

# Schoolondersteuningsprofiel van:



2018-2021

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## 1. Algemene gegevens

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Educational vision / concept	ESH provides Academic secondary education to prepare for the European Baccalaureate. ESH's Mission is to provide a positive, open-minded community that fosters ambition through rich cultural and academic opportunities, inspiring lifelong learning. ESH's vision is to inspire students to be responsible, future focused, and proactive citizens of Europe and the world.			
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. From next academic year (2020-2021), a fourth language section will be opened: German.			
	2018-2019	2019-2020	2020-2021	
Number of students: total and per department	419	519	580	
Number of Lwoo (learning path supporting education) students	0	0		
Number of LGF (individual student funding scheme) students	0	0		
Outflow result	20 (100% pass) 52 Left*	34 (97% pass) 46 Left*		
Education package	NA	NA		

\*Because of the International population of our school, a relative large number of students withdraw from school because of transitioning of the family to another country.

## 2. Support

### a. Preamble:

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 following areas are always covered within the basic support:

- Preventive and slight curative interventions; identification and working with different learning styles; providing advice to parents
- Support Structure; organization of support in the school, available expertise (wet BIO) and cooperation with external partners;
- Work according to the school plan;
- The supervisory framework of the Education Inspectorate; quality of the basic support.

**Standaard 1: Placement Policy The school carefully accepts and carefully transfers students.**

**WHAT**

- The school adheres to the agreements laid down in the BoVo procedure for registration with the Intake office and the VOROC procedure
- The school provides a 'warm welcome' for students who need extra support
- The school provides an introductory/induction programme for new students
- If necessary for the supervision, the school may perform/organise further investigation or observation
- For students requiring extra support, a meeting is held with parents with a view to creating a development perspective and a development plan
- The school ensures there a smooth transition between school and further education or labour market

**HOW/ ELABORATION**

In view of the international nature of the ESH, there is little or no transfer to and from other schools within the region. But if students transfer to a Dutch school, we ensure the transfer goes smoothly. Due to European regulations we are required to keep students at school who are sometimes actually unable to cope with the level of our education (European Baccalaureate) and who would be better off at a level more appropriate for them within the Dutch education system. The main reasons for this are:

- Language barrier (students do not speak Dutch, sometimes also speak no English upon arrival at the ESH).
- As a result, difficult connection to Dutch education
- Length of stay of the parents in the Netherlands (often four years or less, with a possible extension to 8 years or indefinitely).

Our education is not suitable for students who would require Special Education within the Dutch education system (students needing in-depth support)

NB: Students at our school who cannot cope with the level, may in some cases join some intermediate vocational education schools after S4/S5 (from the age of 16 years).

All new students are supervised by their mentors and buddies.

An IEP (Individual Education Plan, equivalent to development perspective (OPP)) will be prepared for students requiring extra support.

Last academic year 2018/2019, the school had its first graduates who obtained their Baccalaureate, which basically gives students access to any university of their choice.

**Within the basic Support the school also provides:**

For the transfers from the ESH Primary school to the ESH secondary school there is a transition protocol (of the European Schools) in order to substantiate an introduction program. For the students who received support in the Primary school, a warm handover takes place between the 2 support departments.

**Standard 2: The school actively involves parents in the development of the student and with the school**

WHAT	HOW/ELABORATION
<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 behavior</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 developments within the school</li> <li>• The school involves and supports parents when the students needs to transition into another school.</li> </ul>	<p>Parents will have access to My School Management (MSM) so that they can closely monitor the learning outcomes and the curriculum of their children.</p> <p>The school contacts parents in the case of absence (in accordance with legislation), problems with learning and/or behaviour. By means of access to: MSM; 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>- Parent/teacher evenings;</li> <li>- Information evenings;</li> <li>- Meetings with support team members.</li> </ul>

**Standard 3: The school has the following protocols and documents and acts accordingly.**

WHAT	HOW/ELABORATION
<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> <li>• Parents' consent form.</li> </ul>	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>

**Standard 4: The school works on prevention and reduction of school absences and drop outs (thuis zitters).**

WHAT	HOW/ELABORATION
<ul style="list-style-type: none"> <li>• The school registers and reports unapproved absences according to the lates and absences protocol.</li> <li>• The school has a protocol around school absences.</li> <li>• The school makes an effort to continue offering education and support when a student is, temporarily, unable to attend school.</li> <li>• The tasks and responsibilities of the school, government attendance officer and the SWV Zuid Holland West alliance are clearly documented.</li> <li>• Students that cannot stay at ESH will be supported in their transition to alternative education.</li> </ul>	<p>Students presence is registered in MSM. Parents are contacted as soon as a student is registered absent without the school having received an approval from parents.</p> <p>Cycle Leader reports to Support in case a student is often absent and support might need to be involved.</p> <p>In case of a temporary stay in the home country, online education will be provided.</p> <p>During the JES meeting, these students will be discussed and alternatives will be investigated.</p>

**Standard 5: The school provides (mentor) support for students**

WHAT	HOW/ELABORATION
<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 documented and known to parents.</li> </ul>	<p>Yes, each class has one mentor hour per week.</p> <p>Yes, there is a job description with assigned task hours</p>

**Standard 6: The school provides a student tracking system containing relevant information about students recorded over several years**

WAT	HOW/ELABORATION
<ul style="list-style-type: none"> <li>• The school provides a digital student tracking system</li> <li>• The school systematically records the development and progress of each student</li> <li>• The student tracking system of the school of origin is developed further.</li> <li>• The school makes use of the available digital transfer systems</li> </ul>	<p>MSM, My School Management, is an online platform for student administration; learning progress, homework and planning</p> <p>EDUKey is an online platform for Provision Plans and Safe Guarding and is used for the students receiving support.</p> <p>We perform thorough entrance examinations and an admission test in some subjects. (as the case may be with MidYIS/Yellis)</p> <p>For children in the Dutch department we obtain standard data on cognitive abilities of the DREMPEL test held in P5.</p>

**Standard 7: The school provides a safe school climate**

WHAT	HOW/ELABORATION
<ul style="list-style-type: none"> <li>• The school supports students with the development and strengthening of social skills.</li> <li>• The school offers when needed social skills training</li> <li>• The school pays systematic attention to the discrimination and harassment of students and staff.</li> <li>• The school has a designated anti bullying coordinator</li> </ul>	<p>Each class has weekly mentor lessons and monthly assemblies</p> <p>Students who need extra support to develop and strengthen social skills have access to a school social worker and/or school psychologist.</p> <p>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 School.</p> <p>The whole school behaviour plan includes a component that actively works to prevent bullying.</p> <p>There is a anti bullying protocol in place.</p>

**Within the basic support our school also provides:** Individual support from a school counselor and a school psychologist

**Standard 8: The school organisation is designed to provide effective educational support**

WHAT	HOW/ELABORATION
<ul style="list-style-type: none"> <li>• The school has described a support structure, which includes a support coordinator, subject support teachers, the mentor, a school-counsellor and a school psychologist 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 Needs Based Approach (action-oriented teaching) when supervising students.</li> <li>• The school develops (if necessary, with support from SWV) a picture of a student's support requirements.</li> <li>• The school makes agreements about the responsibility of parents, students, school</li> </ul>	<p>The support structure includes, mentors, confidentiality persons, a social worker ( a service from the municipality to help liaise with external support if needed), a school counsellor, a school psychologist, six subject support specialists, a support coordinator and a support leader.</p> <p>The Support Plan gives a more complete description.</p> <p>Students' progress is shared in the Class councils or in between at the request of mentor/parent.</p> <p>Every 2 weeks a JES meeting takes place to discuss students.</p>

<p>supervisors and external supervisors in the support.</p> <ul style="list-style-type: none"> <li>• Students are receive support according to a support plan.</li> </ul>	<p>The first contact person is always the mentor who can involve support through the support coordinator</p> <p>The school works with Learning plans in EDUKey. This plan can also be developed into an OPP when the use of extra support is required.</p> <p>Learning Support is offered on 3 different intervention levels:</p> <p><b>Wave1:</b> 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.</p> <p><b>Wave2:</b> This is an extension of General support and is used when a student needs more support or for students with a moderate learning disability. This support can be provided by scheduling additional support lessons in a small group. Differentiation in the classroom by teachers also plays an important role here.</p> <p><b>Wave 3:</b> For students with a diagnosis or who Support 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, 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</p>
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	teachers adapt their lessons by means of differentiation on the basis of instructions provided by the Support team.
<b>Standard 9: The school trains students in basic skills that are necessary to follow this type of education</b>	
<b>WHAT</b> <ul style="list-style-type: none"> <li>• During the mentor lessons attention is offered to collaborative skills, in class behavior and study requirements</li> </ul>	<b>HOW/ELABORATION</b> Mentor lessons and an external agency for home work support Lyceo, that offers training in learning to learn.
<b>Standard 10: The school is able to identify problems in the following areas and is able to provide remedial support for student</b>	
<b>WHAT</b> <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</li> </ul>	<b>HOW/ELABORATION</b> The first contact person is always the mentor who can signal a problem and who involves support through the support coordinator. The support team discusses the case and decides on the necessary guidance and support needed. The support coordinator oversees to implement comprehensive, well targeted support as quickly and effectively as possible
<b>Standard 11: The school works together with key partners on an effective support structure.</b>	
<b>WHAT</b> <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 external care providers.</li> <li>• Cooperation with the Support Team of the ESH Primary school</li> </ul>	<b>HOW/ELABORATION</b> The external school social worker is in school one day per week. There are weekly consultations with the school social worker. JES meetings every 2 weeks Internal Support Committee meetings six times a year. Weekly InterVision meetings between secondary and primary support team members.

<b>Standard 12 The school annually determines the effectiveness of the support and supervision.</b>	
<b>WAT</b> <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>	<b>HOW/ELABORATION</b> <p>Every end of year the provisions are evaluated in Edukey.</p> <p>Annual consultation and evaluation in the SOT team in June</p>

### 3. 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, including the design that is depending on the level of support required (general, moderate, severe).

Area	Sub-areas	Design
<b>Cognitive development:</b>	General support (Wave 1)	For students who, in addition to the development: 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.

	<p>Moderate Support (Wave 2)</p> <p>Intensive Support (Wave 3)</p>	<p>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.</p> <p>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 and thus 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.</p> <p>For students with a diagnosis or who qualify for a diagnostic assessment in which external partners are involved.</p> <p>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. Extra provisions for tests and exams can be requested for and approved by the European Bacculaureate Unit</p> <p>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>
<p><b>Specific Learning Disability:</b></p>	<p>Dyslexia</p>	<p>When a student is diagnosed with Dyslexia, they will get a support plan and classroom strategies for teachers. The intervention is aimed at improving language skills, 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	Students with a diagnosis and serious problems in maths receive parallel teaching from the subject support specialist individually or in a small group, which is aimed at improving mathematics skills. Modifications in the lessons and during tests can be requested for in accordance with the European guidelines.
	Other learning issues (NLD, Language disorders, fine motor skills, dyspraxia)	Students with a diagnosis and more severe issues will receive individual or small group support from the Learning Support Specialist. Modifications in the lessons and during tests can be requested for in accordance with the European guidelines.
<b>Behavior:</b>	Social Skills	For students with mild problems, a social skills training can be provided either in groups or at an individual-level.  Staff is attentive for potential at risk behavior or warning signs.
	Externalising behaviour	For students with mild problems, a behaviour plan/contract is set up to establish ground rules in and around school. This will be monitored by the mentor/cycle leader. The support team can provide additional session, focusing on emotion regulation, communication and conflict de-escalation.
	Internalising issues	For students with psycho somatic problems related to fear or depression, the school psychologist can offer psycho education sessions to develop coping strategies. In severe cases we will refer to an external psychologist.
	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>Social Emotional Development</b>	Autism Spectrum Disorder	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, suicidal thoughts	Referral to external assistance
	Anxiety Disorder	If needed, peers and teachers are informed about difficulties and are aware of coping strategies surrounding specific conditions. Where needed a buddy-system can be put in place.
	Game-, social media-, and other addiction	Moderate; If one on one counselling; general a maximum of 8 sessions, excluding addiction agreements with teachers, parents and external organisations.  Serious; 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 condition</b>	Chronical illness	ESH is not able to accept severe ill or physically disabled students.
	Hearing / Visual Impaired	

#### 4. Limits to 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	Limitations
<b>Cognitive Development and Learning</b>	...with a (very) serious inharmonious intelligence profile
	...with a serious mental disability

	..with (very) serious memory problems
	...with (very) serious learning backlogs
<b>Behavior</b>	...those that know no boundaries?
	...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 combined learning and behavior problem
<b>Social emotional development:</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
<b>Physical condition</b>	... who are Deaf
	... who are blind
	...who are unable to take physical care of themselves
	...who are entirely wheelchair-dependent

### 3. Other information

During this 2019-2020 school year, the ESH has the following capabilities at its disposal in the

Support team:

1. 1.0 FTE Support Leader
2. 0.9 FTE Support Coordinator
3. 0.7 FTE School Counsellor
4. 0.5 FTE School Psychologist
5. 2.5 FTE Support teachers

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

The International community is characterized by specific issues as a result of displacement, adjusting to a new country, Language and culture. Mobility affects learning and sometimes students have gaps in knowledge because of the different educational systems.