

## Support profile of the European School of The Hague

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## 1. General information:

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Educational vision/concept	Academic secondary education to prepare for the European Baccalaureate.			
Teaching activities	Secondary Education (at pre-university education level) for the children of European officials aged S1 to S7 (aged 11 to 18 years). This takes place in three language sections i.e. French, English, Dutch. The school started on 1 August 2014 with the first three grades (S1-S3) and will open the following grade in the coming years.			
	2014/15	2015/16	2016/17	
Number of students: total and per department	76	143	225	
Number of Lwoo (learning path supporting education) students	0	0	0	
Number of LGF (individual student funding scheme) students	0	0	0	
Outflow result	N/A	N/A	N/A	
Education package	0	1	1	

## 2. Support

### a. In advance:

The schools within the Zuid Holland West alliance have made joint agreements about the support offered to the schools. These agreements should mean that for every student there is a suitable school, which can provide the necessary support.

With this support, a distinction is made between basic, extra and in-depth support.

The **basic support** is the same at all secondary schools, but not identical. School boards have together determined **what** is included in the basic support, but each school substantiates this in a manner that is in line with the educational vision of the school (**how/elaboration**). In addition, a school may offer more comprehensive basic support, in line with the profile or the vision of the school.

The **extra support** can differ from school to school. This concerns an offering for a particular student or group of students who need more than basic support. The schools have made mutual agreements with respect to the distribution of the extra support among the schools. The distribution was developed on the basis of the expertise of a school, the desire not to concentrate students with extra support at a limited number of schools and also the possibilities or limitations of a building.

The in-depth support is particularly intensive support, which requires highly specialised knowledge from the staff and imposes high demands on a building. This is support that our school cannot provide and which within our alliance is focused on special secondary education (VSO) or the meta school facility: the FlexCollege.

**b. The basic support:**

The School boards within the SWV Zuid Holland West alliance have agreed that the basic support is defined in 10 standards, each with a number of specific elements.

Like all schools, our school aims to realise these 10 standards and specific elements. We do this in a manner that is aligned to our vision and the organisation of the school. This is described under ‘HOW’ in this school support profile.

For all schools

- the competence requirements for teachers, as formulated in the Professions in Education Act (wet BIO)
- the supervisory framework of the Education Inspectorate

are the foundations of the basic support.

Standard 1: The school carefully accepts and carefully transfers students.	
<p><b>WHAT</b></p> <ul style="list-style-type: none"> <li>• The school adheres to the agreements laid down in the BoVo procedure for registration with the Intake office and the VOROC procedure</li> <li>• The school provides a ‘warm welcome’ for students who need extra support</li> <li>• The school provides an introductory/induction programme for new students</li> <li>• If necessary for the supervision, the school may perform/organise further investigation or observation</li> <li>• For students requiring extra support, a meeting is held with parents with a view to creating a development perspective and a development plan</li> <li>• The school ensures there a smooth transition between school and further education or labour market</li> </ul>	<p><b>HOW/ELABORATION</b></p> <p><b>In view of the international nature of the ESH, there is little or no transfer to other schools within the region. But if students transfer to a Dutch school, we ensure the transfer goes smoothly. In general we are required to keep students at school who are actually unable to cope with the level of our education (European Baccalaureate) and would be better off at a level more appropriate for them within the Dutch education system.</b></p> <p><b>The main reasons for this are:</b></p> <ul style="list-style-type: none"> <li>- <b>Language barrier (students do not speak Dutch, sometimes also speak no English upon arrival at the ESH).</b></li> <li>- <b>As a result, difficult connection to Dutch education</b></li> <li>- <b>Length of stay of the parents in the Netherlands (often four years or less, with a possible extension to 8 years or indefinitely)</b></li> </ul>

	<p>Our education is not suitable for students who would require Special Education within the Dutch education system (students needing in-depth support)</p> <p>NB: Students at our school who cannot cope with the level, may in some cases join some intermediate vocational education schools from S4/S5 (from the age of 16 years).</p> <p>All new students are supervised by their mentors and buddies.</p> <p>An IEP (equivalent to development perspective (OPP)) will be prepared for students requiring extra support. (IEP=Individual Educational Plan)</p> <p>From the 2018/2019 school year, the school will have its first graduates who obtain their Baccalaureate, which basically gives students access to any university of their choice.</p>
<p><b>Within the basic support our school also provides:</b></p> <p><b>For internal transfers use is made of the transition protocol (of the European Schools) in order to substantiate an introduction programme.</b></p>	

<b>Standard 2: The school actively involves parents in the development of the student and at the school</b>	
<p><b>WHAT</b></p> <ul style="list-style-type: none"> <li>• There is structural contact with parents about the learning progress of the student</li> <li>• The school makes contact in a timely manner in the event of absence, problems with learning or behaviour</li> <li>• Parents gain insight into how the student develops.</li> <li>• The school involves parents in a timely manner when deciding about the support of a student and/or the transfer or referral to another school or meta school facility</li> <li>• The school informs parents about relevant</li> </ul>	<p><b>HOW/ELABORATION</b></p> <p>Parents will have access to its Learning and SOM so that they can closely monitor the learning outcomes and the curriculum of their children.</p> <p>In addition, during the school year there is contact between parents and mentors and, if desired, between parents and support (care) team. Parent/teacher evenings (at least three per year) are also held. Separate evenings are organised for fixed choice moments (curriculum).</p>

<p>developments within the school</p>	<p>The school contacts parents in the case of absence (in accordance with legislation), problems with learning and/or behaviour.</p> <p>By means of access to itsLearning, the report cards, discussions with mentors, teachers and/or support team members, parents are involved in the development of their children and thus insight is also provided into their development.</p> <p>As soon as questions arise about the development of a student, parents are informed and involved in the process that can lead to support.</p> <p>Communication can take place by means of various information channels;</p> <ul style="list-style-type: none"> <li>- management newsletters,</li> <li>- mentor meetings;</li> <li>- communication via support team members.</li> </ul>
<p><b>Within the basic support our school also provides:</b></p>	

<p><b>Standard 3: The school has the following protocols and documents and acts accordingly.</b></p>	
<p><b>WHAT</b></p>	<p><b>HOW/ELABORATION</b></p>
<ul style="list-style-type: none"> <li>• Safety plan (including Incident registration)</li> <li>• Complaints procedure</li> <li>• Physical accessibility plan</li> <li>• Medical procedures protocol</li> <li>• Absence protocol</li> <li>• Reporting code for child abuse and domestic violence</li> <li>• Privacy protocol</li> <li>• Anti-Bullying protocol</li> <li>• Dyslexia protocol</li> <li>• Dyscalculia protocol</li> </ul> <p>Parents' consent form.</p>	<p>Yes</p>
<p><b>Within the basic support our school also provides:</b></p>	

<p><b>Standard 4: The school provides (mentor) support for students</b></p>	
<p><b>WHAT</b></p>	<p><b>HOW/ELABORATION</b></p>
<ul style="list-style-type: none"> <li>• Each class or student has a supervisory or mentoring facility</li> <li>• The duties and responsibilities of a mentor or supervisor are laid down</li> </ul>	<ul style="list-style-type: none"> <li>• Yes, each class has one mentor hour per week.</li> <li>• Yes, there is a job description with assigned duty hours</li> </ul>

**Within the basic support our school also provides:**

Monthly assemblies on behaviour; safe school programme P5-S1.

**Standard 5: The school provides a student tracking system containing relevant information about students recorded over several years**

**WHAT**

- The school provides a digital student tracking system
- The school systematically records the development and progress of each student
- The student tracking system of the school of origin is developed further.
- The school makes use of the available digital transfer systems

**HOW/ELABORATION**

- SOM student administration; for learning progress, EDUKey for summary of student care  
ItsLearning for homework, planning
- Yes
- Yes (if available)
- Yes (EDUKey P5-S1 transition)

We perform thorough entrance examinations and an admission test in some subjects. (as the case may be with MidYIS/Yellis)  
For children in the Dutch department we obtain standard data on cognitive abilities of the DREMPEL test held in P5.

In some cases, information about learning disadvantages or learning or behavioural problems are not provided in full or are withheld. In addition, we are faced with major cultural and language differences at the supply schools and we have a continuous influx of grades throughout the year.

Students who have moved a lot frequently have gaps in their knowledge in the field of language and mathematics due to the many different education systems.

A further complication may be that students enrol at the school without knowledge of the language section (ESH strives to offer these students an intensive language course) - this makes it very difficult and time consuming to determine their cognitive level and any learning backlogs.

**Within the basic support our school also provides:**

**Standard 6: The school provides a safe school climate**

<p><b>WHAT</b></p> <ul style="list-style-type: none"> <li>The school supports students with the development and strengthening of social skills.</li> </ul> <p>The school pays systematic attention to the discrimination and harassment of students and staff.</p>	<p><b>HOW/ELABORATION</b></p> <p><b>Yes, in mentor lessons and monthly assemblies.</b> Students who need extra support to develop and strengthen social skills have access to a school social worker. All students study Ethics within the curriculum of the European Schools. Attention is paid to these aspects in a systematic manner. Respect and tolerance for other languages and cultures are among the core values of the European Schools.</p> <ul style="list-style-type: none"> <li><b>Yes, the whole school behaviour plan includes a component that actively works to prevent bullying.</b></li> </ul>
<p><b>Within the basic support our school also provides:</b></p>	

**Standard 7: The school organisation is designed to provide effective educational support**

<p><b>WHAT</b></p> <ul style="list-style-type: none"> <li>• The school has described a support structure, which at least includes a care coordinator, the mentor, a counsellor, a school social worker, a behavioural scientist (from the SWV) and a first-aid provider.</li> <li>• Teams/teachers discuss the educational achievements</li> <li>• Teams/teachers identify learning developmental and behavioural problems in good time</li> <li>• The school employs action-oriented teaching when supervising students</li> <li>• The school can, if necessary, with support from SWV, develop a picture of a student's support requirements.</li> <li>• The school makes agreements about the responsibility of parents, students, school supervisors and external supervisors in the support.</li> <li>• Students are systematically supervised.</li> </ul>	<p><b>HOW/ELABORATION</b>  <b>Yes; see the 'support plan' document for a complete description.</b></p> <p><b>Yes, via Class councils or in between at the request of mentor/parent.</b>  <b>Yes, we work in accordance with the Needs Based Approach (action-oriented teaching)</b>  <b>Yes</b></p> <p><b>Yes</b></p> <p><b>Yes</b></p> <p><b>Yes</b></p>
<p><b>Within the basic support our school also provides:</b></p>	

<p><b>Standard 8: The school is able to identify problems in the following areas and is able to provide remedial support for students. <sup>1</sup></b></p>	
<p><b>WHAT</b></p> <ul style="list-style-type: none"> <li>• Cognitive development</li> <li>• Learning (including dyscalculia, dyslexia)</li> <li>• Behaviour</li> <li>• Social and emotional development</li> <li>• Physical situation</li> <li>• Safety/absence</li> <li>• School life</li> <li>• Problems in the home situation/family situation</li> </ul>	<p><b>HOW/ELABORATION</b>  <b>Yes</b>  <b>Yes</b>  <b>Yes, as long as not too serious *</b>  <b>Yes, as long as not too serious *</b>  <b>Yes, 1 lift available, 2 disabled toilets</b>  <b>Yes</b>  <b>Yes</b>  <b>Yes, as long as not too serious</b></p> <p><b>*NB - a student is sometimes accepted on the basis of limited or withheld information and,</b></p>

<sup>1</sup> This also includes the deployment of available youth welfare services (e.g. SMW)

	<p>once at school, it emerges that the problems are much more serious. In addition, in International Education there is no standardised score on cognitive abilities. If a student is at the ESH and does not speak Dutch, there is often no longer any alternative. This is already discussed in detail with the parents during a student's acceptance procedure. In the case of students who do speak Dutch, we will transfer them to a more appropriate school.</p>
<p><b>Within the basic support our school also provides:</b></p>	

<p><b>Standard 9: The school works together with key partners on an effective support structure.</b></p>	
<p><b>WHAT</b></p> <ul style="list-style-type: none"> <li>• The school has direct contacts with youth welfare services via a CJG contact in the school</li> <li>• School social work (funded by youth welfare services) is available in the school</li> <li>• Based on their own responsibility, education and youth welfare services work together on the integral supervision of a student</li> <li>• The school has structured dialogue between school and chain partners</li> </ul>	<p><b>HOW/ELABORATION</b></p> <ul style="list-style-type: none"> <li>• Yes, weekly consultation with the school social workers and Internal Support Committee meetings six times a year</li> <li>• Yes</li> <li>• Yes</li> <li>• yes</li> </ul>
<p><b>Within the basic support our school also provides:</b></p>	

<p><b>Standard 10. The school annually determines the effectiveness of the support and supervision.</b></p>	
<p><b>WHAT</b></p> <ul style="list-style-type: none"> <li>• The school has determined which support and supervision it has offered to students with (additional) support requirement.</li> <li>• The school annually reviews with key partners the commitment and output of the support and supervision</li> <li>• The school evaluates with students and parents the commitment and output of support and guidance on the basis of the established plan</li> <li>• The school evaluates school support profile</li> </ul>	<p><b>HOW/ELABORATION</b></p> <ul style="list-style-type: none"> <li>• Yes, in IEPs and SOM: under development</li> <li>• Annual consultation and evaluation in the SOT team in June</li> <li>• Yes</li> <li>• Yes</li> </ul>
<p><b>Within the basic support our school also provides:</b></p>	

### c. Extra support

Besides the basic support, our school, like all the other schools within the SWV, offers specific support for students who have additional support requirements in certain areas. Described below are the areas and sub-areas in which we can provide additional support, whether a moderate or severe support requirement is involved and how we design this.

Options: **(Still to be determined for each management circle!)**

- ✓ The schools for HVG offer all additional support in all areas. The way in which each school does this may differ.
- ✓ The quality of the additional support depends on the number of students per class that requires additional support; therefore the maximum number of students who need that additional support is set at a maximum of two per class.
- ✓ Our school presents itself with the extra support for students with ..... To this end, we have established a special class: the profile class.

Area	Sub-areas	Design	Moderate	Serious
<b>Cognitive development:</b>	General Support	For students who, in addition to the standard differentiation in the classroom, need additional support in a particular part of a subject, for example, or who joined the school later in the year and need to catch up, or who have missed teaching material due to sickness or for students who need help to develop study skills. This support takes place within the teachers' normal planning and requires no individual plan.		
	Moderate Support	This is an extension of General support and is used when a student needs more support than can be given in the General support, or for students with a moderate learning disability. This form of support is used, for example, for students with attention issues or students who do not speak enough of the section's language so are unable to follow the curriculum. This support can be used for a longer period than General Support and has an individual or group plan. This support can be provided by scheduling additional support lessons or taking students out of the class for the support. Differentiation in the classroom by teachers also plays an important role here.		
	Intensive Support	For students with a diagnosis or who qualify for a diagnostic examination in which external partners are involved. Each student in this category receives an Individual Plan. It is possible to make individual adjustments to the substantive (level of) teaching material and the tests. This does,		

		<p>however, have consequences for promotion to the following year and usually means that a student will have to flow through to more appropriate education. At European level, there is no alternative to the Baccalaureate. Students with a diagnosis may make use of so-called Provisions according to the European guidelines. These students receive intensive supervision by means of support lessons and teachers adapt their lessons by means of differentiation on the basis of instructions provided by the Support team.</p>		
<b>Learning:</b>	Dyslexia	<p>Students with a diagnosis and serious problems receive counselling individually or in a small group, which is aimed at improving language skills, and modifications in the lessons and during tests. Students with moderate problems only receive modifications in the lessons and during tests in accordance with the European guidelines.</p>		
	Dyscalculia	<p>Students with a diagnosis and serious problems receive counselling individually or in a small group, which is aimed at improving mathematics skills, and modifications in the lessons and during tests. Students with moderate problems only receive modifications in the lessons and during tests in accordance with the European guidelines.</p>		
	Other learning difficulties (Dutch, language problems, fine	<p>Students with a diagnosis and serious problems receive counselling individually or in a small group and modifications in the lessons and during tests. Students with moderate</p>		

	motor skills)	problems only receive modifications in the lessons and during tests in accordance with the European guidelines.		
<b>Behaviour:</b>	Disruptive behaviour in the classroom	CICO (behaviour chart)		
	ADHD/ADD	For students who need extra support, the Support team provides individual or small group sessions. These focus on study and organisational skills. If necessary, these students are eligible for counselling at school. Students with a diagnosis and serious problems receive counselling individually or in a small group and modifications in the lessons and during tests. Students with moderate problems only receive modifications in the lessons and during tests in accordance with the European guidelines.		
<b><u>Social-emotional development:</u></b>	Autism Spectrum Disorders	For students with mild problems, modifications are made in the lessons and during tests in line with the needs of the student, in collaboration with the support team.		
	Depression and suicidal thoughts	Referral to external assistance.		
	Social and other anxiety disorders	<b>Moderate;</b> If one on one counselling; a maximum of 8 sessions, excluding agreements with teachers, parents and external organisations.  <b>Serious;</b> In serious situations, we often		

		meet with the student, parents, teachers and phone calls (e.g. twice a week), possible referral to external assistance.		
	Game and general addiction	<b>Moderate;</b> If one on one counselling; a maximum of 8 sessions, excluding agreements with teachers, parents and external organisations.  <b>Serious;</b> In serious situations, we often meet with the student, parents, teachers and phone calls (e.g. twice a week), possible referral to external assistance.		
<b>Physical situation:</b>				

#### d. Limits to the support

Unfortunately, there are limits to the support that our school can provide. We are unable to provide appropriate education to students who require highly specialised support. These students are referred by us to one of the VSO schools (special secondary schools) in our alliance, which possess the necessary expertise and conditions to satisfy the support needs of the student.

This means that we **cannot** supervise students with the following problems:

Area	Limitation
<b>Cognitive development:</b>	...with a (very) serious inharmonious intelligence profile
	...with a serious mental disability

	...with (very) serious memory problems
<b>Learning</b>	...with (very) serious learning backlogs
	...with learning backlogs because they are new in the Netherlands (ISK students)
<b>Behaviour</b>	...those that know no limits
	...who recognise no authority
	...who affect safety
	...who exhibit very serious disruptive behaviour in the educational process
	...who have a very serious truancy problem, refuse to go to school
	...with a combination of learning and behavioural problems
<b><u>Social-emotional development:</u></b>	...who are unable to make contact
	...who are severely autistic
	...who behave very aggressively towards teachers and/or fellow students
	...who exhibit inappropriate sexual behaviour
	...with a serious addiction problem
<b>Physical situation:</b>	...who are deaf
	...who are blind
	...who are unable to take physical care of themselves
	...where medical intervention is necessary
	...who are entirely wheelchair-dependent

### 3. Other information

During this 2016-2017 school year, the ESH has the following capabilities at its disposal in the Support team:

1. 0.5 FTE Support Coordinator
2. 1.0 FTE Support Leader

The ESH only offers the European Baccalaureate Programme. Within this programme, there is no flexibility to adjust the level of learning (downwards). This means that many students need extra support.

Moreover, our international student population is accompanied by specific problems, which are often the result of displacement, difficulty in adjusting to a new country and a new culture. In addition, students may have learning backlogs in various subjects due to the many moves.