

SUPPORT PROFILE

2018-2022



EUROPESE SCHOOL DEN HAAG

Primary Support Profile

2018-2022



Primary Support Profile

First established March 2018

The European Schools and the Accredited European Schools are educational institutions set up in the European Union's Member States.

They provide children with a multilingual and multicultural education at nursery, primary and secondary levels. The schools follow a specific curriculum and offer the European Baccalaureate diploma.

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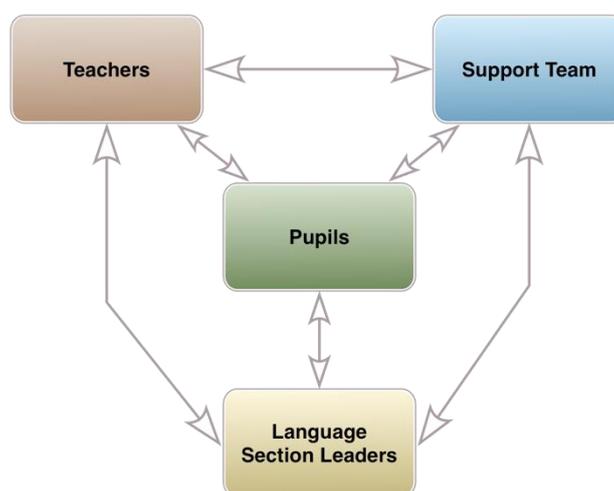
Introduction

A school support profile is a legal requirement for each school in the Netherlands. It describes how a school shapes its education and caters for the different needs of its pupils. The first time the *Europese School Den Haag Rijnlands Lyceum* (ESH) established this profile was in 2013. In line with the development cycle of the school, this profile is being re-established for the period 2018-2022. This profile considers the right to advice from the participation council.

The profile has different functions:

- It shows the basic level of support parents can expect at ESH;
- It provides input for the support network to determine if there is a fitting provision of education in the area;
- It is used as a tool to determine whether certain pupils can be catered for within our school.

The team involved in providing support to the pupils at the ESH include:



This support profile defines the cornerstone of pupil support. This profile is further defined in several different policy documents which are currently being (re)written: school development plan, support plan, gifted & talented policy, code of behaviour, safeguarding policy, bereavement policy, anti-bullying policy and the ESH profile. The foundation for our education is the European School curriculum, from the Early Education Curriculum up to the European Baccalaureate.

Support Levels

Basic level of support

As set up by the support network *Stichting Passend Primair Onderwijs Haaglanden* (SPPOH), there are two levels of support that each school provides: the basic level of support (for all pupils) and the extended level of support (for specific pupils).

ESH is classed as a regular primary school and does not provide special education (SBO, Special Primary Education or SO, Special Education). The basic level of support is defined in four parts:

1. **Quality of education**
2. **Organisation of the support structure**
3. **Needs Based Approach**
4. **Preventative and light curative interventions**

Quality of Education

The quality of education is measured by the different audits & inspectorate visits. The last visit in 2016 highlighted the support structure at ESH as “being an enlightening example for all European Schools”. We were re-accredited for the next three years.

Organisation of the support structure

In alignment with the European School policy on support, we have adopted a five-tier system for defining support. These are explained in greater detail in our support plan.

- **Differentiated Teaching and Learning:** as provided by all teachers in their lessons.
- **General Support:** small provisions and adaptations provided by a teacher in their lessons.
- **Moderate Support:** with involvement from the support team for a limited amount of time. Either in-class or through withdrawal, individual or in a group.
- **Intensive Support:** individual support with involvement from support staff and external specialists for a longer period, either in-class or through withdrawal.
- **Special Arrangements:** in alignment with the policy and procedural document from the European Schools, a list of provisions that can be put in place with diagnosed learning difficulties.



Needs Based Approach

As required by SPPOH, the ESH has adopted the Needs Based Approach (NBA) as its standard mode of operating. It is extended by different pedagogical approaches developed in the professional learning communities. The NBA is visible on two levels:

- **For all pupils:** the teacher monitors all pupils using the Group Chart in ParnasSys and discusses this structurally during Group Consultations. This data informs the planning for the class.
- **For individual pupils:** For pupils who need an individual approach (Intensive Support level), a *Development Plan / Ontwikkelingsperspectiefplan (OPP)* is written. These individual plans are discussed with parents.

Preventative and light interventions

In agreement with SPPOH all schools provide preventative and light interventions to ensure all pupils are adequately supported.

Educational needs of our pupils	Interventions
Our pupils need...	At the ESH...
...a learning environment that provides continuous feedback in a positive manner.	...all teachers are equipped with tools and strategies to provide pupils with feedback and develop a positive classroom environment.
...a learning environment that is consistent in its approach and has a basic level of routine	...all teachers employ structured class management.
...a learning environment that can adapt to a level of learning that it is within the range of the year group	... teachers are trained to differentiate within their classrooms to different learning styles and levels. They take the educational needs of all their pupils into consideration when planning their activities.
...specific support on an academic level when they need to catch up or to be extended beyond the level of the year group.	... teachers are trained to take into consideration the specific needs of new entrants into the school system; and are supported by a dedicated support team to ensure new entrants can access the curriculum.
...support on a behavioural level to develop the appropriate social skills.	...teachers employ effective pedagogy to support the development of social skills to interact and integrate in the school environment.
...support in the development of their motor skills.	... teachers in the early years are trained to provide activities that cater towards different motor skills (gross and fine).
...early intervention and diagnosis in academic,	...together with the support team and section

Educational needs of our pupils	Interventions
Our pupils need...	At the ESH...
developmental or behavioural difficulties.	leaders, our teachers systematically analyse the data available to them. This fosters a culture of early intervention and diagnosis.
...support for specific educational needs with certain learning difficulties.	Our teachers and support team are trained and able to support pupils with dyslexia, dyscalculia, high-functioning autism and AD(H)D. These diagnoses are not set-in-stone and always looked at on an individual level. The ability to receive education in a second (or third) language is a key factor.
...support if they are unable to attend school due to illness.	Together with the <i>Haags Centrum voor Onderwijs</i> (HCO) we can provide additional resources to cater to students who are unable to access our education due to illness.

Limitations

With the provisions we have in place there are limitations as to what we can provide.

Area	Pupils...
Cognitive Development	...with a severe disharmonic intelligence profile ...with a severe cognitive learning impairment ...with severe memory/retention problems
Educational	...with (very) severe delays in development
Behaviour	...who know no limitations or boundaries and/or endanger the safety of the school environment for themselves and/or others ...who do not recognise authority ...who display severely disruptive behaviour in an educational environment ...with a combination of learning and behavioural difficulties
Social-Emotional	...who are unable to establish contact with others

Area	Pupils...
	<p>...who are severely autistic</p> <p>...who act aggressively towards teachers and/or fellow pupils</p>
Physical	<p>...who are significantly hearing impaired</p> <p>...who are significantly visually impaired</p> <p>...who are incapable of their own physical care</p> <p>...who need regular medical intervention during school time</p> <p>...who are completely wheelchair dependent</p>

Additional support provided in the school

Educational needs of our pupils	Interventions
Our pupils need...	At the ESH we provide...
...intensive language support in English, Dutch, French or German.	...additional support lessons to non-native speakers in these four sections to access the curriculum.
...Social Emotional skills lessons.	...using the Social Skills Intervention programme we can provide this support to small groups. Or in collaboration with specialists through SPPOH, we can provide social skill training as well.
...Challenge Programmes	...trial programs of specific interventions for pupils who are more capable. This will be further defined in an upcoming policy on Gifted & Talented education.

Additional support provided with our partners

Partner	Service provided
HCO	Additional educational assessments, guidance on interventions, training on certain areas of our pedagogy.
Xtra+ School Social Work	Meetings with pupils, parents and teachers to help guide certain processes, e.g. limited one-to-one counselling or guidance for certain social skills.
SPPOH	The educational advisor is available to us every week to help extend our provisions and successfully implement these.
Centre for Youth and Welfare	Available to employ Family Coaches, see all families in the school and join discussions on specific needs for our pupils.

Available policies

Note: all policies are being revised since the school development plan & support plan have reached the end of their four-year cycle.

Policy	Availability
Anti-Bullying policy	Yes
Safeguarding policy	Yes
Safety policy	No, available June 2018
Risk-Inventory	Yes
Protocol Medical Interventions	Yes
Protocol Bereavement	Yes
Protocol Gifted & Talented	Yes

Facilities

Physical	Digital
<ul style="list-style-type: none"> • Dedicated classrooms for L1, L2 and specialist teaching • Elevator • Invalid toilet (ground floor & fourth floor) • Three playgrounds accessible by wheelchair • Canteen area / lunch area 	<ul style="list-style-type: none"> • A 5-to-1 laptop provision for Early Years • A 2-to-1 laptop provision for Primary Years • Project-based implementation of iPads • Interactive Whiteboard in most classroom

Signatures

This school support profile has received advice from the participation council:

Date 2/7/18	Place Den Haag
Name G. O'Shea	Signature 

Signed by the executive director Stichting Rijnlands Lyceum:

Date 20 June 2018	Place Wassenaar
Name 	Signature 