

## School support Profile (SOP) Haaglanden

### General information

This SOP is created for school year 2023-2024

|   |  |
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| <b>School</b>                                 | Name: Europese School Den Haag (Primary)<br>Address: Houtrustweg 2, 2566 HA – Den Haag<br>Telephone: 070-7001600<br>E-mail: <a href="mailto:primary@eshthehague.nl">primary@eshthehague.nl</a> |
| <b>Created on behalf of director and team</b> | Date: 17-11-2023<br>Director: mr W. Abrahamse (ESH)<br>mr G. Rombouts a.i (ESH Primary)  |
| <b>Created with advice of PPC</b>             | Date:<br>Chair PPC:  |
| <b>Established by the board</b>               | Date:<br>Chair board:  |
| <b>Schoolguide<br/>Schoolplan</b>             | <a href="http://www.europeanschoolthehague.nl">www.europeanschoolthehague.nl</a>   |

### 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, while maintaining high expectancies. 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.*

### Basic Support

“Basisondersteuning” is support every primary school in Haaglanden region needs to offer. 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 the school consists of:

- 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 meets at least 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 support team will collaborate with the pupils, the teacher(s), the SPPOH advisor, the School social worker and other professionals. Which expert/expertise is involved in the support structure of the school and how this is apparent 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 one dedicated **Support Coordinator**. Due to pupil numbers, the English section has one for EY-P2 (gr 1t/m4) and one for P3-P5 (gr 5t/m7). The six support coordinators monitor the pupils together with the teachers, discuss academic and social emotional development and needs during group consultations (2x per year) and coordinate all internal and external support. They advise teachers on differentiation and group pedagogy, set up multidisciplinary meetings (MDO's) and are important contact persons for parents. Every language section has their own (formative/summative) assessments and through professional observations teachers monitor the development of the pupils against the European Curriculum. The support coordinators will set up, register and follow up on individual educational plans in an administrative system (Edukey) and note down any other observations in the pupils online file (Parnassys).

Support Coordinator, Specialist Leader, Lower and Upper Primary Leaders meet frequently to discuss any developments in the sections. An analysis of assessment results is made by support and fed back to teachers and Middle Leaders. A Support presentation at the beginning of the year informs all staff of the support structure and where to go with their questions; their support coordinator being the first point of contact. Throughout the year, various presentations are initiated by support for all staff.

Individual, small group or in-class support is available through **Support Teachers**, who work on goals with the pupils. The school year is divided into three support periods, each period followed by a review week to evaluate goals and create new plans, establishing a new support time table for each period. If a pupil could benefit from support, the parents will be notified by the Support Teacher.

ESH provides support in a network of **external expertise**. At the beginning of the school year, expectations, goals and practical agreements between all partners are documented in the Samenwerkingsplan. Our educational and care partners are:

- School Social Work available 6,5 hours per week, on site on Monday
- Stichting Primair Passend Onderwijs Haaglanden (SPPOH)
- Centre for Youth and Family (CJG)
- Youth Healthcare (JGZ)
- Bazalt Groep Educational Advisors
- SPPOH Helpdesks: Trauma, Acquired Brain Injury, Gifted & Talented, Drop outs/Thuiszitters and Autism
- Special Schools and their expertise in the local area

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. The goal is to create a platform within school to share this knowledge with all staff members.

At the beginning of this school year, all staff were trained in the Dutch *Reporting Code for Domestic Violence and Childabuse*. 12 staff members are trained **Attention Officers** since 2022-2023 and support the safety of our pupils. A digital GDPR protected platform within Edukey is used to log and follow up on Safeguarding concerns. All staff know how to report a concern in this internal system. Reported concerns are followed up by the relevant Attention Officers, teachers and/or Middle Leaders and shared with parents to keep transparency.

Both the school plan and the support plan are published on our website. This year a revision of the support plan as part of the Multi Annual School Development Plan is due, as well as accessibility of it to our wider school community.

### C. Action Based Approach (HGW)

In the region of Haaglanden it is agreed that the Action Based Approach is used to monitor the educational development of the children. The school works from *Overview/overzicht* (the information about the pupil we already have) and *Insight/inzicht* (what could be the explanation for the concern) to *Outcome/uitzicht* (what is 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 display a Growth Mindset of 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 transparent.                               |          | 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 counselors                                       | x        |            |          |
| 6. Positive aspects matter  | x        |            |          |
| 7. Constructive collaboration   | x        |            |          |

#### D. Preventative and curative interventions

Every school is able to provide some 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

| Expertise                               | Yes/no     | Availability (hours)  |
|---|------------|---|
| Remedial teaching                       | Yes        | Available to all five language sections, in a dedicated support team.   |
|   | No         | Not available in the L2 and Mother Tongue languages, not available in Dutch as an additional Language (DAL) lessons                                     |
| Expertise language, reading and phonics | Yes        | Dedicated literacy organisers<br>Dyslexia knowledge within the support team (ie Toe-by-toe, Stairway, Lexima)   |
| Expertise mathematics                   | Yes        | Dedicated math coordinators<br>Trained support teachers (ie Met Sprongen Vooruit, Numicon)  |
| Expertise behaviour                     | Yes        | Behavior Specialist 4 hours p/w onsite<br>Rock and Water trainers (6x trained staff)<br>Anti Bullying Coordinator<br>Zones of Regulation (support team) |
| Expertise Young children                | Yes        | Within EY staff EY coordinator and Support  |
| Expertise Giftedness                    | Yes        | 2x G&T coordinators, who are ECHA and HB trained  |
| Expertise motor skills                  | Yes/No     | Within PE staff, some expertise within the Support team   |
| Expertise second language/DAL           | Yes        | Within L2, EAL and DAL specialists  |
| Expertise cognitive development         | No         | Not within our staff, but available through Bazalt Group  |
| Expertise autism                        | No         | Experience within staff<br>Specialist expertise with the behaviour specialist. Also available through Bazalt Group                                      |
| Expertise sick children                 | No         | Reach out to Onderwijs Zieke Leerlingen/<br>Bazalt Group  |
| Expertise fear of failure               | No         | Within the support coordinators and the behaviour specialist, no specialist expertise. Available through Bazalt Group                                   |
| *Expertise Mindfulness                  | developing | Trained support coordinator   |

### 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<br>2x p/y 5 yr olds<br>ears&eyes<br>screening onsite<br>EpiPen training<br>for staff |              |                |
| CJG  |              | x  |              |                |
| Police/neighbourhood officer                 |              |  | x            |                |
| Speech and language therapy                  |              | x  |              |                |
| Physiotherapy                                |              |  | x            |                |
| Youth care partners                          |              | x  |              |                |
| Bazalt Group                                 | x            |  |              |                |

### Extra curriculum organised by school

| Offer           | Period of offer   |
|-----------------|---|
| Powerkidzz      | 2x per year, in collaboration with SBO De Bonte Vlinder |
| Rock and Water  | All P3 (gr 5) year group receive a 10 week training     |
| PlusGroep (G&T) | 2x per week   |
|                 |   |
|                 |   |

### Special facilities and/or accessibility of the building

| Facility                               | Available in school                   | Not applical |
|--|---------------------------------------|--------------|
| Wheel chair friendly                   | Not all of the building is accessible |              |
| Toilet for disabled persons            | x                                     |              |
| Facilities for deaf/hard of hearing    |                                       | x            |
| Facilities for blind/visually impaired | Upon request through cluster 1 Visio  |              |
| Meeting room                           | x                                     |              |
| Therapy room                           |                                       | x            |
| Care room                              |                                       | x            |
| Time out room                          | Support coordinators office           |              |
| Elevator                               | X in the main building                |              |
|  |                                       |              |
|  |                                       |              |

### 3. Extra support

For pupils whose needs exceed the Basisondersteuning, ESH can apply for additional funding or support. This could be an arrangement (extra funding) from the SPPOH, an intervention through Youth Care or a transfer to Special Primary Education or Special Education. Whether extra support is necessary is established 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. More information about our Samenwerkingsverband SPPOH on [www.sppoh.nl](http://www.sppoh.nl) The support coordinator is the central person for parents, teachers and pupils in setting up extra support.

As an international school with the European concept, we offer support, differentiation, materials and expertise in different languages. Our dedicated support team is quite unique for European schools and there is a lot to offer to our families. Through an SPPOH arrangement specialised support can be accessed for individual pupils within our local network.

In exceptional situations the needs of the pupil cannot be met within our Basisondersteuning or with extra support. If this becomes clear at the Admissions stage and ESH carries Duty of Care (see text below about Zorgplicht) 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 involve parents, teachers and relevant (external) expertise along the way, to discuss the options. Sometimes an answer can be found in 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 always 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)

### **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.

Please find SPPOHs Faciliteringsregeling here [Faciliteringsregeling-2023-2024-definitief.pdf](#) for a precise description of the financial calculation of the Basisondersteuningsgelden.  
For 2023, ESH receives a standard € 8500 plus € 106 per pupil.  
Calendar year 2023 T1 is 01-02-2022 = 853 pupils.  
Calendar year 2024 T1 is 01-02-2023 = unknown yet)  
Budget Basisondersteuning 2023-2024 = approximately € 98.918

### **6. Development/evaluation**

New targets for Passend Onderwijs will be set in the Yearly Plan.  
The SOP will be evaluated through the PDCA cycle of school in June, 2024