

School Support Profile (Schoolondersteuningsplan/SOP Haaglanden)

General information

This school support profile has been drawn up for the school year 2022-2023 .

Last updated January 2023

School	Name: International School of the Hague Address: Wijndaelerweg 11, 2554 BZ The Hague Telephone: 070 338 4567 E-mail: primary@ishthehague.nl
Prepared on behalf of the director and team	Date: 07/12/2022 Director: Alan Lorenzi
Drawn up with the advice of the MR	Chair MR: Andrea Jenkins
Board	Chairman of the board: Arjan Kastelein
School guide School strategic plan Guiding statements	https://www.ishthehague.nl/about/school-guide-2022-2023 https://www.ishthehague.nl/about/ish-strategic-plan https://www.ishthehague.nl/about/guiding-statements

1. Appropriate educational vision (Passend Onderwijs)

Briefly describe the school's vision on appropriate education. For more detailed information, please refer to the school plan, the school guide or the website.

The word 'inclusion' can mean different things to different people, therefore it is important that at the beginning that we clearly explain what 'inclusion' means at ISH. ISH embraces the International Baccalaureate (IB) definition that 'Inclusion is an ongoing process that aims to increase access and engagement for all students by identifying and removing barriers'. It is facilitated in a culture of collaboration, mutual respect, support and problem-solving involving the whole school community. Central to our model of Inclusion at ISH are the individual needs of the student, which is why we adopt a graduated response to Learning Support which stresses the need for a holistic and collaborative approach. By assessing carefully the needs of our students, we are able to take positive action to remove barriers to their progress, then revisit and refine those decisions to continue building a clearer picture of their needs and how they can achieve personal excellence.

2. Basic support within Haaglanden (Basisondersteuning)

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

Basic Support

Basic support is support that is offered at every school in Haaglanden. Schools receive an annual contribution from the partnership for the design of basic support. This contribution is used to strengthen appropriate education in the school. Consider, for example, the proper organisation of a multidisciplinary consultation (MDO) or the use of preventive and mildly curative interventions.

The basic support of our schools consists of:

- A. Basic quality.
- B. The support structure at school.
- C. Working according to the principles of Action-based Approach.
- D. Preventive and mildly curative interventions

A. Basic quality

The basic support of a school is at least in order if it meets the basic quality as set by the Education Inspectorate.

B. The support structure at school

The support structure of the school is the system with which the school evaluates the education and monitors the development of individual students, also referred to as the care structure. Part of this is a team that coordinates and stimulates the implementation of basic support and extra support. This team provides this support together with, among others, the students, the teacher(s), parents, the appropriate education adviser of the partnership, the school social worker and other experts. The school plan describes who and with what expertise is part of that support structure and how this is made visible to teachers, parents and students.

This is what the care structure of our school looks like:

We are an international school catering to mobile families of around 100 nationalities who live and work in the Netherlands for a number of years. The vast majority of our staff has international experience and all are trained to work in an international school environment.

We differentiate our instruction where possible to meet the needs of the students at our school. Around 80 percent of our students speak English as an additional language, varying from complete beginners' level to almost native speaker level. These children receive English as an Additional Language (EAL) support, ranging from intensive out of class small group support to support in the classroom, whatever is the most appropriate. We have a team of EAL teachers to take care of the needs of these children. We encourage the use of Home Languages at ISH and offer a Home Language programme in school time and also after school.

We have a Learning Support team (LS) consisting of Learning Support teachers and assistants to assess and support those children who need extra help in various curricular or social emotional areas.

We are an inclusive school and admit children whose educational needs we can accommodate; however, our resources in terms of time, facilities and staff are limited. If we cannot cater for a child's needs, we advise the parents to look for alternative options during the admission process, with support from SPPOH* where appropriate. It is understood that there is limited access to other state funded special education schools in English.

Managing a sustainable approach to Inclusion involves determining the amount of learning support teacher time available for students. If we reach the maximum capacity of our available resources, learning support will add students to our waiting list. New admissions with additional needs will only be accepted if we can manage the needs in terms of availability and expertise required.

In addition, as explained below in section 4 (Duty of Care), if it becomes clear the school cannot cater for the needs of a child upon starting his or her schooling at ISH, there is a six week period (extended by a possible four weeks) during which the school, with support of the SPPOH and parents, will look for a more suitable placement.

(*SPPOH - partnership for suitable education Haaglanden)

C. Action Based Approach (Response to Intervention)

In Haaglanden (The Hague and surroundings) we have agreed that we will monitor the educational development of children by using the principles of Handelsgericht werken (action based approach). By this we mean that the school arrives at a suitable view (suitable offer) for a student from an overview (what is known) and insight (explanatory factors). The development of the student is regularly evaluated and, if necessary, the goals or the plan of action for the student are adjusted. Schools work purposefully and think in terms of possibilities.

Principle HGW (Handelsgericht werken - action based approach)	Achieved	Developing	Starting
Action Based Approach is a current working method within our school.	X		
1. Goal Oriented Education	X		
2. Procedures are systematic, step-by-step and transparent.	X		
3. Educational needs are central.	X		
4. The interaction and coordination between the child, parenting and education.	X		
5. Parents and teachers are seen as peer counsellors and work closely together	X		
6. Positive aspects matter.	X		
7. Constructive Collaboration.	X		

D. Preventive and curative interventions

Each school can use a number of preventive and slightly curative interventions within the basic support to meet the educational and support needs of a pupil. The school implements these interventions within its own support structure and under its own direction and responsibility.

Extra expertise within the team

Specifically described expertise is not consistently available as we are a school of internationally mobile staff, so it is important for the school to assess the long term possibilities for support within the context of a constantly changing and diverse staffing formation.

Expertise	Yes / no	Support available

Remedial teaching	Yes	Support Team is available in primary for all year groups, 1 coordinator, 3 teachers and 2 learning support teacher assistants
Expertise in language, reading and speech	Yes	2 teachers with Wilson Dyslexia practitioner qualifications 1 teacher with UK level 2 training in dyslexia Targeted literacy and phonics support Language Arts coordinator
Expertise in arithmetic and mathematics	Yes	Currently training learning support teachers in the area of dyscalculia Targeted Maths support Mathematics coordinator
Expertise behaviour	Partly	Six teachers are certified Rock and Water trainers All teachers are trained in Restorative Practices Some staff are trained in Circle of Friends Staff to be trained in Zones of Regulation
Expertise young child	Yes	Early Years Team Early Years Intervention Coordinator
Expertise (high) giftedness	No	There is no specific programme, but we do incorporate a 'low floor high ceiling approach' and embed essential practices to help differentiate instruction for all students.
Motor skills expertise	Yes	Physical Education Teachers Motor Skills Programme for the school Freelance Occupational Therapist on school campus
Expertise second language/NT2	Yes	EAL team consisting of 5 teachers and a coordinator Home Language Coordinator Numerous teachers are trained in EAL practices
Cognitive development expertise	Partly	We do not have a psychologist in the Primary School. Requests for necessary evaluations are outsourced. We have a learning support team that uses assessments to determine areas of cognitive development

Autism Expertise	Partly	Support Teachers have some training
Expertise sick students	No	Reach out to Onderwijs Zieke Leerlingen (OZL) @ HCO
Expertise fear of failure	Partly	Growth Mindset aware teachers Rock and Water Training for some classes

Expertise of External Experts

involved	Structural	Regular	Incidentally	Not applicable
Special Primary Education			X	
Special education			X	
Advisor Inclusive Education (SPPOH Advisor)		X		
School social work (1 day per week)	X			
Attendance officer			X	
Youth health care/school doctor/school nurse (school nurse on site)	X	X		
CJG (Centrum voor Jeugd & Gezin)		X		
Police/community officer			X	
Speech therapy (freelance onsite)	X			
Physiotherapy: Occupational Therapy Only (freelance onsite)	X			
Youth Care partners			X	

Extra offer organized by the school

Offer	Period when to use
After school clubs including sports	After School
Rock and Water	One class per term / certified trainers
Zones of Regulation	Support Team Other staff to be trained
Restorative Practices	Whole school trained
Circle of Friends	When appropriate

Wilson lessons (Dyslexia)	Support team provides with an IEP
EAL: Home Language and Translanguaging	Incorporated in the daily lessons and curriculum
Early Interventions Team / Coordinator	Assigned to Early Years and Early Years 1
Motor Skills Programme	Physical Education Teachers use it regularly alongside there lessons

Special facilities and/or accessibility in the building

Facilities	Available in the school	Not applicable
Wheelchair accessible	Limited	
Disabled toilet	Yes	
Facilities for the deaf/hard of hearing		x
Facilities for the blind/visually impaired		x
Conversation room	Yes	
Therapy room	Yes	
Care room	Health Office	
Time out space	A number of calm corners throughout the school	
Elevator	X (1)	
Nature space for students	Green Space on campus	

3. Extra support

Pupils who need more support than is possible within the basic support of our school may be eligible for extra support. This can be in the form of an arrangement (extra budget) from the partnership SPPOH (Samenswerkingsverband), an intervention by Youth Care (Jeugdhulp) or a referral to special primary education (SBO) or special education (SO). The extra support is discussed in the multidisciplinary consultation (MDO) in consultation with the parents and, where applicable, also with the older students. The appropriate education adviser of the partnership is involved in shaping additional support. For more information, see the website of the SPPOH partnership, www.sppoh.nl. At ISH, The Learning Support Coordinator and Assistant Principals are the point of contact for the parents, teacher and student when designing extra support.

The action plan and the referral process:

Teachers are observing and assessing children on a formal and informal basis. Both standardised and curriculum-based assessments are used to aid decision making and target setting for every student. The Assistant Principals are closely involved with their year groups. Class teachers can discuss concerns, questions and strategies together with their Assistant Principal. Children with EAL needs are assessed on proficiency level when they are admitted in the school to decide the type of support needed.

Tier 1: Primary Level ('basisondersteuning')

Focus: All children

Instruction: Curriculum and instructional practices that are evidence-based; incorporate differentiated instruction

Setting: General education classroom

Assessments: Screening, continuous progress monitoring and outcome measures

LS involvement: <1 hr/week - Planning/observation/meetings

School assesses the progress of all students based on good practices and the evidence-based curriculum used at school. However, stage 1 is deployed when teachers observe that some students benefit from a more individualised approach in the classroom setting. The teacher gathers information and develops strategies to improve targeted behaviour or skills; this is reflected in a child centred profile (CCP). This is done in collaboration with the corresponding Assistant Principal. The involvement of the Learning Support staff at this stage is very limited and might consist of observations or help to formulate adequate goals.

The class teacher informs parents, but no written consent is needed, as this stage is still considered part of classroom differentiation and quality first teaching. After a period of six to eight weeks the progress made against the goals planned will be evaluated; evidence of success will lead to incorporation of strategies and adaptations as part of ongoing differentiation in class; if concerns still persist despite adaptations, the Assistant Principal will contact the learning support team for further advice and possible involvement at the next level. This stage is classroom based, support is developed and delivered by the class teacher as part of differentiation within the classroom.

Tier 2 ('extra ondersteuning')

Focus: Students identified through screening as at risk for poor learning outcomes (and have not benefited enough from the support in stage 1)

Instruction: Targeted, supplemental instruction delivered to small groups or individually

Setting: Other general education location within the school and/or in the general education classroom

Assessments: Progress monitoring, diagnostic

LS involvement: 3 - 5 hr/week - Planning/observation/meetings (parents, external agencies, direct)

Instruction/coaching/mentoring/counselling

At this stage the class teacher, the designated 'case manager' from the Learning Support Department and the student will evaluate the student's areas of strength and areas of improvement. Together the class teacher and the learning support case manager will look at the actions taken previously and their outcomes. Students may be withdrawn (pull-out) from class for additional support (language, mathematics, executive functions, social-emotional) with the written consent from parents or receive in class support from Learning Support. A stage 2 individual education plan (IEP) will be created and will be shared with parents. Class teachers and learning support staff will schedule time slots for the withdrawal of pupils receiving support. Targets from previous stages will serve as a guide to develop a new instruction plan. As in previous stages, progress will be monitored in a cycle of evaluation and adaptation or formulation of new goals according to need.

Students at this stage will be expected to make enough progress with intensified individual instruction, in cases when progress is not evidenced, areas resistant to treatment will be identified for further diagnosis at the following Stage 3. Those diagnosed, will continue to receive help in following years according to their needs and will be keeping a Stage 2-3 status.

Parents will be informed about the content of the support via the IEP review meetings and special meetings arranged by the case-manager throughout the year. They will be encouraged to contribute to the successful implementation of the IEP by following up on the recommendations contained in them.

Tier 3: Tertiary Level ('extra ondersteuning')

Focus: Students for whom primary or secondary level intervention is insufficient and they need interventions that fall outside the regular school setting.

Instruction: Intensive, supplemental instruction delivered to small groups and/or individually.

Setting: General education classroom or other general education location within the school

Assessments: Progress monitoring, diagnostic

LS involvement: 5+ hr/week - Planning/observation/meetings (parents, external agencies, direct instruction/coaching/mentoring/counselling)

At this stage students are receiving our maximum number of sessions and may require evaluation and advice by external educational psychologists or other professionals. The learning support team can guide parents with this decision. Any action in relation to external agencies will always be carried out with the consent and active involvement of the parents in the process.

A number of the students at this stage might apply or will benefit from special budgets as stated in Dutch law.

The Learning Support Team will closely monitor their progress and coordinate the efforts of all professionals involved with the student.

If the school feels that the support needs exceed the maximum number of hours of support available, and the school cannot meet the child's needs, the school will involve the advisor from Passend Onderwijs in a multi-disciplinary meeting (MDO) to find a more suitable educational environment.

When there is a need for financial support from Passend Onderwijs, the school will create a Development Perspective Plan (OPP).

If there is the need for a transfer to special education (SO and SBO), the school will prepare a TLV (toelaatbaarheidsverklaring or referral declaration) for a transfer to an appropriate setting (SO or SBO).

4. Duty of care

Below is **a fixed text** that forms part of the school support profile. In this way, all SOPs in Haaglanden describe what the agreements are regarding the duty of care. These agreements are based on the law and, if necessary, made specifically for Haaglanden.

Since the introduction of appropriate education, school boards have a duty of care. This means that they are responsible for investigating whether the school can offer appropriate education to a pupil with additional educational and support needs, possibly with the use of extra support from the partnership. Sometimes it is not clear in advance whether and, if so, what educational and support needs the pupil has. Then the school has six weeks after written registration by the parent(s)/guardian(s) to investigate the educational and support needs of the pupil and whether the school can offer suitable education*. The six-week period can be extended once by four weeks. This must be reported to the parents. If a school cannot provide the necessary support, it will look for a suitable place at another school together with the parents. The partnership can support this, but the school boards are and remain responsible.

The duty of care also means that a school may only expel a pupil if another school is willing to admit that pupil. This prevents a student from falling between two stools. A school can refuse a student if the school is full. The school does have a consistent and transparent admissions policy. Even if parents do not recognize the basis of the (special) school, this is also grounds for refusal. The admission policy of schools is not only clear to parents, it is also clear to fellow schools in the working area how schools deal with the admission of pupils. In working areas where there are placement problems, because many schools are full, schools actively consult to solve this together. Home near education is the starting point. If it turns out that schools/school boards do not take sufficient account of the duty of care, school directors will actively hold each other to account. As a last resort, the director of the partnership can enter into discussions with school boards and possibly decide to propose measures to the board of the partnership. In the case of a mid-school change of pupils, schools always have contact with each other before accepting a pupil from another school. This does not only apply to situations to which the duty of care may apply, but also to transfers (e.g. BAO > BAO, or S(B)O - BAO, situations of dissatisfaction among parents, etc.).

*** Disclaimer: At ISH written registration takes place on the child's first day of attendance**

5. Funding for Basic Support

Each school receives an amount of money to strengthen basic support, including interventions. This amount is determined and allocated per school year. It consists of a fixed amount per independent school location and an amount per pupil.

School Year 2022/23 ISH receives standard €8,500 plus €106 per student

Student count at 01/02/2023: 580

6. Development/evaluation

The school sets appropriate education goals in the school development plan. It is continuing to consolidate and sustain a programme of managed inclusion. The school support profile will be reviewed, updated and endorsed in September 2023