(SOP)

School Support Profile (SOP)

School Support Profile (Schoolondersteuningsplan/SOP Haaglanden)
The International School of The Hague - ISH Primary
General information
Last updated July 2024

Support Offer

The support offer explains what help and guidance we provide, how we collaborate with other organisations and how we work as a school. We are part of the SPPOH partnership. The first part is about the partnership, and then we share information specific to our school.

1. Duty of Care

As a school, we have a legal obligation to ensure that every child receives a place that suits them, even when extra help is needed. This obligation, the duty of care, applies to students already at school as well as to children who are applying. In consultation with parents, we search together for the best possible support and an appropriate educational place. For this we work together with the SPPOH partnership and other partners.

2. Basic Support Haaglanden SPPOH

Every school gives help to children who need it. The basis must be good. That's why we call this basic support. All students may make use of this. If a student needs extra help, this is initially from the school's basic support. This could be, for example, support for students with dyslexia, help for students who have difficulty concentrating or extra guidance for students with learning difficulties.

3. Extra Support

Extra support exists when a student needs more help and guidance than can be provided within the school's basic support. When using extra support, a development perspective plan (OPP) is used to follow and direct the development of the student and the effect of the help provided. The extra support is discussed in a multidisciplinary consultation (MDO) with the parents and, if possible, also with the student. Sometimes SPPOH arranges this extra support. Sometimes the school arranges this itself.
The extra support may be in the form of an "arrangement" or other support at school. A student can also be referred to a school for special primary education or special education (with an admission statement, TLV).

4. School Support Offerings Support Structure

This is what our school's support structure looks like:

In Early Years and Early Years 1, The International School of The Hague uses Response to Intervention to identify and support children’s development. We have developed an Early Intervention Team which is a collaboration between the Learning Support and the EAL (English as an Additional Language) departments. This enables us to draw on the expertise of our teams to provide support and develop differentiated learning plans to support the child in fulfilling their potential.

The International School of The Hague uses a multi-tiered student support approach in Years 2 to 6, with Tier 1 being the least support and Tier 3 the greatest.

In Tier I, students are supported in class through an inquiry-based curriculum. Teachers use differentiation and English as Additional Language best practices within the classroom to support different groups of students. Differentiation is planned by the teacher and supported by the Teaching Assistant. Differentiation may mean there are different tasks, different outcomes or different support.

If a student requires a higher level of support a discussion takes place between the parents and the class teacher. Tier II support involves staff from the Learning Support and/or EAL departments

This support may include behaviour or academic interventions or support for the student's acquisition of academic English while empowering them to use their other languages to develop understanding. Often these interventions will be as part of a group with peers who have similar learning needs.

Tier III support is specialised individual support. Children are considered for Tier 3 support when

- they arrive in the school with little or no English and need a high level of support to acquire basic 'classroom survival' language
- they arrive in the school with a learning need (specified during the application process) and already have been receiving individualised support in a previous setting
- they have received Tier 2 support for a minimum of 6-8 weeks and this has not been adequate for them to make sufficient progress. A learning support teacher assesses the child's wellbeing, strengths and areas of needs and in discussion with the class teacher and parents designs an Individual Education Plan (IEP).

Strengths in our Support

Reading and Language: We have English as an Additional Language (EAL) department who support our multilingual students to develop academic vocabulary and literacy skills. We are able to provide evidence-based dyslexia practices using the Wilson Reading program.

Mathematics: We provide mathematical support using best practices for children with dyscalculia and for all students. Children are supported through an approach where the learning moves from concrete representation, to pictorial and then to abstract.

Social Emotional Learning and Social Skills: Class teachers teach a minimum of one Social Emotional Learning lesson per week. This includes age-appropriate themes such as emotional regulation, internet safety, and friendships. Teachers are trained to use restorative practices when conflicts between students arise. Some children benefit from additional targeted support to develop emotional regulation and to practice their social skills in a smaller group setting. Support for these groups is provided by the Learning Support department.

Executive Functioning: Children are developing their age-appropriate executive functioning skills each day in the classroom. Some children benefit from more tailored support to develop these skills. In upper primary, Learning Support staff are able to support this in small, mixed-class groups.

Required School Skills

In order for a child to develop optimally at school, it is important that a child have the following (school) skills:

School skill	What does this entail?
Self-reliance	Teaching is group-oriented. The student can participate in the routines and structure of the group and is able to follow (classroom) verbal instruction.
Social skills	The student can function in a group with peers.
Emotion regulation	The student can accept the authority of adults within the school and a child can follow verbal behavioral prompting.
Curriculum	The student is able to follow the curriculum of instruction as provided within basic support.
Group size	The student is able to receive education in a group of 23 students. At our school, there is a maximum of 23 pupils in a class.

Ambitions and Development Goals for our Support

Briefly describe the ambitions regarding the school's support offerings.

The school's ambition is to continue to provide inclusive support to internationally mobile families by meeting the needs of the child in the short term as well as planning for the future. Through collaboration with external organisations and investing in Early Intervention and training for both class-based and specialist staff we strive to continue to broaden and deepen our knowledge, skill and understanding to meet the needs of all students.

4.1 Expertise in the School

Our school has the following expertise available:

Expertise in the team	Present (yes/no)	Brief view of the content
Language, reading and speech	**Yes**	English as an Additional Language Department Wilson Reading specialists Speech and Language Therapist (parent funded)
Calculus and mathematics	**Yes**	Dyscalculia Supportive mathematics curriculum.
Behaviour	**Working Towards**	Internal Behaviour Specialist Collaboration with external organisations (de Loodsboot)
Young child	**Yes**	'Start class' forchildren who are not yet developmentally ready for school Early Intervention Team supporting language and social and emotional development.
(Highly) Gifted	**No**	Inquiry based learning providing open ended learning in the classroom. No additional program offered.
Hard to learn	**Yes**	Learning Support Department staff are trained to support students with learning needs.

Motor	**Yes** **Yes**	Motor Skills Programme run by the PE department to support children in developing gross motor skills. Occupational Therapist (parent funded)
Multilingualism and NT2		Over 80% of our students are multilingual. The EAL department supports English Language Acquisition. Class teachers are trained in EAL practices. The Home Language programme supports the continued development of students' home and identity languages. The Dutch Department provides differentiated and age-appropriate lessons three times a week to support the development of Dutch for all students, from those new to Dutch through to fluent speakers.
Other, namely:		

4.2 Educational Offerings of the School

Our school has the following educational offerings available:

Didactic offerings	**In keywords**	
Preventive signaling on learning development	Early Intervention Team, Standardised Assessments Assessment practices	Class reviews, and formative
Offer problems (severe) arithmetic	Dyscalculia support	
Offering additional challenge	Inquiry Based Learning, Translanguaging	Differentiation
Offer strengthening motor skills	Motor Skills program, Occupational Therapy on site (private)	
Dyslexia offerings	Wilson Reading Program, Orton Gillingham approach Teaching English as a Second Language in Mainstream	
Offering multilingualism	Classes (TESMC)	
Other, namely...		

Pedagogical offerings	**Example**
Offer aimed at strengthening the pedagogical climate	
Preventive signaling on social-emotional development and behavior	Pass survey, Early Intervention Team, Youth Consultant, De Loodsboot Intermediate support, Social Emotional Learning, Zones of Regulation, Leuven Scales
Offer strengthen social-emotional development and well-being	Rock and Water, Circle of Friends, Restorative Practices, Growth Mindset sessions
Offer strengthening social skills and resilience	Social Emotional Learning in class, small group social skills lessons
Other, namely...	

4.3 School Network Partners

As a school, we work with the following network partners:

Network Partner	Involved in the school (yes/no)
Special Basic Education	
Special Education	
Advisor on appropriate education	Yes
School social work	Yes
Pupil Officer	
Youth health care, school doctor, school nurse	Yes
Youth aid partner	Yes
Police/neighborhood agent	Yes
Speech Therapy	Yes
Physiotherapy	Yes
Youth aid partners	
Other, namely...	Occupational Therapists, Psychologists, Steunpunt Autism, De Loodsboot

4.4 School Building

These physical spaces are available within our school for additional support and accessibility for students with disabilities.

Physical spaces	Present in the school (yes/no)
Wheelchair Friendly	Yes
Disabled toilet	Yes
Facilities for the deaf/hearing impaired	No
Facilities for the blind/badly sighted	No
Conversation room	Yes
Therapy room	Yes
Care room	Accessible toilet with shower facility
Time out space	Yes
Elevator	Yes
Other, namely...	