

EDUCATIONAL SUPPORT PROFILE
HSV



Content

1	Introduction	3
2	General information and figures	4
	2.1 Group size and division	4
	2.2 Schoolspecific Learning Support facilities and persons	5
3	Organisation of pupil care	6
	3.1 Internal and external routing	6
	3.2 Basic demands to the structure of care	6
	3.3 The pedagogical climate	6
	3.4 The educational climate	7
	3.5 Protocols	7
	3.6 Curriculum	7
	3.7 The action plan	8
	3.7.1 Step 1 Observe and signal	8
	3.7.2 Step 2 Analyse	8
	3.7.3 Step 3 Diagnose	8
	3.7.4 Step 4 Remediate	8
	3.7.5 Step 5 Evaluate	9
	3.8 Transfer	9
	3.9 Evaluation at school level	9
	3.10 Students with learning support needs	9
	3.10.1 Observe and signal	9
	3.10.2 Diagnose	10
	3.10.3 Action plan	10
4	Allocation of duties	11
	4.1 Teachers	11
	4.2 Learning Support Coordinator	11
	4.3 Learning Support teacher	12
	4.4 Teaching assistant	12
	4.5 Location Leader	12
	4.6 The Director	12
	4.7 The parents	12
	4.8 The pupil	13
	4.9 Other roles	13
5	Schoolspecific supplement	14
	5.1 Enrollment procedure	14
	5.2 Opportunities for the expansion of care	14
	5.3 This school's limitations	14
	5.4 Procedures for suspension and expulsion	14

1. Introduction

With the implementation of the law 'Passend Onderwijs' on the 1st of august 2014 substantial changes will be made to the organisation of education in The Netherlands. An opportunity arises for schools to re-examine their care structure (among other things) and define the new structure in an "educational support profile".

The Haagsche Schoolvereniging International Department has chosen a bottom-up approach to formulate its care structure. A study day was organised to explore the special educational needs that he HSV can support. Several meetings were organised with the leadership team to identify the Learning Support facilities and Learning Support skills the HSV has to offer.

Using the report from the study day and a format provided by HCO this educational support profile was developed.

This document also contains information about the strengths, limitations and ambitions of the HSV to assess whether adequate educational support can be provided for a child with specific needs.

2. General information

Name school : Haagsche Schoolvereniging International Department
BRIN number : 05VW
Location : The Hague, 3 locations.

Description of educational concept and/or educational methodology:

We are an international school with a mobile population. Both staff and students are usually in the Netherlands temporarily. We adapt our teaching as far as possible to meet the needs, abilities and limitations of children suitable for mainstream education. We differentiate the curriculum as much as possible to meet the needs of the child. The HSV has a maximum of 20 pupils in each class. Many pupils enter the school with no or limited English. These pupils get EAL support. IDR and ID1 classes have a classroom assistant. Pupils who need extra curriculum support see our Learning Support specialist twice weekly on average. When needed children get an IEP for specific needs in cooperation with the Learning Support teacher. We have specialist teachers for music, handicraft and gym, and during these lessons classes have the opportunity to work in smaller groups. We have 2 part-time Learning Support Coordinators who look after the individual needs of children. All children have individual learning targets decided by teacher and child and shared with parents. State services are in Dutch and Learning Support services in English are very limited. Referral to special needs schools in English is almost non-existent and therefore our referral percentages are low. Our buildings are not wheelchair accessible.

Figures for academic year 2016/2017

	Number	Percentage
Number of students on 1st October 2016	518	
Students with student-weight > 0	0	
Referral percentage sbo	0	
Referral percentage so (clusters 3 and 4)	0	
Students with dyslexia (diagnosed)	12	2.3%
Gifted students (diagnosed)	0	
Students with an Individual Educational Plan	68	13.12%
Students with dyscalculia (diagnosed)	1	0.19%
Students with an Individueel Arrangement	3	0.57%

2.1 Group division and size

Group name	Number of students	Teachers
IDR	75	4 classes
ID1	74	4 classes
ID2	78	4 classes
ID3	76	4 classes
ID4	78	4 classes
ID5	63	4 classes
ID6	74	4 classes

2.2 School specific Learning Support facilities and persons

School year 2016-2017

Learning Support teaching:

Name Last name:	Anne Criado	31.5 hours
Name Last name:	Liz Charnock	17 hours

Learning Support coordination:

Name Last name:	Wilma Kletzkine	17 hours
Name Last name:	Lisa Mayhall	25.5 hours

Specific knowledge in the team:

Anne Criado	Remedial teacher
Wilma Kletzkine	Remedial teacher, Intern Begeleider
Lisa Mayhall	Master Degree Special Education
Sarah van der Wijngaart	EAL
Helen van der Swaaij	EAL
Trish van Putten	EAL
Cara Howe	EAL

3 Organisation of pupil care

3.1 Internal and external routing

- The class teacher identifies a difficulty and completes an initial concerns form. The child is discussed by the Learning Support team. The class teacher states what learning strategies have been employed in class to date to support the pupil.
- Depending on the nature of the concern the class teacher runs a class IEP for eight weeks.
- The class teacher supplies copies of the class IEP showing learning objectives and outcomes. The IEP is evaluated and adapted if necessary.
- The class teacher may indicate which pupils should be considered for Learning Support, in consultation with the Learning Support teacher and the Learning Support Coordinator.
- If the Learning Support Coordinator deems it necessary that the pupil receive Learning Support, he/she will be allocated Learning Support time if possible and if the parents have given written permission. Pupils may be referred for outside assessments i.e. speech and language, OT.
- The pupil attends Learning Support lessons at the agreed time for 8 weeks at a time.
- The Learning Support teacher periodically reports back on the results and activities to the class teacher. During this review it is decided whether to continue or stop the Learning Support.
- The Learning Support teacher keeps notes each time he/she works with a pupil
- This information is kept in the records of the Learning Support teacher.
- There will be a consultation with the parents at least twice yearly during parent-teacher interviews.
- Students may at all times be discussed in the Internal Pupil Support Committee which meets 5 times per year.
- We occasionally have to keep students already enrolled whose needs we cannot meet because we cannot refer them elsewhere due to lack of provisions in English.

3.2 Basic demands to the structure of care

The basic elements that we think are mandatory to the structure of care are:

- No child goes unnoticed.
We have a cycle of regular meetings where every child is discussed. Specialists also observe and flag children.
- Student results are adequately analysed.
We analyse testing data and monitor writing according to an established procedure.
- There are limited facilities to fit every student into the care system.
We are a regular primary school limited by physical aspects of the building. We have a commitment to provide affordable international education and are therefore staffed and resourced as a regular school. In some cases our private competitors can offer more.
- There are materials to aid most but not all pupils.
We are a regular primary school. We have a commitment to provide affordable international education and are therefore staffed and resourced as a regular school. In some cases our private competitors can offer more.
- Information is transferred when a student switches classes or schools.
We have a system in place for internal transfers. The Learning Support team works across buildings. We have a handover form. Staff turnover is a factor in international schools.
- Teachers have the right knowledge and skills to aid most but not all students.
Teachers are qualified for a mainstream curriculum and mainstream children.

3.3 The pedagogical climate

Individual cultural, religious, and national differences are celebrated. School assemblies are held weekly to foster a sense of community. The Golden Rules are posted in every classroom. The rules are taught and constantly reinforced. Weekly circle time is a forum for addressing

emotional, social and behavioural issues. We are not equipped to deal with children with behavioural – and / or emotional difficulties in our setting: we have limited space (for example no cool down room) and limited specialist help in English.

3.4 The educational climate

Pupils thrive when a teacher does more than just present the curriculum. Reflection on one's own action is crucial.

- Was my explanation adequate?
- Are there other ways of transferring this knowledge?
- Does the curriculum “fit” with this student's capabilities?

Evaluating pupil results is a second important factor: not just registration, but analysing is critical.

- What type of errors were made?
- What caused these errors?
- What knowledge or skill is missing?
- What is the pupil's attitude to learning?

Some learning targets are set individually for each child by the child and the teacher. The learning objective is stated for each lesson. We use SMART targets. Our curriculum is IPC based. All curriculum area resources are used to achieve the learning objectives. We do not rely on a set method. Children often do research individually or in small groups. We differentiate within the classroom to meet each child's needs when possible. Staff is aware of learning styles and multiple intelligences. Test results are analysed individually and as a group to determine student needs and curriculum effectiveness. We adapt our curriculum to target curriculum areas that need to be improved. We do not have enough of a variety of materials to meet Learning Support needs in some cases. Outside specialist support is not always available in English either. If outside support is available parents often have to pay for it privately. We do not keep children back or move them forward a year group.

3.5 Protocols

- Dyslexia Protocol
- Pupil Support Policy
- Bullying Protocol
- More Able and Gifted Policy
- Curriculum Policies
- Homework Policy
- Positive Behaviour Policy
- Safety Policy
- Child Abuse Protocol

3.6 Curriculum

Curriculum- based testing and whole school standardised testing are used. A continuum of learning for maths and literacy has been developed and implemented. We don't rely on set methods/workbooks/textbooks, etc. We use the national literacy and numeracy strategies from the UK. Curriculum is also evaluated by classroom observations, work groups, and curriculum coordinators.

3.7 The action plan

I	observe/signal → Classroom Teacher/Specialist Teachers
↓	
II	analyse → Classroom Teacher/ Learning SupportTeacher/ Learning Support Coordinator
↓	
III	diagnose → Learning Support Teacher/Learning Support Coordinator/HCO – ed psych
↓	
IV	remediate → Learning Support Teacher
↓	
V	evaluate → Classroom Teacher/Learning Support Teacher/Learning Support Coordinator

3.7.1 Step 1: Observe / Signal

The teacher identifies a difficulty based on the diagnostic analysis of test results (curriculum based and / or PTE, PTM, SWST, CAT, Reception baseline assessment) and group observations and discusses this with the Learning Support Coordinator. LSC may observe the child and advise the teacher if needed. Teachers complete an initial concerns form.

3.7.2 Step 2: Analyse

The class teacher will work with the student for a period of 8 weeks, using an IEP he or she has written strictly for his or her own use at this point. The purpose of the IEP is to clearly pinpoint the difficulty and to set clear learning objectives. The parents do not need to give permission at this stage but they are informed by the class teacher.

The class teacher will keep a record of the help given to the student, the progress made and the amount of time spent.

The class teacher will evaluate the outcome of the help given after 8 weeks.

The class teacher may always consult the Learning Support teacher or the Learning Support Coordinator for help or advice.

3.7.3 Step 3: Diagnose

The class teacher, the Learning Support teacher and the Learning Support Coordinator will evaluate the student's difficulties. The classroom IEP and the help provided will be evaluated. When it is decided that the student, in spite of extra help in the classroom and suggestions by others, has not made sufficient progress the referral procedure for Learning Support teaching will start. Individual screening by the Learning Support teacher will take place using the Aston Index, the Malt, the NEALE reading assessment, British Picture Vocabulary Test, WRAPS phonics test (baseline assessment), social diagrams. The Learning Support Coordinator makes the final decision if a student will receive Learning Support. Observation by and advice from the SPPOH advisor and the social worker may be indicated. At this stage the parents must again be informed by the class teacher and give written consent for Learning Support and observations by outsiders. No Learning Support and outside observations will take place without parental consent.

3.7.4 Step 4: Remediate

The class teacher will get a signed permission slip from the parents.

The class teacher will meet with the Learning Support teacher to discuss the class IEP and its results. Only when the parents have given written permission will the Learning Support teacher and the class teacher agree on learning objectives for the student and write an IEP together, to run both in the classroom and outside, assisted by the Learning Support Coordinator if necessary. The IEP will run for 8 weeks at a time. After 8 weeks the IEP will be evaluated by the class teacher, the Learning Support teacher and the Learning Support Coordinator and continued support will be provided by the class teacher if necessary.

The parents will be kept informed of the IEP targets and the child's progress by the class teacher. Parents are encouraged to attend Learning Support lessons to support their child at home. A child may return to Learning Support at a later date if needed.

3.7.5 Step 5: Evaluate

The IEP will be adjusted if necessary.

- Possible further steps are: continuation of Learning Support, advice from the Internal Pupil Support Committee, referral to SPPOH or other outside agencies, teaching assistant help when possible

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Other:

- Pupil Monitoring meetings twice yearly
- Academic progress meetings three times yearly

3.8 Transfer

The only secondary school option available is the IB programme. For children who will not be able to manage this, there are no secondary options in English. We teach Dutch but not at a high enough level to allow a switch to the Dutch system after ID6. To permit access to Dutch schools at various levels and Dutch SEN programs when needed, we advise parents to switch to the Dutch system as early as possible, preferably already in ID4.

3.9 Evaluation at school level

Each year group participates in whole school standardised testing.

IDR: Reception Baseline Assessment in September and June.

ID1: Progress Test in English 6. Progress Test in Maths 6 in May.

ID2: Progress Test in English 7. Progress Test in Maths 7 in May. Single Word Spelling Test A in September

ID3: Progress Test in English 8. Progress Test in Maths 8 in May. Single Word Spelling Test B in September

ID4: Cognitive Abilities Test A in September. Progress Test in English 9. Progress Test in Maths 9 in May. Single Word Spelling Test C in September

ID5: Progress Test in English 10. Progress Test in Maths 10 in May. Single Word Spelling Test D in September

ID6: Cognitive Abilities Test C in September. Progress Test in English 11. Progress Test in Maths 11 in May. Single Word Spelling Test E in September.

All classes: Pupil Attitudes to Self and School in January.

3.10 Pupils with special educational needs See Process in 3.7

3.10.1 Observe and signal: See Process in 3.7

3.10.2 Diagnose:

Psycho-educational testing by the HCO, de Jutters, Mentaal Beter, etc.

3.10.3 Action plan:

Recommendations from outside specialists are incorporated into an IEP if possible. Apply for additional funding if indicated.

4. Allocation of duties

4.1 Teachers:

- Plans a differentiated curriculum so that the individual needs of pupils can be met.
- Identifies initial difficulties a child might have and develops and implements a class individual education plan (IEP).
- The class teacher states what learning strategies have been employed in class to date to support the pupil and supplies copies of the class IEP showing learning objectives and outcomes.
- The class teacher indicates which pupils are considered for Learning Support, in consultation with the Learning Support teacher and the Learning Support Coordinator.
- Ensures that pupils attend Learning Support lessons at the appropriate time.

4.2 Learning Support Coordinator:

Guiding duties

- Coaches and supports teachers.
- Advises parents about secondary school options.
- Advises parents about transfers to the Dutch system.
- Advises parents about testing, academic progress and social-emotional issues, together with the Learning Support teacher and the class teacher.
- Coaches the process of pupil support in the classes: checks Individual Educational Plans and ensures updating when appropriate, checks and discusses requests for pupil support, does pupil observations, evaluates and files test- and pupil records, evaluates diagnostic use of individual- and group test results.
- Provides guidance to Location Leader and Director about information related to Learning Support.
- Facilitates the examination of test data with teachers and leadership team and offers advice to teachers.
- Monitors the pupil monitoring system.

Coordinating duties

- Allocates Learning Support time and individual psychological tests by the HCO,
- Draws up and adapts the testing schedule,
- Orders whole school testing materials and prepares digital testing data. Downloads and distributes test results ,
- Arranges testing schedules at each location in conjunction with the Location Leader.
- Calls, prepares and attends Internal Pupil Support Committee meetings
- Provides the Director and Location Leader with a Learning Support overview which provides an overview of the allocation of Learning Support provision across the school. This is updated three times a year.

Innovating duties

- Updates pupil support system : Pupil support policy, Dyslexia protocol, More able and gifted child policy.
- Reviews and makes recommendations regarding the testing and assessment system.
- Curriculum development in areas related to meeting the different needs of children e.g. working with more and less able pupils, gifted and talented, differentiation etc.
- Keeps abreast of new developments related to Learning Support.

Maintaining the care network

- Consults the colleagues involved in pupil support (management, Learning Support teacher, specialists HCO, social worker, SPPOH advisor, school doctor, Internal Pupil Support Committee and SPPOH).

- Keeps in touch and exchanges information with parents of special needs pupils, in co-operation with the Learning Support teacher and the class teacher.
- Meets regularly with Location Leader to ensure continuity of care.
- Consults and collaborates with Learning Support Coordinator Dutch department (IB-er).
- Updates and looks after all individual pupil files.
- Annually updates the Pupil Support Policy.
- Helps prepare documentation for school inspector.
- Meets the school inspector together with the Director.

4.3 Learning Support teacher:

- Provides learning support to SEN children in an individual, paired or small group situation. This can take place in the classroom or by withdrawal of pupils from the class.
- Executes, evaluates and adapts Individual Educational Plans.
- Conducts regular consultations with class teachers of the children concerned and the Learning Support Coordinator.
- Participates in relevant class- and pupil meetings.
- Records the progress of children receiving Learning Support in the relevant records.
- Reports back to parents in the Learning Support section in the reports.
- Meets with parents.
- Keeps up with current innovations and developments in the field.
- Attends adequate professional development training.

4.4 Teaching Assistant:

- When appropriate works under the direction of the class teacher to meet the individual needs of a student.
- Implements a special education program as indicated by the class teacher or Learning Support Coordinator.

4.5 Location Leader:

- Has management responsibility for the Learning Support team in the building.
- Monitors the quality of pupil support.
- Has an overview of Learning Support provision in the building.
- Meets regularly with the Learning Support Coordinator to ensure continuity of care.
- Makes recommendations to the Director regarding exceptional arrangements or special provision for students.
- Liaises with parents and outside agencies as necessary.
- Organises academic progress meetings at location level to examine the academic progress that children are making and work together with the Learning Support Coordinator to advise on targets for pupils with the class teachers.
- Promotes appropriate integration with students from Lighthouse Special Education

4.6 The Director:

- Monitors the quality of pupil support.
- Recruits and deploys staff responsible for Learning Support provision.
- Following consultation with the appropriate staff makes the final decision whether a particular child's needs can be adequately met in the International Department of the HSV.

4.7 The parents:

The parents are informed when their child has a classroom IEP. They have to give written consent for Learning Support help and outside testing. Parents are encouraged to attend the Learning Support lessons to support their child at home on a regular basis and to stay informed of their child's progress. Parents receive 3 progress reports per year. Parents can always request a parent-teacher meeting. Parents are encouraged to participate in school activities and share personal skills/experience. Each location has an MR parent/teacher council and a parent association (OR committee). When needed

the parents can receive/request support from the school social worker. Communication with school is realised through the school website, monthly newsletter, email, and class parents.

4.8 The student:

The student sets his individual learning targets together with the teacher. The student is aware of the learning target for each lesson. Students are expected to evaluate their own learning outcome. Children have the opportunity to have a say about school affairs in the school council.

4.9 Other roles: NA.

5. Schoolspecific supplement

5.1 Enrollment procedure

See school-guide

5.2 Opportunities for the expansion of care

- Centralised registration system (ESIS in English)
- More support staff (school counsellor, more Learning Support hours)
- Continuous staff training
- Student forums to discuss children as a team
- More focus put on a gifted and talented program
- Streaming based on ability
- More resources such as specialist equipment and better technology
- Professional development for classroom assistants
- Quiet areas for time out
- Have a stronger link with Lighthouse

5.3 Our school's limitations

- Budget for technology and support staff
- Expert help not always in English
- Dependent on state funding
- Physical Space
- Teacher resources
- Language
- Transient population of both staff and children
- Serving children with severe physical disabilities e.g. no wheelchair access
- Status of some children outside of the system eg. diplomatic immunity
- Lack of specialist knowledge and resources to deal with children with emotional/psychological/medical problems
- Children with multiple difficulties
- Lack of special needs schools in English
- Limited secondary school options in English

5.4 Procedures for suspension and expulsion

See school guide

5.5 Child Abuse and Neglect

When suspicions arise the pupil monitoring coordinator contacts the school social worker for help and advice. Parents are called in for a meeting with the Learning Support Coordinator, location leader, and social worker. Help is offered. Generally the school social worker will report to the AMK if needed to safeguard the relationship of the school with the parents.