

Support plan

2019-2020



Wolfert van Borselen

Scholengroep voor openbaar onderwijs

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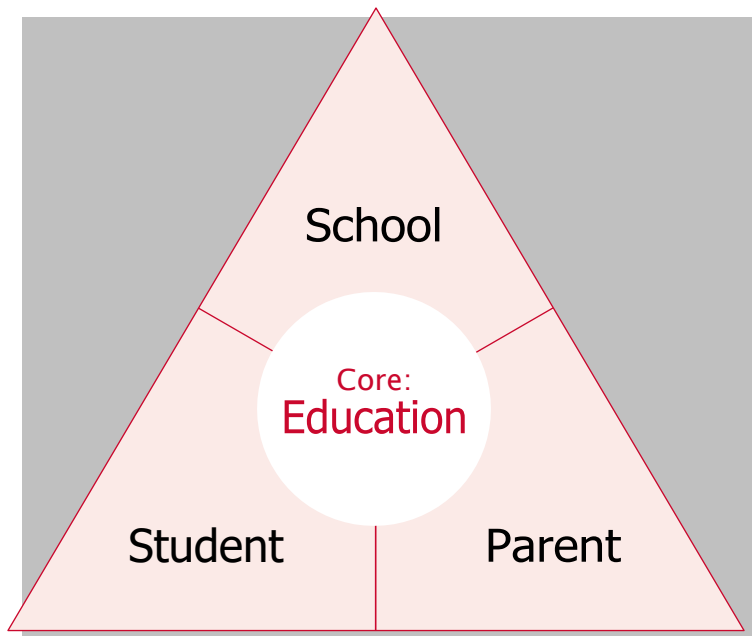
Introduction

Students can only develop to their full potential if they feel safe and happy at school. That is why we work together to ensure that every student receives the support and assistance they need. Every staff member is responsible for providing support, each in their own specific role.

In this document we will describe how the schools in the Wolfert van Borselen school group provide support. What are our basic principles? What does our special needs support structure look like? Who is responsible for what?

1. Dynamic triangle

In providing support, we always work with the parents and the student, because together we form the dynamic triangle in the students' development.



To ensure that students develop to their full potential, it is essential that the school, the parents and the student keep each other informed, communicate with each other and work together. If a student needs additional support, cooperation within the dynamic triangle is crucial.

Parents can expect the school to make every effort to provide their child with the best possible support. At the same time, the school expects parents to provide all relevant information, to cooperate in providing the support their child needs and to follow through on what is agreed on. A successful education depends on close cooperation between the school and students' parents. Effective communication between school and parents has a positive influence on students' social and emotional development, attitude to work and performance.

2. Inclusive education

2.1 Inclusive education

The Inclusive Education Act (*Wet passend onderwijs* [website in Dutch]) came into effect on 1 August 2014. The aim of this legislation is for every student to receive the most inclusive education at a school near their home. Every school is required to cater for students' special educational needs. This means that the school at which the student will enrol or has enrolled is responsible for working with the parents to ensure that their child receives the support they require.

2.2 Consortium

In order to cater for students' special educational needs, the boards of the secondary schools in this region have formed the *Koers VO* consortium (*Samenwerkingsverband Koers VO* [website in Dutch]). Within this consortium, schools provide a comprehensive range of support services for students with special educational needs. *Koers VO* comprises eighteen school boards, with a total of 110 schools. The schools in the Wolfert van Borselen school group are also members. The consortium has drawn up a special needs support plan (*ondersteuningsplan van Koers VO* [website in Dutch]) setting out its plans and agreements.

2.3 Duty to inform

If a student with special educational needs enrolls at one of our schools, the parents have a duty to inform the school accordingly. If parents withhold information, the school is not obliged to cater for their child's special needs.

2.4 Transition Plan (*OverstapRoute*)

To ensure ongoing supervision of students making the transition from primary to secondary school we work according to the Transition Plan (*OverstapRoute* [website in Dutch]) for students living in Rotterdam, and have made agreements with primary schools on a smooth and comfortable start to their secondary school career.

Koers VO school profiles

Every school within the *Koers VO* consortium works with a *Koers VO* school profile. The profile describes the school's educational provision and support activities. Go to koersvo.schoolprofielen.nl for the school profiles.

3. Special needs support structure

The Wolfert schools have opted for integrated student support, i.e. integrated supervision and guidance of students' learning activities, behaviour and social and emotional development. Because the support needed by a student at school, at home and in other fields is often closely linked together, we have opted for a systematic and multidisciplinary approach. Cooperation between students, parents and school is crucial.

Student support is the responsibility of every staff member, each in their own specific role. The tutor is the first point of contact, for both students and parents. The support coordinator is the pivot in the special needs support structure.

At our schools, we have three distinct levels of support, i.e.

1. Basic support
2. Basic+ support
3. Extra support

3.1 Basic support

Basic support is the support available to every student at every school. This includes supervision in the classroom by the teacher and supervision by the tutor as well as help for students with dyslexia or dyscalculia. The *Koers VO* consortium **special needs support plan** sets out the conditions the basic support provided by its schools must meet.

3.2 Basic+ support

This is support for students who need that little bit more, for example help with planning and organising their schoolwork and training to reduce fear of failure. Basic+ support is organised in group sessions within the school and may vary from school to school. Every school has a school profile which describes the basic and basic+ support they provide.

3.3 Extra support

Extra support is support provided by internal and/or external specialists and isn't offered by the school by default. It may be customised to an individual student and/or provided in the form of a group session.

We talk about 'extra support' if the student needs support in several of the following five areas:

- attention (group size and/or deployment of a classroom assistant);
- use of special aids;
- changes to the classroom;
- specialist help;
- cooperation with external organisations.

Development prospects plan (OPP)

The school is required by law to draw up a development prospects plan (*ontwikkelingsperspectiefplan* (OPP) [website in Dutch] for every student needing extra support. The support coordinator draws up this plan with the student and their parents within six weeks of the start of the school year or in the course of the school year when the student's special educational needs are recognised.

The OPP sets out the student's goals and prospects, and describes the approach that will be adopted to achieve these goals.

The support coordinator evaluates the OPP with the parents and student at least once a year. The main purpose of the evaluation is to determine what is needed for the student to take the next step forwards. For more information on the OPP go to www.koersvo.nl/opp [in Dutch].





4. Cross-school support

4.1 Special measures

If a student has complex (behavioural) problems, the school may be unable to cater for their needs. To prevent the student dropping out, the school may call on the services of the *Koers VO* consortium.

First, the school will consult the consortium's adviser. If no solution can be found, the school may apply to the consortium for a special measure, for example, admission to the learning support department of a school for pre-vocational secondary education (VMBO), a statement of needs for practical training (PO), temporary placement in a special needs centre or a statement of needs for special secondary education.

Whether a student will be admitted to a learning support department or to practical training depends on their cognitive capacities and learning deficit. These procedures are usually completed in around six weeks (but won't take longer than 12 weeks).

4.2 Special needs centre (OPDC)

If necessary, the school may make use of a temporary placement in a cross-school special needs centre. A statement of needs issued by the *Koers VO* consortium is required. The student will receive intensive supervision and youth assistance for a period of up to three months. The aim is for the student to return to their own school.

4.3 Meeting

Every five weeks, the schools affiliated to the *Koers VO* consortium hold a meeting in which they discuss students with special educational needs and try to find an Inclusive school for them. In cases where we have been unable to find a suitable place for one of our students we may decide to discuss them in this meeting. However, we will only do so with the parents' permission and if the student has been denied admission by three schools.



5. Roles

As we have already pointed out, within the Wolfert schools, every staff member plays a role in providing support for our students. The roles played by our various staff members are described below.

5.1 Teachers and support staff

Teachers play a role in delivering the development prospects plans (differentiation in the classroom) and in helping their students to achieve their learning and/or behavioural objectives. They should also be alert to problems, as should support staff. The teachers and the support staff see how students function both in and outside the classroom. They should notify the tutor of any concerns they may have.

5.2 Tutors

The tutor is the first point of contact for students, parents, teachers and support staff. If they have concerns about a student, they should first notify the tutor.

Tutors play a major role in identifying the need for extra support and preventing this need arising. They inform the team leader and, where necessary, consult the support coordinator.

5.3 Team leader

The team leader has decision-making authority and ensures that agreements are followed up. The team leader holds regular consultations with the tutors in their department and with the support coordinator.

5.4 Support coordinator

The support coordinator is the linchpin in the school's special needs support structure. They coordinate delivery of special needs support policy and organise basic and basic+ support in the school. The support coordinator coordinates and monitors support to students, calls in internal or external specialists where necessary and initiates multidisciplinary consultations. To ensure effective strategies and supervision, they work closely with external partners, teachers, tutors and team leaders and with the student and their parents.

5.5 Inclusive education supervisor (bpo) – educational support

The Inclusive education supervisor (bpo) is the face of the special needs support structure in the school. They are part of the special needs support team. Within the framework set by *Koers VO*, schools may decide on the role to be played by the Inclusive education supervisor, in line with the school's needs and stage of development.

The Inclusive education supervisor specialises in connecting students' special educational needs with the classroom situation and helps the teacher, tutor, parents, colleagues in the special needs support team and so on to identify possible obstacles to students' learning processes and to seek practical solutions to them. In other words, the Inclusive education supervisor plays a major role in shaping Inclusive education at school.

5.6 Dyslexia coach

Every school has a dyslexia coach to supervise students with dyslexia. They organise screening, where necessary refer students for diagnostic tests, decide what support and facilities are needed, and harmonise this with all parties involved. The dyslexia coach works according to the school's dyslexia protocol.

5.7 School psychologist

The school psychologist is a member of the special needs support team and may be called in by the support coordinator. The school psychologist works at the interface between care and education and is an important link between school and the home environment. They are involved in developing and implementing support policy and in the analysis and diagnosis of complex cases. They help teachers supervise students and contribute to professional development and thus to improving the quality of support services.

5.8 Cross-school support coordinator

The cross-school support coordinator develops cross-school policy, coordinates the cross-school special needs support structure, oversees provision of support, ensures professional development and advises on support. They also work as a support coordinator at one of the schools. The cross-school coordinator is a major link between school, care and the home environment.

5.9 Partners

The partners represent four domains, i.e. special educational needs, youth assistance, youth health and safety. They work as generalists and have an extensive knowledge of their domain and many contacts within it. They may be called in by the school, but they also have the scope to act on their own volition. The partners should help decide on and provide support for students at school.

The school's support coordinator plays a pivotal role in asking for partners' help.

Overview of partners:

- **Inclusive education supervisor (bpo)**
- educational support (see 5.5)
- **School social work - youth assistance**

The school social worker coordinates youth assistance/social support in and outside the school and carries out care tasks within the school.

- **School nurse (Youth and Family Centre)**
- youth health

The school nurse focuses on students' health problems. They engage with students who are frequently ill, for example. They are the link to the school doctor.

- **School attendance officer - safety**

The school attendance officer focuses on preventing absenteeism. For example, they attend meetings between the support coordinator and parents/students or talk to parents about school attendance.

5.10 Koers VO

Koers VO provides the following support:

- *Koers adviser*

Each school has a dedicated adviser attached to the *Koers VO* consortium's helpdesk. The adviser provides support where students' problems are beyond the school's remit and advises the support coordinator. The *Koers* adviser also provides assistance if a different school, for example a school for special secondary education, is considered more inclusive.

- *Koers specialists*

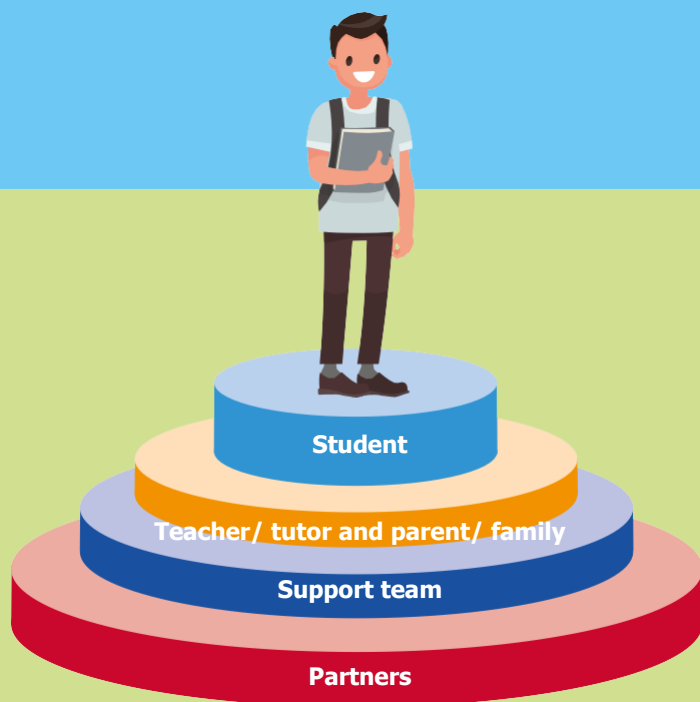
For some students, the advice of a specialist is needed – for example students suffering from a long illness, physical disabilities caused by a non-congenital brain injury or psychosomatic problems.

The school may apply for specialist advice through the online platform *Onderwijs Transparant* (Transparent Education, website in Dutch). This is a regional platform providing customised modules to facilitate inclusive education and online transfer procedures for consortiums of primary and secondary schools.

The schools' *Koers VO* adviser consults the specialist to determine whether specialist help is inclusive. If this is the case, the specialist will contact the support coordinator on the approach to and supervision of the student at school.



Leerlingondersteuning



1. Student

2. Teacher/tutor and parents/family

3. Support team

Support coordinator, inclusive education supervisor (bpo), Dyslexia coach, School psychologist

4. Partners

School social worker, School nurse (Youth and Family Centre) School attendance officer and *Koers VO* (*Koers* adviser and specialists)

5.11 Education consultant

If a case is complex, the services of an education consultant may be needed. Education consultants provides parents, schools and consortiums with assistance, advice, and act as mediators in finding the most inclusive school for a student. Their services are free of charge, since they are funded by the Ministry of Education, Culture and Science. For more information go to onderwijsconsulenten.nl [in Dutch]

Annexe I Tasks and responsibilities

See Annexe 1 for an overview of the various tasks and responsibilities.

5.12 Multidisciplinary consultations (mdo)

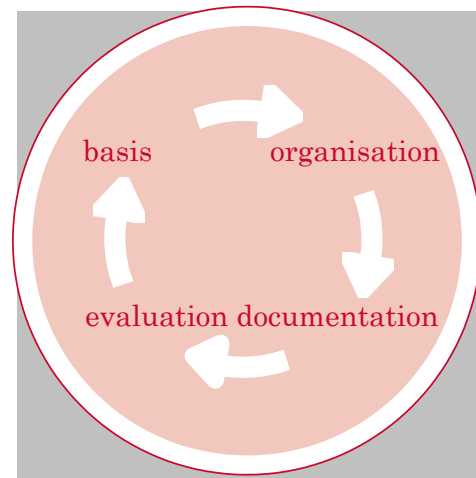
If a student has special educational needs, the support coordinator will organise targeted multidisciplinary consultations, with the parents and students as essential participants. The partners who will play a role in providing support will also be invited to take part. They represent the four support domains, i.e. youth assistance, youth healthcare, safety and special educational needs.

After these multidisciplinary consultations have been held, it is up to the support coordinator to:

- make agreements on extra support (see '3. Support structure');
- advise and support mentors and teachers in order to ensure adequate supervision of the student;
- provide students with assistance in the short term;
- call in specialist assistance;
- supervise students needing external assistance or cross-school educational provision.

The multidisciplinary consultations follow the following cycle.

- **Basis:** The support coordinator discusses what the student needs.
- **Organisation** Agreements are reached on provision of extra support.
- **Documentation** Agreements are recorded in the school's student monitoring system. If extra support is required, a development prospects plan will be drawn up.
- **Evaluation** The support coordinator will carry out regular checks to ensure that the student's needs are being met. If necessary, support will be adjusted, and this will be recorded in the development prospects plan. The support coordinator will in any event evaluate this plan once a year, with the help of the student and their parents.



6. Professional development & protocols

6.1 Professional development

Each year, the team leaders, mentors and support coordinator chart students' special educational needs and identify staff members' professional development requirements. The school management team then sets priorities for training and development, in consultation with staff and individual professionals.

6.2 Domestic violence and child abuse protocol

Every professional working with children and adults needs to work with the protocol prescribed in the Mandatory Protocol (Domestic Violence and Child Abuse) Act. The protocol lists the steps that need to be taken if domestic violence or child abuse is suspected. The following five steps are mandatory.

- **Step 1** identify the signs of domestic violence or child abuse.
- **Step 2** consult a colleague and possibly ask the Safe at Home (*Veilig Thuis*) centre for further information.
- **Step 3** depending on the student's age and situation,

talk to the student and/or their parents,.

- **Step 4** assess whether domestic violence or child abuse has occurred; if in doubt, consult the Safe at Home centre.
- **Step 5** decide what action to take on the basis of the assessment framework. For more information, go to: <https://www.government.nl/topics/domestic-violence/domestic-violence-and-child-abuse-protocol>

6.3 SISA

SISA is an online notification system for professionals working with children and young people aged 0 to 23 in the Rotterdam region. They can use the system to indicate that they are involved with a child or young person who is at risk or the victim of domestic violence or child abuse. This enables them to provide the best possible assistance. There are no files or databases in SISA. The system simply records whether professionals are involved with the child or family. For more information go to: sisa.rotterdam.nl [in Dutch]

6.4 Social safety

For many years now, students' social safety has had top priority within the Wolfert van Borselen school group. Agreements on this topic have been set down in various documents, for example the student charter, the school charter and the anti-bullying protocol.

The Wolfert schools have a highly developed team of support coordinators and confidential advisers and are in close contact with various municipal agencies, such as the police and social services. The various anti-bullying protocols can be found on the schools' websites.

6.5 Dyslexia protocol

The schools' dyslexia protocols describe the support and provision to which students with dyslexia are entitled. The various dyslexia protocols can be found on the schools' websites.

Important links and documents [N.B. websites are in Dutch unless otherwise indicated]

- Information on the Inclusive Education Act: rijksoverheid.nl/onderwerpen/passend-onderwijs
- *Koers VO* consortium website: koersvo.nl
- *Koers VO* special needs support plan: [koersvo.nl/samenwerkings- verband-koers-vo/ondersteuningsplan-2/](http://koersvo.nl/samenwerkings-verband-koers-vo/ondersteuningsplan-2/)
- *Koers VO* school profiles: koersvo.schoolprofielen.nl
- Transition Plan (*OverstapRoute*): koersvo.nl/ouders/de-overstaproute/
- Information on the Development Prospects Plan (OPP): koersvo.nl/opp
- Summary of the special needs plan 2019-2020: available on the school website.

Websites scholen

- Wolfert College: www.wolfert.nl/college/
- Wolfert Dalton: www.wolfert.nl/dalton/
- Wolfert Lansing: www.wolfert.nl/lansing/
- Wolfert Lyceum: www.wolfert.nl/lyceum/
- Wolfert Bilingual: www.wolfert.nl/tweetalig/

Annexe I Tasks and responsibilities

Job	Level	Role & responsibilities	Tasks
Mentor	Basic	<ul style="list-style-type: none"> - First point of contact for students, parents and teachers on students' development, results and special educational needs - Internal link between student, parents, team leader and support coordinator - Organises basic support - Assists and guides students - Identifies problems 	<ul style="list-style-type: none"> - Supervises students' cognitive and social and emotional development - Provides mentoring sessions, as agreed by the mentoring department - Organises and leads regular student assessments; prepares these meeting in consultation with the team leader - Monitors students' development, finetuning with the parties involved (student, parents, teachers and team leader) - Identifies students' special needs and takes the necessary action, calling in the support coordinator if necessary
Teamleader	Basic	<ul style="list-style-type: none"> - Responsible for the implementation of agreements on support for students in their department, with the relevant decision-making authority 	<ul style="list-style-type: none"> - Prepares student assessments with the mentor - Finetunes students' special educational needs and resultant action with the support coordinator - Monitors the student support process - Informs the management team on relevant developments and issues relating to student support which may be of influence on the future staff establishment
Support-coordinator	Basic Basic+ Extra	<ul style="list-style-type: none"> - Organises basic, basic+ and extra support - Liaises for the school with the <i>Koers VO</i> consortium - First point of contact in suspected cases of child abuse (works in accordance with domestic violence and child abuse protocol) - Decides and advises on deployment of internal and external specialists - Organises, manages and coordinates the special needs support structure - Provides assistance. 	<ul style="list-style-type: none"> - Advises and assist mentors in providing student support - Advises and manages provision of basic support - Identifies students' special educational needs (basic+ and extra), and calls in the Inclusive specialists in consultation with the student and their parents - Drafts development prospect plans (OPP) for students with special educational needs (basic+ and extra) - Coordinates and monitors basic+ and extra support provided by Inclusive education supervisors, peripatetic counsellors and so on - Initiates and coordinates multidisciplinary consultations - Harmonises and evaluates support and assistance with the parties involved - Maintains contact with external agencies including the Youth and Family Centre, the school attendance officer, social services, the neighbourhood team, and the municipal youth assistance and mental healthcare services.

Annexe I Tasks and responsibilities (contd.)

Job	Level	Role & responsibilities	Tasks
Inclusive education supervisor (bpo)	Basic+ Extra	<ul style="list-style-type: none"> - Works under the leadership of the support coordinator - Permanent member of the support team for the education domain. Works with other members of the support team within the student-parents-school dynamic triangle. 	<ul style="list-style-type: none"> - Supervises and promotes students' learning processes: <ul style="list-style-type: none"> • Discusses students' special educational needs with the parties involved • Connects special educational needs to measures for Inclusive educational support • Ensures assistance for students and parents in implementing Inclusive educational support measures • Assesses – on the basis of an expert opinion and in collaboration with the other members of the support team – whether more or other help is needed - Coaches teachers and mentors in identifying students' special educational needs and coping with them in the classroom and assists teachers and mentors in implementing and evaluating educational support measures, within the student-parents-school dynamic triangle - Advises and informs teachers, mentors and other parties involved on students' social and emotional development in relation to behaviour and special educational needs - Advises the support coordinator on policy in the framework of Inclusive education.



Wolfert van Borselen

Scholengroep voor openbaar onderwijs