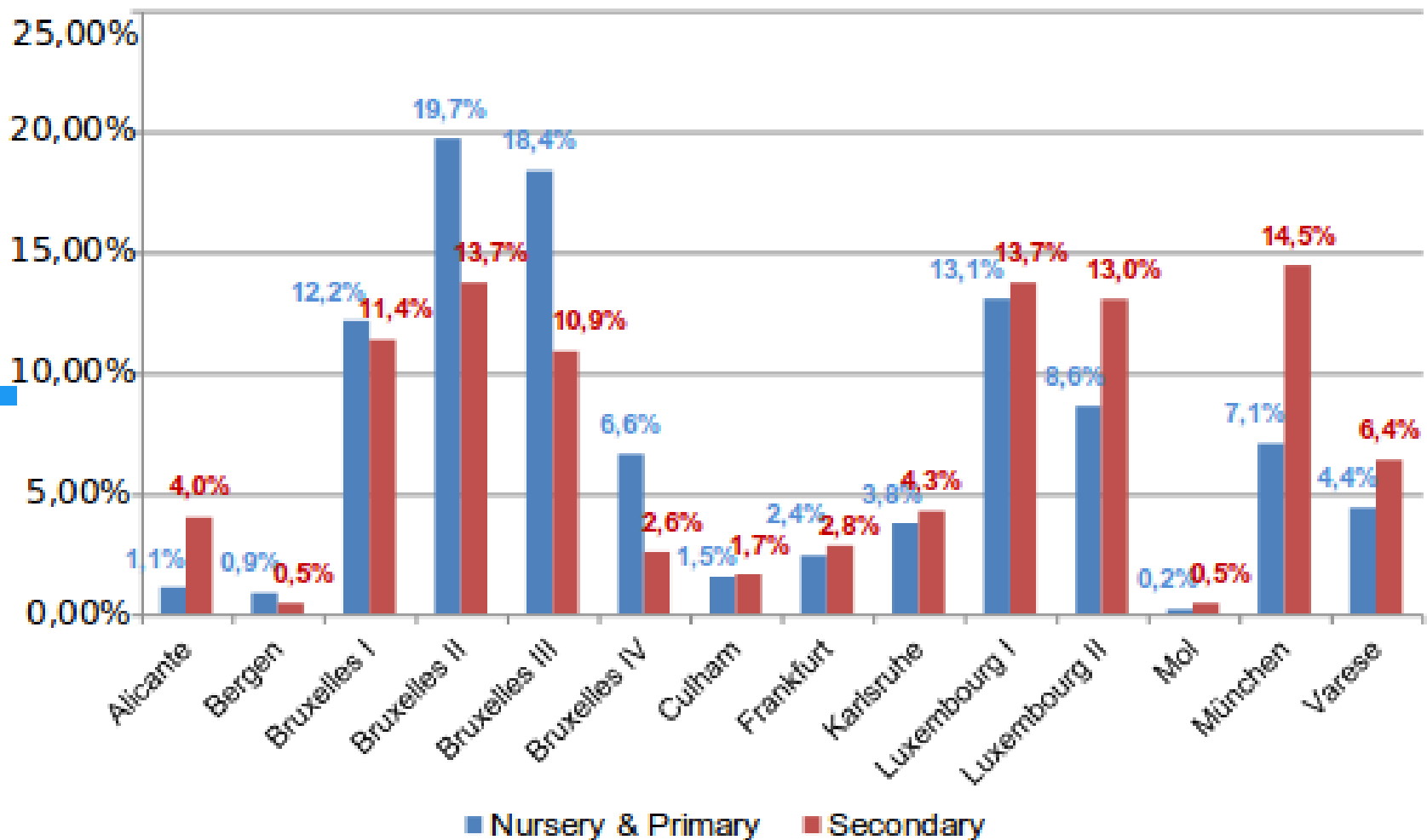
In the system

Table 1: Equivalent percentage of pupils enrolled on an Educational Support course (total number of pupils in the school 2014–2015)

	<i>General</i>	<i>Moderate</i>	<i>Intensive B</i>	<i>Intensive A</i>	<i>All</i>
<u>Alicante</u>	20.28%	6.73%	0.10%	2.18%	29.28%
Bergen	9.91%	7.43%	0.00%	1.06%	18.41%
Brussels I	18.55%	4.89%	0.55%	3.15%	27.13%
Brussels II	9.95%	14.90%	0.03%	4.99%	29.87%
Brussels III	10.03%	11.48%	4.39%	4.46%	30.36%
Brussels IV	19.86%	6.69%	1.67%	1.81%	30.03%
<u>Culham</u>	27.34%	1.87%	0.00%	2.62%	31.84%
Frankfurt	22.92%	11.42%	4.06%	1.61%	40.01%
<u>Karlsruhe</u>	25.32%	15.69%	0.80%	4.01%	45.82%
Luxembourg I	8.54%	2.46%	9.22%	3.94%	24.15%
Luxembourg II	29.90%	0.93%	0.00%	4.18%	35.01%
<u>Mol</u>	48.83%	15.96%	0.28%	0.41%	65.47%
Munich	28.26%	5.88%	2.17%	4.11%	40.42%
Varese	17.74%	9.37%	0.14%	3.36%	30.62%
AVERAGE	21.24%	8.26%	1.67%	2.99%	34.17%

secondary cycle than in the nursery/primary cycle.

Chart 3: Share of Pupils receiving ISA by School (% of All Pupils receiving ISA) and by Cycle

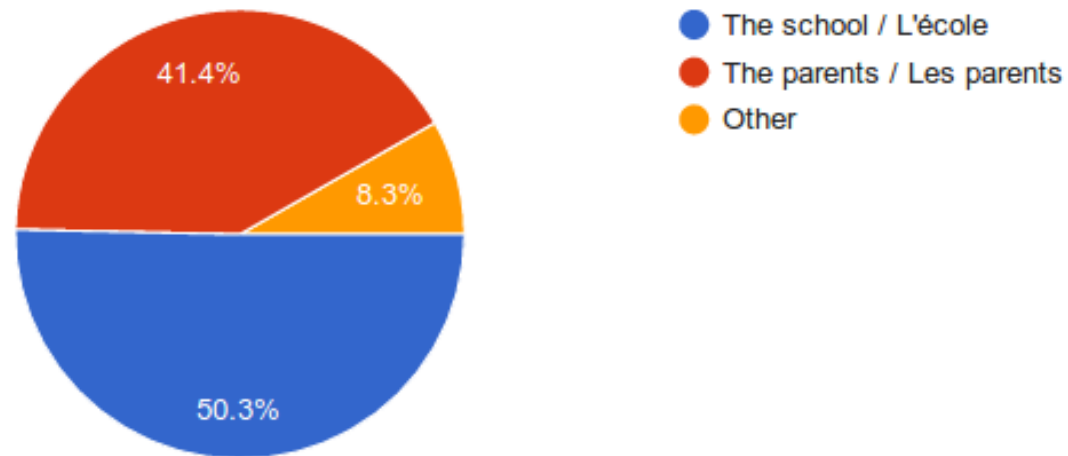


How is the support initiated

By whom

Who initiated educational support for your child ? / Qui a pris l'initiative d'un soutien éducatif à votre enfant?

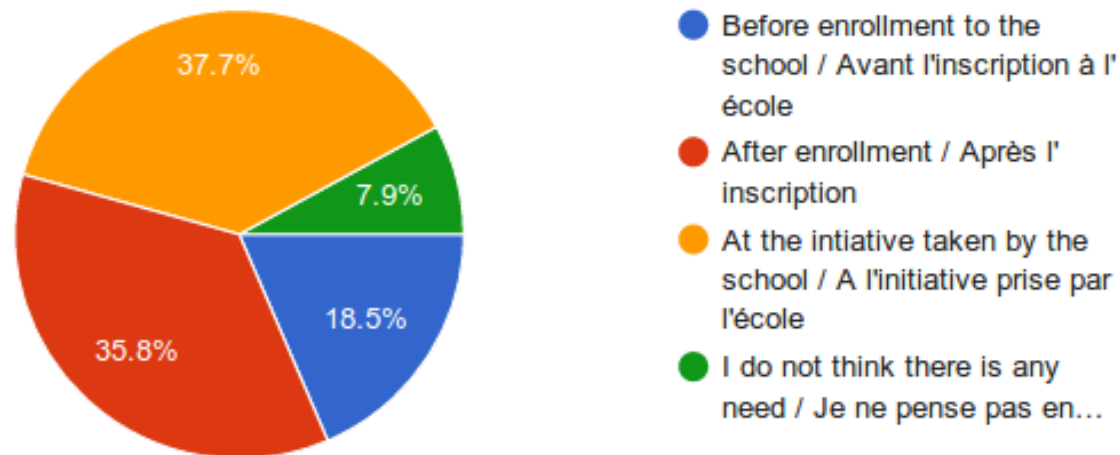
(145 responses)



When

When did you realise a need for potential educational support for your child / Quand avez-vous réalisé un besoin de soutien éducatif potentiel pour votre enfant

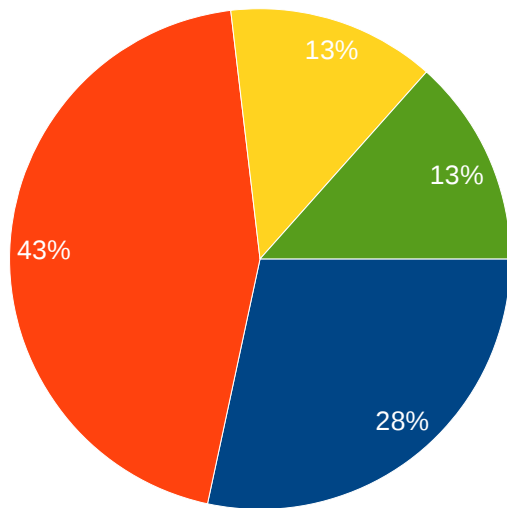
(151 responses)



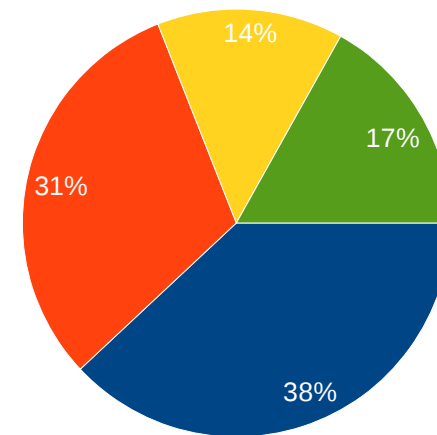
How fast

How long did it take from the first initiative to the first supportive action to take place?
Combien de temps a-t-il fallu de la première initiative à la première action de soutien?

Moderate and Intensive



For others types of support



- 1 month or less / 1 mois ou moins
- 1-3 months / 1-3 mois
- 3-6 months / 3-6 mois
- more / plus

Moderate and Intensive support

(44% or 69 respondents)

Individual learning plan

Any pupil receiving **Moderate or Intensive (A) learning support** in a European School **must have an ILP.**

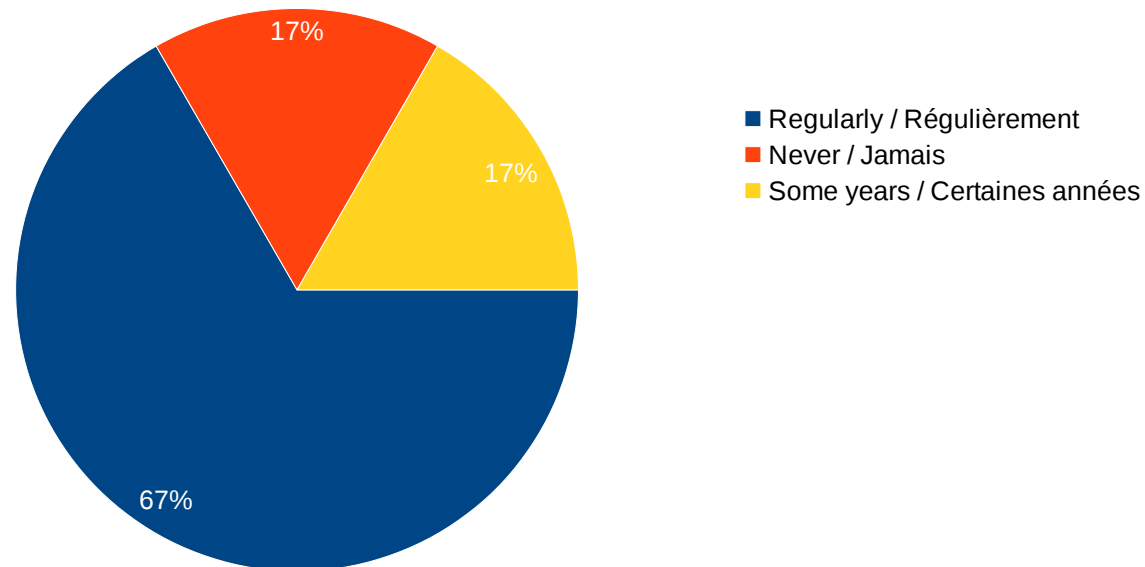
ILP, written by the support teacher in collaboration with the class/subject teacher includes specific learning objectives, appropriate teaching methods and measurable targets, set within a given time-frame. An ILP is reviewed annually and approved by the Support Advisory Group (Intensive Support: A) or by the Class Council (Intensive support: B).

Less than half were aware of existence of an Individual learning plan (ILP).

Advisory group meeting in Intensive A

Have you had yearly Advisory Group Meetings
while your child received moderate or intensive support?
Avez-vous eu des réunions annuelles de groupe consultatif
pendant que votre enfant recevait un soutien modéré ou intensif

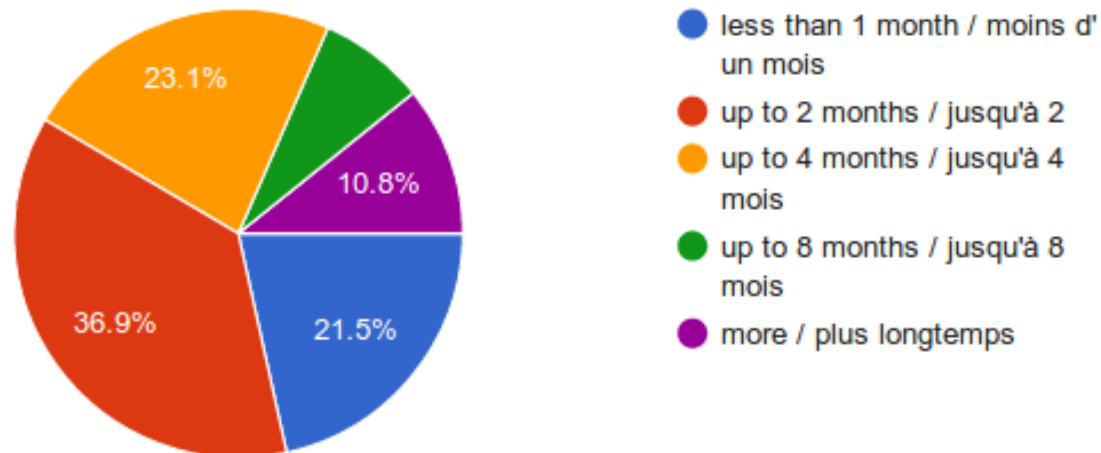
(Intensive A)



The evaluation report

How much time passed last time between the submission of your child's evaluation to the school and the date of the Advisory Group Meeting? / Combien de temps s'est écoulé entre la soumission de l'évaluation de votre enfant à l'école et la date de la réunion du Groupe Consultatif?

(65 responses)



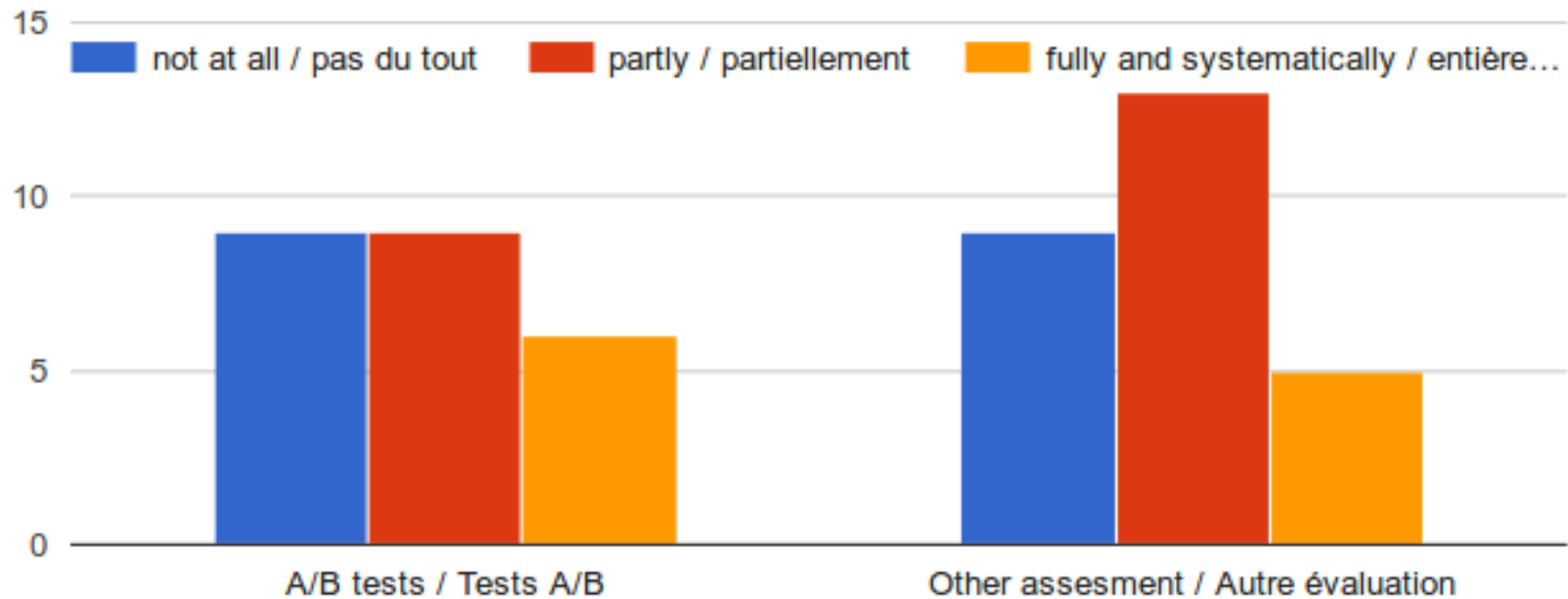
Special arrangements in exams (18%)

Special arrangements allow a child to access the curriculum and to fulfill his/her potential in the fairest conditions possible.

Special arrangements are not meant to compensate for lack of general ability. All children are assessed according to the same standards.

Implementation

If agreed, how and when are these special arrangements for tests being implemented ? / Si convenus, comment et quand ces arrangements spéciaux pour les tests sont-ils mis en œuvre?

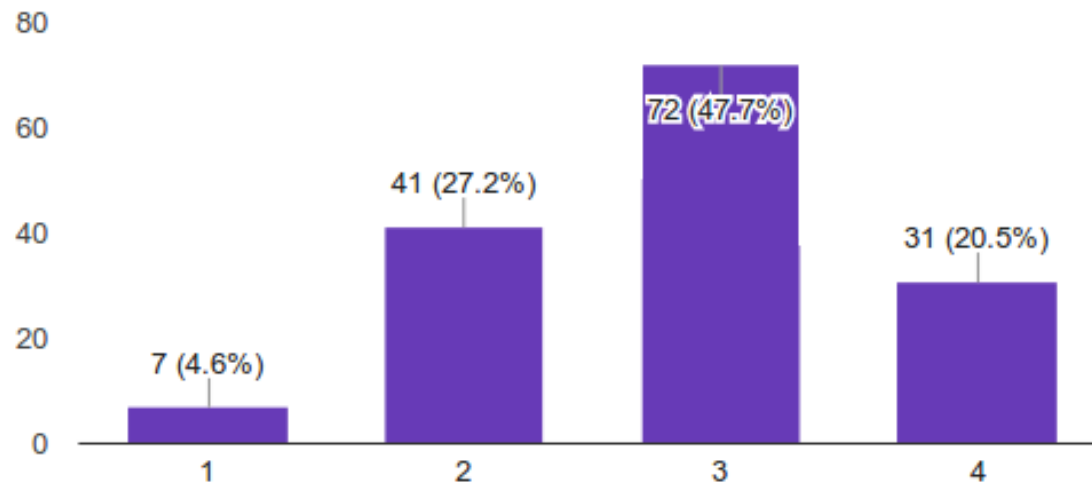


Views on the implementation of
education support in our school

The school perceived quality

How satisfied are you in general about the education the school is providing? / Dans quelle mesure êtes-vous satisfait de l'éducation que l'école fournit?

(151 responses)

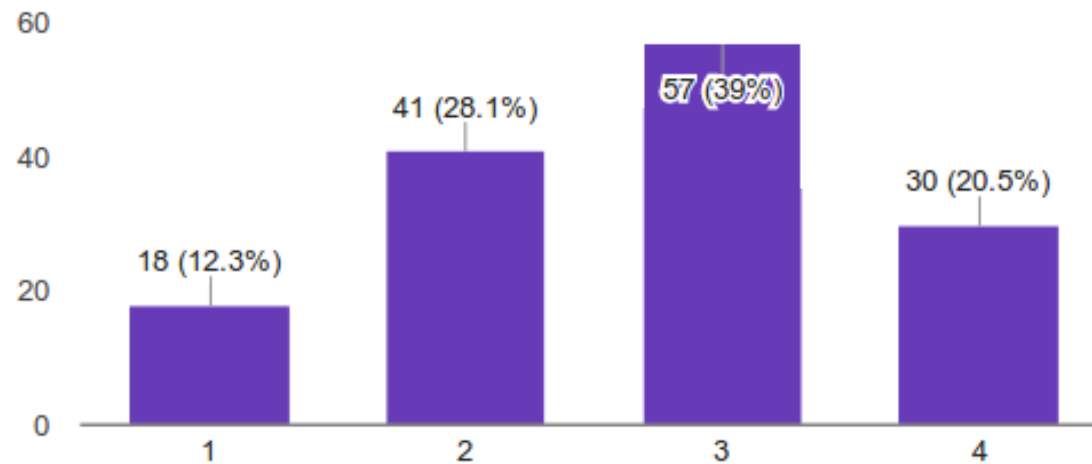


1=Not at all, ... 4=Very much

Education support perceived quality

How satisfied are you in general about the education support the school is providing for your child? / Dans quelle mesure êtes-vous globalement satisfait du soutien scolaire que l'école offre à votre enfant?

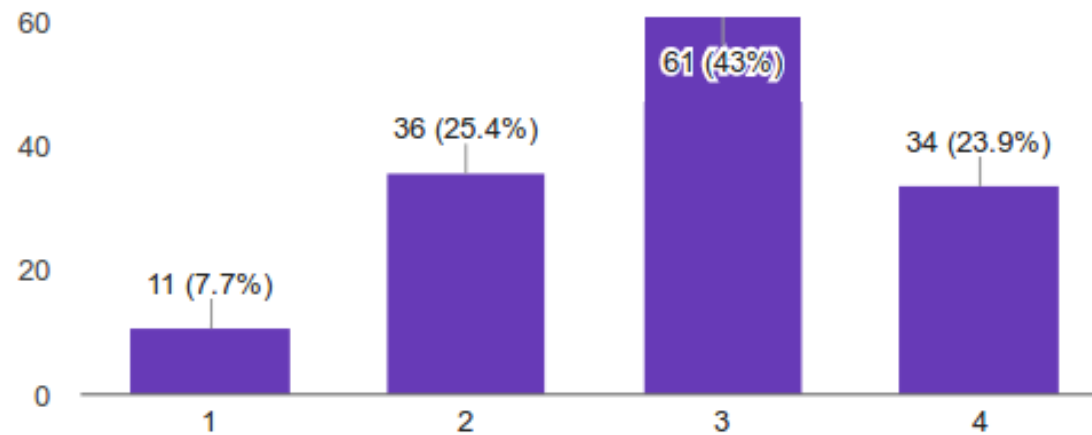
(146 responses)



Perceived Usefulness

Do you find the support provided is helping your child? /
Trouvez-vous que le soutien fourni aide votre enfant?

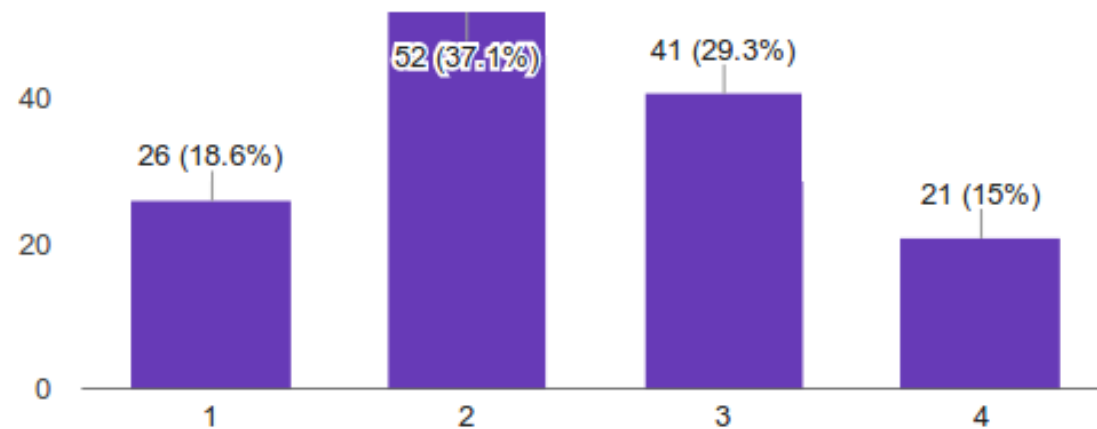
(142 responses)



Goal setting

Do you have a clear picture of the goals of the educational support your child receives? / Avez-vous une idée claire des objectifs du soutien scolaire que reçoit votre enfant?

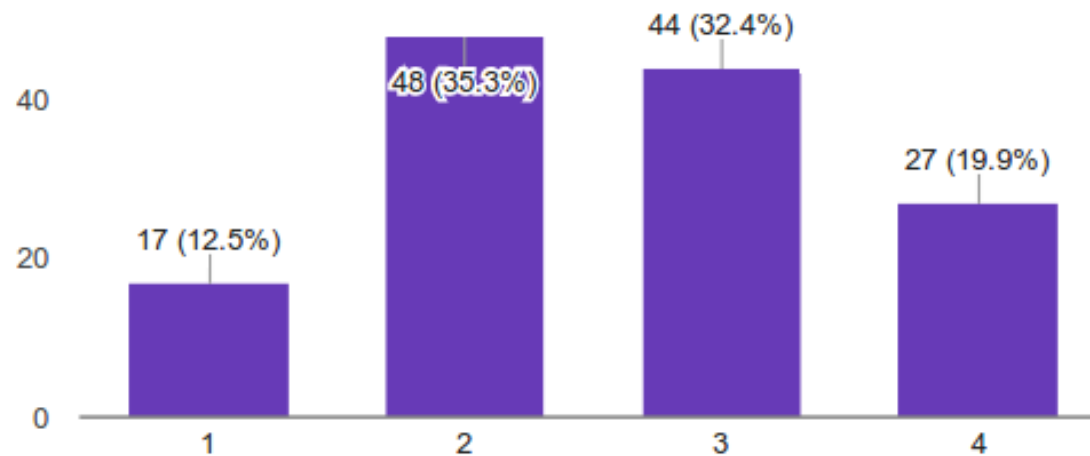
(140 responses)



Parents involvement in decision making

Do you feel that your views are being taken on board when planning your child's teaching and support needs? /
Pensez-vous que vos idées sont prises en compte lors de la planification des besoins en matière d'enseignement et de soutien de votre enfant?

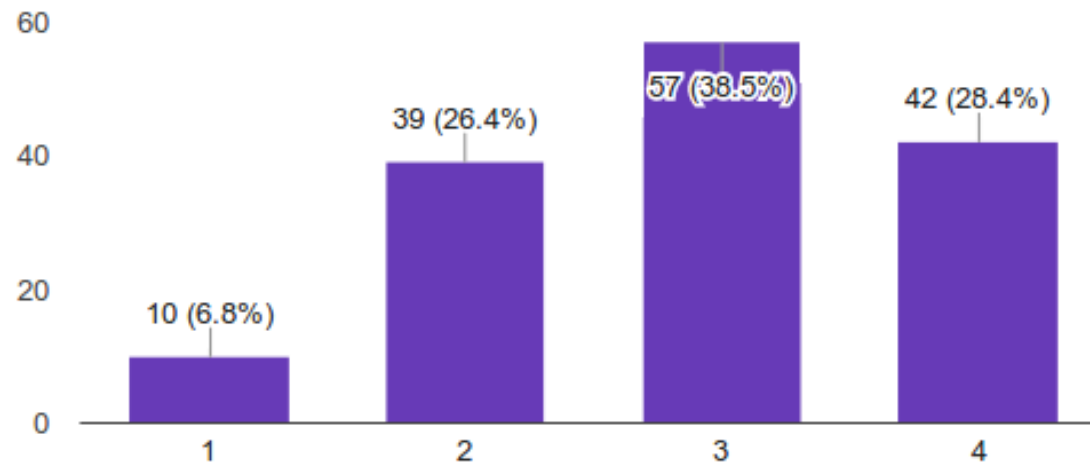
(136 responses)



Parents role

Do you have a clear picture of the ways you can help your child at home? / Avez-vous une idée claire des façons dont vous pouvez aider votre enfant à la maison?

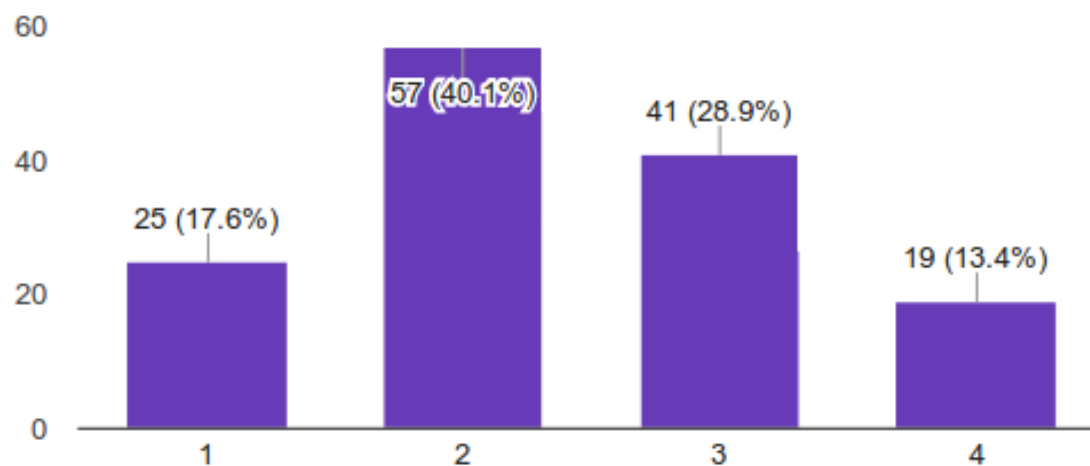
(148 responses)



Feedback

How well do you know the progress of your child towards the agreed goals of the support? / Dans quelle mesure connaissez-vous les progrès de votre enfant vers les buts convenus du soutien?

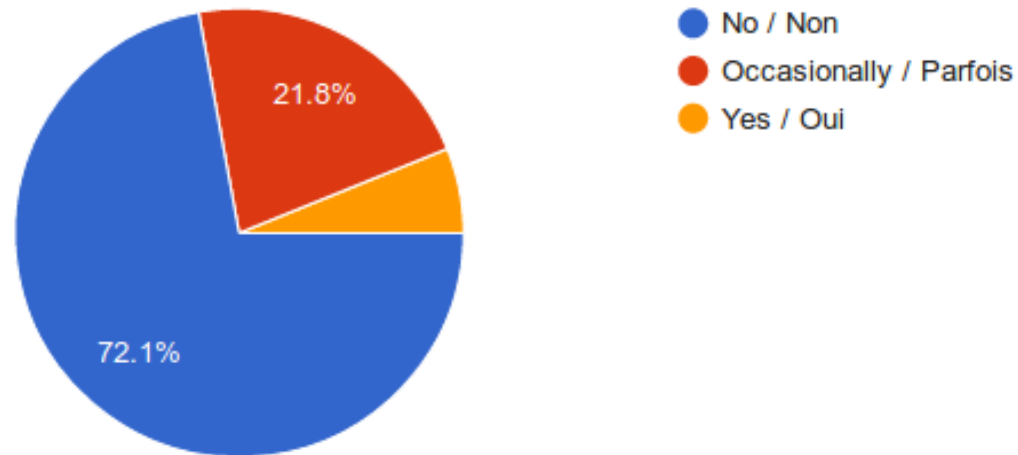
(142 responses)



Other alternatives?

Are you considering moving your child to another school for reasons related to the suitability of the current school for your child? / Envisagez-vous de déménager votre enfant dans une autre école pour des raisons liées à la pertinence de l'école actuelle pour votre enfant?

(147 responses)



Parents

On communication

“Moderate support and general support my child first received (Nth grade) without me knowing it so I was not really informed about the problems. I would have liked to be involved earlier”

On Inclusiveness

“Easy to think we can take our kids out and enroll them in another international system, not without the equivalent of what amounts to private education fees. We live here and are not transient. “

“Je ne connais pas bien toutes les possibilités de soutien mais les écoles européennes en général et les AP devraient avancer davantage vers une réelle école inclusive, en particulier pour les élèves en situation de handicap. !

“The communication between parents and support teachers should be improved by regular meetings informing about the progress made, new challenges to face, obstacles encountered. A child receiving educational support should have individual curriculum which is not at all the case, adequate periodical assessments should be in place in order to track the educational progress.

Parents are often discouraged to keep their children with special education needs at the European school, lack of strong initiatives from the school to improve the quality and decent education for more sensitive children.

Definitely there is a lack of specialized teachers, and adapted learning tools.

The current SEN teachers are doing great job however with the increasing number of children requiring SEN it should equally increase the number of SEN teachers and assistances who may bring new initiatives and ideas how to improve and facilitate the daily learning in a friendly and motivating way.”

“He has adapted very well to [EEB2] and so far, the social interaction difficulties of the previous school are very subdued. “

”We are ... very satisfied, with the support our child now receives at xxx level as well as with the attitude and professionalism with which that support is provided. “

“The special support teacher that my son has is FANTASTIC!”

Thank you.