

004a-Primary School Support Annual Profile 2022-2023



ESH Primary
Houtrustweg 2 | 2566 HA | The Hague
The Netherlands | primary@eshthehague.nl

School support Profile (SOP) Haaglanden

General information

This SOP is created for school year 2022-2023.

School	Name: Europese School Den Haag (Primary) Adress: Houtrustweg 2, 2566 HA – Den Haag Telephone: 070-7001600 E-mail: primary@eshthehague.nl
Created on behalf of director and team	Date: 09-09-2022 Director: dhr Ger Rombouts <i>ad interim</i> for dhr Eugene Voorneman
Schoolguide Schoolplan	www.europeanschoolthehague.nl

1. Vision on Passend Onderwijs

Describe briefly the schools vision on Passend Onderwijs. For more extensive information refer to the school plan, the school guide or the website.

The European School provides a multilingual and multicultural education to Early Years and Primary children, leading them towards Secondary to reach a full European Baccalaureate. Due to the different languages, our pupils receive education tailored to their talents, their needs and their backgrounds. Passend Onderwijs in our Primary means setting children up for success in our unique linguistic environment, from Admissions to the P5-S1 transition. Between our staff, a lot of educational knowledge, skills and differentiation is available. We will always look at a child's needs holistically, together with teachers involved, parents and of course the pupil. In case our extensive Basisondersteuning is not sufficient, we can reach out to our external educational and care partners. Due to the fact that external educational support is not always readily at hand in the desired language, our teachers and dedicated support team will provide as much support to our pupils and families as possible in order to develop the knowledge and skills within them.

2. Basisondersteuning within Haaglanden

The text below is a fixed text for all schools in Haaglanden.

Basisondersteuning

Basisondersteuning is support that is offered in every school in Haaglanden. Schools receive an annual budget from the Samenwerkingsverband to be able to provide for this. This budget is used to strengthen Passend Onderwijs in school. For example organising a multidisciplinary meeting (MDO) or offering preventative or mild curative interventions. The Basisondersteuning of our schools consists of:



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- A. Basic quality
- B. The support structure in school.
- C. Working according to the Action Based Approach (HGW)
- D. Preventative and mild curative interventions

A. Basic quality

The Basisondersteuning of a school at a minimum meets the criteria for Basic quality as set by the Dutch Educational Inspectorate.

B. The support structure in school

The Support structure in school is the system with which the school evaluates their education and tracks the development of the individual pupils. Part of this is having a dedicated team that coordinates and stimulates the execution of the Basisondersteuning and extra support. In order to achieve this, this team will collaborate with the pupils, the teacher(s), the SPPOH advisor, the School social workers and other professionals. Which expert/expertise is involved in the support structure of the school and how this is visible to teachers, parents and pupils is described in the school plan.

This is how the support structure in our school is set up:

**Schools can refer to their school plan as well*

All five language sections have a dedicated support coordinator. The English section has two, one for EY-P2 (gr 1t/m4) and one for P3-P5 (gr 5t/m7), due to its size. Their task is to monitor the pupils together with the teachers, discuss their development and needs during group consultations (2x per year) and coordinate all internal and external support. They advise teachers on differentiation, individual and class needs, set up multidisciplinary meetings and are important contact persons for parents. Every language section has set up a pupil tracking system (LVS) to monitor the development of all individual children through formative and summative assessments. The support coordinators will set up, register and follow up on individual educational plans in an administrative system (Edukey) and notes down any other observations in the pupils online file (Parnassys).

Support coordinator, Specialist Leader and language section coordinators meet frequently to discuss any developments in the sections. An analysis of assessment results is made by support. A Support presentation informs all staff of the support structure and where to go with their questions; their support coordinator being the first point of contact.

The support team works closely together with School Maatschappelijk Werk, ms Jose van Moorsel (in school on Mondays) and other educational/care partners: Stichting Passend Primair Onderwijs Haaglanden (SPPOH), Centre for Youth and Family (CJG), Youth Health Care (JGZ) and Haags Centrum Onderwijsbegeleiding (HCO) upon request. We make use of the four SPPOH Steunpunten (Trauma, Acquired Brain Injury (NAH), Gifted&Talented and Autism) and are in contact with specialized schools in our neighbourhood. Expertise from other schools helps us and our pupils.

The school year is divided into three support periods, each one followed by a review week to evaluate and create new plans, close some support and start up new.

We participate in activities organised by SPPOH to strengthen our network and expand/share our knowledge and experience. Our support teachers and support coordinators constantly develop their professional knowledge. We are aiming to set up a platform in school to share this knowledge with other staff members.

For Safeguarding concerns, ESH uses the Safeguarding module of Edukey. All staff know how to file a concern in this system. Two Safeguarding coordinators, Stephanie Kustner and Ingeborg Hendriks act and follow up when a concern is reported. All supco's have access to the safeguarding cases as well. Specific training will be organised for them this year, with the aim to move from two coordinators to joined responsibility in the language of the section.

Both the school plan and the support plan are published on our website. This year we hope to make a revision of the support plan as part of the new school multi annual plan and make it more accessible to our wider school community.

C. Action Based Approach (HGW)

In all schools of the region of Haaglanden, it is agreed that the Action Based Approach is used to monitor the educational development of the children. By this we mean that the school works from Overview (the information we already have) and Insight (what could be the explanation) to Outcome (a fitting educational offer) for a pupil. The development of the pupil is reviewed structurally and if necessary the goals or the individual learning plan will be adjusted. Schools work goal oriented and think in possibilities.

Principle HGW	Achieved	Developing	Starting
We work according to HGW within our school.		x	
1. Goal oriented education	x		
2. Procedures are systematic, step-by-step and transparant.		x	
3. Educational needs are central	x		
4. There is interaction and alignment between the child, the parenting and the education.	x		
5. Parents and teachers are seen as peer counsellors	x		
6. Positive aspects matter	x		
7. Constructive collaboration	x		

D. Preventative and curative interventions

Every school can apply a couple of preventative- and mild curative interventions within the Basisondersteuning to meet the educational/support needs of a pupil. The school carries out those interventions within their own support structure, organisation and responsibility.

Extra expertise within the team

There is knowledge and expertise available on different subjects in our entire team. There is not always a trained expert in that subject. Within the support team, knowledge is gained and shared in the five languages.

Expertise	Yes/no	Availability (hours)
Remedial teaching	yes	Different per language section, but available for all, in a dedicated support team.
Expertise language, reading and phonics	yes	Dedicated literacy organisers Dyslexia knowledge (support team) Literacy support
Expertise mathematics	yes	Dedicated math coordinators Maths support
Expertise behaviour	yes	School psychologist (3,5 days) External Behaviour specialist (0,5 day) Zones of Regulation (within support team)
Expertise Young children	Yes	EY and Support staff
Expertise Giftedness	Yes	Two dedicated G&T coordinators active, together with a working group. Trained ECHA and G&T courses (support team)
Expertise motor skills	partly	Within PE staff, no motor specialist
Expertise second language/DAL	Yes	Within L2 and DAL specialist teams English as an additional language (EAL)
Expertise cognitive development	Yes	School psychologist
Expertise autism	partly	School psychologist and support coordinators, but no Autism specialist
Expertise sick children	no	Reach out to Onderwijs Zieke Leerlingen (OZL) @ HCO
Expertise fear of failure	partly	Support coordinators and school psychologist.

*Expertise Positive Discipline	developing	Trained support coordinator (unfortunately long term absent) and some teachers
*Expertise Mindfulness	developing	Trained support coordinator
*Zones of Regulation	developing	EY staff and support coordinator
*Rock and Water training	developing, wanting to become a R&W school	6 trained certified staff
*Anti-Bullying Coordinator	developing	1 person trained, but not dedicated in task hours
*Selective Mutism	yes	Involved staff and support followed training

Expertise external professionals

Involved experts	Structurally	Regularly	Incidentally	Non applicable
Special Primary Education			x	
Special Education			x	
Advisor Passend Onderwijs	x			
School Social Worker (+)	x			
Attendance Officer			x	
Youth health care/school doctor/school nurse		x		
CJG		x		
Police/neighbourhood officer			x	
Speech and language therapy			x	
Physiotherapy			x	
Youth care partners		x		
*HCO	x			

Extra curriculum organised by school

Offer	Period of offer
Powerkidzz	2x per year, in collaboration with SBO De Bonte Vlinder
Rock and Water	Per class training provided, starting in P3 year group. Groups identified by support
PlusGroep (G&T)	2x per week
Positive Discipline	Class trainings upon need (on hold)
Mindfulness	Pilot during lunch breaks



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Zones of Regulation	Pilot
Playground Buddies	Training for children throughout the year (comparable to the mediator concept of Vreedzame school)

Special facilities and/or accessibility of the building

Facility	Available in school	Not applicable
Wheel chair friendly	x	
disabled toilet	x	
Facilities for deaf/hard of hearing		x
Facilities for blind/visually impaired	X upon request through cluster 1 Visio	
Meeting room	x	
Therapy room		x
Care room		x
Time out room	X in the support coordinators office	
Elevator	x	
*Library	X one for Early Years and one for Primary	
*Support rooms	x	

3. Extra support

For pupils who need more support than can be provided within the Basisondersteuning, our school can apply for extra support. This could be an arrangement (extra financial budget) from the Samenwerkingsverband, an intervention through Youth Care or a transfer to Special Primary Education or Special Education. The extra support is discussed in a multidisciplinary meeting (MDO), in collaboration with the parents and if possible also with the pupil. The advisor Passend Onderwijs is always involved in setting up the extra support. You can find more information about our Samenwerkingsverband SPPOH on www.sppoh.nl
The support coordinator is the focal point for parents, teachers and pupils in setting up extra support.

As a school with a unique concept, we can offer support, differentiation, materials and expertise in the required language. Through an SPPOH arrangement we can offer specialised support for individual pupils, making use of our local network.

In some cases the needs of the pupils are too different or intense to meet within our Basisondersteuning or with extra support. If this is clear at Admissions and we carry Duty of Care (see text below about Zorgplicht)



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the support team will contact parents and involve the advisor Passend Onderwijs, to see how we can contribute to a transfer to a better educational environment. If the needs of a pupil turn out to be more than we can cater for throughout the years, the support team will always act by involving parents, teachers and relevant (external) expertise to discuss the options outside of our school and look for an alternative educational environment. This is always a case-by-case process. For more detailed description of our limitations, please see our Support Plan.

By carefully monitoring the development and wellbeing of the pupils and keeping good relations with parents and externals, so far we have been able to find an alternative.

4. Duty of Care

The text below is a fixed text that is part of the SOP. This way, all SOPs of schools in Haaglanden have the same description of the agreements on Duty of Care. These agreements are based on the law and made specific for the Haaglanden situation where necessary.

Since the introduction of Passend Onderwijs in 2014, all school boards have a duty of care. This means that they are responsible to investigate the possibilities to offer Passend Education to a pupil with extra educational-and support needs. Extra support from the Samenwerkingsverband can be used for this. Sometimes it is not clear at Admissions if there are additional needs, and if so, which educational and support needs need to be catered for. In this case, school can use up to six weeks after the written enrolment by parents/caregivers to carry out this investigation and see if the school can provide Passend Onderwijs. The period of six weeks can be extended by four weeks once. This has to be communicated to parents.

If the school cannot offer the necessary support, they will look for a suitable placement at another school. The Samenwerkingsverband can support with this process, but the school boards carry responsibility at all times.

Duty of Care also means that a school can only deregister the pupil once another school has been found to admit that pupil. This is to prevent a pupil falling through the cracks. A school may refuse a pupil if the school is full, but only in case the school practices structural and transparent Admissions procedures. Also, when parents do not respect the foundation of the school, this is a valid reason for refusing the pupil. The admissions procedures of schools is not only known to parents, but also to other schools in the area.

In case all primary schools of an area are full, schools will actively seek cooperation with each other to solve this together. Education-nearest-to-home is the starting point. If it appears that schools/school boards are taking up their Duty of Care insufficiently, the head of schools can hold each other accountable. As a last resort, the director of the Samenwerkingsverband can arrange a meeting with the school boards and eventually propose to the board of the Samenwerkingsverband to put measures in place.

If pupils change school mid term, schools will always contact each other before confirming placement of the pupil. This is not only in cases where Duty of Care applies, but also in cases of transfers (i.e primary-primary or special education-primary, in case of dissatisfaction of parents, etc)



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5. Finances Basisondersteuning

Every school receives a budget to strengthen the Basisondersteuning, including interventions. This budget is determined and granted per school year. It consists of a fixed amount per independent school location and an amount per pupil.

School year 2021-2022 ESH receives a standard € 8.500 plus € 106 per pupil. Pupilnumber T1 is 1-10-2021 = 817. Total budget Basisondersteuning 2022-2023 = € 95.102

6. Development/evaluation

New targets for Passend Onderwijs will be set in the Multi Annual School Plan. The SOP will be evaluated through the PDCA cycle of school
