



School Support Profile (SOP)

2023-2024



**OPTIMIST
INTERNATIONAL
SCHOOL**



Waddenweg 87
2134 XL Hoofddorp
+31 (0)23 303 59 24

info@optimist-international-school.nl
www.optimist-international-school.nl

FOREWORD

What is appropriate education (passend onderwijs)?

INTRODUCTION OIS

Our mission

Our vision

Our learning philosophy & definition

Our population

OUR VISION ON APPROPRIATE EDUCATION (PASSEND ONDERWIJS)

Admissions procedure

Health check

Monitoring students and progress

Master year plan & progress meetings

Parent-teacher meetings and reports

Special Educational Needs (SEN)

Support structure at OIS

Organisation of support by the care team

Internal care team

External care team

Responsibilities of the class teacher

Internal student meetings

Confidentiality

Transition within our school; repeating or skipping an academic year

Starting points and criteria for repeating a year

When can repeating a year be considered?

Who makes the decision?

When?

Skip a year

Transition to secondary education	16
EDUCATIONAL OFFER	18
Provision	18
Cross curricular thematic approach	18
Language and mathematics from British national curriculum	18
More able and exceptional students	18
The four waves - Tiers of intervention	19
Wave 1	19
Wave 2	19
Wave 3	21
PROFESSIONALISM	23
Collective ambition and progress sessions	23
The purpose of the collective progress dialogue:	24
Competence requirements for staff	24
Resources to be deployed	24



Foreword

Optimist International School (OIS) is part of Floreer and participates in [Samenwerkingsverband Passend Onderwijs Haarlemmermeer](#). The [support profile of Haarlemmermeer](#) sets out the vision of appropriate education (passend onderwijs).

What is appropriate education (passend onderwijs)?

For every child with educational and support needs, it is examined and indicated what the most promising educational offer is and where it can best be offered and organised. And which preconditions, agreements and policy are necessary and safeguarded for this. To achieve this, regular primary schools will initially work with activities/interventions within the range of basic support and additional/extra support described. The partnership focuses on realizing a coherent set of educational facilities both within and between primary schools and in collaboration with schools for special primary education and special education. With this comprehensive network, schools can also adapt education if it no longer fits at their own school. Vision of the partnership is 'create the optimal context' and the associated mission is worded as 'enhance the context around the child'.

The partnership's support plan forms the basis of this school support profile (SOP). This SOP is adjusted every four years, but we include school development at the start of each school year, so that we can refine our offer. This profile has been drawn up by the school counsellor in consultation with the director and learning leader. We have incorporated feedback from our appropriate education consultant into the profile.

In this SOP we describe our educational offer and what this requires from the competence requirements of our team. With the starting point, 'The OIS student.' In the SOP, the possibilities within the basic support and the possibilities for extra support by the school are laid down. With the help of the SOP, schools indicate the frameworks and limits of appropriate education and expectations can be coordinated with parents. The SOP of the school also states what the Duty of Care entails. Both for the efforts and actions of education, but also of parents and possibly involved professionals. Ultimately, the school and the school board are concerned with the bandwidth of the extra support and the extent to which they can guarantee Appropriate Education for the child. The Participation Council has the right to advise on this offer.



Introduction OIS

OIS is a public international school, subsidized by the government and also charging an additional parental fee.

In this chapter we describe our mission, vision, key values and learning philosophy. Additionally, we describe our population, being an international school.

Our mission

When a child arrives at OIS it's important for us to get to know the child, his/her working attitude, concepts, skills. From there guide and encourage the child to develop further. Considering the nature of our school, with children only being at OIS for a limited period and also coming from different educational backgrounds, it is important to plan and monitor progress continuously as a cyclic process. The history is often unknown.

We offer a positive, meaningful, and challenging learning environment in which children use imagination and creativity to explore the rapidly changing world around them by being responsible learners, communicators, collaborators and respectful towards (other) cultures.

Our vision

'Bringing out your inner magic' begins with "I wonder..."

Our children have an inquisitive mind.

Children use imagination and creativity to explore our world, accept challenges and take risks with a clear focus on the learning. Children have a choice in how to demonstrate their learning in a wide variety of ways using collaborative learning, art activities, role play, multimedia, projects and much more.


Our children are communicative learners (collaborative learning).

Children are discussing their skills, knowledge or understanding, ask questions and give each other feedback to inspire, share and support peers. Our children's communicative skills illustrate their abilities, interests and opinions and are part of our curriculum.

We are global citizens (international mindedness).

We come from different countries to celebrate our identity and create one optimistic community. In every class it is evident that children share each other's beliefs, cultures, habits, customs, circumstances, and multilingualism.

We consider it important to take all factors into consideration that could play a role in the behaviour of a child. We are careful with attributing the behaviour of a child to the parents or on how they raise their child. This is also a factor we have the least influence over. Looking for situational factors (such as class environment, classmates)



in class or interaction factors (how we approach or respond to a child) can be helpful in supporting a SEN child.

Our learning philosophy & definition

Learning philosophy: “Great learning takes you to places beyond (your boldest) imagination”.

Learning definition: “Learning is a magical journey that takes time, effort and practice, where we connect ideas and experiences that can be used in our ever-changing world”.

Our home learning policy can be found in our guide [Family-school partnership](#). We don’t promote sending children to external tutors. When it is necessary this must be discussed with the school counsellor first.

Our population

Considering the nature of our school, with children only being at OIS for a limited period and also coming from different educational backgrounds, it is important to plan and monitor progress continuously as a cyclic process. The history is often unknown. Also, it’s important to take our population into consideration when we analyze progress and results, for example the nationalities, how long children have been attending OIS, their level of English (EAL) and SEN needs, and the turnover rate of the school. This is done yearly in our school self-evaluation.

Generally, 35% of our current students have been at OIS shorter than 1 year, 30% has been here 1-2 years, 15% for a period of 2-3 years and the rest 3-5 years. We have approximately 35 nationalities in our school. More details can be found in our Quality management & school self-evaluation, which we update every year.



Our vision on appropriate education (passend onderwijs)

In this chapter our admissions procedure and health check can be found. Furthermore, we describe how we monitor students and their progress, and how we discuss this during parent-teacher meetings and during internal student meetings with our school counsellor. Additionally, we describe what we consider as special educational needs (SEN) and how we have a structure in place to support these needs with our care team and teachers. Finally, the transition within our school (repeating a year or skipping a class) and the transition to secondary education can be found.

Admissions procedure

Relevant information must be shared by parents during the intake. Families requiring additional support for their child at school are obliged to provide accurate and complete educational documentation pertaining to their child's academic history, including psychological/educational evaluations, dyslexia assessment and details of extra academic/specialist support received in the past. Parents give permission for the school to contact the child's previous school or professionals involved with the child to obtain a complete overview of the student's needs. Failure to disclose information to the school relating to a child's existing learning or behavioural difficulties may jeopardize parent's child's school place.

Parents of new Early Years students have an additional intake conversation with the Milepost team leader or teacher of EY before they start. Additionally, these parents fill out a form about their child's development and we ask for a handover of the child care centre.

If we feel we cannot meet the academic, social/emotional, or physical needs of a child, we reserve the right to recommend and offer advice regarding a transfer to an establishment that we believe can better accommodate these needs, via the Central Coordination Point (CCP) of Passend Onderwijs Haarlemmermeer.

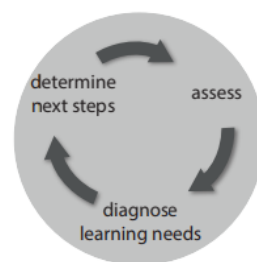
Health check

At the age of five and again when in Group 7 students are offered a brief health check. The school can also discuss a child - anonymously - with Youth Health Care if we need advice on what steps should be taken to provide a child with the correct help or guidance. The names of students who have recently joined us from a different school are passed on to our Youth Health Care team so that they can request access to the child's health records. Our school counsellor coordinates consultations with specialists of the GGD.

Monitoring students and progress

Assessment at Optimist International School is an ongoing process of observing, collecting and analysing evidence for use by teachers, students, and parents to decide where the students are in their learning, where they need to go, what the next step is and how they can get there. Our aims are:

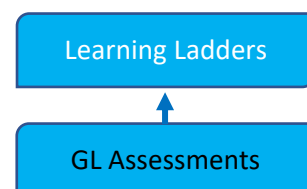
- * Decide where the students are in their learning, where they need to go, ensuring their unimpeded progress.
- * Make visible if students are meeting the objectives of NC and have appropriate developmental progress.
- * Signalling and analysing progress and probable stagnation and decision making to tackle this (adjust teaching)
- * Determine if students are making appropriate developmental progress in relation to most children of their age in the UK, considering the composition of the student population make-up.
- * Monitor the quality, coverage and balance of the curriculum we are delivering.
- * Being accountable to stakeholders and government



Based on internal analysis of progress, teachers in collaboration with our Learning Leader set targets, plan, differentiate and evaluate as a cyclical process. This is described in our Educational Profile. We also report to parents about the skills, knowledge, understanding (socially emotionally and academically) of their child, through our progress reports.

We undertake the following types of assessments:

- * Teachers record assessment against key curriculum learning objectives or assessment criteria continuously. This generates a richness of data and informs us about planning and highlights gaps. This also measures the effectiveness of the curriculum and supports timely intervention. This is also used to engage students and parents.
- * Standardised tests involve externally benchmarked and standardised tests, which are taken annually. This is a way of assessing children within an age group to see if they are making appropriate developmental progress in relation to many children of their age. These tests are independent of the curriculum. This way we can monitor the progress on the longer term. These standardised assessments are also a way for the school to monitor the quality, coverage, and balance of the curriculum we are delivering. We also add those scores to our monitoring system Classroom Monitor to have a secondary data type and compare results.
- * We also do formative assessments on a regular base after a series of lessons, based on our resources such as end of unit tests for Hamilton or mid-/end term tests for White Rose
- * We take start assessments, which is a combination of different assessments when students arrive at OIS.
- * We observe students, have reflective conversations with them to get a better understanding and support them better in academic areas, but also socially emotionally.





OIS vision on assessments:

- * We accept the nature of our school goes with learning disparities amongst our students, and many of our students are non-English native speakers.
- * We accept that not all our students meet the UK National Curriculum standards, and in some groups, we cannot meet all the objectives of that year as specified by the National Curriculum. Although achieving the National Curriculum could be achievable in group 7, this would require 7 years prior of uninterrupted English education.
- * Our focus is the progress of each child based on their level and next learning steps. This is objective and progress focused.
- * Assessments for groups and school are considered in line with the specific population and the turnover-rate.
- * The report of each child should reflect their next learning step, which means there is a balance in development stages, targets met and not met yet for each child.

Master year plan & progress meetings

During regular Planning & Progress meetings the progress of the group will be discussed with the Learning Leader. The focus of this meetings is to support the progress of the whole group. The master year plan or term plans will be discussed as well as progress based on analysis (see next chapter Classroom Monitor and GL assessments).

Questions or subjects that can come up during these planning & progress meetings, e.g.:

- * How are you going to attain the objectives set, specifically for mathematics, phonics/spelling, reading and language?
- * What choices have been made to deviate from year schedules or specific resources? And if so, how are you going to catch up?
- * What choices do you make in the provision structure, learning environment and didactic approach (including assistance of Teaching assistants)?
- * How do you ensure a good balance between: focus on progress of most of the group taking into account differences, specific educational needs in? How do you differentiate in class and how do we see this reflected?
- * How and when do you check whether your goals have been achieved and how do you ensure follow-up actions? (and how do you register that?)
- * Our basic premise is that all students (also our support groups) achieve the basic goals (including lesson goals). Do you expect that there will be students in your class who will not achieve this (and will therefore need an Individual Education Plan (IEP)?
- * What do you need from the school to achieve your goals?
- * Are there any concerns or questions related to the teaching or the learning process in a class (organisation, teaching methods, curriculum)?
- * How do you plan (together within MP?) and how detailed is your planning?



- * Test results of the pupil monitoring system and identification of deficiencies and gaps
- * Efficiency of the learning support input by the Teaching assistants
- * What is the status of the different groups (core, support, extended) or level groups related to the master plan? Looking at the progression maps/charts, are you on course?
- * How do you set the lesson goals and make these explicit in success criteria?
- * How do you check understanding during a lesson and how do you record and evaluate this?

Parent-teacher meetings and reports

We offer parents the opportunity to have three individual parent-teacher meetings per year, in October, February and June. During these meetings the progress of students is discussed. A written student progress report will be provided at the end of the year. During the year parents have access to Home Ladders, a parent portal of our tracking system Learning Ladder. Twice per term this portal is opened up to parents. If parents have concerns or questions, data and/ or assessments can be discussed with the classroom teacher at any time by making an appointment.

Special Educational Needs (SEN)

When we find a student has a learning difficulty, disability or other specific needs, we consider him/her to have Special Educational Needs (SEN).

We categorize SEN as follows:

- * Communication & interaction: Speech, language and communication, and Autistic spectrum disorder.
- * Cognitive learning difficulties including specific learning difficulties such as attention deficit hyperactivity disorder (ADHD), Moderate learning difficulty (MLD), Profound and multiple learning difficulty (PMLD), Severe learning difficulty (SLD), Specific learning difficulty (SpLD), Dyslexia, Dyscalculia, Dysgraphia, Dyspraxia.
- * Social, emotional and mental health difficulties, including Adjustment Disorders, Anxiety disorders, obsessive-compulsive disorder (OCD).
- * Sensory and/or physical needs, including Hearing impairment (HI), Visual impairment (VI), Multi-sensory impairment (MSI), Physical disability (PD) and Medical needs.

Students with English as an additional language (EAL) will not be considered as automatically having special educational needs. EAL is part of our basic and extra provision. If an EAL student is struggling to make progress, the school will look carefully at different areas of his or her learning to establish if the difficulties are due to low levels of language ability or an indication of SEN or a disability. The school Counsellor will align with the EAL specialists.



Support structure at OIS

Student care (in the broadest sense) is the responsibility of the teacher, the teacher is the first contact for children and parents and the person who liaises with parents and others involved. It is important for each child's particular strengths, weaknesses, and special needs to be adequately identified and addressed by the teacher.

The care team works on demand as a point of guidance/reference for the teacher and supports or advises with issues in task approach, work attitude, social emotional development, behavior, progress in learning, medical issues, absence, or any other specific concerns. The term 'care team' is used to refer to a small group of staff members with a specialist role, typically a school counsellor, teachers with specialist roles, who are there to support the needs of a small number of students. Since we believe at OIS that the teacher always is the main point of contact and responsible for the development of his/her students, we believe it's important that the teacher is always present when individual students are discussed.

Essentially, a care team is a student-focused mechanism put in place by a school to:

- * support a teacher to accommodate the needs of a student, in whatever area needed, for example behaviour, social-emotional development, learning, well-being, EAL.
- * enable students with support needs to continue to access a full education.
- * assist staff to manage those students effectively.
- * support a teacher to analyse individual student data from assessments.
- * support teachers in providing regular updates on student progress through written reports and meetings with parents.
- * support teachers to maintain a system for keeping student records, ensuring information is accurate and up to date.
- * support teachers in communication with parents about children with specific needs (and can be present during those conversations in case a teacher has specific needs for guidance in that)
- * support a teacher and management to decide on student transition (e.g., repeating a year)
- * support teachers of group 7 to advise on secondary education.
- * ensure new staff members are briefed about policies and procedures relating to student well-being and support.
- * decide on group placement and group composition (for example when groups are mixed) to ensure well-balanced groups regarding cognitive abilities, special needs, gender.
- * facilitate links to the community and other non-school support services and arrange referrals and liaise with professionals outside of the school.
- * advise school management on the development and review of effective student support policies and structures.



Organisation of support by the care team

We have internal members of the care team working at OIS and additional external care team members. Members of the care team can support a teacher when needed. Depending on the specific needs a specific member of the care team will be involved, sometimes more members. The first point of contact for staff is the school Counsellor. The school Counsellor can organise an observation and have a meeting with the teacher (and parents when needed) to find the best support available. The school Counsellor will plan regular student meetings with all teachers to discuss individual students of the group, but also if the need arises, he/she can be approached for support directly by the teacher. To prepare for that teachers can use the SEN conversation form. The class teacher is always the lead person within the team.

Support from the care team can for example mean:

- * an observation in the classroom to get more insights in the needs of a student.
- * a meeting with the teacher (and parents when needed), discuss possible strategies.
- * co-teaching.
- * co-lesson planning and evaluation.
- * making support plan or an Individual Education Plan (IEP, in Parnassys or OPP filed in Parnassys).
- * For all support we have a 'float-teacher' available in school, which means that she can substitute in the class, so that the teacher and specialist have the time to discuss things.

Internal care team

The internal care team is led by the school Counsellor. He/she oversees (the implementation of) school's SEN strategy and policy. Other members can be:

- * Behavioural specialist
- * Student Coach
- * Confidential Counsellor

EAL is separate specialism within OIS; the school Counsellor can also involve the EAL specialist.

External care team

The external care team is coordinated by the School Counsellor. These professionals are requested based on the individual circumstances of the situation, for example:

- * Coordinator Brugteam
- * school doctor, school nurse GGD
- * speech therapist
- * external school coach
- * psychologists
- * physiotherapists
- * leerplicht
- * child protection services
- * a religious figure

- 
- * other external specialist staff based upon the nature of the situation.

Responsibilities of the class teacher

The class teacher:

- * is the first point of contact for parents.
- * ensures parents are always informed immediately when the first concerns arise.
- * inform parents about the development of their child and concerns.
- * ask parents for permission for observations by and/or referrals to externals.
- * is always present when individual students are discussed.
- * collates and provides information (also for external referrals).
- * has direct contact with external care team members about students (after the school Counsellor put them in contact with each other and/or supports).
- * records important information, such as progress, reports of meetings, IEP's.

Internal student meetings

It is our aim to ensure that no child goes unnoticed. The School Counsellor plans regular student meetings with the teachers (approximately 2 times per year) to discuss all students and additional meetings to discuss individual students. They discuss the educational needs of the students and their progress in the different areas. Possible topics for discussion are:

- * Class teacher's concerns or questions related to the teaching or the learning process in a class (organization, teaching methods and content)
- * Test results of the student monitoring system
- * Concerns of the Learning Leader (by observations)
- * Identification of pupils with behavioural problems or learning difficulties
- * Establish or adjust an IEP
- * More gifted students (who are more than a year ahead of their year group) and how to challenge these students (goals, course material, instruction, (adaptive) tests)

When a teacher or the school Counsellor has concerns or questions about a specific student or in case there is an inquiry regarding a student's needs that falls outside of the basic support, the first step is to initiate a student meeting with the school counsellor to discuss this specific student. In the attachment we have a checklist to use as a preparation form for this meeting. We indicate the concerns and interventions already taken and the impact of these interventions.

There can be concerns regarding:

- * Well-being (from questionnaire Scholen met succes or PASS)
- * Social safety (from questionnaire Scholen met succes or PASS)
- * Accelerated transition or repeating a class.
- * Learning progress (no progress two terms in a row whilst interventions were in place based on for example NGRT/NGST, Numicon, ORCS)
- * Impairments
- * Insufficient progress

- * Giftedness
- * Speech delay
- * Selective mutism
- * Motoric development
- * EAL
- * (Suspected) dyslexia
- * Home situation, absence
- * Medical problems

At some point there can be concerns about the development of a child that exceed the Wave 1 support. Initial concerns can be from:

- * Parents and/or teachers who raise concerns about a student. The teacher will collect evidence from observations or assessments (possibly supported by the Learning Leader).
- * Initial concern from assessment data: Assessment data may show that a student is not making the progress we would expect from him/her or that despite making progress, the student is still significantly behind their peers in one or more area of their learning and/or development.
- * Pre-identified additional educational needs: Student joins school with existing SEN or having previously received learning support. Reports/Individual Education Plans from previous childcare or educational settings will be gathered by the school Counsellor and evaluated.

We don't promote sending children to external tutors outside school (e.g., summer classes). When it is necessary this has to be discussed with the school Counsellor first.

Confidentiality

In the context of a student care team there are two aspects to the issue of confidentiality.

1. The first relates to the responsibilities of those who work directly with children and young people in terms of their duty of care
2. The second is the need to find a balance between keeping colleagues informed to help them carry out their duties and unnecessary disclosing of personal information about students and their families

Therefore, it is important to:

- * Base the opinions of the care team on facts.
- * The expression 'need to know' is used frequently but the difficulty can be in interpreting who needs to know.
- * Teachers who are asked to modify their teaching or their interactions with students should have a reason provided for doing so. It can also help them to understand a student's behaviour.
- * Respecting privacy and confidentiality are very important and students often express concerns about 'being talked about'.



Transition within our school; repeating or skipping an academic year

At Optimist International School students are supported and encouraged to achieve to the best of their ability. Only in exceptional circumstances, might we require a student to repeat a year. This will be discussed with the parents, the teacher, and our school Counsellor. Repeating a year should be of personal or academic benefit to the student. Information is transferred when a student switches classes or schools. At Optimist International School students are supported and encouraged to achieve to the best of their ability. Our students work on the level of the group, but we also consider the individual educational and instructional needs as we described in the chapters 'Our provision – differentiation' and 'Our support profile'.

Sometimes there are reasons for a child to repeat a year (or skip a year). This decision is preceded by a careful route. The best interests of the child are always paramount.

The decision to repeat a year (or skip a year) is an educational decision made by school, in consultation with parents. In addition to school results, behaviour, motivation and work attitude play a role. Various scientific studies have shown that repeating a year often yields no return. The first year after a child is repeating a year, the child often performs better. That makes sense: the student does everything for a second time. But after a few years, the student who repeats a year drops back to the level before the repeating. Repeating a year then ultimately does not yield any learning gains.

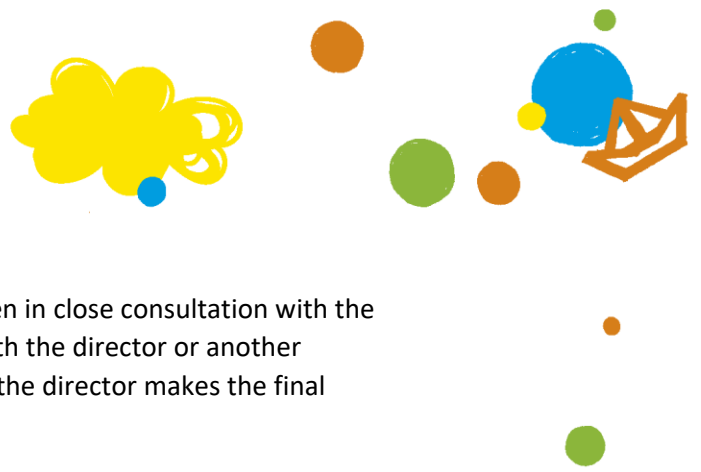
However, it can sometimes be useful to have a child repeating a year, for example because a child has not been able to benefit from education for a period less due to illness and / or absenteeism. Young students also sometimes benefit from repeating a year.

Starting points and criteria for repeating a year

- * A student never repeats a year. Only in exceptional circumstances.
- * EAL is never a reason for a student to redo the year.
- * Repeating a year should be of personal or academic benefit to the student.
- * A student who does not meet the standards of the National British Curriculum can proceed to the next MP.

When can repeating a year be considered?

It is decided to repeat a year when it is expected that the student will largely catch up with an extra year. For example, when a student was ill for a long time or problems in the home situation that resulted in an impact on the student. When an investigation shows that a student is not expected to perform better (for example the Wisc and a student has a very low IQ), it can also be decided to transfer the student to the new class with its own learning line, with an individual education plan (IEP). Or the school can choose, with the parents, another school or other type of education.



Who makes the decision?

Having a student repeat a year is a decision that is taken in close consultation with the parents, teacher, School Counsellor and sometimes with the director or another specialist. School is ultimately responsible for this and the director makes the final decision.

When?

It is important that the concerns and possible repeating a year are discussed with parents in a timely manner. Multiple discussions may be required. Repeating a year should never come as a surprise to a parent. The decision will be taken in April / May at the latest.

Skip a year

At OIS almost no student will skip a group. This is because our students generally leave school at the age of 11. If skipping a group is nevertheless considered, the same procedure applies as with repeating a year.

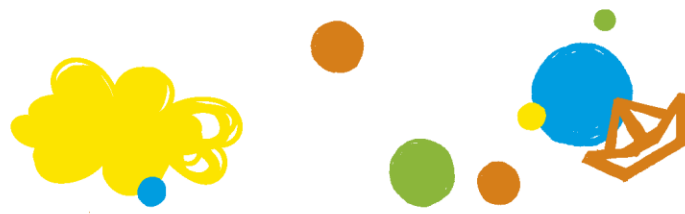
Transition to secondary education

The education received at the Optimist International School is designed to prepare students to continue an uninterrupted learning programme by meeting the educational level requirements of the British and the international education systems, regardless of the chosen secondary school. It is up to the parents to decide what will be the most suitable form of secondary education for their child once he/she has finished Group 7. For those planning to continue their secondary education in the Netherlands, it may be helpful to know that the Optimist International School cooperates with two secondary schools nearby: The International School of Haarlem (ISH) in Haarlem (IB programme) and Haarlemmermeer Lyceum in Hoofddorp with a bilingual programme for non-Dutch speaking children (levels Mavo, Havo and VWO).

For applicants for Haarlemmermeer Lyceum, our advisory procedure starts in group 5 at OIS with conversations about length of stay in the Netherlands, future and the best fit for the child. The final advice will be given halfway through group 7. This takes place in January or February. The advice is based on several different areas of learning outlined below. Students level of English and Dutch is not considered. For our final advice we look at the following baseline assessments. Teacher judgement is also part of the criteria and includes an assessment of work ethic, concentration, attitude to home learning, organisational skills, and independence. This ensures that the advice is based on a holistic picture of each child.

- * The GL Progress tests in English and Maths are assessments done every year in May where we can track progress in these two subjects.
- * We have further read and spelling assessments (NGRT and NGST) that are taken twice a year to track progress.
- * In Maths we additionally have end of term assessments that are based on the learning in a six-week block and the main areas of focus include: Number and Place Value, Addition and Subtraction, Multiplication and Division, Fractions





(including Decimals and Percentages), Geometry, Measurement, Statistics and Ratio and Proportion.

- * * The CAT4 (Cognitive Ability Tests) assessments are administered in Group 4 and 6 and for students who are new to the school in Group 7. This assessment tests reasoning abilities and measures verbal, non-verbal, quantitative and spatial reasoning. This assessment gives an indication of potential and indicates areas of strength
- * * The PASS (The Pupil Attitudes to Self and School) assessment is taken twice a year and is an indicator of social and emotional well-being, for example:
 - o Feelings about school
 - o Self-regard as a learner
 - o Preparedness for learning
 - o Confidence in learning
 - o General work ethic

The advisory committee for the bilingual department of Haarlemmermeer Lyceum applicants is made up of the Group 7 teachers, the Learning Leader, the School Counsellor, the Director of OIS, and the Head of Department for the first year at Haarlemmermeer Lyceum. This committee meets and reviews each student based on the criteria outlined above and final advice is given.

Our students can continue in international secondary education. Another option is Haarlemmermeer Lyceum, that runs a bilingual programme for non-Dutch speaking children, with an intensive Dutch programme. Many children who transition to Haarlemmermeer Lyceum will be placed into the HAVO/VWO class which is a mixed group and allows students to focus on their Dutch and the academic programme and in their second year, depending on their academic results, will continue either with the HAVO or VWO programme. This is a good way to allow students to develop and then continue in the level that suits them best. For students who have been in the Netherlands for a shorter period than 2 years, Hoofdvaart international language class (preparatory middle level applied education- Mavo) is an option too.

For international schools there are several international secondary schools in our region who are IB World schools and run the IB programme and/or the Career programme: Rijnlands Oegsteest, Amsterdam International Community School (AICS) and International School Haarlem (ISH) - students will be placed in the first year which is not levelled in the same way. We will also provide GL-assessments and CAT 4 assessments should the Secondary Schools require them. This will also give some data for the advice and will be included in the teacher's judgement. Generally, there are no entrance tests or restrictions, and they look at records of the previous school, and evidence of learning

In our explanation '[Secondary education system and advisory procedure](#)' this is further explained.





Educational offer

In this chapter we describe our provision and how we differentiate. Additionally, the steps, described in 3 waves of support, can be found.

Provision

Our aim is that most of all groups meet the end targets of group 7 to be able to receive the education in secondary education and that the learning of all students is unimpeded.

Cross curricular thematic approach

Derived from our vision, we use of the International Primary Curriculum (IPC) as our core programme with a focus on a combination of academic, personal, and international learning. In this thematic, cross-curricular approach, all subjects are linked together in a theme that is relevant to the students.

Language and mathematics from British national curriculum

With a major part of our students not being fluent in English (see our Population), we support our provision in language with not only an international language programme, but also a specific linked phonics and reading intervention programme that embeds systematic synthetic phonics and comprehension and English as Additional Language (EAL) support. As a Language Friendly school, we include home languages in our learning.

Our learning is objective focused. Our key objectives are included in our tracking system Learning Ladders.

From our Learning vision we derived our *Teaching & Learning principles*. This includes the broader framework and resources required for education, encompassing the physical, curricular, support aspects, and the specific instructional strategies. In our *Teaching & Learning principles* we also describe equity, inclusion, differentiation and parent involvement for all subjects and areas.

More able and exceptional students

Students who require extension beyond the standard curriculum are offered enrichment and extension work based upon their needs, abilities, and interests. The IPC is a curriculum that allows the more able and gifted to perform at a different level, due to its inquiry-based nature with the possibility of open-ended research tasks. The IPC allows teachers to enhance the higher order thinking skills of these students, for example by encouraging questioning, having students connect concepts in more complex contexts, having students make inferences with real world examples, having them analyze, discuss, evaluate, and encourage creative thinking.



The four waves - Tiers of intervention

Wave 1

Our education is inclusive, which means we include students with specific educational needs wherever possible, sometimes with the use of additional interventions or adaptations in our provision. All children learn in different ways and at different rates. Sometimes students need additional support to help them successfully access their learning.

Within a classroom situation teachers differentiate and try to meet the educational needs of all students. We work with core, support, and extended groups, but also with levelled groups. This is described in our Standard Planning, Monitoring progress and reporting. We call this our basic support (basisondersteuning). It involves:

- * an approach regarding academic delays
- * an approach regarding reading problems and dyslexia
- * an approach regarding calculation problems and/or dyscalculia
- * support of more gifted students
- * methods or trainings focused on social safety and preventing and approach of behaviour problems.
- * basic diagnostic regarding the bullets mentioned above.
- * a protocol for medical treatment (refer to our [Safety policy](#)).
- * physical accessibility of the building and support equipment necessary for students

This support could involve external specialists such as a speech therapist, physiotherapists, or a child coach.

In severe situations – especially for prospective repeating or after repeating a year to track progress - we can run an IEP. The school counselor can advise upon this. We have a format for an IEP in Parnassys – tab Begeleiding (guidance) – Plannen (plans). Targetted interventions can be described and followed by using an IEP.

Wave 2


At some point there can be more concerns about the development of a child that exceed the Wave 1 support.

- * Wave 1 support (basic support) in class doesn't have the desired effect.
- * The support becomes too complex.

Wave 2: Targeted intervention (OPP)

Interventions have set targets. In the case of delays in academic progress interventions are supported by assessments (NGRT, NGST, ORCS, Numicon or other). When two intervention periods of each one term have taken place and there is no progress, we can speak of a delay of learning, after which the school Counsellor can be involved.

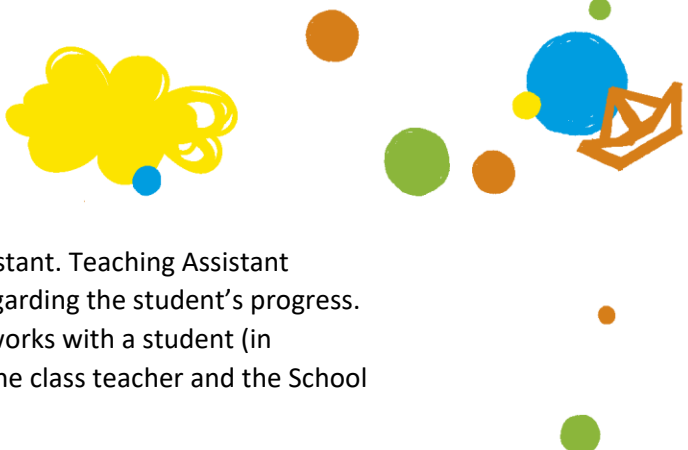
A referral to a more specialized setting can be necessary. External specialists are usually involved. The school Counsellor coordinates this. We can consult with an internal and external youth health care team (ZAT, Zorg Advies Team, care advisory



team, consisting of our school doctor or school nurse of GGD and our school coach), or social workers, speech therapists, physiotherapists, child coaches, behaviour specialists and educational psychologists. This might also include further research, e.g., by 't Kabouterhuis (Okidos trajectory, diagnostics, treatment). Usually an Ondersteunings Perspectief Profiel (OPP), support perspective profile, is run for a longer period, during the school career of a child. This is signed by parents.

After the student meeting with the school Counsellor - depending on the nature of the concern - the class teacher runs an Ondersteunings Perspectief Profiel (OPP) for six-eight weeks. Parents are invited to discuss this. The OPP is evaluated and adapted when necessary. We use SharePoint – folder Students – IEP's and OPP's – to file an OPP and in Parnassys we link to this OPP, to be found under the tab Begeleiding (guidance), Plannen (plans). OPP includes:

- * Part 1: Descriptive section including the reason for drawing up an OPP, assessment and factors that play a role.
- * Part 2: the educational plan itself, involving:
 - a) Start situation based on a (standardized) assessment and educational needs.
 - i) collecting information, context analysis, based on challenging situations (structure related usually)
 - ii) What does the teacher do? Why does the teacher believe the behavior is a problem? What does the teacher believe about the needs of the student? Other teacher perceptions? What does the student say he or she does when the issue is active, what interaction is happening before and after (ABC), what causes the onset? How long does it last? What interventions have there been and what have been the consequences? What is the perception of parents? Strengths and weaknesses of the student? Cultural issues? What's going well? Different areas can be distinguished: attention, social interaction, play, affection.
 - b) Objectives and approach/strategies
 - i) identify specific, measurable, and realistic small goals for new behavior, using her strengths, improving weaknesses.
 - ii) create intervention procedures & strategies, practice/training to achieve the goal, to succeed in easy situations, build up, consider the child as a learner, encourage good behavior (e.g., modeling, stress reducing techniques, techniques to develop self-efficacy, involve other children, advantage for her), how and when.
 - iii) includes expectations, and what's not expected, e.g., not participating in group activities, no focus on academic learning yet, freedom and room to 'play as she wishes' (e.g., because she is not ready for that), we don't offer individual support.
 - iv) includes the environment we create for her, a safe one (e.g., outdoor school doors closed, scissors not reachable)
 - v) the action we take when safety (her/others) is an issue, or she needs support we can't offer (e.g., potty train issues, hitting other children)
 - vi) build-up of the plan (e.g., first 2 weeks starting one hour at school, 2 weeks two hours etc).
 - c) Organization (class time, differentiation, targeted support, support by TA's)
 - d) Evaluation (how and when, with whom)
 - e) All is discussed with parents, signed by parents.
 - f) Tips for a plan (OPP or IEP) can be found [here](#).



An intervention might be supported by a Teaching Assistant. Teaching Assistant periodically provides the class teacher with updates regarding the student's progress. The Teaching Assistant keeps notes each time he/she works with a student (in Parnassys) This information is made available to both the class teacher and the School Counsellor through Parnassys.

The safety policy describes steps we take. In essence this can be considered as a two-tier approach:

- * providing support, training, working on improvement
- * setting our boundaries and be clear about it (e.g. safety issues)

Our aim is to have parents on board, collaborate, from the same aim: to support a child in our best way, and within the possibilities we have. Setting our boundaries at the same time can help to address things in a clear way. When suspicions about child neglect and abuse arise the school counsellor contacts the school social worker for help and advice.


Wave 3

When a student has a diagnosed learning and or educational difficulty the school will try and meet the needs of that child. There are limited facilities however and so it is not always possible to fit every student into the care system. We are a mainstream primary school, and we have a commitment to provide affordable international education. Teachers have the right knowledge and skills and materials to aid most but not all students.

Wave 3: When needs cannot be met by us.

We are unable to support students who:

- * have complex special educational needs, not matching our basic and extra provision as described in our Standard Planning, monitoring progress and reporting, and extra support as described in Wave 2 and 3 has not led to significant progress or turns out to be too complex.
- * need materials, equipment or specialized help that is not readily available.
- * who require one-to-one guidance; this is a 'grey area'. Some teachers might feel a student needs one-to-one guidance to meet the learning attainments of that year, or to be working on an age-appropriate level. That's not what a one-to-one guidance requirement entails. It's referring to a student being unable to play, work or do an activity without a teacher at all. In our environment we have students coming in, being completely new to a setting like this needing time to settle in. That might take months. If they have a 'safe' place and some activities they like to do by themselves, that's okay. Some students are not ready to participate in all activities. Managing expectations is important.
- * we have reached the maximum of students with special education needs in combination with English as Additional Support (EAL) needs. Although EAL is part of our basic and extra provision, these students need a lot of extra guidance in class (put extra weight on teaching). These EAL-students also need special support by our EAL specialists, which means we are bound by the capacity of EAL



specialists 1.2 fte in 2021-2022. We aim to have well balanced classes, consisting of a maximum of approximately 22 students of which:

- 1) a maximum of 5 students are EAL in band A and B (in Early Years and group 2 this can be more)
 - 2) a maximum of 1/6 of the students has special educational needs (SEN) as described in Wave 2 or 3
 - 3) in a group with a combination of EAL and SEN students, a maximum of 1/5 of a combination of EAL and SEN students
- In our group placement document, we monitor the EAL and SEN students.

When the needs of the student are no longer able to be met within the school, alternative solutions will be recommended and implemented. Because of the so called 'zorgplicht' (duty of care), the school is responsible for providing appropriate education to all children.

This could mean the school will arrange a transferal to an academic establishment that can better accommodate these needs. We work within a regional collaborative partnership ('samenwerkingsverband') 'Passend Onderwijs Haarlemmermeer' to make agreements about support available to students and the appropriate place of education.

All requests for a placement at a school for special education (S(B)O - Speciaal (Basis) Onderwijs) must be addressed through Passend Onderwijs Haarlemmermeer. If they take a positive decision, the student receives a so called 'Toelaatbaarheidsverklaring' (eligibility statement).

In international education the offer of special education is very limited. This means that referral to another establishment, usually will be a Dutch accommodation.



Professionalism

Below we explain how collective ambition and progress dialogue support us to align our personal objectives and professionalism to school vision and objectives. At the end of this chapter, we describe the competence requirements for staff and the resources allocated.

Collective ambition and progress sessions

A collective ambition is a shared formulated ideal or higher purpose of an organization, it expresses the shared vision and key values, where we stand for and how we distinguish ourselves. It's essential that everyone is involved in formulating the common aspirations and that there is a connection between personal objectives and school objectives. Co-creating empowers people and ensures everyone take their own responsibility and contribute. We hope to create a feeling of belonging, connection and trust, job satisfaction and encourage professional development.

Therefore, we are use Collective ambition dialogues to formulate ambitions together within a group, a Milepost and Collective progress dialogues, to reflect on the former and adjust when necessary.

Through a Mileposts together determine their added value and their collective ambition. Collective ambition is translated into concrete behaviour, goals and result and is the base for personal development of team members. In a collective ambition dialogue, the focus lies on determining the MP and personal goals contributing to school development, school vision and school ambitions. At the same time these collective ambition dialogues can be considered to monitor performance and progress in a way that focuses on appreciation instead of on control or checking boxes. Everyone is considered as a professional and participates in this process.

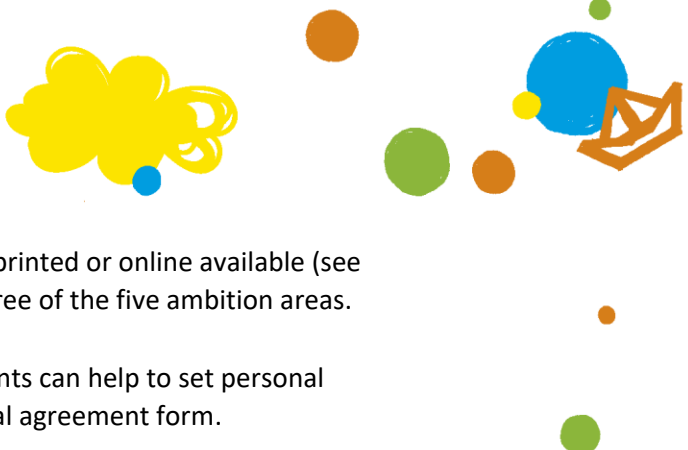
Our collective ambition dialogues result in professional agreements. These indicate the objectives, what needs to be done and what is helpful to get there. By doing this in a team, and within that team working in pairs/partners, we can also support each other, e.g., as pairs planning together, co-teaching, reflecting on lessons, preparing difficult conversations together. After a period, we will also reflect on targets set before and steps taken, through collective progress dialogues.

The purpose of the **collective ambition dialogue**:

- Everyone has set (personal) goals related to school development
- Team members are aware of the goals of their colleagues
- Everyone has a partner for questions and to help and support each other

The collective ambition dialogue is planned at the end of the year (around June). As a preparation for the collective ambition session the following documents can be shared at an earlier stage:

- * The year plan and the focus tree are known to all MP-members



* Everyone has his/her professional agreement form printed or online available (see attachment). This form has been filled in for at least three of the five ambition areas. This document can be found in the attachment.

* A description of teacher/TA competence requirements can help to set personal goals related to our school ambitions in the professional agreement form.

After together determining as a Milepost their added value and their collective ambition, translated into concrete behavior, goals and result, it's important to reflect on this. That is a continuous effort. Partners, each other's critical friends, do peer visits, plan lessons/conversations together, reflect on lessons/conversations.

The purpose of the collective progress dialogue:

- Everyone monitors the progress of (personal) goals related to school development
- Team members are aware of the progress of all goals of the Milepost
- Goals and ways to get there are adjusted, when necessary, through which we can respond to changing circumstances
- Give input for the year plan for the following academic year

Competence requirements for staff

Please refer to our [recruitment policy](#) and/ or the policy's [Induction policy](#) and *Trainee Teachers* for this.

Resources to be deployed

Please refer to our *Budget 2023-2024* for this.