

# Support Plan

Primary School 2018-2020





# Support Plan Primary School

2018-2020



## **SUPPORT PLAN PRIMARY SCHOOL**

First established January 2018

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

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

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## Introduction

*“Educated side by side, untroubled from infancy by divisive prejudices, acquainted with all that is great and good in the different cultures, it will be borne in upon them as they mature that they belong together.”*

This support plan was written for all Primary staff members of the Europese School Den Haag *Rijnlands Lyceum* (ESH). In this plan we describe the organisation concerning the support of our pupils. This document is further supported by:

- Support Profile ESH Primary (listing the strengths & limitations of our education)
- ESH Support Team Workflows (internal guidebook for members of the Support Team)
- Anti-Bullying Policy
- Code of Behaviour (+ relevant appendices, e.g. the Behaviour Booklets)
- Bereavement Policy
- Safeguarding Policy
- Quality Plan
- Repeating a Year Policy
- Gifted & Talented Policy

The Policy for Support & Procedural guidelines for Support (as established by the European School system) have had a major influence the contents of our own policies. In this sense we've combined the strengths of both systems (European Schools & Dutch national system) into one cohesive whole.

By further strengthening an established support structure, we aim to offer all children the opportunity to develop to their full potential within the ESH. As a mainstream school, ESH has its limitations and requires pupils to be able to access the academic level of their respective year groups. This support plan helps the teachers to be more specific in planning and meeting the needs of a diverse range of needs amongst our pupils.

When pupils struggle to make the expected progress, we will act accordingly. This includes all pupils in our school - both pupils who have difficulty in accessing our curriculum and those who learn faster than others. For higher ability pupils, the ESH is similarly committed to providing an environment which encourages all pupils to maximise their potential.

This support plan is an integral part of the school plan 2018-2020. It's part of the internal evaluation procedure and, together with the support profile, is evaluated and adapted every four years.

On behalf of the Support Team at the ESH,

Jaap Marsman



# 1. Structure of Support

The European School of The Hague offers an academic program by delivering the curriculum as established by the European Schools. The school educates its pupils for the European Baccalaureate, which subsequently provides the possibility of going to a European university. Because of the high academic standard, teachers need to closely monitor the development of their pupils. **Differentiation is essential for establishing a learning environment that is adaptive to the needs of the class.** A differentiated learning environment takes into account the different learning styles of its pupils and matches up with their zone of proximal development using the objectives from the different syllabuses as the source.



## Five levels of teaching and support

Differentiation forms the basis of all good and effective teaching. It is essential for all pupils. Pupils who need additional support are usually identified by the teacher. Extra support can be provided in the field of teaching, the work attitude, the social and emotional functioning or the child's home situation. The teacher (or a member of the support team) carries out assessments, observations and has meetings with pupils and parents. The encompassing system under which this is implemented is the Needs Based Approach (translated from *Handelingsgericht Werken*). This approach is used within all cycles of the school, from Early Years up to Secondary.

By offering a rich and diverse curriculum tailored to the overall needs of the class (as described in the period planning) the teaching and learning caters to as large a group as possible.

If there are signs that support is required, the teacher first offers this in the classroom (General Support). The teacher adjusts their subject planning and provides the required support in class. The teacher also talks to parents, colleagues and with the child in order to create a better approach. During a Group Consultation, this is fed back to the support team. An individual education program will occasionally be prepared (Moderate / Intensive Support) if the provided general support is not adequate to meet the needs of the child.

All levels of support can either be short-term, medium-term or long-term. Special Arrangements are usually made when a specific diagnosis has been established and are usually more permanent.

## Terminology

The staff of the support team refers to themselves as support coordinators (SUPCO's) and support teachers (SUPTE's). Children have Additional Educational Needs (AEN), whether they be social-emotional or cognitive. By looking at classes as a whole and clustering needs together, teaching to a wider range of needs is possible and manageable.

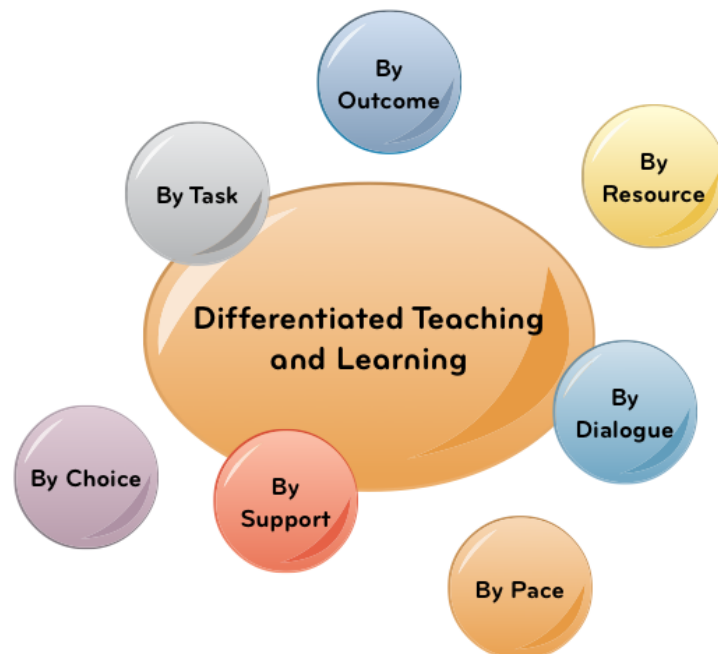
## Staffing within the Support Team

As the school has grown over the past few years, so has the Support Team. Currently ESH employs a range of Coordinators & Teachers for all language sections. A dedicated Support Leader who oversees the overall running of the team is in place. A dedicated School Psychologist is on-site and engaged with all language sections.

## Differentiated Teaching and Learning

Differentiation should include meeting the needs of:

- pupils with different learning styles
- pupils studying in a language section which does not correspond to their mother tongue
- pupils arriving late in the system who may have followed a different program of study and may therefore have gaps in their knowledge or skills
- pupils with a mild learning difficulty
- pupils with a diagnosed additional need
- gifted and talented pupils



The model for differentiated teaching and learning at the ESH.

In most cases, the needs of pupils are best delivered as part of the differentiated classroom provision. There are a number of ways that teaching can be differentiated, and this should be included at the planning stage. Using the model shown, there are a number of ways that differentiation can be achieved within the activities carried out in the classroom.

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### By Task

A variety of tasks are set which relate to the same activity. Gifted and Talented pupils can begin at a higher level, miss the first activities or move through the work at an increased rate. This may also mean missing out some of the work. For less able pupils this means that there might be more repetition in the task to consolidate the goal of the activity.

This method of differentiation is beneficial for all pupils. The more able pupils can make rapid progress and work can be better matched to their abilities while less able pupils can also make appropriate progress. The tasks can be phased so those Gifted and Talented pupils move on to increasingly more difficult work.

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### By Outcome

The same content, material, stimulus or task is used for all the pupils in the class. This works at its best when the outcome of the work is not prescribed, or the task is open-ended.

Different outcomes can be sought so that Gifted and Talented pupils can extend their thinking. The class can work as individuals or in groups.

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### By Resource

Different types of materials are provided to different members of the class. All the pupils might be answering the same questions or researching the same information, but the resources used will be matched to ability. Less demanding work may have less dense text with more illustrations. More demanding resources may have more dense text and a richer, more complex structure. Gifted and Talented pupils can use more demanding word banks, data files or image banks.

In this way, Gifted and Talented pupils can research the ideas in greater depth and their thinking skills will be extended. Less able pupils will be able to achieve at a similar level, as they have less complex resources.

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### By Dialogue

The most regularly used form of differentiation is by dialogue. The Gifted and Talented pupils often only need to have a basic outline of the work explained to them. This can be a quite sophisticated explanation which sets high expectations and assumes a high level of understanding. Less able pupils will need a full explanation with more detailed examples and perhaps even further illustration of the ideas and expectations. The use of targeted questioning to elicit a range of different responses, including high-level responses from able pupils and small group discussions, can also raise the challenge.

Gifted and Talented pupils can make more progress by being encouraged to develop a higher level of understanding and moving on to more demanding tasks as soon as they are ready. Differentiated

language is used by the teacher to challenge the thinking of the Gifted and Talented and to increase the level of thinking and discussion.

### By Pace

Some pupils thrive when asked to work at a fast pace, as they do not need all the small steps to be explained. They can deduce for themselves the next step in a process. They are often able to achieve complex tasks quickly and like to move rapidly through the early stages. In contrast, there are occasions when pupils actually work more slowly and painstakingly produce work of greater length, detail or complexity. This is often the case in creative or imaginative work.

Benefits: When asked to work at pace, some pupils move onto high-level work quickly and, therefore, stretch their abilities. In contrast, by allowing more time they may achieve increased levels of attainment and more highly 'finished' or inventive outcomes.

### By Support

All pupils need an equal amount of support from the teacher. The support time available to pupils may well be used to question the pupil, to encourage them to explore ideas more deeply, to introduce alternative ways of approaching the work or to explore extension into ICT systems.

### By Choice

Given the opportunity to select work for themselves, pupils can choose activities that they find more interesting and that match their abilities. Pupils can be given an opportunity to select from a range of starting points, materials, subjects or processes. They may also choose to extend or adapt the set work themselves. The benefit is that pupils can make choices and work with ideas that are well matched to their interests, enthusiasms and abilities.

## General Support

Within a differentiated classroom, there might still be pupils that do not entirely fit within the planning as described for the whole class. In this case, at the lightest level of intervention, the teacher plans for this pupil using the blue area of the group overview.

### Who is it for?

- Every pupil may need General Support, over and above normal classroom differentiation, at some time during schooling.
- Pupils may experience difficulty in a particular aspect of a subject, may need to 'catch up' due to late arrival in the ES system or illness or may be working in mother tongue or dominant language.
- Pupils may need additional help with acquiring effective learning strategies or study skills.

### Interventions & Observations

Certain interventions are part of the school's basic level of support. These include but are not limited to:

- Informal observations by support coordinators, the school psychologist or a support teacher.
- Light interventions to improve classroom dynamics using, for example, the Restorative Approach.
- Child Conversations to discuss perceived issues and investigate the perspective of the pupil involved.
- A conversation with a pupil using the "Draw your conversation technique"

These light interventions are used to gather information and give new insights. Parental consent is not sought for interventions that are part of the basic level of support. Only if specific interventions are put in place for specific groups or individuals will parents be informed.

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## Documentation

- Provision (in EduKey) or as part of the regular planning
- Evaluation of the target set

## Moderate Support

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### Who is it for?

- This is an extension of General Support.
- It is provided for pupils in need of more targeted support or those with a moderate learning difficulty.
- It might be appropriate for some pupils who may be experiencing, for example, considerable difficulty in accessing the curriculum due to language issues, concentration problems or other reasons.
- It might be provided for a longer period than General Support and each pupil has an separate plan. This plan can be for an individual or for a small group.
- Moderate Support can be provided in class or through withdrawal.

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### Procedures

- Teachers request Moderate Support for their pupils. Either via the referral or based on discussion about formative/summative assessment data.
- Pupils' legal representatives are informed that educational support has been recommended for their child.
- Support coordinators create small groups or individual support, in or outside the classroom depending on pupils' needs and the availability of support teachers.
- Groups are organised vertically, horizontally, within or across sections, by focusing on the needs of the pupils concerned.
- Support teachers create a plan for the pupil(s) in cooperation with the class/subject teacher. This plan is to be monitored regularly.
- The plan includes specific learning objectives and criteria for evaluating pupil progress and the success of the support.

- In the case of EAL the planning is made to correspond with the school's privately developed EAL teaching scheme.
- Pupils' legal representatives are informed of their child's progress in Moderate Support.

## Documentation

All documents are kept by the support team:

- Request from teacher or pupil's legal representatives to the coordinator (the Referral)
- The plan for the intervention (individual plan or group provision in EduKey)
- The Support Letter as sent to the parents
- Report on the pupil's achievement (in the form of evaluated planning in EduKey)

## Intensive Support

### Who is it for?

Intensive Support is given following an expert assessment of the child's needs and with involvement from the Multi-Disciplinary Team or one of its members. Intensive Support is provided for pupils with diagnosed specific learning difficulties; learning, emotional, behavioural and/or physical needs. In exceptional circumstances, and on a short-term basis only, the support team - with the directorate - can decide to provide Intensive Support for a pupil or group of pupils without diagnosed additional needs.

The pupil's absence from lessons in other subjects because of Intensive Support should be restricted as much as possible.

### Procedures

- A need for Intensive Support is identified either on enrolment or during the school year by pupil's legal representatives or teachers. (Referral)
- The support coordinator contacts the pupil's legal representatives and requests documentation.
- Because funding from the Support Network might be provided for this, the Multi-Disciplinary Team is also consulted on this matter.
- An Intensive Support Plan is written by the support coordinator in cooperation with the subject/class teacher.
- When the school cannot provide an appropriate education for a child it can declare itself not to be able to meet the child's needs. In such cases, the process to look for a school better suited to the needs of the child is started. This is done when the needs of a pupil go beyond the limitations of the school (as outlined in the Support Profile).

For pupils who might qualify for short-term Intensive Support:

- The support coordinator creates small groups or organise individual support, in or outside the classroom, depending on the pupil's needs and the availability of teachers.
- Groups are organised vertically, horizontally, within or across sections, by focusing on the needs of the pupils concerned.

- Pupils' legal representatives are informed of their child's progress in short-term Intensive Support.

## Documentation

All medical/psychological and multidisciplinary reports must be regarded as strictly confidential. Great care must be taken as to how and to whom access is given. Teachers working with the child should be permitted to read these reports. However, in the case of particularly sensitive issues, the support coordinator will provide only a summary of the report's conclusions and any suggestions which are relevant to teaching and learning.

- A completed support referral form
- A formal assessment from a medical/psychological and/or multidisciplinary service. The report may be written by a clinical team comprising various medical, health, educational or counselling professionals with appropriate qualifications. It is not permitted for a relative of the pupil or an employee of the ES to write or be involved in the writing of the report.
- An Intensive Support Plan listing all objectives and progress
- Report on the pupil's achievements

The criteria for a psychological assessment are as follows:

- ➔ Be legible, on headed paper, signed and dated
- ➔ State the title, name and professional credentials of the expert(s) who has/have undertaken the evaluation and diagnosis of the pupil
- ➔ State specifically the nature of the pupil's medical and/or psychological needs and the tests or techniques used to arrive at the diagnosis
- ➔ Describe the pupil's strengths and difficulties and their impact on learning
- ➔ Include a summary (or conclusion) and, where appropriate, recommendations for teaching/learning for the school's consideration
- ➔ If not written in one of the working languages, be accompanied by a translation into Dutch, French, English or German
- ➔ In order to avoid possible conflict of interests, the expert assessing pupils will be neither an employee of the ES nor a relative of the pupil.

## Special Arrangements

These arrangements are designed to allow a pupil to access the curriculum. They are not intended to compensate for a lack of ability but to allow the pupil to fulfil his or her potential in the fairest conditions possible. Special arrangements can only be authorised when they are clearly related to the pupil's diagnosed physical or psychological need(s).

When a pupil would benefit from a special arrangement in order to compensate for a physical or learning difficulty, teachers or parents can request this from the support team.

Parents are informed that special arrangements have been recommended for their child and parents are asked to provide a medical/psychological and/or multidisciplinary report explaining the need for special arrangements.

## Overview

The arrangements listed below can be authorised by the school, up to and including S5:

- Separate room for the test/examination/assessment.
- Change of seating arrangements.
- Taking of medication and/or refreshment in the case of a medical condition, for example, diabetes.
- An assistant to provide physical care for a pupil to ensure his or her well-being and safety. This assistant may not be a relative of the pupil or the teacher.
- The use of a specific learning aid which is normally used in class, for example, a magnifying glass; a hearing aid; coloured overlay; a low vision aid; coloured lenses.
- A pupil who has followed an option course normally taught in his or her Language 1 but not organised in this language in the school attended may use a bilingual dictionary (Language 1 - language of course).
- For colour-blind pupils, colours can be substituted with words on the test/examination paper or a reader can name the colours for the pupil.
- Modifications to the format of the assessment.
- Additional time in tests and examinations – where possible a maximum of 10 minutes can be allowed for each hour of the examination/test, i.e. for assessments of 90 minutes, allow 15 minutes additional time.
- Use of a computer or laptop - in this case the equipment is used as a typewriter to replace handwriting. No spell checker or other software aids are permitted. Schools must ensure that any computer/laptop being used is cleared of stored information. It should be noted that in examinations, other than language examinations, content/skills, not language errors, are assessed. In the case of a severely dyslexic pupil the school could consider using a scribe in preference to a computer.
- The use of a simple arithmetic calculator, whenever no calculator would be allowed.
- A scribe to transcribe word for word the pupil's dictated answers and to read back the pupil's answers where necessary. In this case additional time of 10 minutes per hour is allowed.
- An audio recording of answers where a scribe is not available.
- A reader to read both the assessment paper and to read back the answers. In this case the additional time of 10 minutes per hour is allowed.
- A communicator to provide assistance to a hearing-impaired pupil through sign language or lip speaking.
- A prompter to assist a pupil with severe concentration difficulties or neurological disability in paying attention to the assessment tasks.
- Written instructions for hearing-impaired pupils.

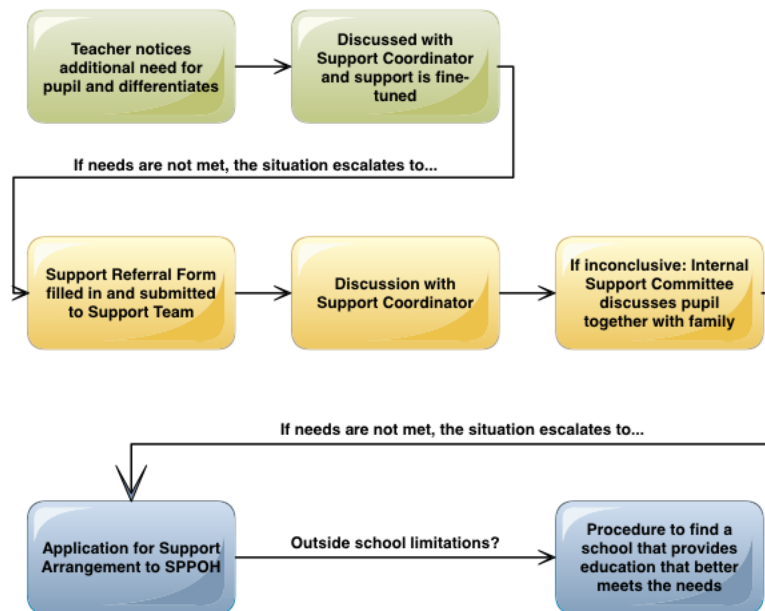
The list above is not intended to be exhaustive. Where a pupil's needs cannot be met by any of these arrangements, the school may make further appropriate arrangements. These arrangements will be made only if the school is able to find solutions locally.

## Specific Pupil Needs Procedure

By systematically planning and organising teaching and learning in alignment with the school structure within the Needs Based Approach (point 7 of the NBA), the teacher offers a wide approach



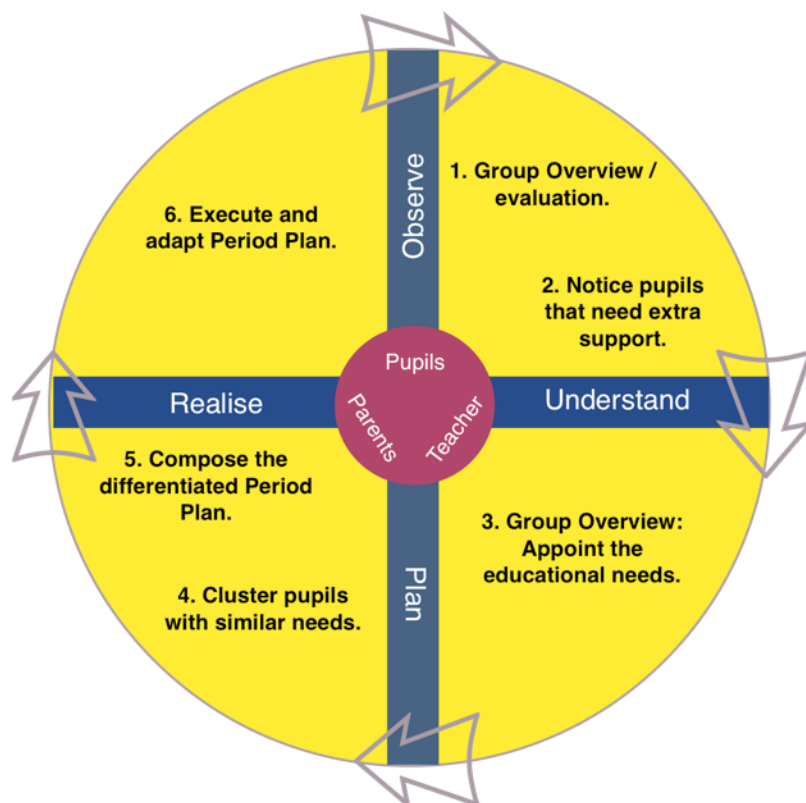
that caters to a variety of needs within the classroom, taking into account different personalities and learning styles.



The escalation of referral for pupils whose needs cannot be met.

When a pupil has more specific needs that cannot easily be met by differentiating in the classroom, a more in-depth approach is needed. The diagram listed here shows the escalation by which the identification and provision of needs is decided.

## 2. Needs Based Approach



The basic model on which our support is based is the Needs Based Approach model (NBA). This overall approach is practical, solution-oriented and systematic. The NBA model is used for all children in class and provides a collective framework for all teachers (class, L1 and L2) to use.

### The Seven Core Statements of NBA

1. The educational needs of the pupil take a central place.
2. It is all about adjusting and interaction.
3. The teacher matters.
4. Positive aspects are of high importance.
5. We work together constructively.
6. Our actions are goal-based.
7. The approach is systematic, divided into steps, and transparant.

### General Approach

The NBA cycle is completed three times during each school year and within each cycle there are two Periods (with the exception being the last period from May to July, usually there is no June holiday). Each cycle is discussed in detail with the Support Coordinator during a Group Consultation.

## Parents and Support

A child never receives extra support or is discussed in more detail without their parents being informed. Within our school, parents are regarded as an essential partner. The sooner they are involved in the process the better. Communication is a vital part in offering effective support to our pupils and collaboration between parents and teachers is an important part of this process.

Communication with that goes beyond an informal discussion or a discussion about the report are recorded on a consultation form. This involves recording a summary of the interview and any agreements that are made. The person who has conducted the discussion produces this report and asks the parents to sign it. The form is then submitted to the support team.

It is possible that the parents have already taken steps to meet their child's needs. It is common for children - outside school - to receive treatment from a speech therapist, physiotherapist, tutor, etc. It is strongly recommended - though not compulsory - that close contact is maintained, concerning the support that a child receives, between the parents, the external body providing support and the school. It is possible that the external party requests the assistance of the teacher. In this case, consultation will first take place with the support team - who will then discuss matters with the management - and specific agreements may then be made with this external party.

Conversely, it is also possible that the school requests the parents to help their child at home. The staff at the ESH always tries to properly assist parents with this. By joining forces, the best for the child is achieved.

## 3. Planning and Recording

### Pupil-specific planning

Besides planning for a class, in specific cases documents are written for the individual pupil. These are described here.

#### Moderate and Intensive Support

By looking at the structure of support in the first chapter, it is recognised that support for pupils is layered into different levels:

- Differentiated Teaching and Learning (all pupils, to be recorded in regular planning documents)
- General Support (to be recorded in the Group Overview)
- Moderate and Intensive Support (to be recorded in separate plans)

For the categories of Moderate and Intensive Support there are specific planning forms used (available on ESHWeb) that meet the guidelines from the European Schools and also the guidelines from the national support network SPPOH (see the chapter on Organisation of Support for more information). Both of these forms are available on ESHWeb.

#### The Development Perspective (OPP)

For some pupils, the pace of the group is either much too fast or much too slow. For them, receiving support via an Intensive Support Plan will not provide enough support in their learning. For these pupils, the education must be designed in such a way that they can learn at the pace they can handle. For these pupils, a customised curriculum must be created starting from Primary 3. This is described in the development perspective plan, the *ontwikkelperspectief plan* (OPP).

As starting situation analyses from all available tests and observations are used. During this phase, more testing might be needed to form a complete picture.

This study is then followed by the advice to continue learning at the personal learning pace. The teacher, the support team, any external counsellor and parents then examine what learning steps are appropriate for the continued development of the pupil.

There is no form available for the development perspective, it is prepared together with the support team and teacher in ParnasSys.

#### Parent Consultations

As already indicated in a previous chapter, it is vitally important to involve parents at an early stage to discuss the support needs of their child.

As a teacher you have regular discussions with parents. For transparent communication it is important that these discussions are clearly recorded on ParnasSys afterwards.

By sharing all parent meetings with the support team in this manner, they also remain fully aware of the discussions that are held with parents and are additionally able to provide input. By uploading these forms all communication is digitally stored and retrievable by any involved member of staff (e.g. the directorate or support leader).

## Storing and Filing

### ParnasSys

The majority of the pupil records are stored in our digital recording system ParnasSys. This includes:

- Communication via email with parents
- Testing results that can be processed digitally
- Important medical information
- The latest contact details
- Educational Reports from previous schools
- Absences (registered digitally by all staff)

### EduKey

Blah

### MySchoolManagement

Blah

## Guidelines for transferring files



Within the school the following agreements are made in regard to the transfer of data to third parties:

- The file in its entirety or parts thereof will never be transferred to third parties without the express consent of the parents. This consent must be provided by the organisation requesting the file data. If this is not possible for a legitimate reason, the school provides written permission and provides a copy of this together with (parts of) the file.
- In the case of a move and/or transfer to another primary school, the educational report is completed by the school and sent to the new school after notice of registration has been received from that school. The child's examination data must be present in this case.
- No file data is included with the moving report unless the parents have given their consent for this. The moving report may, however, refer to parts of the file, but no information about the content may be communicated. The moving report may be sent without the consent of the parents, but they do have the right to inspect it. It is self-evident that parents are informed about this.

## 4. Development & Planning 2018-2020

Included here is a visual overview of the developments ongoing in the Support Team for the whole school. The timelines of these areas are subject to change and are merely listed as goalposts.

Support Development 2018-2020 v1.0		2018		2019		2020			
		Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2
<b>Whole School</b>									
<b>Social-Emotional Learning using teaching scheme Leefstijl</b>									
Deploy from P5-S2 further into the school (Potential focus EY1-S7) (up until 2022)									
Develop supplementary courses for specific year groups (e.g. Sexual Education for S1-S3)									
<b>Safeguarding &amp; Anti-Bullying</b>									
Further develop resources and training on the No-Blame Approach for Anti-Bullying									
Further develop and establish the Safeguarding Team & prevention/intervention measures									
<b>Transition between phases &amp; cycles</b>									
Further refine, define and establish procedures for EY-P1, P5-S1, S3-S4, S5-S6									
Evaluate current procedure P5-S1									
<b>Whole-School Behaviour Implementation</b>									
Adaptation of behaviour booklets for 2 separate campuses									
Implementation of Assertive Discipline									
<b>Primary School</b>									
<b>Social-Emotional Interventions</b>									
SSIS, Rock & Water Intervention programme implementation									
Focusing Training through Zentangle lunch club									
<b>Social-Emotional Registration System</b>									
Explore systems (e.g. SCOL, ZIENI, SDQ, Klimaatschaal(SIGA) and trial different approaches									
Implement the chosen system school-wide (starting with specific year groups and branching out)									
<b>Development of Needs Based Approach</b>									
Adapt NBA procedures to fit ESH: Group Consultation, Group Overview & Referral Procedure									
Further develop NBA approaches to Child Conversations & Multi-Disciplinary Meetings									
<b>Gifted-Talented Education</b>									
Implement and further develop the Challenge Group									
Work with MMT to further develop approaches to differentiation for more able pupils									
<b>"Welcome to ESH" booklets (as part of the Transition "Safe Passage")</b>									
Draft, check and publish "Welcome to ESH" booklet to make new pupils & parents feel welcome									
Further develop same booklet, but for staff									
<b>EAL Connection to the English Language Section</b>									
Investigate objectives for EAL in relation to L1 & L2 Syllabus for specific interventions									
Further develop the training available to staff for EAL provisions in the classroom									
<b>ESH Academie Support-level courses</b>									
Further develop specific courses on ESH Academie for Support-related areas									
<b>Secondary School</b>									
<b>Immersion Programme / Improvement of Language Support</b>									
Investigate Progression-Promotion criteria with intensified sessions and draft proposal									
Present proposal, adapt, then implement in the ESH Secondary to improve quality of lessons									
<b>Social-Emotional Programmes</b>									
Trial specific interventions (e.g. Bereavement Group, Mindfulness, GSA)									
Build on successful initiatives and branch out into other areas									
<b>Gifted-Talented Education</b>									
Trial different aspects within the school (e.g. Mindstorm Lego, Kangaroo, etc.)									
Build on successful initiatives and branch out into other areas									

 Active development in this quarter
  Complete in this quarter