

AICS STUDENT SUPPORT HANDBOOK 2015

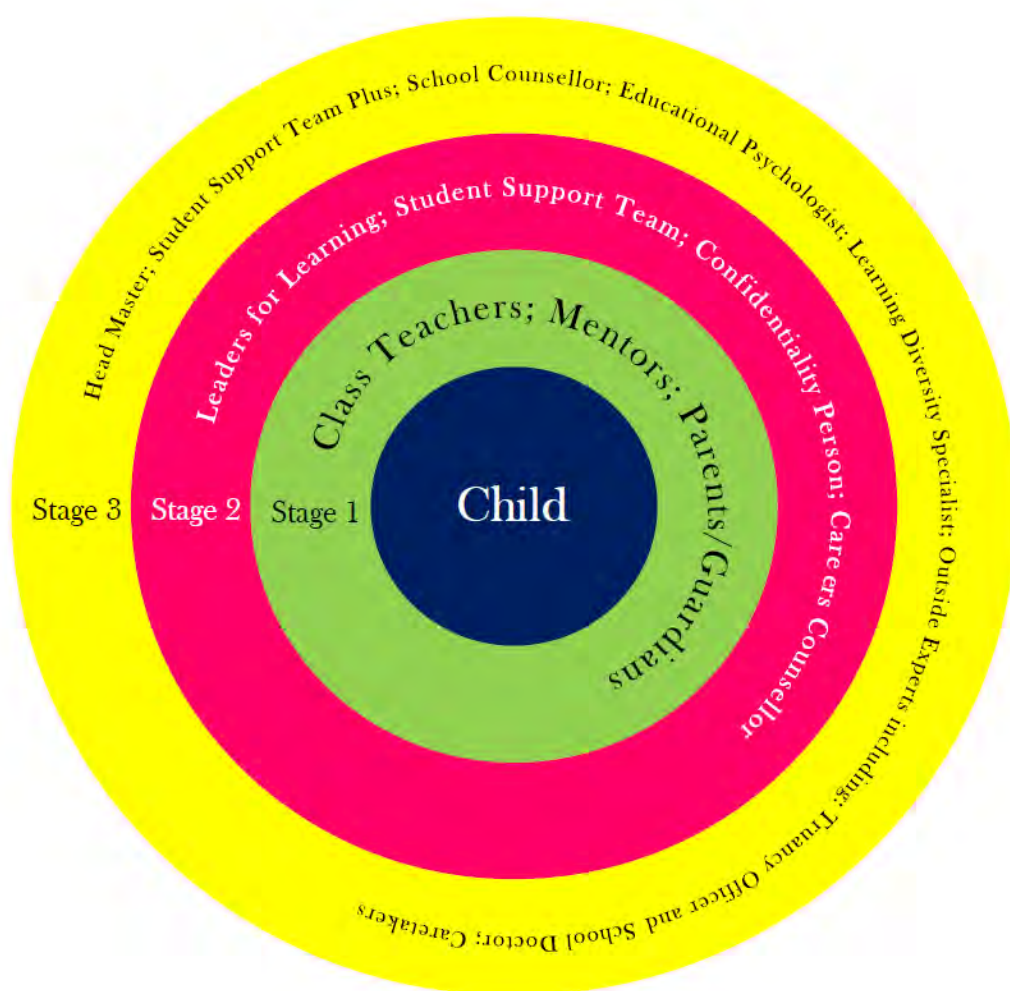


TABLE OF CONTENTS

INTRODUCTION	4
AICS AIM.....	4
AICS VISION	4
Passend Onderwijs	4
AICS MISSION STATEMENT.....	5
AICS STUDENT SUPPORT CIRCLE.....	5
Stage 1: The First Circle	5
Stage 2: The Second Circle.....	6
Stage 3: The Third Circle	6
ROLES AND FUNCTIONS OF THE SST.....	7
ROLES AND FUNCTIONS OF THE SST PLUS.....	7
PROFILE – CLASSROOM LEARNING DIVERSITY LOAD	8
PROCEDURES	8
Signaling	8
Referral Process.....	9
Referral Process Summary	10
Flow chart showing referral process to SST (Primary and Secondary)	11
Monitoring and Evaluation.....	12
SST protocol with divorced parents	12
New Admissions	12
STRATEGIES OF SUPPORT AND GENERAL RECOMMENDATIONS PER SPECIFIC NEED.....	12
Learning difficulties	12
Speech and Language Difficulties	14
Physical Disabilities	15
Visual Impairment.....	15
Hearing Impairment	15
Medical Conditions (e.g. Epilepsy, Asthma).....	17
Autistic Spectrum Disorders and Not Otherwise Specified (usually referred to as PDD-NOS).....	17
Attention Deficit (Hyperactivity) Disorder – AD(H)D	18
Behavioural, Social, Emotional and Academic Concerns.....	18
APPENDICES	20

Appendix 1 - SST Team 2015	21
Appendix 2 - Task Description of the SST Leader	22
Appendix 3 - Task Description of the Mentor	25
Appendix 4 - Task Description of the School Counsellor	26
Appendix 5 - Task Description of the Career Counsellor	28
Appendix 6 - Task Description of the Educational Psychologist	29
Appendix 7 - Task Description of the LD Specialist.....	31
Appendix 8 - Task Description of the LSA.....	33
Appendix 9 - SST Referral Form.....	35
Appendix 10 - Observational Checklists	36
Appendix 11 - Areas of Concern Checklist.....	38
Appendix 12 - Student Behavior Checklist for Secondary Teachers.....	40
Appendix 13 - SST Progress Report.....	42
Appendix 14 - Individual Education Plan (IEP)	43
Appendix 15 - Learning Profile (LP).....	44
Appendix 16 - Standardised Testing Referral Form	45
Appendix 17 - SST Consent Form	46
Appendix 18 - Parent Permission Slip for Counselling.....	47
Appendix 19 - Parent Consent Form - Speech and Language Therapy.....	50
Appendix 20 - Occupational Therapy Referral Letter	51
Appendix 21 - Referral Form Parent-Child Advisor - Primary and Secondary.....	52
Appendix 22 - Referral for to school doctor (S-11 form)	53
Appendix 23 - Authorisation for Request or Release of Information.....	55
Appendix 24 - Agreement for Discontinuation of Student Support.....	56
Appendix 25 - External SST Service Providers.....	57
Appendix 26 - AICS Learning Centre Aims and Objectives.....	61
Appendix 27 - SST Activity Plan 2015	63

INTRODUCTION

The Amsterdam International Community School (AICS) is part of the Esprit Scholengroep, a large group of many different schools in Amsterdam. The AICS facilitates high quality, accessible, community-based international learning for students of all nationalities living in The Netherlands. At the AICS we have a professional student support team (SST) that serves the whole school including the primary and secondary areas.

AICS AIM

It is the aim of the AICS to support and facilitate our learners towards excellence, according to their individual needs, learning styles and challenges. This can be in the form of academic support and/or social emotional support. We understand that all students have the right to succeed in education and can develop at different rates and times. Our aim is to provide guidance and support in order for every student to be able to reach their potential and gain meaningful access to the academic Curriculum and environment offered.

AICS VISION

To be a community where learning is at the heart of everything we do.

The AICS was established first as a Secondary School in August 2003. Despite the challenges of being a combined Primary/Secondary school, we have adopted a consistent whole school (4-18) approach to student support.

All primary and secondary classes have a maximum of 22 students. Each year group is mixed ability and the profile of the class is organised around the principles of gender balance, social and special educational needs requirements.

Passend Onderwijs

At the core of the SST vision is the principle of 'Inclusion' (passend onderwijs), i.e. removing barriers to learning and achieving. Our inclusive school culture starts from the premise that everyone in the school - students, teachers, administrators, support staff and parents – should feel that they belong, realise their potential, and contribute to the life of the school; therefore the whole school shares in the responsibility for inclusion. At the AICS we embrace cultural diversity and provide an innovative, creative and often collaborative learning environment, which is personalised to meet individual needs. We embrace the challenge of serving students with a range of learning differences and needs. We are a community where parents can learn through their children about the importance of belonging, acceptance and citizenship.

The SST at the AICS is involved with all students who enroll from Primary through to the Diploma Programme. This is to ensure that all pupils are placed into the right academic environment which suits their academic, social-emotional and behavioral needs.

Modifications and accommodations are applied to each student on a case by case basis. The International Baccalaureate clearly sets out rules and procedures for exam access arrangements for SST students and at AICS we follow these guidelines with all MYP and DP students. For further information about these conditions, please visit the SST portal on our website where the IB booklet on exam access arrangements has been uploaded.

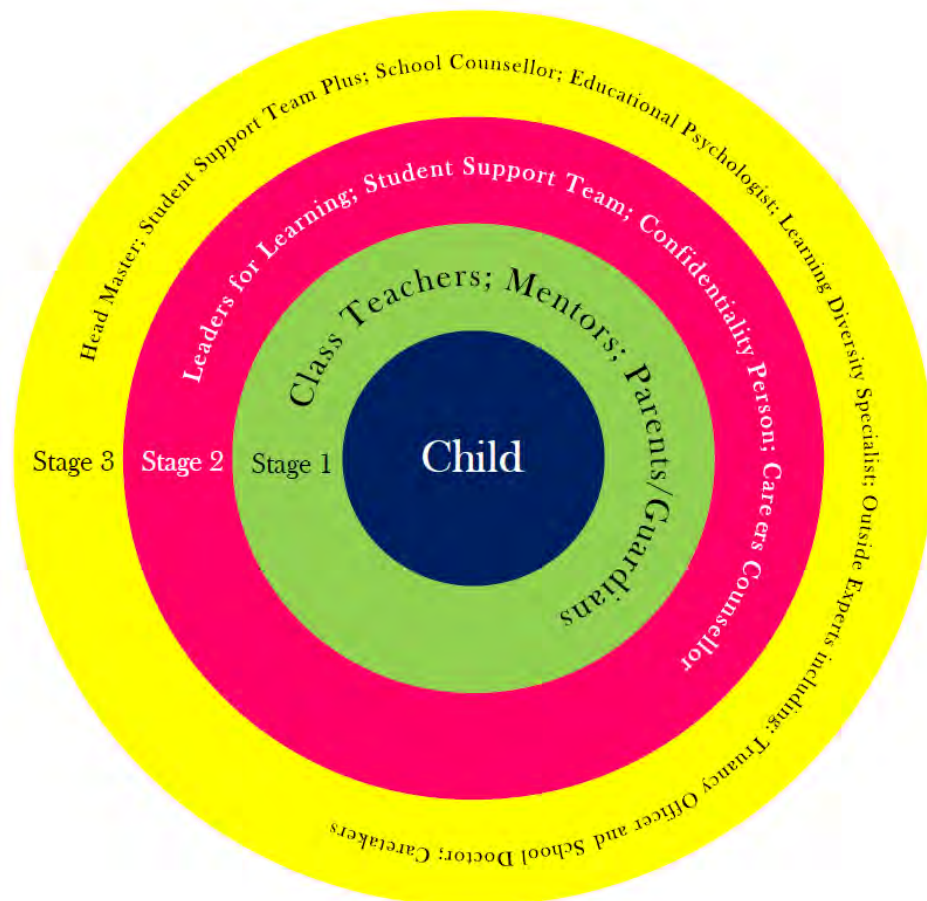
This Student Support Handbook is a written translation of our mission and vision. In it, you will read about the professionals who support the students and the planned outcomes of their interventions; about how students are supported and what strategies are used.

AICS MISSION STATEMENT

Every member of the AICS community is committed to providing the conditions and opportunities to enable any child within the SST profile to be included fully in all aspects of school life.

AICS STUDENT SUPPORT CIRCLE

The Student Support System at the AICS is also the Student Support Circle. It aims to give all students maximum support and opportunity to develop. The CHILD is at the center of the Student Support system. The following members of staff are involved in the guidance of students:



Stage 1: The First Circle

This is the circle, which is closest to the individual child. It consists of the following:

Class Teachers and Mentors

At school, the Primary School Class Teacher and the Secondary School Mentor is always the first point of reference in case of queries and concerns such as personal, health and attendance issues. They are responsible for the wellbeing of the specific children under their care.

Parents/Guardians

At home, the parents/guardians are fully responsible for the wellbeing of the child.

Stage 2: The Second Circle

Members of the Second Circle are the group of carers who are one step removed from the child. They are:

Leaders for Learning

The Primary and Secondary School Leaders for Learning are the second step in the child's wellbeing at school. Issues and problems with students are taken directly from the Mentor or Class Teacher to the appropriate Leader for Learning. They are also members of the Student Support Team.

Student Support Team (SST)

The Student Support Team consists of the SST Leader, Learning Diversity (LD) Specialists, the School Counsellor, Psychologists, and the Learning Support Assistant (LSA). This team meets regularly in order to discuss and evaluate students of academic, social/emotional or behavioural concern within the school.

SST staff members may also be caseworkers of SST students, this means that each may be assigned to a proportion of the cases under review at any given time. Caseworkers may provide DIRECT SUPPORT (for example academic), or support may be INDIRECT as each caseworker is responsible for collating information and coordinating support provided by internal and external professionals involved in the care of each student on the SST database. Detailed records are kept of each student's overall history by individual caseworkers.

Confidentiality Person

In accordance with Dutch law, the Confidentiality Person is available for confidential discussions with students about any matters of personal concern.

Careers Counsellor

The Careers Counsellor is responsible for Career and Subject Choice Counselling for the Secondary students.

Stage 3: The Third Circle

The members of the Third Circle fulfill the treatment and support of the child. In the third circle, some members of the second circle are duplicated. This depends purely on their role within the process. In the Second Circle, for example, concerns about the child are shared and discussed. Subsequently, the child is referred to someone in the Third Circle for support or treatment.

Headmaster

The Headmaster is responsible for overseeing organisational and educational matters for the whole school and student population.

Student Support Team Plus (SST+)

This group consists of the Student Support Team members plus the Headmaster and outside specialists such as the Primary and Secondary School Doctors, Truancy Officers and Parent-Child Advisors. In addition, students can be referred to Outside Specialists for particular needs which cannot be catered for within the existing school structures.

School Counsellor

The School Counsellor is responsible for student support and confidential counseling on emotional and social needs.

Educational Psychologist

The Educational Psychologist is responsible for Special Needs assessment, social/emotional/behavioral support and learning support for academic needs.

Learning Diversity (LD) Specialist

The LD Specialists are responsible for Special Needs assessment and learning support for academic needs.

Caretakers

The Caretaker is responsible for matters of student safety and discipline. The caretaker is often the first person of contact to many students and therefore an important link in the signaling and referring of student concerns. The Caretaker is also usually the first person involved in First Aid assistance.

ROLES AND FUNCTIONS OF THE SST

In order to meet the Learning Diversity (LD) needs of our children at AICS we must:

- Identify those children who have LD needs as soon as possible.
- Provide intervention at a suitable level when a child is identified as having LD needs.
- Use a variety of teaching styles, and cater for different Learning styles (i.e. Differentiation) to allow children with LD needs to access the Curriculum.
- Use resources effectively to support children with LD needs.
- Assess and keep records of the progress of children with LD needs.
- Work with outside agencies who provide specialist support and teaching for children with LD needs.
- Inform and involve the parents of children with LD needs, so that we can work together to support our children.
- Encourage active involvement by the children themselves in meeting their needs.
- Provide ongoing training for all staff working with children with LD needs.
- Meet periodically to discuss students of concern, in some cases it may mean a referral for further assessment.
- Gather and analyze student data in order to track and monitor the progress and attainment of SST students.
- Make referrals for formal evaluation where needed.
- Make recommendations for further assessment, support and guidance where and when needed.

ROLES AND FUNCTIONS OF THE SST PLUS

The Student Support Team Plus (SST+) meets every six weeks, especially to discuss students who require the attention and support of the AICS External Referral network.

The Student Support Team Plus (SST+) consists of:

- Members of the SST
- Head of School
- School Doctor
- Truancy Officer (Leerplichtambtenaar)
- Additional invited outside specialists

Currently at the AICS we have an external primary school Parent and Child Advisor for 10 hours per week and an external Parent and Child Advisor for secondary students for 12 hours a week. They follow up on SST Plus referrals, provide a 'drop in' service for parents and offer training for staff as and when necessary.

PROFILE – CLASSROOM LEARNING DIVERSITY LOAD

In order to ensure an optimal learning environment for our students the profile of class groups at the AICS is formulated around the principles of mixed ability levels, social/emotional and special educational requirements, English language ability level and gender balance. The profiles indicated in the table below ensure that an optimal learning environment is in place for all students regarding learning diversity.

Social/Emotional	Dyslexia	Numeracy	Physical	Profiles: (Max of one AID per classroom)
1 : 22 (1 to 1)	2 : 22 (1 to 1)	2 : 22 (1 to 1)	1 : 22 (1 to 1)	<ul style="list-style-type: none"> • 4 mild Dyslexia/Numeracy = 18 % or • 1 Soc/Emot + 2 mild Dyslexia/Numeracy + Aid = 18 % Or • 1 Physical + 1 aid + 2 mild Dyslexia/Numeracy = 18 % Or • 1 Adhd/autism + 1 aid + 2 mild Dyslexia/Numeracy = 18 %
Adhd/Autism/Hyp	2 + 1 : 22 (not 1 to 1)	2 + 1 : 22 (not 1 to 1)		
1 / 22 Maximum	3 / 22 Maximum	3 / 22 Maximum	1/ 22 Maximum	

PROCEDURES

Signaling

When a Teacher/Mentor is concerned about some aspect of a student's progress, behaviour or well-being he/she will decide what action is needed within the normal daily classroom routine. If a student is having learning difficulties in one or more areas, the teacher will adapt resources or change the teaching method, to suit the student.

If a child is having behavioural problems, the teacher will take note of the frequency and severity of the incidents and, if possible, adapt the classroom environment to help the child overcome problems. We believe it is the responsibility of every teacher to maintain the highest expectations of learning in the classroom in order to ensure that every student is included, challenged and successful. To this end, differentiation strategies, accommodations and modifications offer all students equal access to learning.

Accommodations are changes in how a student accesses information or demonstrates learning, and may be seen as a way of differentiating instruction. Accommodations do not change, alter or lower the expectations of the Curriculum and do not alter what the test or assessment measures. The changes are made in order to provide students with equal access to learning and equal opportunities to demonstrate learning. Accommodations are different approaches to achieving the same Curricular goals.

Accommodations may include changes in the following:

- presentation, products and procedures;
- instructional strategies;
- time/scheduling;
- environment;
- resources and materials.

We see modifications as changes in what a student is expected to learn. Modifications are made when the regular Curricular expectations (the standards and benchmarks) are either

beyond the student's level of ability or readiness OR when the student has already mastered those standards. With modifications, the student is expected to learn something different from the general education standards. Changes are made to the Curriculum to provide opportunities for students to participate meaningfully and productively along with other students in the classroom. So modifications include changes in instruction level, content and performance criteria.

It is important to note that modifications would rarely be implemented, as general education learning standards should be appropriate for the vast majority of students when presented through differentiated instruction.

However, when a child's disabilities are significant, or a child is exceptionally able, it may be appropriate to employ modifications. Generally, modifications are not made by individual teachers acting in isolation. They are determined by a TAC (Team Around the Child) team as a result of a Learner Profile and are closely monitored by the SST assigned caseworker.

Referral Process

When a teacher is concerned about a child's physical or mental well-being, this will be recorded on a special teacher template and shared with the Leader for Learning via the Student Forum in primary and the Mentor meetings for secondary. Standardised tests can also flag up students that might need assistance to access the Curriculum fully. From group three in the primary school PIM (Progress in Maths) and PIE (Progress in English) standardised tests are used and these continue into secondary school where the CAT (Cognitive Ability Test) is also administered.

Whatever the nature of the concern, the teacher will invite the parents or caretakers of the child into school to discuss the concerns and to ask for their support in resolving the problem. If concerns continue, the Class Teacher/Mentor will refer the student to the Student Support Team.

All students referred to the SST are put on the SST register, those with mild support are monitored and those with moderate support have a Learner Profile. The Learning Profile highlights the student's strengths and barriers, includes advice on what can be done for the student in the classroom, and informs about appropriate interventions. Students with intensive support receive a Learner Profile and an IEP. For a more detailed overview of possible interventions per specified need see page 13.

Mild support is provided by SST specialists in a balanced service delivery model of consultative support, accommodations, and small group instruction or in-class support as follows;

- consultative support from a learning diversity specialist;
- monitoring student performance;
- literacy support;
- mathematics support;
- small group instruction;
- classes in the learning support center (e.g., study strategies skills classes);
- assistive technology (e.g. voice text software).

Moderate support can be thought of as a program through which students with more specialised needs are supported in a combination of co-taught and small group support, in conjunction with appropriate therapies, support by LD specialists and in and outside classroom support (including the LSA). The dimensions of moderate support might include:

- co-taught classes in core literacies;
- specialised small group instruction;
- specifically designed courses in mathematics (primarily for secondary students);
- social skills support;

- study skills support;
- study and organizational skills support;
- assistive technology;
- formal accommodation (e.g. extended time for in-class and standardised testing);
- Curricular modifications - when required and appropriate;
- speech, language or occupational therapy;
- creating Learner Profiles.

Intensive support is provided for children and young adults with cognitive or developmental disabilities. The AICS has one such self-contained classroom at primary level: the primary 'base'. The students work there with a small team of specialist professionals and with other mainstream teachers. There is an emphasis on social inclusion. In the secondary school we are also able to offer a base located in a central position within the school. This base is run by the SST team and offers a place for students to withdraw to for extra support academically or socially and emotionally.

Intensive Support can be characterised as a self-contained program that can include:

- individually designed inclusion opportunities;
- speech language therapy;
- functional life skills;
- vocational skills (secondary);
- social skills;
- adaptive physical education;
- adaptive music;
- adaptive and/or assistive technologies;
- creating IEPs.

Progress towards the targets is evaluated twice a year at parent's evenings, or by request at other times through discussions with the Class Teacher/Mentor or the SST. Progress is also included with the school reports.

For those children with additional student support needs, there is a special Esprit School Group application and funding procedure. The additionally funded student support needs may include the use of a specialist teacher in the identified area of need; a medical service such as a speech therapist, physiotherapist, occupational therapist; or the involvement of an educational psychologist or specialist (e.g. 'ambulant begeleider').

In October of every calendar year a special Esprit primary school SST, chaired by Mrs. Holga de Vries and consisting of the directors and SST coordinators of the four Esprit primary schools, advises the Esprit Management Team (MT) on how the total allocated additional primary school funds will be spent. For every school manager's proposal a special form is used. After the approval of the Esprit MT, the Esprit controller checks the financial accountability and the Regional SST ('Samenwerkingsverband') checks the accountability as regards content of the total additionally funded Esprit SST package.

Children without additional funding may also receive input from our internal educational psychology service and a specialist teacher for sensory impairment, communication disorders or physical disabilities.

Referral Process Summary

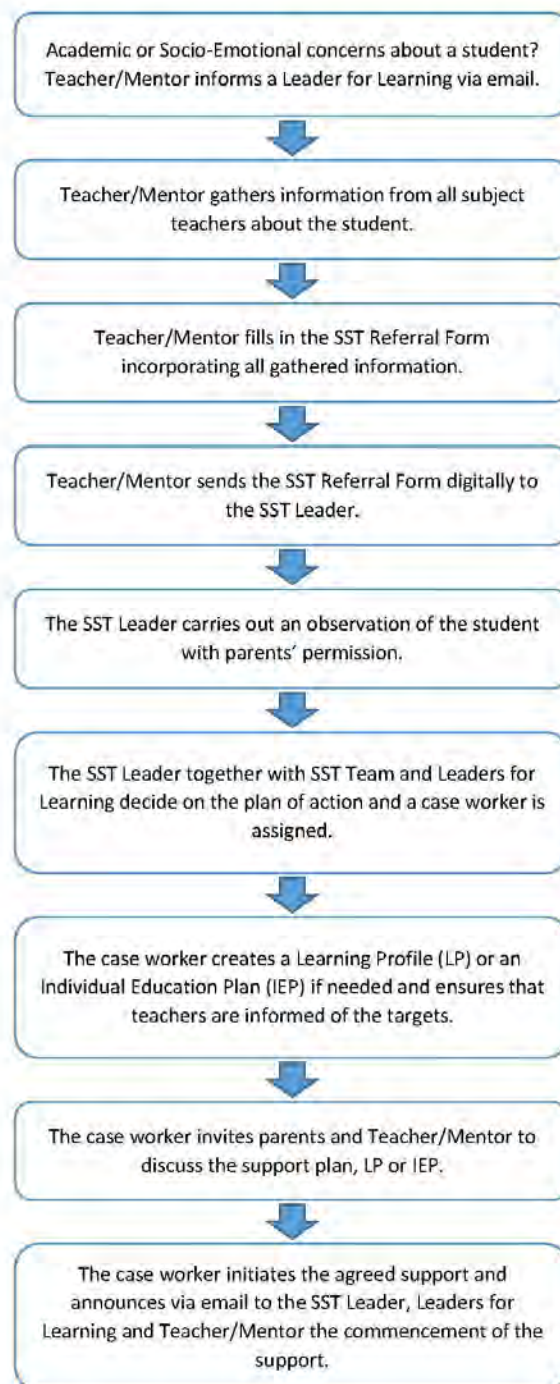
The student concerns are raised at the Student Forum/Report meetings.

1. SST Referral Form is filled in by the Class Teacher/Mentor to be discussed with the SST Leader.
2. The SST Leader evaluates the SST referral form and creates a plan of action. This usually takes the form of an observation of the student in situ, followed by a discussion with parents. Further assessments may be carried out pending parental

permission and an SST caseworker may be allocated to support the needs of the student. An Individual Education Plan (IEP) or Learning Profile (LP) is created, which highlights the needs of the student, strategies to be used by staff working with the student and personalised targets set for the student based on a bespoke Intervention package. The IEP /LP is shared with Class Teachers, Mentors, Leaders for Learning and parents; signed copies are filed. In the case of secondary students targets are created collaboratively between student, SST caseworker and parents. IEPs and LPs are reviewed twice a year.

3. If the concern persists then the Student Support Team, Class Teacher/Mentor and parents will have a meeting to discuss the next action. This could also, when appropriate be a discussed at an SST+ meeting.

Flow chart showing referral process to SST (Primary and Secondary)



Monitoring and Evaluation

Programme goals are developed for each student by the specialist. The SST (and SST+) reviews the child's progress regularly. There is ongoing communication with parents and teachers; goals are reviewed as needed by the specialist and SST. We know a student is being supported by the following means:

1. Individual Education Plans (IEP)/Learning Profiles (LP)
2. Progress Reports
3. Yearly repeat assessments
4. Counselling update report form
5. Standardised testing

SST protocol with divorced parents

According to Dutch law: "Burgelijk Wetboek art 1:377c eerste lid" states that the parent who does not have custody of the child or the parent where the child does not reside has the right to receive all information pertaining to all academic and school situations. The SST team of the Amsterdam International Community School enforces this rule and they will inform both parents of all issues relating to a student in their care.

New Admissions

The AICS website states that "the AICS caters for the needs of foreign national students who will only be spending a few years in the Netherlands, as well as for those Dutch students who need to be educated in an international school to ensure continuity of international education".

The AICS' inclusive approach to learning means that we can accept all students with an average to above average intelligence with English as a second language and LD needs. The AICS works with an approximately 18% students with LD needs per classroom.

The school welcomes applications from all students at any time during the school year providing space is available. Our programmes accommodate a wide range of abilities. The SST seeks all relevant information, including contacting the previous school if necessary, to obtain advice and standardised testing scores. A decision on placement will then be made. However, if the support required cannot be provided, a student will be assisted in finding more suitable schooling opportunities.

The admission of any student with special learning needs thoughtful planning and careful consideration in all aspects of school life. We need to be sure that the learning needs presented by the student can be met by the AICS.

STRATEGIES OF SUPPORT AND GENERAL RECOMMENDATIONS PER SPECIFIC NEED

Learning difficulties

Specific Learning Difficulties: Dyscalculia, Dysfluency, Dysgraphia, Dyslexia.

The following adaptations and interventions could be considered for all of the above listed specific learning difficulties.

General classroom strategies

- Make sure that messages and day-to-day classroom activities are written down and are not just verbally communicated.
- Make a daily checklist for the pupil to refer to each evening.

- Encourage a daily routine to help develop child's own self-reliance and responsibilities.
- Encourage good organisational skills by the use of folders and dividers to keep work easily accessible and in an orderly fashion.
- Break tasks down into small, easily remembered pieces of information.
- If visual memory is poor, copying must be kept to a minimum. Notes or handouts are far more useful.
- Seat the child near the Class Teacher so that the teacher is available to help if necessary, or he can be supported by a well-motivated and sympathetic classmate.

Copying from the whiteboard

- Use different coloured markers for each line if there is a lot of written information on the board, or underline every second line with a different coloured marker.
- Ensure that the writing is well spaced.
- Leave the writing on the whiteboard long enough to ensure the child doesn't rush, or that the work is not erased from the board before the child has finished copying.

Reading

- A structured reading scheme that involves repetition and introduces new words slowly is extremely important. This allows the child to develop confidence and self-esteem when reading.
- Avoid asking pupils to read a book at a level beyond their current skills, this will instantly de-motivate them. Motivation is far better when demands are not too high, and the child can actually enjoy the book. If he has to labour over every word he will forget the meaning of what he is reading.
- Save the child with dyslexia the ordeal of having to 'read aloud in class'. Reserve this for a quiet time with the Class Teacher.
- Alternatively, perhaps give the child advanced time to read pre-selected reading material, to be practiced at home the day before. This will help ensure that the child is seen to be able to read out loud, along with other children.
- Books should also be available for paired reading with an adult, which will often generate enthusiasm for books.
- Story tapes can be of great benefit for the enjoyment and enhancement of vocabulary.
- No child should be denied the pleasure of gaining access to the meaning of print even if he cannot decode it fully.

Spelling

- Many of the normal classroom techniques used to teach spellings do not help the child with dyslexia. All pupils in the class can benefit from structured and systematic exposure to rules and patterns that underpin a language.
- Spelling rules can be given to the whole class. Words for class spelling tests are often topic based rather than grouped for structure. Children who are dyslexic need more individualised strategies to learn to remember spelling rules.
- Remember, poor spelling is not an indication of low intelligence.

Mathematics

- When using mental arithmetic allow the Dyscalculic child to jot down the key number and the appropriate mathematical sign from the question.
- Encourage pupils to verbalise and to talk their way through each step of the problem. Many children find this helpful.
- Teach the pupil how to use the times table square and encourage him to say his workings out as he uses it.
- Encourage a child with dyslexia to use a calculator. Make sure he fully understands how to use it. Ensure that he has been taught to estimate to check his calculations. This is a way of 'proof reading' what he has done.

- Put key words on a card index system or on the inside cover of the pupil's maths book so it can be used for reference and revision.
- Rehearse mathematical vocabulary constantly, using multi-sensory/kinesthetic methods.
- Put the decimal point in red ink. It helps visual perception with the dyslexic child.

Handwriting

- Reasons for poor handwriting at any age can be poor motor control, tension, badly formed letters, speed etc. A cursive joined style is most helpful to children with dyslexic problems.

Marking of work

- Credit for effort as well as achievement are both essential. This gives the pupil a better chance of getting a balanced mark.
- Creative writing should be marked on context.
- Pinpointed spelling mistakes should be those appropriate to the child's level of spelling.
- Marking should be done in pencil and have positive comments.
- Try not to use red pens to mark the dyslexic child's work. There's nothing more disheartening for the child than to have work returned covered in red ink, when they've inevitably tried harder than their peers to produce the work.
- Only ask a pupil to rewrite a piece of work that is going to be displayed. Rewriting pages for no reason at all is soul destroying as usually much effort will have already been put into the original piece of work.

Homework

- By the end of a school day a child with Specific Learning Difficulties is generally more tired than his peers because everything requires more thought, tasks take longer and nothing comes easily. More errors are likely to be made.
- Only set homework that will be of real benefit to the child.
- In allocating homework and exercises that may be a little different or less demanding, it is important to use tact.
- Self-esteem is rapidly undermined if a teacher is underlining the differences between those with difficulties and their peers. However, it should also be remembered that far more effort may be needed for a dyslexic child to complete the assignment than for their peers.
- Set a limit on time spent on homework, as often a child with dyslexia will take a lot longer to produce the same work that another child with good literacy skills may produce easily.

Integration

- Be prepared to accept verbal descriptions as an alternative to written descriptions if appropriate.
- The use of computers for word processing where necessary.
- Audio tapes for recording lessons that can then be written up at a later stage.
- Use written record of the pupil's verbal account, or voice activated software
- More time should be allocated for completion of work because of the extra time a child with dyslexia needs for reading, planning, rewriting and proofreading their work.
- Allocating a scribe and a reader during exams
- Modified test papers

Speech and Language Difficulties

- Outsourcing Speech and Language Therapy
- Liaising with Speech and Language Pathologist
- Individual Education Plan/modified work

- Visual prompts in class including pictures and/or symbols – visual timetables, rules, etc.

Physical Disabilities

The physical environment should include:

- Wider doorways
- Ramps
- Handrails
- Special seating
- Modifications in rest rooms
- Nonskid floor surfaces should be provided in appropriate locations throughout the school building.
- The classroom should have a flexible room arrangement in order that wheelchairs, which take up more space, can be easily accommodated. Furniture in which seat and desk are all-in-one units is not comfortable or easily managed
- For more information see internet site:
<http://www.un.org/esa/socdev/enable/designm/intro.htm>

Other strategies:

- The teacher will need to be familiar with the potential mobility and limitations of each child.
- Multi-sensory teaching methods
- Some children might require a handler/ assistant

Visual Impairment

The physical environment should include:

- Good lighting. Fluorescent lights may be hard on the eyes. Soft white bulbs rather than clear often produce less glare.
- Direct lighting over work areas can be helpful
- There should be lighting at the top and bottom of stairs
- Night-lights are a good idea
- Assistive Technology – ICT with a printer for worksheets in Braille
- Indicators at corners, corridors etc.

Teacher strategies:

- Contrast can enhance vision; for example, when working with something light in color, put it against a dark background
- Remedial teaching – in class/ withdrawal sessions
- Enlarged print – worksheets
- Multi-sensory teaching methods
- Braille work stations, speech activated computers, talking computers, reading machines
- Peripatetic teachers should also be available to support the child's special needs.
- A note-taker or scribe

Hearing Impairment

Three KEY environmental issues are:

- Background Noise (also called "noise")
This is sound we do not want to hear. Background noise covers-up or masks sounds we do want to hear. Noise may include; people talking, chairs scraping, traffic sounds, the hum of a refrigerator, ventilation systems, adjoining rooms and hallways, computers and other electrical equipment, sinks, toilets, cafeteria, outdoors and other sound sources.

- The Signal-to-noise ratio (SNR)
This compares the loudness of the speech to the loudness of the background noise (in decibels). In an ideal environment, the speech signal should be at least 20 dB ABOVE the noise.
If the noise and the person speaking are at the same loudness level, the SNR is zero. If the noise is 5 dB louder than the person speaking, the SNR is -5 dB. If the teacher is speaking at 60 dB and the noise level is 50 dB, the SNR is 10 dB. Importantly, the SNR will vary from point to point within a room. The SNR may be 15 dB in the front row, and -5 in the back of the room! The louder we raise the signal above the noise, the greater the SNR, and the easier it is to hear the signal. In a classroom, a student with normal hearing may need an SNR of at least 12 to 15 dB for reasonable comprehension. People with hearing loss are at a real disadvantage. They may need an SNR of 20 to 25 dB or more. To improve the signal-to-noise ratio:
 - Raise the speech signal.
 - Lower the noise.
 - Decrease the distance between the listener and the speaker.
- Reverberations
These are echoes. If you've ever tried carrying on a conversation in a stairwell, you know that reverberation can make it impossible to understand what someone is saying. Stairwells have lots of hard, flat surfaces that reflect sound. Sound waves ricochet wildly in all directions like a steel ball flying around a pinball machine. Since hard surfaces don't absorb sounds, the sounds take much longer to decay and fade out. When sound waves hit a wall or a hard, reflective surface, sound literally bounces off the surface. Classrooms should have carpets and curtains. Ceilings should not be too high.

Strategies to support learning needs of students with hearing impairment

- Reduce the background noise (e.g. the wall air conditioner units).
- Keep questions and directions short and to the point.
- Provide visual support (e.g. "Here is what we are going to do today...", and then draw a picture on a white/chalk board, or have photos of the child doing each activity: 1) go to P.E, 2) Circle time, etc.).
- Pre-teach vocabulary for the unit to be studied (send home to mum and dad).
- Give the context, then the content of the message (e.g. I'm talking about the library." "We are going to the library, so get out your library book...").
- Designate the speaker by name and then a gesture (e.g. It is Alex's turn to talk", while pointing to Alex).
- Have eye contact before relaying the information.
- Have the child repeat the question or direction you have given.
- Summarise the information after giving the detail. (e.g. "Remember, we're talking about dinosaurs today....").
- Have the child sit near the teacher or primary speaker.
- Assign a "buddy" who can help out when the child is struggling to understand a direction.
- Consider using an FM system to increase the signal to noise ratio (to amplify the speaker's voice).
- Peripatetic teachers should also be available to support the child's special needs.
- Speak naturally and clearly. Don't exaggerate.
- Avoid standing in front of windows or other sources of light, since the glare obstructs vision.
- Avoid speaking with your back to the student such as when using a chalkboard. Hearing impaired students who read lips cannot follow the lecture or conversation when your back or head is turned. If you are writing on the board or narrating a desktop demonstration, try to avoid talking when facing the board or the desktop.

Overhead and opaque projectors are often a good substitute and allow you to face the class while writing.

- Be aware of students' cassette recorders. Students who cannot take notes in class may routinely record lectures. For their benefit, speak clearly and position yourself close enough to the microphone.
- Explain what you are writing on the board or what you are demonstrating.
- A note taker, sign language interpreter may be needed.

Medical Conditions (e.g. Epilepsy, Asthma)

- Children with medical conditions may require drug treatment, which affects progress in school.
- The school has a clear policy of who is allowed to administer drugs to the children
- Staff who are trained in First Aid will be able to assist students who need this service.
- A resting couch is available for students should the need arise.
- Clear guidelines should be followed for emergency procedures.

Autistic Spectrum Disorders and Not Otherwise Specified (usually referred to as PDD-NOS)

Autistic Spectrum Disorders include:

- Autism
- Asperger's Syndrome,
- Tourette's Syndrome,
- Childhood Disintegrative Disorder, and
- Pervasive Developmental Disorder

Not Otherwise Specified (usually referred to as PDD-NOS)

This is such a broad diagnosis that it can include people with high IQ's and low cognitive ability and people with autism can be talkative or silent, affectionate or cold, methodical or disorganised. They should be considered on an individual basis depending whether the school is able to meet their needs.

Physical environment should include:

- Few doorways
- A bathroom in the classroom or nearby
- Specific learning stations to provide order
- Organised supply bins to help the students gather their own materials
- Quiet areas designated for individual learning, with group activities taking place on the other side of the room
- Low arousal environment
- Visual timetable
- Supporting children's learning needs:
- Regardless of the setting, educational programs for children with autism should be highly structured, emphasise communication and social skills, and include positive behavior management techniques.
- Educational support services such as speech, occupational, and physical therapy should be part of the child's intervention.
- Individual Education Plan (IEP) should be in place.
- Be consistent: routines are very important
- Present information visually as well as verbally. Combine the spoken word with the presentation of photographs and pictures, sign language, symbols, or gestures to help your child make his or her needs, feelings, or ideas known.
- Some children might require one-to-one assistance in class

Attention Deficit (Hyperactivity) Disorder – AD(H)D

This condition may be presented with or without hyperactivity. It is a condition in which a student's inability to focus and concentrate on a task or purpose interferes with his or her ability to be productive. It can also affect how a student develops social relationships or self-esteem.

Tips for a better physical environment and to support the child's learning needs:

- Modify the environment in an effort to reduce distractions. "Open" classrooms do not work well for children with AD/HD because sitting around tables or in groups is more distracting than sitting in rows.
- Noise and clutter should be controlled in a classroom.
- Provide clear instructions.
- Teachers should make sure that the child writes down his homework assignments in a notebook, and check that it is complete.
- Oral instructions should be kept brief and provide written instructions for tasks that involve many steps.
- Focus on success. Provide formal feedback (such as a star chart) to reinforce your child's positive behaviors and reward his progress even if it falls a little short of the goal.
- A daily checklist carried home from school on which the teacher notes behavior and academics can provide additional structure for the child.
- Consult with the school counsellor or psychologist to help design behavioral programs to address specific problems in the classroom.
- Individual Education Plan
- Routine has to be structured and consistent
- The student should be sitting close to the teacher
- Extra set of books at home may be required
- Some children might require one to one assistance in class

Behavioural, Social, Emotional and Academic Concerns

Students who experience challenges in this area, have many opportunities at AICS to receive different levels and types of support. This includes:

A. Whole School Support:

At this level, all students are taught expected behaviours and reinforced for demonstrating them. All students are also taught skills related to self-management, responsible decision making, empathy towards others, establishing successful interpersonal relationships and creating positive personal goals.

B. Targeted Support (in school):

Students who struggle behaviourally, socially or emotionally and who need additional support compared to the above, may be referred to the SST department, specifically to the School Counsellor. This referral may be made by the Class Teacher, the Mentor, the caseworker or a Leader for Learning. Parental consent for counselling must accompany each referral. Various programmes are offered depending on the nature of the challenges, for example:

COUNSELLING FOCUS GROUPS

1. The 7 Habits of Highly Effective Teenagers
2. Bereavement Support Group
3. Building Self Confidence Counseling Group
4. Kids of Divorce Support Group
5. Overcoming Fear of Failure Group
6. Test anxiety and Relaxation Techniques for DP Students
7. The AICS Peer Coaching program

C. Intensive support:

Students who continue to struggle with behavioural, social and emotional issues may need access to external social services/government agencies. Referrals may be made via the SST Leader with parental permission.

APPENDICES

SST TEAM

1. SST Team 2015
2. Task Description of the SST Leader
3. Task Description of the Mentor
4. Task Description of the School Counsellor
5. Task Description of the Career Counsellor
6. Task Description of the Educational Psychologist
7. Task Description of the LD Specialist
8. Task Description of the LSA

SST Internal Documentation

9. SST Referral Form
10. Observational Checklists
11. Areas of Concern Checklist
12. Student Behavior Checklist for Secondary Teachers
13. SST Progress Report
14. Individual Education Plan (IEP)
15. Learning Profile (LP)
16. Standardised Testing Referral Form

SST External documents

17. SST Consent Form
18. Parent Permission Slip for Counselling
19. Speech & Language Referral Letter
20. Occupational Therapy Referral Letter
21. Referral Form Parent-Child Advisor - Primary and Secondary
22. Referral for to school doctor (S-11 form)
23. Authorisation for Request or Release of Information
24. Agreement for Discontinuation of Student Support

Other

25. External SST Service Providers
26. AICS Learning Centre Aims and Objectives
27. SST Activity Plan 2015



Student Support Team (SST) members 2015

SST Leader – Sian Bezuidenhout
Educational Psychologist – Hanne Duindam
Educational Psychologist – Mariefloor Fiksinski-Plekkenpol
Learning Diversity (LD) Specialist – Nelie Fourie
Learning Diversity (LD) Specialist – Julie Mair
School Counsellor – Jaap Leegwater
Careers Counsellor – Elisabeth Gimenez Ruiz
Confidentiality Person – Anne Seller
LSA Learning Support Assistant – Jamie Kimber
Parent and Child Advisor – Ayn Zeilemaker
Parent and Child Advisor – Rick Katwijk
Speech and Language Therapist – Aparna Ramachandran
Speech and Language Therapist – Tineke van Driel

The following SST members have also a role of caseworkers: SST Leader, Educational Psychologists, Learning Diversity (LD) Specialists and School Counsellor. Caseworkers may provide DIRECT SUPPORT (for example academic), or support may be INDIRECT as each caseworker is responsible for collating information and co-ordinating support provided by internal and external professionals involved in the care of each student on the SST database. Detailed records are kept of each student's overall history by individual caseworkers.



Task Description of the Student Support Team (SST) Leader

CONTEXT

The work is to be carried out within the AICS, one of the schools of Esprit Scholengroep. The AICS is a school for international education designed for children who are not Dutch and are spending several years in the Netherlands, and for Dutch children who need to follow international education in order to ensure continuity in their education. The school provides primary education for children in the age group of 4-10 years and secondary education to students in the age group of 11-19 years. The school's staff consists of management, teachers and support staff.

OUTPUT

- directing the work of the Student Support Team;
- drawing up educational action plans for individuals / groups;
- conducting and processing (psychological) test reports;
- making proposals for educational action plans and making recommendations;
- supervising students as they are being tested;
- supporting teachers.

The Student Support Team Leader is accountable to the Head Teacher.

ACTIVITIES

1. Directs the members of the Student Support Team by:
 - coordinating and harmonizing the implementation of the tasks of the SST;
 - allocating work, and monitoring the progress and quality of this work;
 - assuming responsibility for personnel, financial and organizational issues;
 - conducting performance and assessment meetings.
2. Is responsible for the intake, analysis and planning with regard to (groups of) students with learning, social and emotional and/or behavioural issues by:
 - studying the student's file containing information relevant to the examination of the student;
 - carrying out the intake with the students and those accompanying them;
 - conducting (psychological) tests and/or examinations, or arranging for these to be conducted;
 - evaluating and interpreting tests results and/or examinations results and preparing reports / an individual educational action plan;
 - monitoring compliance with the educational action plan;
 - reporting on the progress of the student(s) to the coordinators and teachers concerned.
3. Is responsible for supporting students and teachers by:
 - conducting observations of students with learning and social and emotional issues;



- providing individual and group support for students with learning and social and emotional issues;
 - providing recommendations, support and training to teachers about how to help children with learning and social and emotional issues;
 - introducing teachers to the programmes and acting as a first point of contact and source of information;
 - engaging third parties to carry out training with teachers, formulating the contract and overseeing its implementation.
4. Is responsible for advising on (policy) development in the field of student support by:
- compiling a list of potential assistance programmes, making proposals and advising school management on programmes that are to be introduced.
5. Other activities:
- is a specialist in one or more areas within the Student Support Team (remedial teaching, inclusion, appropriate education, educational psychology etc.)

FRAMEWORK, COMPETENCES AND RESPONSIBILITIES

- the Student Support Team Leader is accountable to the management of the school in matters of the quality and progress of the products and services of the Student Support Team;
- the Student Support Team Leader carries out his or her work within the framework indicated and defined by the management of the school, and also in accordance with professional standards in the field of student support;
- the Student Support Team Leader will take decisions concerning the direction and supervision of the team and make decisions concerning the support of students and when arranging training for teachers.

KNOWLEDGE AND SKILLS

- theoretical and practical knowledge in the field of supporting students with learning and social and emotional issues;
- knowledge of teaching methods and techniques, and proven skills in applying these;
- ability to evaluate and interpret test results and to prepare research reports and recommendations on the basis of these;
- ability to direct the work of others;
- ability to handle students in testing and assistance situations;
- ability to advise parents / guardians and the school.

INTERACTIONS

- making agreements with the management of the school about the objectives and results of the team;
- coordinating and consulting with coordinators and teachers concerning the students' problems;



- supervising, instructing and motivating the student during intakes, discussions and observations;
- providing advice and information to teachers who also have dealings with students with problems;
- coordinating with external professionals concerning contact work;
- discussing and explaining plans and results with students and/or parents / guardians.



Task Description of the Mentor

The Mentor is the first person responsible for the care and wellbeing of the students in their Mentor Group. The Mentor is the first line contact for emotional, social and academic guidance of the student.

1. Guidance of the individual student
 - Follows students' academic progress
 - Is responsible for the dissemination of information about the student to subject teachers
 - Maintains contact between parents and school
 - Refers the student, when necessary, to the SST Team for further intervention
 - Helps with conflict intervention between students and subject teachers
 - Keeps the overview of recommended interventions for the student (e.g. Weekly Report, tutoring, etc...)
2. Guidance of the Mentor Group
 - Leads group discussions with students and, where necessary, with teachers about the group
 - Helps to prepare and coordinate non-lesson activities for the group such as excursions, sport days or projects
 - Advises the students with their Individual Project, Personal Project and Extended Essay
3. Overview of Reports and Academic Progress
 - Prepares and leads discussions about the Mentor Group at Progress and Report Meetings
 - Informs parents and students about academic progress
 - Writes Mentor Comments and Progress Letters
4. Communication with Career Counsellor, School Counsellor, LD Specialist and Leader for Learning
 - Discusses and helps to advise on subject choices
 - Initiates disciplinary talks and actions with L4L, students and parents
 - Refers students for Counselling when necessary
 - Recognises possible LD Needs and refers to SST Leader when necessary
5. Weekly Mentor Meetings
 - Implements an age-appropriate Pastoral Care Programme
 - Teaches ATL Skills (agenda, organization, etc.)
 - Keeps an overview of student attendance



Task Description of the AICS School Counsellor

SCHOOL COUNSELLOR (“from the inside out”)

The School Counsellor helps the student learn to adapt better to the environment (i.e.: given situation and life transitions) through improved insight in their own functioning in relation to their environment and the acquisition of specific life skills (e.g. academic, social, self-esteem).

The School Counsellor is responsible for student support and confidential counselling on social-, emotional and behavioural needs. The primary focus of this specialist is to help the student in the acquisition of effective coping skills and a better handling a given situation and/or environment. (“from the inside out”).

The Counsellor is a confidant of the students in a very general sense. Students must be able to refer to the Counsellor for a variety of reasons. In many cases, the Counsellor will refer the student to another party, e.g. the Mentor, Career Counsellor, School Doctor, Leader for Learning, LD Specialist and/or external institutions.

THE SCHOOL COUNSELLOR AND THE STUDENT

1. The Counsellor offers confidential counselling to students that are referred (Teacher, Mentor, SST, Leader for Learning) and those that ask for help (self-referral).
2. The Counsellor is available for students (drop-ins, call-ins and appointments)
3. The Counsellor provides individual- and group counselling sessions
4. The Counsellor has pro-active interviews with all secondary school students throughout the school year.

THE SCHOOL COUNSELLOR AND THE SCHOOL

1. The School Counsellor participates in the Student Support Team (SST)/Mentor Meetings.
2. The Counsellor maintains contact with the mentors and teachers of the students he is helping.
3. The School Counsellor provides and conducts in-services for Mentors and special classroom presentations and/or workshops by special requests and on an as needed basis.
4. The Counsellor maintains contact with the external coaches of the student he/she is helping.



5. The Counsellor reports and makes notes in the student CUM folder
6. The Counsellor consults with, and reports to, the members of the SST and Mentor Meetings
7. The Counsellor is available for classroom observations when requested.
8. Counsellor follows additional training on a regular basis.

THE SCHOOL COUNSELLOR AND THE PARENT

1. If possible or necessary, the Counsellor maintains contact with the parents/guardians of the student he/she is helping.
2. The School Counsellor is available for Parent Support and Resource Workshops.



Task Description of the Career Counsellor

GENERAL

Providing information to groups and individual students in relation to their choice of study and occupation.

1. The Career Counsellor informs students and near graduates of educational and occupational options.
2. The Career Counsellor builds and maintains an information bank for subject packages, school and occupational choices.
3. Provides assistance and advice in case of (re)orientation of students in relation to alternative course options.
4. Brings problems concerning the structure of teaching to the attention of the responsible staff.
5. Maintains contacts with the business consultant.
6. Maintains contacts with institutions for continued education.
7. Maintains contacts with the board, coordinators, mentors and other teachers.
8. Maintains contacts with institutions providing assistance outside the school.
9. Prepares information nights and handles their execution.
10. Familiarizes him or herself with teaching materials, ensures their acquisition, provides information about and assesses the teaching materials.
11. Meets with colleague Career Counsellor once per week for one class hour.

SPECIAL TASKS

1. Consultation with sections on structure of social traineeships.
2. Prepares the traineeships (third and fourth course years).
3. Organising traineeship places for children who have not themselves made a choice.
4. Creating and updating a traineeship database.
5. Handling the contacts and the general part of the traineeship guide.
6. Realising traineeship places with larger companies and new traineeship projects.
7. Coordinating all activities of the Career Counsellor's Office.
8. Monitoring that teachers and mentors execute their tasks (relating to content).
9. Maintains contacts with institutions for continued education.



Task Description of the Educational Psychologist

STUDENTS AND CURRICULUM

- To develop a procedure for referral, assessment, teaching and evaluation of the specific learning needs of individual children together with the SST leader
- To monitor the progress of students with standardized academic tests according to the educational needs and learning styles of the pupils
- To participate in setting up the school's student support policy
- To undertake internal screening and assessment of students with learning, behavioural and social/emotional difficulties
- To write psycho-educational assessment reports about students and to provide teachers and parents with practical intervention strategies
- To keep parents informed about student progress taking the necessary confidentiality into account
- To help identify students who may be in need of academic, social, emotional and/or behavioural support
- To be available to give guidance to parents with respect to their child's educational difficulties
- To give individual / group support to referred students with respect to learning, behavioural, social, emotional difficulties and academic needs
- To be available to help all students and staff in dealing with academic, social, emotional and behavioural difficulties if requested by students and/or staff
- To work with teachers/students on modified programmes and class-work /task differentiation.

STAFF

- To liaise with classroom teachers and subject teachers providing details of individual education plans and provide guidance for in-class strategies for students receiving support
- To be available for formal in-class student observations in respect to identifying students who may be in need of academic, social, emotional and behavioural support

DEPARTMENT

- To be an active member of the Student Support Team /Department
- To discuss referred students and be actively involved in case follow-ups
- To maintain regular contact with and to inform the Leader of Learning of the development of your work
- To communicate and co-operate with specialists or organizations outside the school



- To make recommendations and/or be involved in in-service programmes to teachers in meeting the needs of students
- To participate in arrangements for her further training and professional development and the training of staff.
- To ensure compliance with Dutch state regulations, as well as with educational/school and/or Stichting policies and procedures regarding LD students.
- To coordinate transfer from primary to secondary of students with special needs and to monitor their progress.

PARENTS

- To regularly inform parents on student programs and progress
- To be available for general parent consultation regarding support issues



Task Description of the Learning Diversity (LD) Specialist

CONTEXT

The work is to be carried out within the AICS, one of the schools of Esprit Scholengroep. The AICS is a school for international education designed for children who are not Dutch and are spending several years in the Netherlands, and for Dutch children who need to follow international education in order to ensure continuity in their education. The school provides primary education for children in the age group of 4-10 years and secondary education to students in the age group of 11-19 years. The school's staff consists of management, teachers and support staff.

OUTPUT

- making individual / group educational action plans
- conducting tests and writing (psychological) test reports
- making proposals for educational action plans and issuing recommendations
- supervising the students being tested
- assisting teachers

The Learning Diversity Specialist is accountable to the Student Support Team Leader.

ACTIVITIES

1. Is responsible for the intake, analysis and planning for (groups of) students with learning, social and emotional and / or behavioural problems, by:
 - studying the file containing information relevant to the student;
 - carrying out the intake with the students and those accompanying them;
 - conducting (psychological) tests and / or examinations, or arranging for these to be conducted;
 - evaluating and interpreting the results of tests and/or examinations and preparing reports / individual educational action plans;
 - monitoring compliance with the educational action plans;
 - reporting on the progress of the students(s) to coordinators and teachers.
2. Is responsible for the supervision of students and teachers by:
 - conducting observations of students with learning and social and emotional issues;
 - providing individual and group support for students with learning and social and emotional issues;
 - advising, supporting and training teachers in relation to the assistance of children with learning and social and emotional issues;



- introducing teachers to the programmes and acting as a first point of contact and source of information;
 - engaging third parties to carry out training with teachers, formulating the contract and overseeing its implementation.
3. Is responsible for advising on (policy) development in the field of student support by:
- helping to compile a list of potential assistance programmes, making proposals and advising on programmes that are to be introduced;
 - helping to identify bottlenecks and areas for improvement in the field and advising the team leader on possible solutions.
4. Other activities:
- is a specialist in one or more areas within the Student Support Team (remedial teaching, inclusion, appropriate education, educational psychology etc.)

FRAMEWORK, COMPETENCES AND RESPONSIBILITIES

- the Learning Diversity Specialist is accountable to the SST Team Leader in matters of quality and progress in his or her work;
- the Learning Diversity Specialist carries out work within the framework, as indicated and defined by the Team Leader and also in accordance with professional standards in the field of student support;
- the Learning Diversity Specialist will take decisions concerning the type and nature of support provided to students and the setting up of training for teachers.

KNOWLEDGE AND SKILLS

- theoretical and practical knowledge in the field of supporting students with learning and social and emotional issues;
- knowledge of teaching methods and techniques, and proven skills in applying these;
- ability to evaluate and interpret test results and to prepare research reports and recommendations on the basis of these;
- ability to handle students in testing and assistance situations;
- ability to advise parents/guardians and the school.

INTERACTION

- coordinating and consulting with coordinators and teachers concerning the students' problems;
- supervising, instructing and motivating students during intakes, discussions and observations;
- providing advice and information for teachers who also have dealings with students with problems;
- coordinating with external professionals concerning contact work;
- discussing and explaining plans and results with students and/or parents / guardians.



Task Description of the Learning Support Assistant (LSA)

CONTEXT

The work is to be carried out within the AICS, one of the schools of Esprit Scholengroep. The AICS is a school for international education designed for children who are not Dutch and are spending several years in the Netherlands, and for Dutch children who need to follow international education in order to ensure continuity in their education. The school provides primary education for children in the age group of 4-10 years and secondary education to students in the age group of 11-19 years. The school's staff consists of management, teachers and support staff.

OUTPUT

- The Learning Support Assistant will guide students and supervise them according to the directions and instructions provided by his or her immediate superior. The Learning Support Assistant will work with both individual students and groups of students.

The Student Support Assistant will be answerable to the teacher / Learning Diversity Specialist.

ACTIVITIES

1. Assists teachers during lessons and provides guidance for students with learning issues and/or suffering from social and emotional problems by:
 - supervising individual students and groups of students, as instructed, in the acquisition of knowledge and skills according to the individual educational plan;
 - inspiring students to listen, to tidy up, to concentrate, to ask questions, etc.;
 - overseeing independent study;
 - overseeing and supervising the students' behaviour while they carry out remedial assignments, self-study and homework;
 - reporting (periodically) to the teacher / Learning Diversity Specialist on the behaviour observed in the students.
2. Professionalization.
 - possesses the competences required for the profession to the relevant standards and builds on these where necessary;
 - participates in training and development activities.



FRAMEWORK, COMPETENCES AND RESPONSIBILITIES

- the Learning Support Assistant is answerable to the teacher / Learning Diversity Specialist to which assistance is being provided in functional matters relating to the correct, accurate and timely execution of instructions; he or she is organizationally accountable to the Student Support Team Leader;
- the Learning Support Assistant carries out his or her work on the basis of specific working agreements, directions and instructions relating to the assistance provided;
- the Learning Support Assistant makes decisions concerning the supervision of the students, oversight and guidance relating to the students' behaviour, and informing teachers of the observations made regarding the students' behaviour.

KNOWLEDGE AND SKILLS

- knowledge of basic educational and pedagogical principles;
- insight into the organization of the educational institution;
- ability to respond to student behaviour appropriately and consciously and ability to report this behaviour;
- ability to fulfil a supporting role;
- ability to communicate with students.

INTERACTION

- making arrangements and agreements with the teachers who will direct the activities during the lessons, concerning the assignments to be carried out;
- exchanging information with the Learning Diversity Specialists concerning the frameworks for supervision (using educational plans);
- liaising with teachers to communicate his or her impressions of the development of the students in the teaching situation;
- communicating with students about their behaviour in order to point out rules or answer their questions.

Appendix 9 - SST Referral Form



SST Student Referral Form

PLEASE USE THIS FORM EACH TIME A STUDENT IS REFERRED TO THE SST DEPARTMENT. ALL PARTS MUST BE FILLED IN. PLEASE EMAIL THIS TO SIAN, s.bezuidenhout@aics.espritscholen.nl IN THE FIRST INSTANCE, THANK YOU.

Name and surname of student:		
Current class/group:		Name of Teacher/Mentor:
Age/ DOB:		
Parent(s)' name:		
Parent(s)' address:		
Parent(s)' contact details:	Ph:	Email:
Date of referral:		
Staff referring:		
Reason for Referral:		
Strategies tried previously with student:		
Have the concerns been shared with parents: Yes/No – Response?		
Current Attainment Data: Primary (PIM, PIE, Rigby level, Lexile Score); Secondary (Subject scores)		
Any other information on the student:		



Observational Checklist

Name of student		Class/Group	
Observer		Lesson, Teacher	
Date		Time	

Observation checklist	
1. STUDENT IS ON TASK	YES / NO
2. STUDENT ENGAGES WITH THE LESSON	YES / NO
3. STUDENT IS ABLE TO WORK INDEPENDENTLY	YES / NO
4. STUDENT IS ABLE TO WORK EFFECTIVELY IN A GROUP	YES / NO
5. STUDENT CONCENTRATES WELL	YES / NO
6. STUDENT IS ORGANISED	YES / NO
7. APPROPRIATE BEHAVIOUR/RESPONSES ARE SHOWN	YES / NO
8. STUDENT COMMUNICATES EFFECTIVELY WITH HIS/HER PEERS	YES / NO
9. STUDENT COMMUNICATES EFFECTIVELY WITH THE TEACHER	YES / NO
10. STUDENT IS PRESENTABLE	YES / NO

[illegible]

Signed by observer: _____



Areas of Concern Checklist

Name of pupil observer	
Name of pupil being observed	
Name of teacher/class	
Date observed	
Group	

(Please tick all the relevant concerns)

Social/ Emotional/ Behavioral Concerns	
Poor	Difficulty With
self esteem	noncompliant/ oppositional behaviour
social interactions with peers	passive-aggressive behaviour
social interactions with adults	repressed anger
seems to have few friends	pattern of lying, stealing and cheating
listening skills	excessive fear and anxiety
self-control	impolite demanding behaviour
insight about own behaviour	withdrawal/ avoidance of social interaction
impulse control	intimidating/ threatening behaviour
inappropriate response to situation	lack of responsibility
expression of feelings	disorganized/ confused thinking
social perception of feelings	self-destructive behavior
	noncompliant/ oppositional behaviour
Academic Concerns	
Limited	Difficulty with
vocabulary	abstract concepts
written language skills	following oral directions
verbal expressions	following written directions
math skills	completing assignment
memory/ retention	accuracy of completed work
problem solving skills	test taking

experiential opportunities	organization
short attention span	sequencing cooperative teams
easily distracted	staying with class discussion
hyperactive	
Health and Safety & Behavioural Concerns	
overweight	
underweight	
lethargic – lack of energy	
hearing	
visual acuity	
excessive amount of injuries or bruising	
seems preoccupied and off task	
frequently physical complaint	
possible substance abuse	
talks of suicide	
poor fine motor skills	
poor gross motor skills	
inadequate hygiene	
current family stress	



Student Behaviour Checklist for Secondary Teachers

Name of Student	
Class	
Name of Teacher	
Subject	
Return to	
Return by	

Work Skills		
Presentation of work	Interest in subject	
Care of own books and work	Aptitude for subject	
Task completion	Settling to work	
Classwork written assignments	Following written instructions	
Classwork discussion	Following verbal instructions	
Classwork practical/groupwork	Requesting help when appropriate	
Homework completion	Accepting guidance/advice	
Homework completion	Work without direct supervision	
Non-verbal behaviours		
Truants from lesson	Packs away early	
Arrives late to lesson	Fails to bring books/equipment	
Leaves classroom	Inattentive to instruction	
Wanders about classroom	Refuses to follow instructions	
Changes seat in classroom	Fails to do punishment	
Fidgets in seat	Fails to do detention	
Chews in class	Damages property (school, pupil or teacher)	
Engages in classroom antics	Physically threatens teacher or pupils	
Makes inappropriate noises		

Verbal behaviours			
	Refuses to follow instructions		Mimics others
	Talks when teacher is talking		Verbally threatens other pupils
	Talks to pupils when they are at work		Verbally threatens teacher
	Makes inappropriate comments to teacher		Makes inappropriate noises
	Requests help inappropriately		Answers back cheekily
	Shouts out		Uses rude/offensive language
Please indicate your level of concern about the behaviours listed in the following way:			
➤	1=no concern		
➤	2=some concern		
➤	3=serious concern		
Please give one goal which you have discussed with the learner:			
Comments:			

Appendix 13 - SST Progress Report



SST Progress Report

Name:			
Date of Birth:			
Areas of concern:			
Supported by:			
Frequency of support:			
Classroom Teacher / Mentor:			
Group / Year:			
Start date:			
Review Date:			
Learning Goals to be achieved by the end of group:			
Goals	Progress		
	Achieved	Partially Achieved	Working towards this Goal
1			
2			
3			

Other Comments:

Student Support Department:

Appendix 14 - Individual Education Plan (IEP)

INDIVIDUAL EDUCATION PLAN		
Name: Date of Birth: Klik hier als u een datum wilt invoeren. Areas of concern: Klik hier als u tekst wilt invoeren. Supported by: ... Frequency of support: Klik hier als u tekst wilt invoeren.		Group: Klik hier als u tekst wilt invoeren. Mentor: Klik hier als u tekst wilt invoeren. Date: ... Suggested review Date: ...
GOALS	SUPPORT INTERVENTIONS <i>(Resources & Materials Used, Personnel Involved)</i>	ACHIEVEMENT CRITERIA <i>(SMART: Small, Measurable, Achievable, Realistic, Time related)</i>
		Klik hier als u tekst wilt invoeren.
Klik hier als u tekst wilt invoeren.	Klik hier als u tekst wilt invoeren.	Klik hier als u tekst wilt invoeren.
Klik hier als u tekst wilt invoeren.	Klik hier als u tekst wilt invoeren.	Klik hier als u tekst wilt invoeren.
Klik hier als u tekst wilt invoeren.	Klik hier als u tekst wilt invoeren.	Klik hier als u tekst wilt invoeren.
Parents need to: <ul style="list-style-type: none"> • • • • 		

Date: _____

Student Signature: _____

Parent(s) Signature: _____

Mentor Signature: _____

SEN Specialist Signature: _____

Appendix 15 - Learning Profile (LP)

Learning Profile <u>CONFIDENTIAL</u> Student X – group X Academic Year 2014 to 2015																							
Background:																							
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 2px;">Strengths</th> <th style="text-align: left; padding: 2px;">Barriers</th> </tr> </thead> <tbody> <tr><td style="height: 15px;"></td><td></td></tr> <tr><td style="height: 15px;"></td><td></td></tr> <tr><td style="height: 15px;"></td><td></td></tr> <tr><td style="height: 15px;"></td><td></td></tr> <tr><td style="height: 15px;"></td><td></td></tr> <tr><td style="height: 15px;"></td><td></td></tr> <tr><td style="height: 15px;"></td><td></td></tr> </tbody> </table>	Strengths	Barriers															What the Class Teacher can do for the student: Learning Environment • • Attention & Behaviour • • Social/Emotional • • IEP – Yes Provisions/Interventions: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="height: 15px;"></td></tr> <tr><td style="height: 15px;"></td></tr> <tr><td style="height: 15px;"></td></tr> <tr><td style="height: 15px;"></td></tr> <tr><td style="height: 15px;"></td></tr> <tr><td style="height: 15px;"></td></tr> </table>						
Strengths	Barriers																						
Medical Needs: Support: Objectives: 1. 2. 3. 4. 5. 6.	Attainment Levels: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 50%; height: 15px;"></td><td style="width: 25%;"></td><td style="width: 25%;"></td></tr> <tr><td style="height: 15px;"></td><td></td><td></td></tr> <tr><td style="height: 15px;"></td><td></td><td></td></tr> <tr><td style="height: 15px;"></td><td></td><td></td></tr> </table>																						
LD Specialist: Parent/Carer: Home Address: Email: Phone :																							

Appendix 16 - Standardised Testing Referral Form



**Amsterdam International
Community School**
Prinses Irenestraat 59
1077 WV Amsterdam
The Netherlands
+31 (0)20 577 12 40
info@aics.espritscholen.nl
www.aics.espritscholen.nl

Date

Subject

Standardized testing referral form – SST Confidential

This form is to be used after the standardized testing has been completed for students that are showing low scores (e.g. standardized score below 85) or high scores (e.g. standardized score above 125). When you have completed this form, then please return this form to the SST Leader.

Student's Name		
Date		
Group		Date of Birth

Reason for Referral

Academic
Conclusions from standardized testing
Action Plan (to be completed by Student Support team)



Page 1/1

Appendix 17 - SST Consent Form



**Amsterdam International
Community School**
Prinses Irenestraat 59
1077 WV Amsterdam
The Netherlands
+31 (0)20 577 12-40
info@aics.espritscholen.nl
www.aics.espritscholen.nl

Date: _____ **Subject:** SST Consent Form

Dear parents/guardians of in group

On the referral of your child's teacher the SST team has met to discuss your child's strengths and needs in his/her class. The role of the SST team is to address educational, social/emotional, and behavioural concerns brought to our attention by the teacher and/or parents. After reviewing your child's needs and interviewing your child's teacher the SST team has determined that your child could benefit from:

- ☐ Classroom observation
- ☐ SEN (Special Educational Needs support)
- ☐ Speech and Language Assessment
- ☐ Cognitive/ Academic Assessment
- ☐ Social and Emotional Assessment
- ☐ Motor Skills Assessment
- ☐ Behavior Assessment
- ☐ Counseling
- ☐ Family Liaison Officer
- ☐ Occupational Therapy/Assessment
- ☐ Learning Support in-class

If you have any questions regarding this recommendation feel free to contact me.
In order to provide your child with these services we need you to sign and return this form.

Thank you for your co-operation.

Yours sincerely,

Sian Bezuidenhout
Student Support Team Leader
AICS, NL
Ph 0205771240 ext 262
s.bezuidenhout@aics.espritscholen.nl

Parent(s)' name:		
Parent(s)' address:		
Parent(s)' contact details:	Ph: _____	Email: _____

Parent/Guardian Signature

Date



Page 1/1

Appendix 18 - Parent Permission Slip for Counselling



**Amsterdam International
Community School**
Prinses Irenestraat 58
1077 WV Amsterdam
The Netherlands
+31 (0)20 577 12 40
info@aics.espritscholen.nl
www.aics.espritscholen.nl

Date: _____ **Subject:** Parent Permission Slip for Counselling

Dear parents/guardians of in group

On the recommendation your child's mentor and our Student Support Team, I received a referral for supportive counseling for your child for the following:

- | | |
|---|---|
| <input type="checkbox"/> Anger management | <input type="checkbox"/> Feeling Blue & Depressed |
| <input type="checkbox"/> Bullying and Peer Pressure | <input type="checkbox"/> Goal Setting |
| <input type="checkbox"/> Conflict Resolution | <input type="checkbox"/> Skills Life Strategies |
| <input type="checkbox"/> Coping with Grief and Loss | <input type="checkbox"/> Social- & Friendship Skills |
| <input type="checkbox"/> Culture Shock | <input type="checkbox"/> Stress and Anxiety Management |
| <input type="checkbox"/> Family Changes & Transitions | <input type="checkbox"/> Time Management & Study Skills |
| <input type="checkbox"/> Test Anxiety | <input type="checkbox"/> Fear of Failure Training |
| <input type="checkbox"/> Other: _____ | |

In order to provide your child these services, we ask you to sign and return this form, in the enclosed envelope. If you have any questions and/or anytime you would like to schedule a meeting with me, feel to contact me.

Most sincerely,

Jaap Leegwater, School Counsellor
Room 2.03
020 - 577 1240
j.leegwater@aics.eu

Parent(s)' name:		
Parent(s)' address:		
Parent(s)' contact details:	Ph: _____	Email: _____

Parent/Guardian Signature _____

Date: _____



Page 1/1



MEMO FROM THE AICS SCHOOL COUNSELOR



Jaap Leegwater
T: 020 - 577 1252 / counselor's office
j.leegwater@aics.espritscholen.nl

**Amsterdam International
Community School**
Prinses Irenestraat 59
1077 WV Amsterdam
The Netherlands
+31 (0)20 577 1240
info@aics.espritscholen.nl
www.aics.espritscholen.nl

Amsterdam _____ 2015

To the parent or Guardian of _____

As the AICS school counselor I offer small groups that focus on a on a variety of topics that are formed around specific needs. In the coming weeks we will start a new Friendship Group that runs for 45 minutes for about 6 weeks. The group will consist of 3-6 students. Your child has been mentioned to me as someone that would benefit from such a group. We will be working on the following goals:

MAKING AND KEEPING FRIENDS

1. To help students begin to build trust in the process of interacting and disclosing in a group of peers.
2. To help students to become comfortable in sharing feelings and ideas.
3. To clarify the concept of friendship
4. To encourage knowledge of what skills are valued and not valued in friendships.
5. Learning peaceful conflict resolution skills.
6. Learning about all kind of feelings and how to express them constructively

We will be using some ideas and exercises from "Friends for Life" program by Dr. Paula Barrett. For more information check: www.friendsinfo.net

Thank you for signing and returning this letter to your child's teacher for your permission to have him/her child participate in the above mentioned group. If you have any questions, or like to see the materials I use in my meetings with the kids, feel free to contact me.

I look forward to meet and work with you and your child
Sincerely,

Jaap Leegwater
AICS School Counselor

Parent/Guardian Signature)

Date

E-mail

Phone

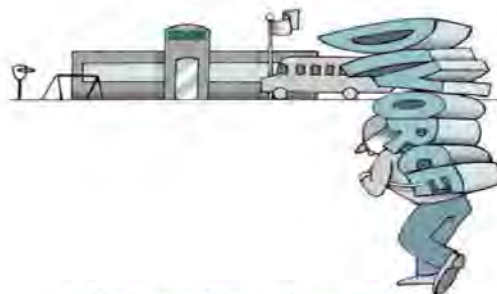


Page 1/1



MEMO FROM THE AICS SCHOOL COUNSELOR

j.leegwater@aics.espritscholen.nl
T: 020 - 577 1252 / counselor's office



Amsterdam International
Community School
Prinses Irenestraat 59
1077 WV Amsterdam
The Netherlands
+31 (0)20 577 12 40
info@aics.espritscholen.nl
www.aics.espritscholen.nl

Children of Divorce Support Group

Amsterdam _____ 2015

To the parent or Guardian of _____ Group _____ Teacher _____

As the AICS school counselor I offer small groups that focus on a variety of topics that are formed around specific needs. We will start a Children of Divorce Group which runs on Thursday mornings for about 6-8 weeks. The group will consist of up to 6 students. Your child has been mentioned to me as someone that would benefit from such a group. We will be working on the following goals:

1. To provide a safe secure and reinforcing environment to help students learn new skills to cope with the divorce.
2. To provide factual information about divorce that will help the students deal with their emotional issues more effectively.
3. To share and learn from each other's feelings, experiences and insights.
4. To help the group members assert and discuss their needs to their parents in order to avoid and/or reduce loyalty conflicts, parentification or even parent alienation.
5. Through sharing, role playing and read-alongs, the students will learn about, and practice new skills to deal and cope with the family changes more effectively.

Thank you for signing and returning this letter to your child's teacher for your permission to have him/her child participate in the above mentioned group. If you have any questions, or like to see the materials I use in my meetings with the kids, feel free to contact me.

I look forward to meet and work with you and your child.
Sincerely,

Jaap Leegwater
AICS School Counselor

Parent/Guardian Signature) _____

Date _____

E-mail _____

Phone _____



Page 1/1

Appendix 19 - Parent Consent Form - Speech and Language Therapy



**Amsterdam International
Community School**
Pijpse Irenestraat 59
1077 WV Amsterdam
The Netherlands
+31 (0)20 577 12 40
info@aics.espritscholen.nl
www.aics.espritscholen.nl

Date: _____ **Subject:** Parent Consent Form - Speech and Language Therapy

Dear parents/guardians of _____ in group _____

Following a referral from the class teacher to consider the possibility of your son/daughter having a speech and language assessment, I am enclosing details of the Speech and Language therapists, Tineke van Driel and Aparna Ramachandran who work at AICS on Mondays and Tuesdays. Their contact details are as follows:

tineke@speechtherapy.nl ph 0624219016

aparna@speechtherapy.nl ph 0624219016

Although the payment of fees for therapy is a private arrangement between the speech and language therapists and their clients, we are happy to provide the location and facilities for therapy to take place in school.

Please contact Tineke directly in order to make an initial appointment. Please do not hesitate to contact me should you have any further questions relating to this matter.

Yours sincerely,

Sian Bezuidenhout
Student Support Team Leader
AICS, NL
Ph 0205771240 ext 262
s.bezuidenhout@aics.espritscholen.nl

Parent(s)' name:		
Parent(s)' address:		
Parent(s)' contact details:	Ph:	Email:

Parent/Guardian Signature

Date



Page 1/1

Appendix 20 - Occupational Therapy Referral Letter



**Amsterdam International
Community School**
Prinses Irenestraat 59
1077 WV Amsterdam
The Netherlands
+31 (0)20 577 12 40
info@aics.espritscholen.nl
www.aics.espritscholen.nl

Date: _____ **Subject:** Occupational Therapy Referral Form

Dear parents/guardians of in group

We have received a referral from your child's class teacher to check on your child's fine and gross motor skills.

There are three routes that you can take to organize such a screening:

1. Go to your local doctor and ask him to refer to you to an Occupational Therapist (Ergotherapeut in Dutch).
2. Go through to the school doctor and ask her to refer you on.
3. You can also get in touch with us in the SST department and ask us to forward your child to a private Occupational Therapist who works in and outside of school. This is not covered by many insurance companies. Or you can contact the Occupational Therapist directly. Her details are:
Jantien Knoester (Occupational Therapist and Psychologist)
jknoester@telfort.nl
ph0624144875

Occupational Therapy is covered by MOST insurance for 10 treatments, after that you will need to pay yourselves, but this is something that you can check directly with Jantien and with your insurance company.

We look forward to hearing from you as to the route you would like to take for your child. We are here to support you, so let us know if you need any more help.

Yours sincerely,

Sian Bezuidenhout
Student Support Team Leader
AICS, NL
Ph. 0205771240 ext. 262
s.bezuidenhout@aics.espritscholen.nl

Parent(s)' name:		
Parent(s)' address:		
Parent(s)' contact details:	Ph: _____	Email: _____

Parent/Guardian Signature

Date





Referral Form: Parent-Child Advisor (Primary and Secondary)

Application Date:

Name of Staff Referring the student:

Information about the pupil:

1. Name:

Class:

Date of birth:

Male/female:

Ethnicity:

Phone number/email address:

2. Functioning at school (brief description)

3. What is the reason for referral?

4. Which actions did the school already take (indicate when and by whom):

5. Are the parents informed about the referral?

Do they agree?

Parent(s)' name:		
Parent(s)' address:		
Parent(s)' contact details:	Ph: _____	Email: _____

Parent/Guardian Signature

Date

Appendix 22 - Referral for to school doctor (S-11 form)

Aanvraag tot onderzoek van een leerling door team Jeugdgezondheidszorg van de GGD Amsterdam

Datum:

(Ouders dienen van de aanvraag op de hoogte te zijn en in te stemmen met het gevraagde onderzoek en het verslag terug naar school en/of zorgplatform)

Handtekening ouder:

Aanvrager:

- ☐ Directeur
- ☐ Intern begeleider
- ☐ Groepsleerkracht
- ☐ Ouder(s)
- ☐ Anders: tw:

School: AICS

Groep/ klas:

Leerlinggegevens:

Naam ☐ Jongen ☐ Meisje
Geb. datum
Adres
Postcode Plaatsnaam:
Telefoon

Reden van aanvraag van het onderzoek:

- | | |
|---|---|
| <input type="checkbox"/> Gezondheid / schoolverzuim | <input type="checkbox"/> Gedrag |
| <input type="checkbox"/> Gezichtsvermogen | <input type="checkbox"/> Verwijzing zorgplattf./spec.onderw. |
| <input type="checkbox"/> Gehoor | <input type="checkbox"/> Verstrekken gegevens JGZ dossier (onderzoek) |
| <input type="checkbox"/> Motoriek | <input type="checkbox"/> Anders, nl: |
| <input type="checkbox"/> Spraak / taal (praatprofiel toevoegen) | |
| <input type="checkbox"/> Leer-prestaties / problemen | |

Korte toelichting en hulpvraag:

S-11 (maart 2007)

In te vullen door JGZ

Onderzoek dd:

☐ Schoolarts / ☐ Verpleegkundige: (stempel) SGZ Lokatie

Bevindingen:

Afspraken, verwijzingen en aanbevelingen:

S-11 (maart 2007)

Appendix 23 - Authorisation for Request or Release of Information



**Amsterdam International
Community School**
Prinses Irenestraat 59
1077 WV Amsterdam
the Netherlands
+31 (0)20 577 17 40
info@aics.espritscholen.nl
www.aics.espritscholen.nl

Date: _____ **Subject:** Authorisation for Request or Release of Information

I hereby give my consent to the Amsterdam International Community School to:

REQUEST and RELEASE:

- ☐ Psychological Reports
- ☐ Medical Information
- ☐ Educational Records
- ☐ Personal consultation

The information will be used for the purposes of:

Name of Student: _____

Class/Group: _____

For the Attention of: Student Support Team (SST)

School: Amsterdam International Community School
Prinses Irenestraat 59
1077 WV Amsterdam

Parent(s)' name:		
Parent(s)' address:		
Parent(s)' contact details:	Ph: _____	Email: _____

Parent/Guardian Signature

Date

Note: Any information received will become an integral part of the student's records, and as such, must be available for review by parent or guardian. Information released is confidential and is not shared with other agencies without the signed content of parent or guardian.

To be completed in duplicate – one copy sent to agency; one placed in school records folder.



Page 1/1



Agreement for Discontinuation of Student Support

STUDENT'S DETAILS:

DATE: _____

Surname: _____

Given name(s): _____

Date of birth: _____

PARENT/GUARDIAN

Name: _____

Address: _____

The SST have reviewed your child's progress and we are recommending that continuation of support is NOT necessary and be discontinued for the following reasons:

- ☐ Yes, I agree that my child will not receive active SST support from school after _____
- ☐ No | do not agree to discontinuation of support of my child.

Parent/Guardian

SST Caseworker

Sian Bezuidenhout

SST Leader

AICS, NL

Appendix 25 - External SST Service Providers

MEE Amstel en Zaan Derkinderenstraat 10-18 1062 DB Amsterdam Tel: 020 5127272 E: Informatie@meeaz.nl	Tineke van Driel (Speech & Language Therapist) Gezondheidscentrum Merenwijk Rosmolen 2 2317 SJ Leiden Tel: 0624219016 E: tineke@logopedieleiden.nl
Vroeghulp Derkinderenstraat 10-18 1062 DB Amsterdam Tel: 06 52066463 www.intergralevroeghulp.nl	Jantien Knoester Occupational Therapist & Psychologist Teylingerlaan 21 2215 RT Voorhout Tel: 06 24144875 E: jknoester@telfort.nl
Robert Dunn (Clinical Psychologist) Koningslaan 61 3583 GN Utrecht Tel: 030-2944083 Mob: 06-4682093 E: dunnrobertk@gmail.com; rdunn@ision.nl	MOC't Kabouter Amsterdam Zuid Amsteldijk 196 1079LK Amsterdam Tel: 020-6445351 E: zuid@kabouterhuis.nl
Dicky de Vos-Bron (Clinical Psychologist) Psychologen Groep Utrecht Bergweg 159 3707 AC Zeist www.pgutrecht.nl Tel: 06 11599948	Bascule Ambulatorium SOzCentraal Aanmeld- en Informatiepunt Postbus 303 1115 ZG Duivendrecht Tel: (020) 890 19 01 www.debascule.com E: cai@debascule.com
GGZ in Geest Postbus 74077 1070 BB Amsterdam Tel: (020) 788 5000 http://www.ggzingeest.nl/organisatie/adressen	Verwijzing, Indicatie en Advies (Advice Centre) Monique van Thienen Postjesweg 175 Postbus 9121 106 AC Amsterdam Tel: 020-3463269 www.viaamsterdam.nl
De Regenboog Practice for Children and Parents Occupational Therapy, neuropsychology, mindfulness Drs. Karen M. Dun Valkhof 30 1082 VJ Amsterdam Tel. 31 0 20 6421990, 31 0 6 208 39 333	The Busy People - ADHD Specialists Ron Heinrich: Tel. 020-8202660 E: rheinrich@thebusypeople.nl Surinameplein 57-59 1058 GN Amsterdam www.thebusypeople.nl www.facebook.com/thebusypeople

<p>ABD Atlas Baarsjesweg 224 1058 AA Amsterdam</p> <p>Light House Special Education and Three Little Ships Preschool Amalia van Solmsstraat 155 2595 TA The Hague Tel. 31 70 33 55 698 www.lighthouse.nl E. infolse@hsvdenhaag.nl Location Leader: Carla Loozen</p>	<p>Therapie voor jongeren Bianca Vlaar, orthopedagoog Tel. 06 12251365 E. therapievoorjongeren@hotmail.com</p>
<p>Dramatherapy Annabelle Read Joachim Oudaanstraat 12 2231 JD Rijnsburg Tel. 0644697257 E. annabelleread@hotmail.com www.aread.typepad.com</p>	<p>Child Support Postbus 56893 1040 AW Amsterdam Tel: 06 33 86 57 Fax: 020 618 2686 E: child-support@euronet.nl</p>
<p>Stichting Verdwaalde Gezichten Lange Herenvest 122 2011 BX Haarlem Yeter Akin, educatiecoördinator Tel. 06 423 26633 E. info@verdwaaldegezichten.nl www.verdwaaldegezichten.nl</p>	<p>Psychodiagnostisch Centrum Child Support Kinderen en Jongeren Herengracht 478/3D Tel: 06 3386 3657</p>
<p>Psycholeg en orthopedagogen praktijk Atria Beukenlaan 4 6711NH Ede Tel: 0318 610 300 E: info@atria-nederland.nl</p>	<p>Ambulatorium SOz (Mw. Drs. S.C. dos Anjos Andre, GZ-psychooloog BIG/Kinder-en Jeugdpsycholoog NIP, voorzitter Ambulatorium SOz) E. s.dosanjosandre@debascule.com</p>
<p>School doctors: PRIMARY: Jeanne-Marie Hament Tel. 0623562320 E. jhament@ggd.amsterdam.nl Danielle Lionarons Tel. 06 51923796 E. dlionarons@ggd.amsterdam.nl</p>	<p>School doctor: SECONDARY: Marlies Kuijt Tel. 0610512658 E. m.kuijt@oktamsterdam.nl</p>

Truancy Officer: PRIMARY: Birgitte Dros Tel. 020-2524678 E. b.dros@amsterdam.nl	Truancy Officer: SECONDARY: Haydie Hoen Tel. 020-2524466 E. h.hoen@amsterdam.nl
Altra Onderwijs & Jeugdhulp (Education & Youth Assistance in school) www.altra.nl Annemiek Sueters: Ambulant begeleider Tel. 020-6204606 E. a.sueters@altra.nl/0652594760	Alcoholics Anonymous English Group English Reformed Church Hall Nieuwezijds Voorburgwal 282A Amsterdam Centrum Jellinek House Jacob Obrechtstraat 92 Amsterdam Oud-Zuid Nova Zemblastraat/AAOC Nova Zemblastraat 256 Amsterdam Westpoort
LVSI Amsterdam Instituut de Leeuw www.instituutdeleeuw.nl Instituut Socrates www.instituutsocrates.nl Amstelveen Huiswerkinstituut NHI www.studiecentra.nl	Ella Bout Secretaresse Ambulante Dienst Altra Altra Colleg Louis Couperusstraat 131 1064 CE Amsterdam Tel: 020 788 0765 E: e.bout@altra.nl
MoleMann Mental Health Amsterdam Zuid Vestiging Amsterdam Zuid Paulus Potterstraat 40 1071 DB Amsterdam Tel: 020 662 7770 F: 020 379 0100 E. amsterdamzuid@molemann.nl	Semmi Begeleiding and Therapie Willem Beukelsstraat 35-1 1097 CR Amsterdam Tel: 31 6 472 023 05 Tel: 31 6 472023 06 E: info@semmi.nl www.semmi.nl
Kat Berger The Expat Kids Club Child and Adolescent Psychology Tel: 31 6 14832702 E: expatkidsclub@gmail.com www.expatkidsclub.com	CTZUID Counseling Waldeck Pyrmontlaan 20-5 1075 BX Amsterdam www.ctzuid.nl/session/default.html

Mindful Parenting Prof. dr. Susan Bogels Psychotherapist Dr. Kathleen Restifo Tel: 020 525 1441 E: swessels@uva-virenze.nl www.uva-virenze.nl	Praktijk Voor leerlingondersteuning Drs. E van der Oord Tel: 020 489 0054 E: ergoselect@gmail.com www. Ergoselect.nl
Hannah In't Veld Art Therapist Lange Leichedwardsstraat 50 1017 NM Amsterdam Tel: 020 623 8901 M: 06 539 62 829	Drs. Francine Wong Loi Sing-Witz Psycholoog NIP Lid NVPA Cuz OOrthuyshade 110 1087 BB Amsterdam Tel: 020 77 908 48 M: 06 27413034 E: info@kidssupport.nl www.kidssupport.nl Integratieve Kindertherapie oudenbegeleiding



AICS Learning Centre Aims and Objectives

DESCRIPTION

This learning centre has been set up and is dedicated to helping students of all different abilities to achieve their personal best both academically and emotionally. It needs to be viewed by the whole school as a vibrant, interactive space where successful group and individual learning is going on. It should cater for peer group/pair work. Research has proven that peer tutoring and collaborative learning is the effective tool for improving progress, raising self esteem and building a truly inclusive learning environment. Particular skills are appreciated and celebrated.

For Primary learners both individual coaching and pair /small groups could work together on the areas requiring attention. This would increase the support time and use staff more economically. Resources can be shared and differentiated materials compiled over time.

For secondary, dynamic working groups could be set up in particular subjects and both extra and alternative (during class times) sessions arranged with subject teachers in liaison with LD specialists. Areas that require attention can be focused on. Teachers can create a subject roster so that specific subject advice is available in collaboration with the LD specialists. LD interactive programmes could be used to enhance and further class work and projects. Text books and resources for all subject areas need to be available. Individual sessions can also be run in the learning centre if required. The emphasis being to create a positive 'learning environment' - a space and atmosphere of inclusiveness and fun where learners do not feel different or isolated. It should be welcoming and allow learners to come in and access extra help in planning, essay writing, research, project work and study skills for tests and exams

Regular sessions will be conducted there as well and this will continue to follow a flexible but organized time schedule. Liaison and communication between learners, subject teachers and LD specialists is essential

THE BENEFITS OF THE CENTRE FOR THE STUDENTS

Sharing of resources and ideas – collaborative learning
Creating a progressive learning environment
Social guidance, problem solving and building a community.

Students can get immediate help in school work at the time that they need it without having to wait until their grades begin to slip.

Peer tutors could receive a certificate for assisting and coaching. CAS points



It gives consistency to all teachers in terms of point of contact and a consistent location.

Student teachers and university students could increase their knowledge of individual learning styles and LD support and become involved in the learning.

Specialised group coaching sessions could be arranged using, teachers, LD specialists and outside tutors and professionals, i.e. speech and language therapists. Presentation skills.

CONCLUSION

It is important to raise the awareness of the uniqueness of all our learners. One where individual learning styles can be recognized, understood and celebrated. Weaker areas can be improved and we can move away from the separative culture that often accompanies a label. It is important to use our expertise economically. Individual sessions are costly, and often the skills being coached would be beneficial to many of our learners that are not labeled with a Special Educational Need.

AICS could pilot some cutting edge support, using the talents and skills that many of the staff already have to improve and enhance the learning and excellence that the school is already striving for.



SST Activity Plan 2015

AICS AIM

It is the aim of the AICS to support and facilitate our learners towards excellence, according to their individual needs, learning styles and challenges. This can be in the form of academic support and/or social emotional support. We understand that all students have the right to succeed in education and can develop at different rates and times. Our aim is to provide guidance and support in order for every student to be able to reach their potential and gain meaningful access to the academic curriculum and environment offered.

Our Mission Statement

Every member of the AICS community is committed to providing the conditions and opportunities to enable any child within the SST profile to be included fully in all aspects of school life.

The AICS works with an approximately 18% students with LD needs per classroom.

The size and composition of the Student Support Team depends upon the student population at any given time, with a ration of approximately 1 FTE: 240 students.

Current staffing:

- SST leader
- 2 Educational psychologist
- School counselor
- 2 LD specialists
- LSA

With increased referral we will need to review our staffing structure for 2016.

AREAS THAT NEED IMPROVEMENT AND WHY	ACTIONS NAME DUE DATE
1. Consistency of staffing. Need to develop and grow the existing team. Turbulence and a high staff turnover in the SST department previously has left gaps in filing system, problems in communication and in places a lack of effective support for SST students. With systems not being in place due to the lack of leadership of SST, a disproportionate amount of time has been spent in bureaucracy instead of allocating time to the priority area of active and effective student support, this means incomplete documentation for the files; sometimes referrals have been made to SST via word of mouth. A	Support for coherent systems to be embedded within SST by AICS Senior Management Team, asap.

coordinated approach is now needed with consistency and collaboration being at the core.	
2. Staff training for SST team. Revisiting issues around each Learning Need, use of Assistive Technology especially for Students with Dyslexia and Dyscalculia, use of Catch Up software programmes for Literacy and Numeracy.	Eileen(IT) ongoing Sian Ongoing SST team External providers
3. SST to train AICS staff To deliver workshops/ongoing support/training with other staff as per Primary and Secondary Activity plans. a. Hanne to work with group 0 teachers on 'Developing Relationships with Challenging students' and with group 2 on 'Dealing with Disruptive students.' b. Sian to work with secondary staff team on 'Differentiation.' c. Dyscalculia workshop held 15.1. attended by Maths dept , mentors, SST and L4L Secondary. Follow up, workshop provider (external) to support Maths team in creating Differentiated programme for Dyscalculic students in MYP.	SST TEAM Jan-June 2015 Maths Secondary team, external workshop provider, Tom (student Liaison leader) March 2015
4. Admin support SST needs admin support pro rata. (Marta.) until systems are in place. This is primarily to update the SST and SST + database in primary and secondary.	Senior management team. Marta, Rosanna. Ongoing
RESOURCES 1. SST budget to be reviewed. 2. Interrogate Units of Sound', the existing software for Dyslexia at AICS as Primary are not 100% satisfied with the sole use of this programme for Dyslexic students. Check if still effective. Explore other software / SEN programmes or Dyscalculia, Dysgraphia, Dyslexia. Also Literacy and Numeracy Catch up software and games. 3. For dyscalculia screening we need: • Nederlandse Dyscalculie Screener (NDS): https://www.boomtestuitgevers.nl/methode/11/NDS • Tempo Test Automatiseren (TTA) https://www.boomtestuitgevers.nl/methode/26/TTA 4. New assessment tools: • WIAT-III. We're still working with the WIAT-II, which is outdated at this point (ten years old!). We use the test often for psychoeducational	Sian March 2015 SST Team March 2015



<p>assessment and it's important to use up to date assessment materials to get accurate estimates of achievement levels.</p> <ul style="list-style-type: none"> • Raven's Coloured Progressive Matrices. <p>5. Books</p> <ul style="list-style-type: none"> • Dyscalculia: "The Number Sense," by S. Dehaene • Prevention: "Play diagnosis and assessment," Karen Gitlin-Weiner – http://www.amazon.com/Play-Diagnosis-Assessment-Karen-Gitlin-Weiner/dp/0471254576 • Setting students up for success: "Mindset" Carol Dweck, http://www.amazon.com/Mindset-The-New-Psychology-Success/dp/0345472322 <p>6. Maths: Start using Maths Dynamo programme purchased for Primary Numeracy support.</p> <p>7. Use of Numicon as a hands on concrete resource for Numeracy support.</p> <p>8. Expand multisensory resources for Literacy and Numeracy support.</p>	<p>SST team to investigate, April 2015</p>
---	--