



**The International School
of The Hague**

ZORGPROFIEL ISH

**EDUCATIONAL SUPPORT
PROFILE**

2022-2023

ISH PRIMARY SCHOOL

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1. Introduction

With the implementation of the law 'Passend Onderwijs' on the 1st of August 2014 substantial changes have been made to the organisation of education in The Netherlands. An opportunity arose for schools to re-examine their care-structure (among other things) and define the new structure in an 'Educational Support Profile'.

In the school year 2009-2010 a committee was formed between HSV and ISH to look at the Index for Inclusion (Booth & Ainscow, 2002). This was the starting point for our school to look at what we needed to prepare for 'Passend Onderwijs'. The International School of The Hague chose a bottom-up approach to formulate its care-structure. A professional development day was organised to find out for which children (with learning support) the ISH can provide adequate education. This study day was called 'Kind op de gang'. Using the reports from this study day and a format provided by HCO this educational support profile came to existence.

Besides describing the care-structure this document contains information about the strengths, limitations and ambitions of the ISH, which can be used to assess whether adequate education can be provided for a child with specific needs in the Dutch International setting.

This document will be reviewed and updated annually to reflect the continual process of Inclusion.

2. General information

Name school The International School of The Hague

BRIN number 05VX01

Location Wijndaelerduin 1

Our Mission **Curious, Connected and Compassionate**
Inspiring excellence in our strong and diverse community

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

Description of educational concept and/or educational methodology:

We are an international school catering to mobile families of around 100 nationalities who live and work in the Netherlands for a number of years. The vast majority of our staff has international experience and all are trained to work in an international school environment. We differentiate our instruction where possible to meet the needs of the pupils at our school. Around 80 percent of our pupils speak English as an additional language, varying from complete beginners' level to almost native speaker level. These children receive English as an Additional Language (EAL) support, ranging from intensive out of class small group support to support in the classroom, whatever is the most appropriate. We have a team of EAL teachers to take care of the needs of these children. We encourage the use of Home Languages at ISH and offer a Home Language programme in school time and also after school.

We have a Learning Support team (LS) consisting of a Primary Learning Support Coordinator, three learning support teachers (LST) to assess and support those children who need extra help in various curricular or social emotional areas. In addition we have two learning support teaching assistants (LSTA) to support teachers with planning and developing resources and supporting children who need extra help in various curricular or social emotional areas. As we have limited access to other state funded special education schools in English, our referral rate is low.

We are an inclusive school and admit children whose educational needs we can accommodate; however, our resources in terms of time and staff are limited. If we cannot cater for a child's needs, we advise the parents to look for alternative options during the admission process, with support from SPPOH where appropriate.

Description of the judgement of the "Inspectie voor het Onderwijs" November 2015

"De inspectie concludeert dat de kwaliteit van het onderwijs op de International School of The Hague op de onderzochte onderdelen op orde is. Uit het onderzoek is gebleken dat de school op die gebieden geen tekortkomingen kent. Om die reden wordt het reeds aan de school toegekende *basisarrangement* gehandhaafd. De bevindingen zullen worden betrokken bij de eerstvolgende risicoanalyse, waarbij opnieuw de vraag aan de orde is of het *toezichtarrangement* eventueel moet worden aangepast. De inspectie concludeert tevens dat er geen tekortkomingen zijn in de naleving van de wettelijke voorschriften die zijn

Number of students with dyslexia 1*	6	5	6	5	10	8	11	3	6	6
Number of gifted students 1* (diagnosed)	0	0	1	2	1*	1*	0	0	0	0
Number of students in tier 2 (RTI model) 2* October 2019	39	32	23	33	19*	31	35	36	28	24
Number of students in tier 3 (RTI model) 2* October 2019	19	13	10	17	11*	19	17	5	5	13
Number of 'arrangementen' clusters 1-2	2	2	3	2	3	3	2	0	0	0
Number of 'arrangementen' cluster 3	2	3	2	3	3	3	0	0	0	0
Number of 'arrangementen' cluster 4	0	0	1	1	0	1	1	4	4	2
Number of students with personal assistant financed by parents or no cluster specified	1	1	1	1	1	1	7	2	2	0

1*(diagnosed) *

2* = Please refer to 3.10 for further information

SO = Speciaal Onderwijs

SBO = Speciaal Basis Onderwijs

RTI = Response to Intervention

MDO = Multidisciplinair Overleg

Arrangement = Special Education Budget

2.1 Group division and size

Group name	Number of students (nov 14 2022)	1 October count 2021	Teachers
Early Years	47	39	3 classes
Year 1	70	68	4 classes
Year 2	78	77	4 classes
Year 3	82	83	4 classes
Year 4	92	92	4 classes
Year 5	100	99	5 classes
Year 6	113	113	5 classes

2.2 School specific LS-facilities and persons

School Year 2022-2023

Learning Support Team:

Yasmin Fox	Primary Learning Support Coordinator	1.0 fte
(Zoi Tsokanou	Cover teacher / Maternity cover Yasmin Fox	1.0 fte)
Mary Axelsen	LS teacher / interim coordinator	1.0 fte
Erica Zevenbergen	LS teacher	0.8 fte
Catriona (Katy) Gordon	LS Teacher	1.0 fte
Andy Parkinson	LS Teaching Assistant	0.9 fte
Jessica Trave Puyal	LS Teaching Assistant	1.0 fte

	Total	5.7 fte
Ingrid McKenna	Assistant Principal (Line manager LS)	
SMW+	School Social worker	1d/p. week
Annemarie Jones	SPPOH Adviseur (Interim)	3 h/p. week
Agashnee Naidoo	Speech and Language therapist (freelance)	2d/p. week
Lisa Hochfellner	Occupational Therapist (freelance)	2d/p. week

Specific knowledge in the team (certified):

Yasmin Fox	MA Special and Inclusive Education, Post Graduate certification in Education, Rock and Water teacher. Level 2 training in Dyslexia and Autism.
Katy Gordon	Post Graduate certificate NASENCO (National Award Special Educational needs Co-ordinator UK); Post Graduate Diploma Education Studies, Early Intervention coordinator
Erica Zevenbergen	Intern Begeleider qualification, Wilson Dyslexia Practitioner
Mary Axelsen	MA Special Education, Wilson Dyslexia Practitioner
Zoi Tsokanou	MA Special and Inclusive Education, Post Graduate certification in Education

Specific knowledge of staff (not-certified):

1. Key staff members in leadership positions and learning support coordinator received a communication and leadership course from the HCO
2. All staff have received training in the IPC - International Primary Curriculum
3. All staff have or will receive training on Concept Based Curriculum Planning, Inquiry and Agency
4. Dyslexia for EAL learners (online)
5. EAL in the mainstream
6. "Meldcode" Child protection procedure at school
7. Writing and Reading Workshop
8. Child Protection CIS conference (attended by LS coordinator, VP and APs)
9. Differentiation (Association for Supervision and Curriculum - ASCD)
10. Visible Thinking, Project Zero, Harvard
11. Leuven Scales (Wellbeing and Involvement Scales)
12. PASS training (Pupils' attitudes to Self and School)
13. Executive Functioning (Learning Support)
14. Restorative Practices (all staff)
15. Zones of Regulation
16. Circle of Friends

Note: Specific knowledge amongst staff can vary year by year. Besides having a transient student population many of our teachers also move to another school after approximately 3-4 years. This creates a challenge for the continuity of policies and practices at school.

3. Organisation of student care

3.1 Internal and external routing

The LS Team uses the 'Response to Intervention' (RTI approach Brown-Chidsey & Steege, 2010, UK; also called Graduated Response) in the identification and intervention of pupils who need extra support. Support provided to pupils can be placed in a continuum of services going from the mainstream classroom to placement in a different educational setting. New students with a history of special needs from a previous school will be, whenever possible, directly included at the stage most adequate to their needs as decided by the LS team after careful consideration of information provided by the previous school on admission.

See appendix for a brief overview of the response to intervention approach.

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.

- Regular meetings between Class Teacher and Assistant Principals to discuss each child with an IEP (individual education plan)
- Feedback moments between specialist teachers and classroom teachers to exchange observations

Student results can be adequately analysed.

- Teachers use a combination of curriculum-based assessments and standardised assessments and are up to date with what is required per level
- Teaching staff receive training on how to analyse the standardised GL assessments in Progress through English (PTE), Progress through Mathematics (PTM), CAT4 & PASS (Pupil Attitudes to Self and School)
- Teaching staff Years 4 - 6 have received training on how to interpret the ISAs (International Schools Assessment)

There are facilities to fit our students into the care system.

- We are a regular primary school. We have a commitment to provide affordable international education. Furthermore, due to physical constraints of the building we do not have the facilities for every student
- Children with complex disabilities may need resources and related services by professionals that school cannot always guarantee to offer
- The school has the possibility to apply for special budgets as contemplated by Dutch law

There are materials to aid our students.

- As mentioned above our school is staffed and resourced as a regular school, therefore we do not have the materials to aid every student

Information does not get lost when a student switches classes.

- Hand-over between class teachers at end of year
- Learning Support children have a separate hand-over form
- Please also refer to paragraph 3.8 for detailed transition information

Teachers have the right knowledge and skills to support our students.

- Class teachers have the right qualifications to teach in international mainstream education and have received training to support children with English as an Additional Language. However, they are not trained in special education. The Learning Support team and outside agencies provide occasional presentations on particular areas to inform teachers, but this does not qualify as formal training. Additional training can be requested by individual teachers for areas of development through the continuous professional development budget.

3.3 The pedagogical climate

We teach SEL (Social Emotional Learning) and CSE (Comprehensive Sex Education) sessions. Our whole school behaviour system consists of a variety of methods. We teach International Mindedness through the Personal Goals in the Community Profile: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open Minded, Caring, Risk Takers, Balanced, Reflective, Creative and Resilient) These attributes form the foundation for all learning in the school and they are addressed on a daily basis)

In addition we have a school wide student driven Student Charter which promotes student wellbeing through the commitment of being Safe, Respectful and Responsible.

We also teach the UN STGs (Sustainable Development Goals) across the school and the UN Rights of the Child (years 5 & 6)

The CSE curriculum was introduced in the school year 2019/20 and is taught throughout the school, using the resource Spring Fever.

3.4 The educational climate

Students thrive when a teacher does more than just cover the curriculum, teachers will strive for personal excellence and encourage a growth mindset. As part of the Graduated Response, all children have the right to quality first teaching that focuses on making learning purposeful and enjoyable.

Teachers who can reflect on their own actions are crucial.

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

Evaluating student results is a second important factor: not just evaluating, but analysing is critical.

- What type of errors were made?
- What caused these errors?
- What knowledge or skill is missing?
- How is this student's work ethic?

How are these elements visible in this school?

Children are encouraged to take responsibility for their own learning at ISH through:

- Setting clear learning targets
- Giving success criteria (what must I do to achieve the learning target)
- Assessment *for* Learning: based on the individual learning needs with the aim of moving the leaning forward
- Allowing opportunities for multisensory learning
- Encouraging active, concept based inquiry learning that promotes agency
- Receiving constructive feedback and clear targets for future learning
- Class based differentiation
- Assessment for Learning (A4L) in IPC through self and peer assessment

Generally, test results are analysed individually and as a group to determine student needs and curriculum effectiveness:

- Tracking and analysis of student achievement and progression in Classroom Monitor database; further information can be found in the record keeping and assessment policy
- Standardised assessments are conducted every academic year. Mathematics, Language, Spelling and Non-verbal reasoning are the four different areas in which the children are assessed – tests include: Progress Test in English; Progress test in Maths; International Schools Assessment; Single Word Spelling Test; Cognitive Abilities Test (CAT) – see Assessment section: 3.9
- New Students do a baseline assessment upon entry to the school
- Years 4, 5 and 6 take the ISA tests (International Schools Assessment)
- After receiving results, they are analysed by the Primary Leadership Team, class teachers and Learning Support

3.5 Protocols developed by the Learning Support Team

- Learning Support Profile protocol / procedure
- Dyslexia protocol (based on Dutch protocol)
- Dyscalculia protocol (based on Dutch protocol) draft
- Loss and bereavement procedure
- Acceleration and Retention protocol
- Child Protection (Meldcode)

3.6 Curriculum

How is the curriculum being evaluated?

- The curriculum is evaluated by the Primary Leadership Team, the Curriculum coordinators and the Curriculum Development groups, based on input of the teachers in the school
- We follow the Writing and Reading Workshop model (developed by The Reading and Writing Project, Columbia University, New York) to teach writing and reading. We assess writing using the Writing Pathways learning progressions from the Writing Workshop Units of Study. We assess reading using objectives based on the US Common Core standard, adapted to the Reading units of study.
- We follow the UK Primary Curriculum for Maths using White Rose Maths units of study as a starting point. This approach has firm foundations in the use of manipulatives throughout the Primary years to ensure clear understanding of mathematical concepts
- We are developing an inquiry based curriculum, using the units from the International Primary Curriculum. Our approach supports an inductive model, where children build conceptual understanding to ensure transfer of knowledge skills (concept based inquiry).
- In addition, we have specialist lessons in the areas of Dutch, Music, PE, ICT, integrated where appropriate

3.7 The action plan and the referral process

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

New students coming to ISH with an identified need for support will be discussed within the Learning Support and Leadership Team to see how we can possibly meet their needs within the school and to decide on the type of support we could provide. Classroom teachers are in a position to identify new pupils in need of support and the areas they would benefit from help, referral to the LS Team is according to response to intervention following the steps in the procedure flowchart. Parents and specialist teachers are also involved in identifying needs of students according to the stages in the flow chart found in the appendix.

3.7.1 Tier 1: Primary Level (*'basisondersteuning'*)

Focus: All children
Instruction: Curriculum and instructional practices that are evidence-based; incorporate differentiated instruction
Setting: General education classroom
Assessments: Screening, continuous progress monitoring and outcome measures
LS involvement: <1 hr/week - Planning/observation/meetings

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

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

3.7.2 Tier 2: Secondary Level

Stage 2a (*'basisondersteuning'*)

Focus: Students identified at risk through screening results, observations and information from other resources

Instruction: Targeted, supplemental instruction delivered to small groups
Setting: General education classroom
Assessments: Progress monitoring, diagnostic
LS involvement: <3 hr/week - Planning/observation/meetings/direct instruction

At this stage the class teacher, the designated 'case manager' from the Learning Support Department and the student will evaluate the student's areas of strength and areas of improvement. Together the class teacher and the learning support case manager will look at the actions taken previously and their outcomes. Further screening/observations will be conducted if extra information is needed. As a result, a Stage 2 IEP will be developed by Learning Support staff using all the information gathered from different sources. If the involvement of other specialists is needed (freelance speech and language therapist, occupational therapist or a doctor) parents will be informed in order to arrange support in or out of the school premises. Evaluation of progress made towards the goals included in the IEP will allow most students at this stage to revert to general differentiated instruction in class, a limited number of students with persistent difficulties will continue to receive support at stage 2b.

Parents will be informed about the content of the support in class via the school reports and/or meetings; they will be encouraged to contribute to the successful implementation of the IEP by following up recommendations for parents contained in them (e.g. reading on a daily basis with your child) and participating with own suggestions. This stage represents an increase in the amount of support provided by Learning Support staff.

Tier 2b ('extra ondersteuning')

Focus: Students identified through screening as at risk for poor learning outcomes (and have not benefited enough from the help in stage 2a)
Instruction: Targeted, supplemental instruction delivered to small groups or individually
Setting: Other general education location within the school
Assessments: Progress monitoring, diagnostic
LS involvement: 3 - 5 hr/week - Planning/observation/meetings (parents, external agencies, direct instruction/coaching/mentoring/counselling)

Students may also work with a member of the support team in-class, on the specific goals in their IEP. At this level students may be withdrawn (pull-out) from class for additional support (language, mathematics, executive functions, social-emotional) with the written consent from parents. Class teachers and learning support staff will schedule time slots for the withdrawal of pupils receiving support. Targets from previous stages will serve as a guide to develop a new instruction plan. As in previous stages, progress will be monitored in a cycle of evaluation and adaptation or formulation of new goals according to need. Students at this stage will be expected to make enough progress with intensified individual instruction, in cases when progress is not evidenced, areas resistant to treatment will be identified for further diagnosis at the following Stage 3. Those diagnosed, will continue to receive help in following years according to their needs and will be keeping a Stage 2-3 status.

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

3.7.3 Tier 3: Tertiary Level ('extra ondersteuning')

Focus: Students for whom primary or secondary level intervention is insufficient and they need interventions that fall outside the regular school setting.
Instruction: Intensive, supplemental instruction delivered to small groups and/or individually out or inside the class.
Setting: General education classroom or other general education location within the school
Assessments: Progress monitoring, diagnostic
LS involvement: 5+ hr/week - Planning/observation/meetings (parents, external agencies, direct instruction/coaching/mentoring/counselling)

This stage requires evaluation and diagnosis by an Educational Psychologist or other professionals. The assessment can be conducted externally by Educational Psychologists from HCO or other institutions. The learning support team can guide parents with this decision. Any actions will always be carried out with the consent and active involvement and participation of the parents in the assessment process. The recommendations contained in diagnostic evaluations will be implemented by all involved with the student, new insights evidenced by the diagnostic process might lead to gains and improvements in performance,

some pupils might revert to stage 2b or a previous stage according to their progress.

A number of the students at this stage might apply or will benefit from special budgets as stated in Dutch law. The Learning Support Team will closely monitor their progress and coordinate the efforts of all professionals involved with the student. In specific cases, parents and school can apply for a special budget to have an expert advisor in the area of need to work with the school.

The school can enrol the help or the expertise of Dutch special education Cluster schools for some of the students at this stage. This is financed using budgets provided by Dutch educational institutions (Passend Onderwijs) or in rare cases and in agreement with the school with the help of parents or employers.

3.8 Transition

Year by year within ISH:

- Class reviews (groepsbespreking):
 - 2 times yearly for all classes at ISH.
 - Class Teacher, Assistant Principal, Learning Support and EAL teachers are involved as deemed necessary.
 - Thorough discussion about each child's performance and needs, supplemented with parental comments and action points.
 - A second, class review checks that action points are indeed followed up.
- Assessment data is added and evaluated to Classroom Monitor in the Management Information System
 - All assessment data, standardised and curriculum assessment is accessible to the next teacher, as well as the reports with targets and end of year reports
- There is a yearly handover of children from teacher to new teachers and from the LS team for those students on the Learning Support register

Between schools:

- Pupil Information Forms or Onderwijskundig rapport, in the case of Dutch (International) schools, are shared between schools as necessary, this is mandatory for Dutch schools. We make assessment data and reports available for all transfers upon request from the new school to help transition of children
- Reports to new school
- Liaison between Learning Support departments and new school where appropriate

From primary to secondary:

- Transition to secondary school:
 - Records passed on to ISH secondary or new school.
 - There is a transition procedure
- Liaison with Secondary LS Department
 - The Learning Support Departments from primary and secondary will liaise during the last year of primary education, either at ISH or at another secondary school in the Netherlands according to the choice of the family.
 - The Primary school will share information with Secondary schools as required. However, it will be determined by the recipient school to accept the child.

NB Transition from ISH Primary School to ISH Secondary School is not automatic - all children will be considered on a case by case basis.

3.9 Evaluation on school-level

We track our students and have data on each individual child, from which the teachers set their targets for future learning. Children are also involved in self-evaluation processes and set themselves targets whenever possible. These individual targets then translate into whole school targets that feed into the development plans, in particular in the areas of Mathematics and Language Arts. For example, a whole school evaluation of Maths data has led to the introduction of a White Rose program in order to improve results. Another example is that children in year 2 who are weak in phonics will receive a special boost programme to improve whole school results.

Below is a summary of assessments used at ISH.

Curriculum based assessment:

- Early Years and EY 1: Pupil Monitoring system using the Leuven Scales of Well-being and Involvement
- Early Years Foundation Stage levels
- Writing: Writing Pathways learning progressions from the Units of Study
- Reading: Reading Benchmarking
- Units of Study Phonics assessment (TCRWP)
- End of unit assessments in Mathematics – White Rose assessments
- Assessment for Learning in IPC

Standardised assessment:

- GL standardised assessments in Maths, Language at end of school year: PTM (Progress Test in Maths), PTE (Progress Test in English), Year 2 upwards
- GL CAT4 (Cognitive Ability Test) in Years 3 & 5
- Baseline assessments new pupils upon entry – GL (year 2 upwards)
- International Schools Assessment (ISA) from Year 4 upwards

We use Assessment of Learning (standardised assessment) to inform, measure and follow up on achievement and Formative Assessment (Writing Pathways Learning Progressions, ISH Reading Objectives and IPC Assessment for Learning (A4L)) to inform planning and determine next steps for the pupils.

3.10 Students with special educational needs

See process described in 3.7

There are specific protocols in place to identify and support children with dyslexia. The dyslexia protocol has been in place for over 6 years and we are currently in the process of evaluating and updating the dyscalculia protocol.

Identifying students with dyslexia in an international setting has an extra obstacle. We need to be certain that language acquisition is not hindering the child's reading and writing development. Therefore, the earliest a child can be assessed in the language of instruction (English) is after two years and even then, results need to be interpreted with caution.

Dyslexia protocol:

- Students at risk are identified in Year 2
- Children at risk have a score of 1 standard deviation or lower on a standardised assessment, or the teacher has identified students with difficulties in acquiring phonics and asks for a screening by the Learning Support team. Children selected for support will show difficulties not directly related to the acquisition of an additional language, their difficulties will be present in their home language, although this might prove difficult to identify in practical terms - see note above
- Phonic Intervention is provided for these students in Year 2
- The Learning Support team along with Year 2 teachers develop a phonics intervention that identifies students who were at risk at the end of Year 1 and new students who started at ISH in Year 2 who meet the criteria. Children receive support 2-3 times a week for 15 minutes starting in the second term till the end of the year. Progress is monitored using alpha omega assessments.
- Further support in Y3 for students who did not improve after the phonic intervention continues, IEP stage 2 in place, at this point students start working with the Wilson Dyslexia Program
- Decisions for inclusion in the Wilson Program will be made at the beginning of the school year. Standardised Scores for spelling and/or language needs to be below 85. Teachers can flag children who were new to the school in Y3. Progress is monitored via NARA-II reading assessment, GORT, SWST spelling test and Writing Workshop materials and WIST (Wilson spelling test)
- Psychological assessment during year 3 (native speakers) or beginning of year 4 (for non-native speakers of English) with a view to a diagnosis, this will take place when there is not enough progress after intense level of support during a consistent period of time of a minimum of six months in the Wilson program - resistance to treatment
- Implementation of assistive technology in year 4 and continuation of learning support Stage 2 as needed
- After the psycho-educational assessment has been completed recommendations contained in the report will be reviewed and incorporated in the class in the form of adaptations and modifications of the learning environment to facilitate integration of the student in the class
- Older students arriving in the upper grades suspected of dyslexia will receive a minimum of 6 months of consistent support before a diagnosis could be established. Accommodations will be made for students with a dyslexia statement.
- School has adopted the Wilson program as the main resource for dyslexic students

Dyscalculia protocol under development:

- Students at risk will be identified during Year 1
- Children at risk will have a score of 1 standard deviation or lower as evidenced by standardised assessment or might have been identified by class teachers as having difficulties in acquiring the basic mathematical concepts not related to EAL factors. Additional screening might be conducted by the Learning Support department. After nomination by class teacher further screening will be conducted by Learning support staff to identify missing Maths concepts: "Maths Their Way" – assessment cards (M. Baratta Lorton, 1995) and/or The Dyscalculia Assessment (J. Emerson and P. Babbie, 2010)
- Extra support will be provided to boost basic numerical concepts, 2 to 3 times a week during 20-30 min using Rekenprint, Power of 2 and plus 1 interventions.
- Further individualised withdrawal support in Years 2 and 3 will be planned if progress is deemed insufficient
- Children at risk will have a standardised score of 85 or below on the GL PTM mathematics test

- Support will be provided for 2-3 times a week
- Children might be referred for a psycho-educational assessment with parents' consent if no progress is evidenced after receiving adequate support for a minimum of 6 months, this can only be done when they are 8 years or older
- Older students arriving in the upper grades suspected of dyscalculia will receive a minimum of 6 months of consistent support before an assessment for a diagnosis could be established. Those in possession of a dyscalculia statement will receive support according to need. Accommodations will be made for students with a dyscalculia statement.

4. Allocation of duties

4.1 Classroom Teachers:

- To plan and organise a differentiated curriculum in which the different needs of students are addressed within the classroom setting
- To liaise with specialist teachers to obtain a holistic picture of the student
- To identify initial difficulties which individual students might experience and make a plan of action (stage 1 IEP) together with the assistant principal
- To inform parents and the Learning Support team about students with a CCP (Child Centred Profile) and strategies and methods used in class with their child
- To keep an updated overview in which in-class learning strategies have been employed before consulting the Learning Support Department
- To continue to monitor the progress of the student after referring the student to the Learning Support Department during the school year
- To collaborate and follow up on the recommendations agreed upon by the Learning Support Department and teachers
- To participate in IEP evaluations and to implement the IEP targets on stages 2/ 3 which have been set together by the Learning Support Department

4.2 Teaching and learning assistant (TA)

- To work together with the class teacher and Learning Support team in the assistance of children within the classroom setting
- To follow up on recommendations as described in the child's CCP or IEP
- To share information and observations about students monitored by Learning support team

4.3 Learning Support Team

Guiding duties:

- To work collaboratively with the teaching team including: co-teaching, coaching, planning
- To inform and advise parents about assessments, academic progress and social-emotional well-being of the child, in connection with the class teacher
- To advise the leadership team about possible admissions of students that might need special support or additional direct services to access our curriculum
- To monitor the process of in-class pupil support: to monitor IEPs and ensure updating as appropriate, to follow up on requests for additional pupil support, to provide pupil observations and effectively evaluate records
- To evaluate appropriate diagnostic use of individual and group assessment results
- To provide guidance to the Primary Leadership Team about Learning Support issues
- To monitor the Pupil Monitoring system Multidisciplinary Team Meetings (MDO in Dutch)
- To facilitate, monitor and guide Personal Assistants
- To refer students for psycho-educational evaluations to outside agencies and experts.
- To inform and advise parents about Secondary school options
- To inform and advise parents about transfers to the Dutch system
- To monitor the transition of Learning Support students to Secondary education

Coordinating duties:

- To establish and maintain ties with external institutions
- To plan and organise the learning support timetable
- To deploy and support the LSTAs (Learning Support Assistants)
- To prepare and attend the Internal Pupil Monitoring Committee meetings (MDO)
- To provide the Principal and SLT with a Learning Support map showing a clear overview of the team
- To allocate Learning Support services across the school
- To coordinate and liaise with personal assistants and freelance professionals which provide individual support to individual students inside the classroom or outside the school setting

Innovating duties:

- Applying psychological research theory and technology to the solution of school wide related issues
- Keeping abreast of new developments related to Learning Support and contributing to the spread of best practises amongst the staff for students in need of support at the school level
- Establishing and maintaining contact with Dutch institutions related to the support and inclusion of students (e.g. the Stichting Passend Primair Onderwijs Haaglanden SPPOH) making sure the school abides by Dutch rules and regulations
- Updating pupil support systems: Learning Support Policy, Dyslexia Protocol, Dyscalculia Protocol, Retention & Acceleration Policy, Behaviour Policy
- Reviewing and making recommendations to the leadership team regarding testing and assessment
- Making recommendations on curriculum adaptations and developments in the field of social emotional curriculum. Current focus during the present year is on developing inclusive practices, developing social, emotional interventions as well as implementing the dyscalculia protocol.

Maintaining the care network:

Before ISH can start to collaborate with Dutch agencies it is beneficial to make sure to liaise with professionals who are able to communicate in English and have a clear and accurate understanding of International schools

- To consult with colleagues involved in the pupil support: Primary Leadership Team, HCO, social worker, peripatetic teacher (ambulant begeleider cluster schools), school doctor, Health Officer, Secondary LS team, Internal & External Care Committee, Veilig Thuis, Jeugdzorg JCG, Jutters, Speech Therapists, Occupational Therapists
- To meet regularly with Assistant Principals (line leaders) to ensure continuity of care
- To maintain and update all pupil files on the Learning Support register
- To prepare documents for the Dutch Inspectorate of Education
- To liaise with the Secondary colleagues to share information about students and ensure continuation of support as well as guiding families into best placement in Secondary
- To liaise with specialists and EAL team

4.4 Learning Support Teacher in the Learning Support team:

- Day-to-day operation of LS Procedure. Contribute to decisions made about progress of students at different stages of the
- To provide interventions for students using the push in pull out model
- To provide guidance to teachers and in-class support during lessons to facilitate integration in the class
- To plan and provide individual or small group lessons to LS pupils.
- To inform and advise parents of children with LS needs
- To liaise with staff members within the LS team and other professionals outside school
- To develop and implement IEPs together with class teachers and Primary LS Coordinator. To maintain an overview of caseload students and regularly evaluate and update IEP's and test results
- To coach and advise primary teachers on how to differentiate the curriculum to respond to the needs of all learners, including students on the LS register
- To attend adequate professional development
- To cooperate with the rest of the team in the transfer of students into Secondary education
- To collaborate with Dutch special education authorities in the extension of the basic support for students
- Utilising a variety of interpersonal skills such as leadership, organisation, and cooperation, in the communication with all school stakeholders

4.5 Learning Support Coordinator:

- To steer and coordinate the actions taken within the Learning Support team, to ensure good communication amongst learning support staff, related personnel and external agencies
- To attend mid-management meetings at school
- To maintain an overview, create and update protocols related to LS students
- To initiate the application process for extension of support with Dutch authorities.
- To act as the contact person for the ambulant begeleider from the special needs schools (clusters).
- To ensure an appropriate induction process is followed for all external agencies working within the school – personal assistants, Speech and Language Therapists, etc.
- To support the team in the coordination of support provided by pupil Personal Assistants and agencies involved with LS students

- To conduct target setting interviews with members of the LS team and support the identification of appropriate areas of professional development that align with the vision of the team
- To liaise with the School Leadership Team via the LS line manager.
- Identify resources needed to meet the needs registered as Learning Support and advise the school leadership team of priorities for expenditures
- To peruse documents provided by new students with a history of learning support during their admission process as required
- Utilise a variety of interpersonal skills such as leadership, organisation, and cooperation, in the communication with all school stakeholders.
- Develop understanding of learning needs and the importance of raising achievement among pupils
- To meet regularly with class teacher, parents and ambulant begeleider to evaluate progress and decide on new targets for students on LS Register
- To support the team in the coordination of support provided by agencies involved with LS students
- To participate in the assessment and diagnosis of students referred for Psychoeducational evaluations externally by providing extra information or administering tests or questionnaires that contribute to the evaluation
- Help interpreting the results of the assessments conducted at school or received from other sources
- To advise the school leadership team in whole school areas related to the Pupil Monitoring system used within the school and key safeguarding policies
- To peruse documents provided by new students with a history of learning support during their admission process as required
- To suggest additional information to be submitted by family during application and help making decisions about their most adequate educational placement at school or in The Hague region
- Utilise a variety of interpersonal skills such as leadership, organisation, and cooperation, in the communication with all school stakeholders

4.6 Financial director:

- To manage accounting and financial control functions, and establish strategies for the long-term growth of the school

4.7 The primary leadership team:

- To establish the appropriate staffing and funding arrangements to effectively run the Learning Support Team
- To keep the School Board informed of developments within the Department
- To take final responsibility for the general management of the LS department
- To make the final decisions regarding LS staff and placement of new LS students at school within the Department
- To delegate management tasks to LS coordinator
- To be involved in making team decisions regarding LS students
- To provide opportunities for professional development of LS staff

4.8 The parents:

- To share all relevant information about students from previous educational settings and professionals involved with their child, such as PsychoEducational Evaluations
- To play an active role within their child's development
- To attend meetings such as the regular parents evening, individual meetings and IEP reviews
- To participate fully if/when the child enters LS stage 2 or stage 3
- To follow up on recommendations made by the Learning Support team, such as seeking specialised intervention or counselling outside of the school
- To have the opportunity to request the services of the school social worker

4.9 The student:

- To develop and follow their Personal Goals and the ISH Community profile
- To adhere to the Classroom Agreements
- To understand and be committed to the Student Charter
- To be aware of their learning goals and to be able to adapt learning targets to enhance learning within the classroom setting
- To participate in the development and execution of their IEPs and CCPs through 'Pupil Voice' in evaluations

4.10 External parties:

Free-lance speech and language therapist, occupational therapist and school counsellor/social worker:

- To liaise with the Learning Support Team and class teachers about progress
- To provide advice on how to support students with language/motor challenges in the class
- To plan and organise effective services to students
- To contribute to writing IEP targets
- To conduct brief observations of individual students when requested by learning support
- To comply with the ethos of the school and the school community

See other external parties as described at the Maintaining the care network section

5. School specific supplement

5.1 Admission procedure

Admission to the International School of The Hague is contingent upon our school programme being suitable to meet the applicant's needs. Knowledge of English as an academic language is not a requirement for admission. The Primary School policy is to place children in age grouped classes.

To apply for a place in Primary parents need to contact the admission office at ISH. The procedure is carried out digitally (Open Apply) and followed up with visits to school and classrooms by candidates and their families arranged whenever possible. One form needs to be completed for each child. The following documents need to be submitted:

- A copy of passport of the applicant
- A passport size photograph of the applicant
- Copies of academic records for the previous three (3) school years (in English)
- Copies of medical records (if applicable)
- Copies of specialists reports such as IEP's, speech and language therapists, psychologists, and similar (if applicable)
- Pupil Information Form (PIF) completed and sent by the school

Part of the admissions procedure in Primary school may be an interview with the Assistant Principal assigned to the classroom the child will attend. In cases where this is not possible ISH will contact the school the applicant is enrolled for additional information. This can be either a phone call or by setting up an online meeting.

5.2 Opportunities for the expansion of care

- Restructure in-class support through team teaching
- For the learning support team to grow in line with the school expansion
- Continuous professional development and staff training
- To encourage school agreements for high capacity learners
- Whole school approach at the organisation level and sharing physical space in new building projects.
- Integration with LS Secondary and health officers within the new building is a desirable goal

5.3 This school's limitations

- Admissions policy - school places are available to internationally mobile families only. There are currently limited referral possibilities for students with complex disabilities to an international secondary special education. International secondary education (IB) at ISH is geared towards the highly academic segment of the student population, therefore those students unable to work towards the Middle Years Programme will have almost no alternatives to their education unless they transfer to Dutch education. For this reason, It is **not** automatic that a student applying for Year 6 will be offered a place in Year 7. This may affect the decision to offer a place in Year 6.
- Financial limitations for technology and support staff
- Building facilities: there are a lot of stairs and limited classroom/facilities space for children with physical needs. Two lifts, one in each wing, are available for students with physical needs
- Specialist's timetable: the school cannot always provide a quiet structured environment for children who would benefit from this. Children are expected to transition from lessons and travel around the building.
- Transient population of students and staff
- Serving children with moderate to severe special educational needs:
- Safety of pupils and staff; all at ISH are entitled to a safe learning and working environment
- Size and space of the Learning Support team, limited resources in terms of time and staff and resources, currently fte is 5.7 for a population of 571.
- The Learning Support team supports all year groups in our school; therefore, there is limited time which can be used for children with special educational needs.
- Limited related services for International students (speech therapist, dyslexia specialist), there is a permanent shortage of professionals in the field, setting up a practice is difficult for English speaking

specialists in education as they are not recognised by Dutch professional associations and fees are not easily affordable for some families

- A number of our families cannot access the services provided within the Dutch system. This represents a great financial burden on these parents, as they need to pay for these services privately (e.g. Speech and Language Therapy, Occupational Therapy, Lighthouse) and will not be reimbursed by their insurance companies

5.4 Procedures for suspension and expulsion

The learning Support Team is actively involved together with the rest of the school in the prevention of inappropriate behaviours. However, in cases where a child continues to demonstrate challenging behaviour choices, particularly verbal and/or physical aggression or racist behaviour, then the school may issue a temporary exclusion notice, requesting that the child stays away from school for an agreed period of time. The school will enrol the cooperation of specialists within the school to improve the situation and support the student; however, if these measures do not result in improved behaviour, then the school may permanently exclude the child as stated in the school's Behaviour Policy.

5.5 Procedures for child-abuse

The steps from the national Dutch 'Meldcode' are followed in case of suspicion of child-abuse.

The designated safeguard lead has provided training to all staff in how to use the child protection policy and procedures to report cases; this is updated every year ensuring that all teachers share the information. In addition a number of staff members have attended a more in depth 4 day safeguarding training.

6. Conclusion and ongoing developments

Concluding comments:

- We are a mainstream Dutch International Primary School (DIPS). We have a commitment to provide affordable international education and are therefore staffed and resourced as a regular school.
- Around eighty percent of students in our pupil population have English as an Additional Language; this requires extra support. These students' needs are catered for with the support of our EAL department.
- We cannot use all the services of Dutch agencies, as some cannot be provided in English, e.g. 'treatment' for dyslexia, audiological problems and speech and language therapy by Dutch practitioners
- The Learning Support team needs to be available for all children with additional needs in our school; therefore, there is limited time, which can be used for children with moderate to severe special educational needs. To be able to provide good quality education for all only a limited proportion of students with moderate to severe needs can be admitted into our school.

Ongoing progress is being made towards these initiatives

- Finding our place as an international community within Passend Onderwijs
- On-line training or in-service training for class teachers on teaching students with different diagnoses: dyslexia, an autism spectrum disorder, dyscalculia, ADHD

- The Learning Support team should work alongside other stakeholders in defining what is meant at ISH by high capacity learners and support the development of a protocol that outlines this vision
- School should strive for improving the liaison between the health officers, counsellors and learning support from both Primary and Secondary by sharing of common spaces in the school which could stimulate a more cohesive programme between Primary and Secondary
- A holistic approach between physical and mental health at ISH
- Development of a crisis intervention plan embedded in the school's safeguarding policy
- More time for school preventative work on social and emotional wellbeing, social skills and restorative practices

Learning Support Procedure Response to Intervention

Appendix: Flow Chart LS procedure 2021-2023

