

# School Support Profile (SOP)



The International School  
of The Hague

Internat

(02GP05 MERGEFIELD Brin \\*  
MERGEFORMAT )

2023-2024

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## 1. Introduction

### Appropriate education



All children deserve appropriate education. They have a right to an education that challenges them while considering their needs. Whenever possible, children attend mainstream education. Special education may sometimes be needed for students whose needs are better met there. In this way, they are best prepared for further education and a place in society.

The school works with organisations that provide youth services in and around the home situation for those students who need this support.

### What this document covers



This report describes the school's vision on support, the support facilities that the school offers in order to provide inclusive education and the development goals that the school has set itself. This document is, therefore, also relevant for the alliance (*samenwerkingverband*) and the parents

### Role of the alliance and the school



To ensure that all children have a suitable place, schools have set up regional alliances (*samewerkingsverbanden*). In these alliances mainstream and special education work together. The schools within the alliance make arrangements on aspects that include the guidance and support that all schools in the region can offer and the students who can be placed in special education. The alliance also makes arrangements with the municipalities in the region about the deployment of and alignment with youth services (*jeugdhulpverlening*).

Parents apply to the school of their choice for their child and the school reviews what support the child will need and what opportunities the school can offer. This document can serve to help parents in the selection of a school by providing an overview of the support that the school can offer their child. Whether the school is the right place for their child will always become clear in an individual interview about the child's needs. This will not only depend on the support that can be provided but also on the specific capabilities and support needs of the child.

### How this document has been created



This document has been prepared on the basis of an online questionnaire. The school has formulated the support that is possible, the vision on which that support is based and the relevant goals that have been set.

## 2. Our school & Appropriate Education

### 2.1 General information

Gegeven	Antwoord
Date of completion	December 2023
Name of our school	The International School of The Hague
Type of education	Secondary Education (Voortgezet onderwijs; VO)
Name of our school board	Stichting 'Het Rijnlands Lyceum'
Name of our alliance	Samenwerkingsverband Zuid Holland West : <a href="https://www.swvzhw.nl">https://www.swvzhw.nl</a> Ouder- en Jongerensteunpunt <a href="https://www.swvzhw.nl/ouder-en-jeugdsteunpunt">https://www.swvzhw.nl/ouder-en-jeugdsteunpunt</a>
Lower educational levels	IB Middle Years Programme (MYP)
Upper education levels	IB MYP (ISH MYP Certificate), IB Diploma Programme (IBDP) , IB Careers Programme (IBCP)
Years	We offer a full five years (MYP and 2 years in either IBDP or IBCP)

## 2.2 Vision

### Our educational concept

International Baccalaureate (IB) - Inquiry based learning

### Explanation of educational concept

The International School of The Hague (ISH) shares an understanding that at the centre of international education are students who come to school with combinations of unique and shared patterns of values, knowledge and experience of the world and their place within it. ISH encourages these students to pursue personal excellence by being curious, connected and compassionate lifelong learners.

The International School of The Hague takes a holistic view of education, so that along with cognitive development, the school programmes address social, emotional and physical wellbeing. ISH offers opportunities for students to become active and caring members of local, national and global communities and develop international mindedness and intercultural understanding through the attributes of the ISH Community Profile.

Teachers at the school are committed to an inclusive learning environment and help empower and inspire personal excellence in all students by encouraging them to take responsibility for their learning. Teaching and learning grows from an understanding that people work together to construct meaning and make sense of the world. ISH supports and challenges students to improve their learning by engaging with a strong, diverse community and a coherent curriculum that is broad, balanced, challenging, conceptual and connected.

**This website explains the International Baccalaureate (IB) and its separate components:**

<https://www.ibo.org/programmes/>

You can read more about the Middle Years Programme (IB MYP), Diploma Programme (IB DP) and Career-related Programme (IB CP) that we offer at The International School of the Hague.

### Our vision on appropriate education

**Mission:** Curious, connected and compassionate: Inspiring personal excellence in our strong and diverse community.

**Vision:** To shape a better future for all: Inspiring students to become compassionate and proactive global citizens.

#### Curious

- We are open-minded critical thinkers who learn through inquiry, reflection and engaging with different perspectives.
- We learn about ourselves and the world around us through service and experiential learning.
- We are independent and interdependent life-long learners with a thirst for knowledge.

#### Connected

- We take pride in the strength of our community and the diversity within it.
- We value our individual identities and celebrate cultural diversity.
- We connect with local and global communities through our learning.

## Compassionate

- We develop self-respect and show compassion to others.
- We take responsibility for our actions and strive to have a positive impact.
- We show courage and act with integrity, fairness and respect.

In addition to our ISH Guiding Statements (please see our school guide), this is our vision on inclusive education (from our Inclusion Policy):

We acknowledge that:

- education for all is a human right
- every educator is an educator of all students
- learning diversity is a rich resource for building inclusive communities
- multilingualism is a fact, right, and resource
- diversity includes all members of a community.

We strive to:

- create affirmative, responsive environments that promote a sense of belonging, safety, self-worth and whole growth for every student
- consider learning from a strength-based perspective
- ensure that all learners belong and experience equal opportunities to participate and engage in High Quality Learning
- unlock every student's full potential through connecting with, and building on, previous knowledge
- ensure that all students in the school community fully participate in an IB education and are empowered to exercise their rights and accept their responsibilities as citizens
- ensure that assessment provides all learners with opportunities to demonstrate their learning, which is rewarded and celebrated
- ensure all students in the school community have a voice and are listened to so that their input and insights are taken into account
- enable all students in the school community to develop the IB learner profile attributes and develop into inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect
- ensure that all students experience success as a key component of learning.

## 2.3 Education and support

The International School of the Hague offers a rich environment for learning and holistic development including a variety of outside school and extracurricular activities, including sports, music, arts, design, green space, MUNISH. Furthermore, our pastoral curriculum supports our students' social and emotional development and mental wellbeing.

### Strengths in our support

#### Support structure

The ISH has a comprehensive specialized support structure:

- **Learning Support Department** - a team of learning support specialists
- **Student Wellbeing Department** - a team of counsellors

- **English as an Additional Language Department**- a team of English teachers that help students who have to acquire English as an additional language to access the working language of the school.
- **Health Office** - a team of trained nurses who offer basic medical support.

### Collaboration

A multidisciplinary Student Support Team works together to address complex student needs. This team consists of the coordinators of the Learning Support, Student Wellbeing, and English as an Additional Language Departments, Year Leaders, and Deputy Heads for both Student Support and Student Guidance. The MYP and IB CP/DP coordinators join on request.

For external support ISH works effectively with an outside school support network (School Formaat Social Worker, School Doctor and School Nurse from the CJG, Attendance Officer, and educational consultants of the Samenwerkingsverband) in regular "JES (Jeugdhulp en School)-meetings".

Students in their exam year with diagnosed needs can apply for Inclusive Access Arrangements with recent valid documentation. The IB will authorize this based on valid documentation provided in an up-to-date psycho-educational report.

Depending on the student's educational needs and the school's facilities, ISH offers small group or individual support sessions.

The Student Wellbeing Department has a "Camino room", which is a physical space with a support system, where students can take a sensory break for 5-10 minutes to be able to return to class again, and for quiet social lunches.

The Student Wellbeing Department connects students in need of psycho-educational assessments to external psychological agencies. We work together with these external agencies to implement any recommendation from the psycho-educational Assessments within the school setting.

The internationally mobile community is characterized by specific issues as a result of displacement, adjusting to a new country and culture. Mobility affects learning, and sometimes students have gaps in knowledge because of the different educational systems. Within the support structure of the ISH, we carefully screen students to place them in groups that fit their current level to help them overcome gaps, offer several types of support to help them throughout their journey with us, and monitor students' progress through the Student Support Team structure. For more information, see the Learning Support and Wellbeing Department protocols and procedures.

### IDEA committee

The IDEA committee is dedicated to working towards an equitable and inclusive experience for all members of our community by embracing and celebrating people of all races, ethnicities, genders, sexualities, neurodiversities, abilities, and body types. This is achieved through the creation of brave and safe spaces, celebrating diversity, and training.

## Limitations to our support

It is vital that any student that joins ISH Secondary arrives with the potential of being successful in the academic programmes and is able to benefit from an IB education.

The International Baccalaureate MYP is the educational programme designed for students aged 11-16 and provides a framework of academic challenge and life skills.

The International Baccalaureate Diploma Programme (IBDP) is a comprehensive, two-year academic curriculum recognized globally for developing students' critical and creative thinking, and promoting international understanding through a balanced education including languages and community service. It equips students for higher education and global citizenship, fostering academic, personal, and ethical growth, and is valued by universities and employers for its rigorous approach and holistic development. Similarly, the International Baccalaureate Career-related Programme (IBCP) combines vocational and academic learning for students aged 16-19, preparing them for both higher education and specific career paths. Emphasizing practical skills, ethical understanding, and international-mindedness, the IBCP integrates career-related studies with elements of the IB Diploma Programme, creating well-rounded, career-focused individuals ready for global opportunities and challenges.

Both programmes require significant independence, motivation and organization from a student.

Our academic programme is unlikely to be appropriate for students with a general learning difficulty, disharmonic learning profile, memory and/or attention issues, learning disadvantages, and/or limited English understanding and expression (in Year 10 and above).

Whether the school can facilitate a student's learning profile will be a case-by-case decision. ISH is not a special educational needs school and all students who are enrolled are able to follow the full IBMYP, CP or DP curriculum. We are not able to offer an alternative curriculum other than the IB MYP, CP, or DP.

For students who have documented educational needs, we generally offer 45 minutes of small group support per week.

ISH does not facilitate one on one support in the classroom, nor do we recommend one-to-one assistance provided by external agencies except in exceptional cases.

ISH students need to be able to behave safely and appropriately in a mainstream school context. ISH cannot facilitate students that endanger their own safety or that of other students, that show serious disruptive behaviours that obstruct the learning environment, have serious truancy problems, and/or refuse to come to school.

ISH cannot facilitate students who require a therapeutic educational programme (education that includes an intensive therapy programme).

ISH cannot facilitate students who need daily complex medical expertise.

There are more limited secondary education options for international students than for Dutch students, and transfer to Dutch schools rarely happens. Out of necessity, students who wish to enter the Dutch Secondary education system after Primary school will have to move into the first year of ISH Secondary, before they can transition into Dutch education. Dutch Secondary education's first year is ISH's second year of the IB MYP. This is a good option for students who have a decent level of Dutch, whose family intends to



stay for a longer time in the Netherlands, and whose learning better fits the Dutch Secondary Education options.

Students must be able to demonstrate English language proficiency in line with the following levels:

Year 7 - Beginner Phase 1

Years 8 - 9 - MYP English Language Acquisition Phase 2

Years 10 - MYP English Language Acquisition Phase 3

Years 12 - 13 - DP English B Standard Level (SL)

These limitations ensure that we only accept students with the language potential to benefit from our educational programmes. Further details are outlined in our ISH admissions policy and EAL support document.

### Our ambitions and development goals for support

ISH is further developing the Dyslexia and Dyscalculia policy.

ISH is further developing English fluency methods, such as a summer course for new English Language Learners, software platforms, and in-class EAL support for English language learners to get better access to our working language.

ISH is further developing internal universal screening through GL assessment measures, including the CAT4, Math baseline testing and PASS.

We are keen to develop a protocol to identify and support high potential learners.

Continually improving and further developing our transition programme with a particular focus on consistency of induction of all new starters throughout the year.

Continually improving and further developing our Mentor Programme for Year Groups Year 7-13.

## 3. Our school's support facilities

### 3.1 Offered facilities

Our school offers our students several support facilities.

- Differentiated instructions, learning experiences and/or assessments: to meet specific learning needs and preferences of all students.
- Small group activities: engaging students in smaller groups to facilitate more attention and interaction with the teacher.
- In class-Learning Support: some subject classes Learning Support works alongside the subject teacher to provide additional help to students who need this.
- Extended time for assessment: allowing students extra time to complete their assignments, for those with special learning needs or challenges.
- Peer feedback: encourage students to provide constructive feedback to each other
- Formative and Summative assessment: Formative assessments to identify areas of struggle and learning gaps. Summative assessment to evaluate student learning, knowledge and understanding.
- Technology platforms identified by subject teacher to best support learners' needs

#### Support offered to all students outside the classroom

- Student Well Being Team
- Learning Support
- Internal and external tutoring services
- Library resources
- Extra curricular activities: Sports, Music and Arts
- Career support services

#### Support offered in collaboration with the partners

- Every six weeks JES-meeting with all external partners to discuss and decide on the support to our students: representatives in the JES - meeting: Samenwerkingsverband, Leerplicht, CJG, Social worker, School doctor/nurse, Schoolformaat.
- Bi-weekly meetings with Samenwerkingsverband and on request.
- Bi-weekly internal Student Support Meetings- representatives in the SST meetings: Coordinator Student Well-Being, Coordinator English as an Additional Language, Coordinator Learning Support, Year Leader (gathers information via parents/mentor/student), Deputy Head Student Support/Student Guidance

### 3.2 Experts



Available at the school



Centrally available to the school through The Board
























Centrally available to the school through The Alliance (SWV) or third parties


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Within our school team, (task) hours have been assigned to several roles in order to offer support to our students and to meet their specific educational needs. These are shown in the table below.

The following list shows the types of expertise that can be deployed for students who need them.

Expertise	At the school	Through the Board	Through the alliance and third parties	Through SBO or (V)SO	Through municipality	Not or different
Domestic Violence officer						
Radicalisation Officer						
Adviseur passend onderwijs						
Special Education Teacher						
High Achieving Students Specialist						
Specialist for underachieving students						
Holistic approach Specialist (SST)						
Physical (high exercise needs) coach						
Low giftedness expert (IQ impairment Specialist?)						
Behavioural Expert						






Expert in psychological and behavioural issues						
Speech and Language Therapist						
Orthopedagogue						
Dutch as a second language teacher (NT2)						
NT2 Specialist						
Severe mental/disability expert						
Severe mental/disability teacher						
Psychologist						
Fear of Failure trainer						
Behaviour/social skills specialist						
Dyscalculia specialist						
Language and Reading specialist						
Careers counsellors						
Student counsellor/mentor						
Support coordinator						
Personal assistant						
Student anti-bullying advisor						
Confidential person						
Absenteeism coordinator						
Small group sessions						

Homework class						
Homework support						
Small class						
Structure group						
Transition PrO/VMBO						
Symbiosetraject VO/VSO						
Language class						
Time in/out room(Camino)						
Taylor made classroom programs/educational care group						
Bovenschoolse voorziening (OPDC / rebound)						
Strengthened mentorship						
Summer/Spring school courses						
Dyslexia specialist						
Executive function specialist						
Teaching assistants						
Arithmetic/mathematics specialist						
						

Other, namely	At the school	Through the Board	Through the alliance and third parties	Through SBO or (V)SO	Through municipality	Not or different
Autism specialist						
Transition specialist						
Staff Wellbeing Specialist						

### 3.3 Facilities

The following list shows the facilities that are available for students who need them. These facilities are mostly focussed on groups of students with a similar support need.

Facility	At the school	Through the board	Through the alliance and third parties	Through SBO or (V)SO	Through municipality	Not or different
Dutch as a second language specialist (NT2)						
Summer School						
Health Office						
Every support department has their own working-rooms						
Camino						

#### Explanation of support facilities

**Camino** (type of project group) - The Wellbeing Department has a "Camino room", which is a physical space with a support system, where students can take a sensory break for 5-10 minutes to be able to return to class again, and for quiet social lunches.

**NT2- klas** - We offer Dutch lessons by NT2 qualified teachers to all non-native speaking students from Year 7-11 as a Dutch International School. All native speakers receive "mother-tongue" classes.










**Summer School** - 1 week Summer School for new students who have a low level of English








**Health Office** - a team of trained nurses who offer basic medical support in their office.





**Department Rooms** -Every support department has their own offices - where Learning Support, Wellbeing Department and EAL offer their support to students, and meet parents.

### 3.4 Methods

The following list shows the methods that can be deployed in addition to the educational programme for students who need them. These are training sessions and/or approaches that enable our school to provide extra support to specific students in their development needs.

Method	At the school	Through the board	Through the alliance and third parties	Through SBO or (V)SO	Through municipality	Not or different
Early signs of learning differences						
Early signs of emotional/behavioural difficulties						
Severe computational struggles services						
Enrichment programme						
Motor skills support						
Compensatory reading, spelling and Specific Learning Difficulty/dyslexia training						
NT2 support (Dutch as an Additional Language)						
Study Skills training, Planning and Organisation Support Services (Approaches to Learning)						
Social/emotional skills and well being training						

Method	At the school	Through the board	Through the alliance and third parties	Through SBO or (V)SO	Through municipality	Not or different
Social Skills and Resilience programme						
Additional tutoring (subject content)						
Exam preparation training						
Approach to behavioural concerns						
Approaches to social safety						
Aggression Regulation Training						
Fear of failure programme						

Other, namely	At the school	Through the board	Through the alliance and third parties	Through SBO or (V)SO	Through municipality	Not or different
Transition: Safe Passage						
Gender identity response						
Anti-Racism Group						
IDEA committee						

### Explanation of the methods

**Support lessons** - the Maths and Science Department offers (group) support lessons for all years.

**Transition Safe passage** - special programme focused on the transition in and out of school

**IDEA Committee** - a committee dedicated to Inclusion, Diversity, Equity, and Anti-Racism.

**Gender Identity Response** - a workgroup dedicated to supporting students in safely exploring their gender identity.



### 3.5 Physical spaces

Our school also offers physical spaces for meeting specific support needs. These also include adjustments made to our school, making it physically accessible, so that students with a physical impairment can also participate in the educational programme.

Physical spaces
Treatment room (Health Office)
Individual or group study area
Sports Facilities
Lift
Wheelchair access
Relaxation room
Space for social/emotional skills training

Other, namely ...
Health Office
Camino Room

### 3.6 Protocols

The following list shows the protocols in place within our school. These are guidelines to prepare our school in case we need to act fast..

Protocol	Status
Domestic violence and child abuse reporting code	Actively applied
Anti-bullying Protocol	Actively applied
Protocol for registration with Youth Services and School (JES)	Actively applied
Protocol Dyscalculie	Not available
Protocol Dyslexia	Actively applied
Behaviour and Social Safety Protocol	Actively applied
Health and Safety Protocol	Actively applied
Protocol High Achieves	Not Available
Expected behaviours Protocol	Actively applied
Protocol educational support ill children	Not Available
Bereavement protocol	Actively applied???
Protocol suspend/expel	?????
Protocol for school absenteeism and 'thuiszitters'	Actively applied

Other, namely ..	Status
Gender inclusive school protocol Safeguarding protocol Click or tap here to enter text. Click or tap here to enter text.	Actively applied

Safety	Response
Staff ensures respectful interaction	Yes
School has an insight into perception of safety	Yes
School has safety policy in place	Yes

#### Explanation of protocols

n/a

### 3.7 Teacher Skills

The following list shows the teacher skills at our school. This is a self-assessment by the school based on the indicators for action-oriented working (in Dutch: handelingsgerichtwerken, HGW). Action-oriented working is a methodical approach to determine and organise the support that a student needs. The extent to which a school realises action-oriented working helps determine the extent to which the school can offer students appropriate education.

The percentages in the first table below are a sum of the scores on the individual indicators. The second table shows the scores by indicator.

#### Key to skills

- # Number of indicators
- N Not developed yet
- I Being developed
- O Developed
- V Well developed

Teacher skills	#	N	I	O	V
Action-oriented working	14	0 %	0 %	21 %	79 %

HGW Indicator	Score
Our teachers work together with parents. They involve them in the analysis, the development and implementation of our support mechanisms as experiential experts and partners.	Developed
Our teachers explore and identify the educational needs of our students (including through observations, interviews and analysing tests)	Well developed
Our educational structure and pastoral structure is clear to everyone. There is a clear structure as to who does what, why, where, how and when..	Developed
Our teachers shape the education based on short-term and long-term SMART goals (rather than an adopted/set method).	Developed
Our teachers evaluate their learning and development goals systematically and periodically and adapt these, as and when required..	Well developed
Our teachers reflect on the interconnection between the student, the teacher, the group and the content to understand and anticipate educational needs.	Well developed

Our teachers' attitude and behaviour are expressly based on what <i>is</i> possible (despite challenges).	Well developed
Our teachers reflect on their own actions and their potential effect on students', parents' and colleagues' behaviour.	Well developed
Our teachers can make reflections transparent using tools selected by the school.	Well developed
Our teachers facilitate ownership of the learning process in their students.	Well developed
Our teachers follow IBMYP/IBCP, IBDP unit planners to meet the learning and development goals for the group, subgroups and individual students.	Well developed
Our teachers make their own choices in terms of content and delivery to best meet the educational needs.	Well developed
Our teachers are encouraged to be self-reflective and proactive about peer reflection.	Well developed
Our teachers are aware of the great impact they have on the development of their students.	Well developed

### **Explanation of action-oriented working (HGW)**

The CPL & Appraisal process using the BlueSky platform is being modified to suit the school's context, with staff completing self reviews in order to finalise objectives and effective goal-setting. All staff are involved in the 3-year cycle.

**Collaborative reflection and planning time (CPT)** takes place on a weekly basis across all subject areas, with staff contributing ideas on which elements of units are working well and which could be more effective to suit students' needs.

**Collaborative moderation, standardisation and planning** take place regularly during subject meeting times.

The **identification of students' individual needs** also takes place during pastoral-specific meeting times; these discussions focus not only on educational needs but also wellbeing and safeguarding needs. In addition, discussions on the needs of whole year groups take place to further support the cohort.

## 4. Organisation of the support

To ensure appropriate support for our students, our school has a support process in place and collaborates with external organisations.

### 4.1 Support process within the school

The Year Leader/Mentor/Teacher can make a referral if they are concerned about a student or if parents have raised a concern. The Year Leader shares the concerns about the student with the Student Support Team (Year Leader, Learning Support Coordinator, Wellbeing Coordinator, English as an Additional Language Coordinator, Deputy Head Student Support and Deputy Head Student Guidance (joined by the Deputy Head IBMYP/ Deputy Head IBDP/CP if/when required). The Student Support Team decides on appropriate support measures to put in place. If external advice is needed the student is discussed in the JES-meeting with external advisors.

### 4.2 Collaboration with stakeholders

	none	To inform	To consult	Partners
Determine educational needs of students				•
Determine educational guidance to students				•
Carry out educational guidance for the students				•
Evaluate educational guidance to students				•

#### Collaboration with support teams

#### Collaboration with organizations from the following educational sectors

Primary schools  
 Secondary schools  
 Secondary Special Education (VSO)  
 Secondary Vocational Education (MBO)  
 Higher Education (HBO/WO)

#### Collaboration with the following network partners

Advisor appropriate education (passend onderwijs adviseur)  
 Centre Youth and Family (Centrum Jeugd en Gezin)  
 Mental Health Care institution (GGZ/JeugdGGZ)  
 Youth Care (Jeugdhulpverlening)  
 Truancy Officer  
 School Social work/Family work

## Extra information on the collaboration with education, healthcare and network partners.

### Our (internal) support team includes:

Year Leader  
Learning Support Coordinator  
Wellbeing Coordinator  
English as an Additional Language Coordinator  
Deputy Head Student Support  
Deputy Head Student Guidance  
(joined by the Deputy Head IBMYP/ Deputy Head IBDP/CP if/when required)

### Student Support team - SSTs

Our school works with a support team. A support team is a team of experts, who meet to discuss students who need extra support.

### Our (External) Team includes:

The following list shows the partners with which our school works. These partner organisations offer specialised support or assistance in and around the home situation, for upbringing and health and safety. These partners help determine the extent to which the school is able to align support with the other assistance.

### Our (External) Team includes:

School Formaat Social Worker  
School Doctor  
School Nurse from the GGD or CJG  
Attendance Officer  
Educational consultants of the Samenwerkingsverband

Our (extended) support team meets at least 6 times a year.

### Other core partners

Neighbourhood Police Officer

### Application process

The responsibility for the registration process for the support team lies with:

The Admissions Office Team  
The Deputy Head Student Support and/or Deputy Head Student Guidance  
The Learning Support Coordinator  
The Wellbeing Coordinator or team member (as appropriate)  
The English as an Additional Language Coordinator (as appropriate)

### Explanation of the registration process

The Admissions Team works together to decide whether a child can or cannot be offered a place at The International School of the Hague, depending on their needs and the support we are able to offer. Our priority is to ensure that we can offer each child the most appropriate education.

## 5. Planning process

This chapter describes how our school ensures appropriate support by working according to a PDCA cycle.

### 5.1 School Support Profile (SSP and SOP in Dutch)

This school support profile (SOP) explains the support that the school can offer to students. Furthermore, it contains the ambitions that the school has for the future.

Our school's SOP is evaluated and updated on an annual basis.

The Student Support Team together with Deputy Head Student Support and Vice Principal were responsible for updating the SOP this year.

### Student Support Plans (Ontwikkelingsperspectiefplannen - OPP)

Our Student Support Team writes Student Support Plans (SSPs) for students needing additional support. The SSPs describe the educational goals and support.

Our students' SSPs are evaluated and updated on an annual basis by the relevant Case Manager within our support departments.

#### How our school updates the SSPs

The OPP is implemented in learning support sessions, the goals drive the content and support tools and structure that occurs in learning support sessions. We aim to review the progress and targets twice a year with parents. SSP's are also used for more complex additional educational needs that streamline comprehensive, well-targeted support between departments.

#### How our school monitors whether the SPP goals are achieved

We measure the progress towards goals through student observations, teacher feedback, analysis of student work, parent feedback etc bi-annually.

## 6. Appendix

### List of specialists

This chapter provides a list of all the specialists with the definitions used in the *Perspective on School questionnaire*..

Specialist	Definitie
Video coach and/or video interaction coach	An expert intended to improve teacher behaviour through personal coaching or discussing video recordings.
Coach for Appropriate Education	The Coach for Appropriate Education focuses on the learning process and questions around support from students and teachers.
Dyscalculia Specialist	An expert in identifying dyscalculia in students and implementing appropriate support.
Dyslexia Specialist	An expert in identifying dyslexia in students and implementing appropriate support.
Physical Specialist (such as a motor remedial teacher)	An expert who provides additional educational assistance in the context of physical education. They focus on the child's physical development.
Behavioural/Social skills Specialist (SOVA = sociale-vaardigheidstraining)	A specialist in assisting in the development of skills relating to the interaction with others. Social skills include (amongst others): understanding others, being a good listener, paying attention to another person's feelings and solving conflict.
Young Child Specialist	An expert who has specialised in the development and needs of young children.
Speech Therapist	A speech therapist in education offers prevention, care, training and advice relating to the primary mouth functions (sucking, swallowing and chewing), hearing, voice, language and speech.
Highly Gifted Specialist	An expert in coaching students with a talent to realise exceptional performances.
Intellectual Impairment Specialist	An expert in focusing on students who perform below average.
Dutch as a second language Specialist (NT2)	A specialist in the field of Dutch language acquisition for students with a different language background.
Support Consultant/ Behavioural Scientist	The support consultant is characterised as a behavioural scientist with a wide knowledge of the school, who contributes to the development of students with behavioural problems. They often coach teachers,



	peripatetic teachers and others. This is often a psychological or a special education expert.
Special Education Expert	The special education expert implements a treatment and coaching plan for persons with development, learning and behavioural problems to improve their situation. In this way, the aim is to provide the support that best suits their character and concerns for the purposes of optimising their development and maximising their opportunities to engage. The special education expert, therefore, specialises within scientific education.
Psychologist	A psychologist is a professional expert in psychology, the science of focussing on inner life (knowing, feeling and striving) and behaviour of people.
Arithmetic / mathematics Specialist	A specialist in identifying arithmetic and mathematical problems in students and implementing appropriate support.
Language/reading specialist	A specialist in identifying language and reading problems in students and preparing appropriate support.
Internal counsellor	An expert responsible for coordinating, counselling and innovating tasks at school.
Student Coaching	An expert who helps, advises or refers students with problems.
Remedial Teaching	An expert providing assistance to students with learning difficulties or behavioural disorders (such as fear of failure).
Support Coordinator	An expert responsible for coordinating, counseling and innovating tasks at school.