



Support-Team Upper Secondary

Europäische Schulen Rhein Main

September 2026



Topics

- Meet the Support Team
- Educational Support
  - SEN (Special Educational Needs)
  - Special Arrangements
  - Educational Support
- Q&A Session

Meet the Support-Team

The Support-Team consists of several individuals with expertise in various areas, including traditional teaching methods, special educational needs, school psychology, and social pedagogy. Therefore, we are a multidisciplinary team that is well-versed in the challenges of everyday school life.



Meet the Support-Team



Anna Auth

SEN Coordinator S5-S7

anna.auth@es-rm.net



Lucia Albericio

SEN Coordinator MYP5 + DP

Lucia.albericio@es-rm.net



Dr. Daniella Schmitt

Deputy Director Upper Secondary School

daniella.schmitt@es-rm.net



SEN (Special Educational Needs)

Support is provided for pupils with special educational needs such as learning, emotional, behavioural or physical needs.

Source: Policy on the Provision of Educational Support and Inclusive Education in the European Schools

Reasons for SEN Support



There are problems in the area of learning, emotions, behavior or physical



A diagnosis has been made by a psychiatrist/specialist, certified psychologist, and child and adolescent psychotherapist or medical specialist

(Approbation)



S5: The school decides on special arrangements

S6-S7: Brussels BAC Unit decides on special arrangements

MYP5-DP2: IBO decides on special arrangements

Procedure EB

Diagnostic Process

- Stay in contact with Dr. Schmitt and SEN Coordinator

Diagnosis and Application

- The application process to Brussels (deadline 1st of october) will be supported by a SEN Coordinator

Report

- The report is confidential and will be kept in a closed envelope in the student files. Diagnoses are only shared with parental permission.
- After receiving the report, and making sure it meets the criteria, we develop the Individual Learning Plan (ILP)

Procedure IB

Diagnostic Process

- Stay in contact with Dr. Schmitt, Mr Namnoum and SEN Coordinator (Ms Albericio)

Diagnosis and Application

- The application process to IBO (deadline 15th of November) will be supported by SEN Coordinator and Mr Namnoum

Report

- The report is confidential and will be kept in a closed envelope in the student files. Diagnoses are only shared with parental permission.
- After receiving the report, and making sure it meets the criteria, we develop the Individual Learning Plan (ILP)



Special Arrangements

The European Schools offer special arrangements. These arrangements are listed and made available to pupils during examinations, tests and other forms of assessment to allow the pupil to fulfil his/her potential in the fairest possible way.

Source: Policy on the Provision of Educational Support and Inclusive Education in the European Schools

What can Special Arrangements look like?



a maximum of 25% of extra time

Rest period(s)



Modifications to the format of the examination

Written instructions for a deaf or hard of hearing candidate



Use of a computer or laptop

Use of simple arithmetic calculator

Special Arrangements

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IB: 15th of November

EB: 1st of October

Criteria for psycho-medical report

	EB	IB
REPORT	2 years old	3 years old
TRANSLATION	German, English, French	English, Spanish, French
EXPERT	Psychologist/Psychotherapist (certified clinical or educational), Psychiatrist, other medical specialist → Psychotherapist is "approbiert"	Psychologist (certified clinical or educational), Psychiatrist, other medical specialist → Psychotherapist is "approbiert"
DIAGNOSIS	ICD-10 (2019), ICD-11 or DSM-V criteria. The impact of the Diagnosis on learning/ academic performance is briefly described. ICD- or DSM-Code has to reported (e.g. **6A05.2:** ADHD (Combined presentation))	ICD-10 (2019), ICD-11 or DSM-V criteria. The impact of the Diagnosis on learning/ academic performance is briefly described.
RESULTS	Standardized tests with results presented in standard scores or T-scores.	Standardized tests with results presented in standard scores or T-scores.
SPECIAL ARRANGE-MENTS	The recommended Special arrangements (e.g. extra time, laptop, text-to-speech, calculator, toilet breaks…) are explicitly stated.	The recommended Special arrangements (e.g. extra time, laptop, text-to-speech, calculator, toilet breaks…) are explicitly stated.

Special considerations regarding the diagnosis of dyslexia (only EB)

Qualitative description of typical reading and writing errors based on recognised error categorisation
Basis: recent writing and reading samples or standardised testing procedures

Regarding the Special Arrangement "Disregard of Spelling mistakes" the following must be met

EARLY DIAGNOSIS	Initial diagnosis of dyslexia must have been made by the end of S3 at the latest
SEVERE FORM OF DYSLEXIA	The report must mention this "form" of dyslexia, but there are no guidelines
QUALITATIVE ERROR ANALYSIS	The report must contain the complete and detailed qualitative error analysis described above.



Educational Support

Depending on their needs, pupils may require different accommodations. European schools offer material and non-material reasonable accommodations in learning and assessment situations.

Source: Policy on the Provision of Educational Support and Inclusive Education in the European Schools

What do we do as a school?

6 Coaching sessions with the students/ Counselling if needed

Class interventions/ sessions and Study Skills Sessions

Observation during lessons (alarm signal detection)

Acting in crisis situations







Q&A Session

Vielen Dank

Thank you very much

Merci beaucoup

Muchas gracias

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