



**The International School
of The Hague**

*Curious, Connected
and Compassionate*

**School Ondersteuningsprofiel (SOP) van
The International School of The Hague (ISH) Secondary
2019**

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1. General Information

Contact details	<p>Address: Wijndaelerduin 1 Postcode: 2554 BX Den Haag Telephone: +31 (0)70 328 1450 E-mail: ish.secondary@ishthehague.nl Website: www.ishthehague.nl Other: The International School of The Hague is part of the Foundation Het Rijnlands Lyceum (SRL).¹</p>
Educational vision/ concept	<p>In the Secondary School of the International School of The Hague (ISH)² students develop all-round personal excellence through our academic programmes, pastoral programme and a wide-ranging extra-curricular programme. ISH's mission is to inspire personal excellence in our strong and diverse community comprising over 99 different nationalities. The vision behind this is to become proactive and compassionate global citizens who will build a better future for all through developing the attributes of the ISH Community Profile, which is based upon the IB Learner Profile. We are an International Baccalaureate (IB) World school and are committed to the Principles and Practices of the IB³. ISH is also a Dutch International School (DIS)⁴.</p>
Teaching activities	<p>The secondary academic programme consists of three independent IB programmes⁵ that can be offered coherently to prepare students for higher education. English is the language of instruction. The IB sets out requirements and guidelines for implementation of the programmes. Below we set out how these programmes are implemented at ISH:</p> <ul style="list-style-type: none">● Years 7-11 (age 11-16)<ul style="list-style-type: none">○ Middle Years Programme (MYP) provides a framework of learning that emphasises intellectual challenge, consisting of eight subject groups, in which students are required to study their mother tongue (or a language at native speaker level), a second language, humanities, sciences, mathematics, arts, physical education and design (Product and Digital). As a government-funded Dutch International School (DIS) students are required to take Dutch as one of their languages. The MYP aims to be

¹ Website Stichting Rijnlands Lyceum (English version): <https://rijnlandslyceum.nl/en>

² For the purposes of this document, ISH refers only to the secondary school of the International School of The Hague.

³ Website of the International Baccalaureate: <https://www.ibo.org/>

⁴ Website of Dutch International Schools: <https://www.dutchinternationalschools.nl/>

⁵ Description of the different IB programmes: <https://www.ibo.org/programmes/>



	<p>inclusive by design: students with a wide range of interests and academic abilities can benefit from their participation.</p> <ul style="list-style-type: none"> ● Years 12-13 (age 16-19) - pre-university level leading to higher education <ul style="list-style-type: none"> ○ Diploma Programme (DP) The DP is a two year programme, where students study six subjects: three at higher level and three at standard level. In some exceptional cases, students may study seven subjects. In addition the programme has three core requirements that are included to broaden the educational experience and challenge for students: Extended Essay, Theory of Knowledge, and Creativity, Action, Service. ○ Career-related Programme (CP) The CP is a two year programme, where students undertake three DP courses, including English and Maths, a core consisting of four components, and a career-related study: BTEC Business.
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	2016/2017	2017/18	2018/19	2019/20
Total number of secondary students (on the 1st of October that school year)	1112 146 (MYP1) 170 (MYP2) 160 (MYP3) 173 (MYP4) 164 (MYP5)	1253 187 (MYP1) 165 (MYP2) 188 (MYP3) 187 (MYP4) 196 (MYP5) 13 (CP5) 0 (CP6) 181 (DP5) 136 (DP6)	1389 174 (MYP1) 201 (MYP2) 193 (MYP3) 198 (MYP4) 215 (MYP5) 20 (CP5) 12 (CP6) 218 (DP5) 158 (DP6)	1359 185 (MYP1) 177 (MYP2) 181 (MYP3) 195 (MYP4) 187 (MYP5) 24 (CP5) 20 (CP6) 192 (DP5) 198 (DP6)
Outflow result*	125	111	125	12 (pending)

* These are withdrawal numbers across years: In International Education, more so than in typical Dutch education, students often transition from school to school/country to country.



2. Educational Support Services

a. Preamble

The ISH works in collaboration with the Samenwerkingsverband Zuid Holland West (SWVZHW, South Holland West Alliance). The samenwerkingsverband is a cooperative foundation of several secondary school boards in the Hague area. This board of schools has joint agreements about their educational support services. These agreements aim to actualise the Dutch Ministry of Education's vision for a good educational "fit" for every student. The board strives to support school to offer an education that fits the student's learning, providing extra learning support where needed. Within educational support services, there are three distinctive levels, namely basic, extra and in-depth support⁶.

Basic support is the preventative and early interventions within the school's support structure, implemented by school or with the help of local external agencies. All Dutch secondary schools provide similar basic support: School boards determine together what is included in basic support, yet each school actualises this in line with their own educational vision (how/ efficacy). Correspondingly, a school may offer more comprehensive basic support in line with the profile or the vision of the school.

Extra support is school-specific policy for a particular student or group of students who need more than what is provided through basic support in a general mainstream education setting. How this extra support is distributed is based on a school's expertise, as well as the possibilities or limitations of the school and its context.

In-depth support is intensive support, requiring highly specialised knowledge from staff. This is support that The International School cannot facilitate and therefore is delivered, within our Zuid Holland West Alliance through special secondary education (VSO) or the meta-school facility the FlexCollege.

b. Basic Support

The samenwerkingsverband determines the level of basic support that the schools offer within the region the school is in (ISH belongs to the South Holland West region). The quality of the basic support must meet the standards set by the Education Inspectorate⁷. The pedagogical concept of the school informs the method of how the basic support is designed. How a school organises and implements the basic support is the responsibility of the school.

⁶ The government's website about level of support in schools:

<https://www.rijksoverheid.nl/onderwerpen/passend-onderwijs/verantwoordelijkheid-scholen-passend-onderwijs>

⁷ Website education inspectorate: <https://www.onderwijsinspectie.nl/>



The following four areas are always covered within the basic support of every school:

- Preventive and slightly curative interventions (identifying and working on solving learning and providing advice to parents);
- Support structure (organisation in the school, available expertise and cooperation with external parties);
- Work according to the school plan (indicators of care and supervision of the education inspection);
- The quality of the basic support (criterion is the supervisory framework of the education inspectorate).

The Samenwerkingsverband South Holland West have agreed that basic support is defined through 12 standards, each with a number of specific aims. ISH endeavors to realise these 12 standards (“What”, outlined on pages 7-), and their specific aims. At ISH this is implemented in a manner that is aligned with the school’s vision and organisation (as described in the second column: “How”).

Standard 1: Placement policy: ISH carefully admits, and carefully transfers incoming and outgoing students.

What	How
<p>ISH keeps to agreements as recorded in the BOVO-procedure⁸, for registration at the “Instroomloket”, and the VOROC procedure⁹.</p>	<p>Students start ISH one year earlier in secondary education than their Dutch peers. This means that agreements around flows of incoming and outgoing students at ISH secondary differ from Dutch schools, and may not be applicable to ISH.</p> <p>The remit of ISH is to provide continuity of education. Students may qualify for a place at ISH secondary if they are:</p> <ul style="list-style-type: none"> - Transitioning from ISH primary (50%-60% per year). - From countries outside of the Netherlands. - From International primary schools within the Netherlands (on average 25% stream from Haagse School Vereniging).

⁸ More about the BOVO-procedure: <https://www.bovohaaglanden.nl/>

⁹ More about the VOROC-procedure: <https://www.voroc.nl/>



	<ul style="list-style-type: none">- A child of a Dutch family who have been internationally mobile; who spent at least two years in a school abroad. <p>Note: There are limited secondary education options for international students, and transfer to Dutch schools rarely happen. Out of necessity, students whose learning better fits the Dutch secondary education system, will have to move into the first year of ISH secondary, before they can transition into Dutch education. This is a good option when the student has a decent level of Dutch and whose family intends to stay for a longer time in the Netherlands.</p> <p>Students must be able to demonstrate English language proficiency inline with the following levels:</p> <ul style="list-style-type: none">- Year 7 - Beginner- Years 8 - 9 - MYP English Language Acquisition Phase 3- Years 10 - MYP English Language Acquisition Phase 3- Years 12 - 13 - DP English B <p>Further details are outlined in our ISH admissions policy¹⁰. These limitations ensure that we only accept students with the language potential to benefit from our educational programmes.</p>
<p>What</p> <p>When transferring students with additional needs, ISH facilitates the transition through a conference between professionals from both schools.</p> <p>Note: ISH uses the Open Apply for all admissions tasks and communication.</p> <p>https://www.openapply.com/</p>	<p>How</p> <p>The students starting at ISH secondary can be divided in three categories.</p> <ol style="list-style-type: none">1. New students, starting at ISH secondary in year 7, coming from ISH primary.2. New students, starting at ISH secondary in year 7, coming from HSV (De Haagsche School Vereeniging -dutch and international primary education¹¹).

¹⁰ Please refer to or request a copy of: [find details of admission policy here](#).

¹¹ Website from the Haagsche Schoolvereniging: <https://hsvdenhaag.nl/>



<p>Note: All psychoeducational assessments are treated confidentially. The coordinators of Learning Support and Student wellbeing will ensure that the School Psychologists receive the assessments and that they are stored in a confidential digital file.</p>	<p>3. New students, starting at ISH secondary in any year, coming from other international schools in or outside the Netherlands.</p> <p>All applications are screened for possible additional needs and all available information reviewed relevant members of the Student Support Team (SST) to ascertain transition needs and possibility of placement.</p> <p>New students transferring from ISH primary, who have extra support needs, are identified by primary support staff in years 5 and 6 and flagged for transition arrangements.</p> <p>Most students transfer out to other international schools abroad, which limits the opportunities for information transfer. School only provides information when requested by the receiving school and with permission of parents/guardians and/or the student aged 16<.</p>
<p>What ISH facilitates an induction programme for new students.</p>	<p>How The induction programme for new students is at the start of the school year, two days before official classes start. All year 7 students are new to secondary education at ISH, and they are invited with their parents/ guardians for the first morning. The second day is for all new students in years 8 to 13 and their parents/guardians. The programme contains sessions with mentors, support staff and a school tour.</p> <p>ISH also has Student and Parent Connectors. Student Connectors know their way around school well, and will connect with a new student to ensure a smooth integration. There are also activities in the mentor programme that facilitate a smooth transition.</p>



<p>What ISH can further investigate a student’s need (through an internal or external observation, and/or evaluation) when vital for the quality of support.</p>	<p>How New students have to do universal, standardised¹² testing for at least English and Math to identify their skill level and potential gaps for the purpose of determining placement and potential support. There are also school placement tests for the other languages and in some year groups the sciences in order to ensure correct placement.</p> <p>When a student’s behaviour and/or learning needs additional investigation, it will come to the Student Support Team year level meeting¹³. There, it will be decided if the concerns are a cognitive, language based and/or social-emotional problem, and what steps need to be taken by which department (Student Wellbeing Department, Learning Support, English as an Additional Language or the Health Office).</p> <p>A relevant plan would be decided by the relevant staff regarding any additional investigation needed. Where necessary, external advice is sought for students requiring specialist observation.</p>
<p>What When it is indicated in the application process that a student requires extra or additional support that requires intervention above basic support, ISH will (in collaboration with parents/guardians) create a support plan (Onderwijs Perspectief Plan: OPP)</p>	<p>How Collaboration with school and parents/gaurdians will take place to agree and plan for the extra support that is required. This is documented in the support plan (OPP) and signed by parents/guardians (and the student when aged 12<).</p> <p>Note: In standard 8 is a further explanation of the support plan (OPP).</p>

¹² The process of Universal testing is currently being revised at ISH (Dec 2019). Initial assessment for year 7-10 of standardised test for maths (to identify gaps and skills) has been put in place. The CAT4 for year 7-9-11 will also be implemented as of 2019.

¹³ Referrals to the SST are by a staff member, whenever possible using the [Student Support Team Referral Form](#).



<p>ISH ensures a good connection between school and future/further education or employment.</p>	<p>Within The Netherlands, the DP grants access to research universities, and the CP grants access to universities of applied sciences. The Netherlands has the largest offer of English bachelors in continental Europe, but with both the DP and CP, students have the option to apply to universities all over the world.</p> <p>When students are interested in, or their learning better suits, less academically oriented higher education, it is possible to move forward into English language vocational education and training (MBO) in the Netherlands¹⁴.</p> <p>ISH has a careers department with several careers counselors to guide students in this regard¹⁵.</p>
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Standard 2: ISH actively involves parents/guardians in the process of a student’s development and with school in general.

<p>What</p> <p>There is regular contact with parents/guardians about the student’s academic progress.</p> <p>Parents/guardians are kept informed about the student’s development. In case of learning and/or behavioural issues, the school will contact parents/guardians.</p>	<p>How</p> <p>ISH uses Managebac¹⁶, an online learning platform for IB schools, that parents/guardians can access to find their child’s study planning, documentation and results.</p> <p>Four school reports are produced over the course of the year. In October, the students receive a progress report containing general behaviours for learning and an academic progress grade, which gives an indication of current attainment. Three grade reports (jan/apr/jul) are produced and contain grades from the academic programmes and behaviours for learning.</p>
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¹⁴ English explanation about MBO education in the Hague:
<https://www.denhaag.nl/en/in-the-city/education-and-childcare/studying-in-the-hague/vocational-education.htm>

¹⁵ See schoolguide for more information:
https://www.ishthehague.nl/uploaded/Documents/School_guide/Schoolguide_2019-2020.pdf

¹⁶ Website of Managebac: <https://www.managebac.com/>



	<p>When there are learning or behavioural issues, the pastoral team and relevant support teams are in touch with families and students to discuss appropriate interventions. This takes place after the reports and also on an ongoing basis wherever the need is identified.</p> <p>There is also the possibility to visit Parent Teacher Student (PTS) conferences twice per year, per year group.</p>
<p>What ISH always contacts parents/guardians in case of absence.</p>	<p>How Parents/guardians are directly contacted by email from reception in case of an unexcused absence, following procedure¹⁷. When a student is absent for a longer time, and the absence exceeds the percentage of 10%, protocols are activated by the Deputy Head Pastoral Student Guidance.</p>
<p>What For decisions about the support of a student and / or the transfer or referral to another school or an extra-school facility (e.g. Flex College), school involves parents/guardians in a timely manner.</p>	<p>How Identified areas of concern will be communicated through the Student Support Team or Year Leader. The appropriate member of staff; year leaders, counsellor, mentor etc will make contact with parents/guardians. When the issues are more serious the Deputy Head Student Guidance, Vice Principal Academic and Pastoral are involved.</p> <p>After informing parents/guardians the student is discussed in the JES meeting (Jeugd en Schoolformaat)¹⁸. The samenwerkingsverband consultant offers advice. Parents/guardians are involved in all stages of this process and all decisions are made collaboratively.</p>

¹⁷ Please refer to or request a copy of: [Long term and frequent absence protocol](#) / [Students Lates and Absences protocol](#)

¹⁸ The Jeugd en Schoolformaat (JES) meetings is a forum of professionals that work closely together with school, with the aim to offer early, and easily accessible support for students and their families before a concern becomes unmanageable.



<p>What ISH involves parents/guardians about decisions regarding “downstreaming”. Note: “Downstreaming” is a Dutch term referring to a switch in educational programme, specifically dropping a level that turns out to better suit a student’s learning.</p>	<p>How There is no possibility to “downstream” within ISH due to the academic programmes that we are able to offer as part of our educational licence. In the event that students require “downstreaming”, we work with the samenwerkingsverband consultant to guide families towards alternative schooling that will better suit the students needs. Within the MYP there is some flexibility in the curriculum. It is therefore possible to make some adjustments to the learning profile of the student. However, MYP doesn’t lead to a certificate at the end of year 11. There is no guarantee a student can progress to IB(CP/DP).</p>
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Standard 3: School has the following protocols and documents and acts accordingly.

<p>What</p> <ul style="list-style-type: none"> ● Safety emergency plan ● Complaints procedure ● Physical accessibility plan (in development 2019) ● Medical procedures protocol ● Absence protocol ● Child protection protocol ● Privacy protocol ● Anti-Bullying protocol ● Dyslexia protocol¹⁹ ● Dyscalculia protocol (in development 2019) 	<p>How Please refer to or request a copy of the ISH Policy Handbook: here</p>
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Standard 4: ISH works on prevention and reduction of school absences and drop outs.

<p>What ISH registers absences and reports unexcused absences according to the lates</p>	<p>How ISH lates and absences protocol is determined by Dutch law. ISH uses SOM as the system to register and track attendance.</p>
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¹⁹ Please refer to or request a copy of: [Dyslexia Policy](#)



<p>and absences protocol of the municipality where the student lives. School has a protocol and/or procedure around school absentees.</p>	<p>Please refer to or request a copy of: Students Lates and Absences protocol</p>
<p>What The tasks and responsibilities of school, the government attendance officer and the samenwerkingsverband around frequent- and long-term absences are clearly documented.</p> <p>School reports all long-term absent students to the samenwerkingsverband and creates a plan of action.</p> <p>School makes an effort to continue offering education when a student is, temporarily, unable to attend school.</p>	<p>How Please refer to or request a copy of : Long term and frequent absence protocol</p>
<p>What Students that can not stay at ISH will be guided to alternative education such as another mainstream school or special secondary education.</p>	<p>How There are limited English language options available within The Netherlands. With a recommendation from the attendance officer and social medical doctor (Sociaal medische arts) a student can access online education with www.interhigh.co.uk. The student will remain registered with ISH as “extern onderwijs” (external education).</p>

Standard 5: ISH offers mentor support to students.

<p>What Every class, and student, has a mentor programme.</p>	<p>How Every student is placed in a mentor class with access to their own mentor. The timetable has set mentor hours that follow the FlourISH programme: a social and emotional, as well as a physical well-being programme. This programme is designed to promote well-being through the development of character strengths and recognising the importance of physical</p>
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	health to our psychological well-being built on, among others, the insights of positive psychology and Brain Basics.
<p>What Tasks and responsibilities of the mentor/support staff are documented and known to parents/guardians.</p>	<p>How For each student the mentor creates a student file. The mentor records in this student file anything significant about their contact with the student and parents/guardians.</p>

Standard 6: School tracks relevant student information with a pupil monitoring system (student and educational monitoring system)

<p>What ISH provides a digital pupil track system.</p>	<p>How SOMtoday is a Dutch online platform where the student's attendance and school career within ISH are being registered. Managebac is an online learning platform of the International Baccalaureate for curriculum planning, assessment and reports. Note: There is not yet one system where all information of a student is recorded and tracked in one place. Various options are being explored e.g. Power school but are not currently implement²⁰.</p>
<p>What ISH keeps track of every student's developments and achievements systematically.</p>	<p>How Managebac is the online learning platform of the International Baccalaureate for curriculum planning, assessment and reports. This platform is accessible to students, parents/guardians, and school staff.</p>
<p>What ISH builds on the pupil track system of the previous school. ISH uses available digital transfer systems.</p>	<p>How Students at ISH come from schools across the world that have different systems. Through Open Apply we request parents/guardians to deliver all necessary information to guarantee a good educational fit. In line with this idea, ISH also requests extra information from the previous teacher(s) through a</p>

²⁰ <https://www.powerschool.com/>



	<p>Pupil Information Form (PIF) and have the student do a (remote) entrance tests to identify their levels of English and/or maths to place the student in a group or support structure that matches their level.</p>
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Standard 7: ISH offers a safe school climate

<p>What ISH supports students with the development and strengthening of social skills.</p>	<p>How Within the mentor programme (see standard 5), school supports the development and strengthening of social skills.</p> <p>ISH offers a diverse and comprehensive extracurricular program including: sports, music, arts, design, green space, MUNISH.</p> <p>Other examples are: Connectors (students for students), arrivers groups, the Camino (for students with sensory (overload) issues).</p>
<p>What ISH offers students, when they need it, social skills training.</p>	<p>How Based on need and possibility, there is a variety of group trainings available in the Learning Support and Student Wellbeing Department. This training falls within the NourISH programme, designed to support the social-emotional and/or learning skills of ISH students. The social skill training within NourISH is called “Friendship skills”. ISH also offers rock and water lessons²¹.</p>
<p>ISH offers within the basic support expertise from counselors and school psychologists within the student wellbeing department. The wellbeing department work preventatively and on a short-term basis. If students need long term support, the wellbeing team support a referral to an external care-provider.</p>	

²¹ Find more about Rock and Water training in general: <https://www.rockandwaterprogram.com/>



Standard 8: The organisation of ISH is equipped for adequate education support

<p>What There is a support and care structure in the school a student care coordinator, mentor, confidential person, social worker, a behavioural specialist (from the SWV) and a first aider.</p>	<p>How ISH's carestructure includes mentors, confidential persons (two elected teachers), a social worker (a service from the municipality to help easily liaise with external support if needed), three school counsellors, three learning support specialist, two school psychologists (hired by school) and health officers . The whole schoolguide²² describes the support structure at ISH.</p>
<p>What The triangle of consultants SMW, student care coordinator and SMW make agreements about the support for students with additional needs.</p>	<p>How Every six weeks a JES meeting (Jeugd en Schoolformat/Youth and School meeting) takes place. The purpose of the JES meeting at the International School of The Hague is to assist students to achieve their potential and to promote their social, emotional and personal development.</p>
<p>What Teams/teachers discuss academic results.</p>	<p>How The results from the DP/CP are analysed to identify possible areas for development. In addition, the school uses universal standardised testing in Maths to identify intervention approaches.</p>
<p>Teachers signal learning, developmental- or home-situation issues in a timely manner.</p>	<p>Teachers signal their concerns about a student to the mentor or year leader. The mentor will make an appropriate referral or recommendation. This could be a referral to the Student wellbeing directly for urgent social/emotional issues.</p> <p>Alternatively, any teacher/mentor/year leader can make a referral through a Student Support Team (SST) referral form. There are various reasons to make a referral: when observing behaviours that are outside of the normal range of their peers; when having tried different strategies and interventions to which there is little response or improvement from the student.</p>

²² Find the whole school guide 2019-2020 here:

https://www.ishthehague.nl/uploaded/Documents/School_guide/Schoolguide_2019-2020.pdf



<p>What ISH works with the assessment for intervention model in student support.</p> <p>School can, if needed with the support of the samenwerkingsverband (SWV), create a clear picture of the student's additional educational need.</p>	<p>How ISH provides a platform to assist an assessment for intervention model through the student support team year level meetings. SST includes; Year Leader, Vice Principal Pastoral, Deputy Head Guidance, school psychologists, learning support coordinator and the student wellbeing coordinator. Within the processes of the SST, ISH is working towards student support based on the assessment for intervention model.</p> <p>Out of the SST an action plan is designed when necessary, for which the Student support plan (OPP) can be a helpful tool, when the use of extra support is required. The SWV consultant will be involved as necessary.</p>
<p>What In the case of support, a support plan is created in which agreements are documented about the parents/guardians, students, school support, and external care providers' responsibilities.</p> <p>Students receive support in a planned manner.</p>	<p>How Every department (learning support, student well-being-, English as an additional language, and health officers) work with a support plan that documents targets and agreements. ISH also works with a Student Care Plan (SCP), this is a plan of action for a student based on a multidisciplinary review of their needs. This plan can also be developed into an OPP in collaboration with the Samenwerkingsverband Consultant to apply for extra ondersteuning (extra support) funding when necessary.</p> <p>Learning Support offer a Tier 1-3 planned intervention:</p> <p>Tier 1 - 80% of students - receive universal intervention. Tier 1 is for everyone in school, with a challenge in a typical area (foundational skills mathematics, EF, study skills).</p> <p>Tier 2 - 15% of students - are students without a diagnosis but have more intensive needs, so they qualify for small group instruction.</p>



	<p>Tier 3 - 5% of students - these students do have a diagnosis, and specific testing that specify their deficit areas, who receive either small group support or individual support.</p>
<p>ISH offers two enrichment programmes within their mainstream education:</p> <ol style="list-style-type: none"> 1) The Challenger programme - All students can register themselves for the Challenger programme. Every group has about eight sessions. The sessions, once a week, involve speakers that come to inspire and share about their passion and/or work. Two year 11 or 12 students will be a “Challenger coach” who help facilitate at the event and in advance for half a year. 2) The Pathfinder programme - All students from years 8 to 10 can apply to opt-out of the mainstream school structures for one year to create their own learning community. With the support of dedicated learning guides (teachers), they decide what is learned, why, how and when, whilst still following, and needing to meet the requirements of, the IB Middle Years Programme (MYP). 	

Standard 9: ISH trains students in basic skills that are necessary to follow this Education

<p>What In the curriculum, the following basic skills are taught, for example: study skills, planning and organisation, learning how to do homework and study, or keeping an agenda.</p>	<p>How In years 7-11 topics around learning are discussed during mentor hours. In mentor classes of older years (12 and 13) the basic skills for effective studying are focused on providing students tools and planning-skills in different stages of the diploma programme. There is collaboration with the Learning Support department, offering specific study skills support to compliment the curriculum.</p>
<p>ISH offers attention to collaborative skills, in class behaviour and study requirements systematically.</p>	<p>The IB programme requires that Approaches to Learning (ATL) are embedded in every unit per subject throughout the IB curricula.</p>



Standard 10: ISH is capable of identifying issues in the following areas; school outlined procedures to analyse and support student needs in a light-curative manner.

What	How
<ul style="list-style-type: none"> ● Cognitive development ● Learning (dyscalculia, dyslexia) ● Behaviour ● Social-emotional development ● Physical condition ● Issues in the home/family situation. ● Careers 	<p>The purpose of the Student Support Team (SST) structure is to provide a multidisciplinary approach to student support to maximise the impact of the expertise that exists in different departments across the school. It is responsible for reviewing the cases of students with additional needs to ensure that they and the staff working with them receive the necessary guidance and support. This approach enables us to streamline so that comprehensive, well-targeted support is implemented as quickly and effectively as possible.</p> <p>Find several policies and procedures in the handbook here, or in the whole school guide 2019-2020.</p>

ISH also offers within the basic support:

The Learning Support team provide one to one and/or group support depending on student need, timetable and availability of staffing. The counselors within Student wellbeing work briefly and preventively, they have on average 8 meetings with the student. If this support is not sufficient, external support will be sought.

* NB - it can occur that a student is accepted to ISH and important information about their learning history has been limited or withheld. The student may struggle for a period of time with no support. This can exacerbate their challenges in learning and behaviour. In addition, there is no such thing as a CITO score or other standardized score regarding cognitive abilities in International Education. If a student is then at the ISH and the student does not speak Dutch, there is often no alternative. This means that in practice we sometimes have to support students with more serious problems than is desirable. However, there are limitations to what we can offer and in some cases, alternative international education may be required. In the case of students who do speak Dutch, we will support a transfer to a more suitable school.



Standard 11: ISH works together with chain partners on an effective support structure.

<p>What External care providers are a structural part of the support/care structure at ISH through the presence of a school social worker financed by the municipality.</p> <p>The social worker will help a fast and effective transfer to specialised forms of youth care, for example the expertise of youth teams.</p>	<p>How The term “social worker” can create confusion in our international community. In the Netherlands, a school social worker²³ is a free service that gives parents/guardians access to someone who can assist in any questions about the social-emotional development of their child or a child’s upbringing. The school social worker can also help refer to external care providers. The ISH social worker is available for about one day a week.</p>
<p>What Education and youth services collaborate in order to form support for a student.</p>	<p>How The multidisciplinary team that collaborates within the JES meeting format (Jeugd en Schoolformat; Youth and school services) meet structurally and work together from a preventative standpoint. Due to the language barrier, access to external services are limited, but present in the municipality. If desired, a student wellbeing contact can liaise between youth services and school to work collaboratively.</p>
<p>What There is structural consultation between ISH, the social worker, and consultant SMW. The Government Absence Officer (leerplicht) and the Youth services join these meetings on set times, based on the support needs of the school.</p>	<p>How ISH has a more comprehensive support structure than Dutch schools. Therefore, the JES meetings is the platform where a variety of internal and external professionals will work collaboratively to discuss the support needs of school.</p>

Standard 12. ISH evaluates the effectiveness of the support on a yearly basis.

<p>What</p>	<p>How The learning support team document their support and</p>
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²³ Website what a school social worker does:
<https://www.schoolformat.nl/pagina/ons-schoolmaatschappelijk-werk>



ISH documents the support that was provided to students with additional support needs.	key staff are kept informed of the approach to intervention used with the student. The student wellbeing team document details of support offered in confidential files and keep key staff informed as appropriate. For those who receive extra support services, documents are appropriately uploaded to Onderwijstransparant.
What ISH evaluates with external professionals the action and results of the support on a yearly basis.	How The JES collective (Jeugd en Schoolformaat, School and Youth services) evaluates every year around June.
What ISH evaluates, with parents/guardians and the students, the actions and results of the support with the help of the proposed plan.	How Active support is evaluated at least once a year within the Student Wellbeing team, Learning Support team and the Student Support Team. If a student has a student support plan (OPP) this is evaluated once a year.
What ISH evaluates the school support profile.	How This School Support Profile will be evaluated yearly in the Spring term.

c. Extra ondersteuning

ISH offers specific support for students who have additional support needs. The support within the wellbeing and learning support department at ISH is grounded by the Response to Intervention model (RTI) that contains:



1. Universal interventions in class (tier 1),
2. Targeted support for students with more intensive needs that qualify for small group instruction (tier 2), and
3. Students who have had specific testing done to identify their deficit areas (and strengths) and get individual or small group intervention.



Find below the different areas and subareas in which ISH can provide extra support, including the design that is depending on the level of support required (general, moderate, severe).

Area	Subareas	Design
Cognitive development	General support	The IB-MYP is a programme similar to havo/vwo. Within the teachers' planning of the programme, is taken into account: classroom differentiation, teaching students study skills (Approaches to Learning - ATL).
	Moderate support	<p>Moderate support is targeted support for students who need more than what can be offered by the teacher in the classroom.</p> <p>On arrival at the International School of The Hague (ISH), level of English is screened and, if needed, the student will be placed in an English as an Additional Language programme (see also standard one).</p> <p>Learning support will offer small group interventions where possible. Inclusive Assessment Arrangements (IAA) like extra time, or use of a laptop can be arranged when there's evidence for this need (through a psycho-educational assessment). The IB needs to authorize any accommodations, and has strict regulations around IAA's, documented in their Access and Inclusion Policy.</p>
	Intensive support	Psycho-educational assessments inform the specialised advice needed. This advice formulates the intervention and educational planning for students who may be experiencing significant difficulties accessing the curriculum. These students will receive a Student Care Plan (OPP), with targeted support such as learning support (individual or group, depending on what is possible).
Specific Learning Disability		When a student is diagnosed with a specific learning disability such as Dyslexia (specific language based disability), as described above, they will get a support plan with the necessary IAA's (that the IB authorizes) and classroom strategies for teachers. This is a document that the student (age 12<) and parents will have to agree on and



		is based on the psycho-educational assessment results that are shared with the school. The dyslexia protocol is currently being reviewed.
	Dyscalculia	Students who struggle with maths, currently receive parallel teaching from a learning support specialist. A protocol for dyscalculia is under construction by the learning support department.
	Other learning issues (NLD, language disorders, fine motor skills)	Students who struggle with maths, currently receive parallel teaching from a learning support specialist. A protocol for dyscalculia is under construction by the learning support department. Students with a diagnosis and more severe issues will receive individual or small group sessions within Learning Support and/or Student Wellbeing. Students will only receive modifications in the lessons and during tests in accordance with the guidelines from the International Baccalaureate Access and Inclusion Policy.
	Group Planning and Organisation, study skill training.	Study skills are being taught throughout the International Baccalaureate through approaches to learning (ATL) by teachers in every class, as well as in the mentor programme. When students would benefit from additional training, learning support is able to offer evidence based group intervention to students to train study skills.
Behaviour	Social Skills	The NourISH programme offers a “Friendship skills” -group, but is only organised through need and possibility.
	Externalising behaviour	All students are expected to behave in line with the expectations defined in the student charter, created by students for students: Respectful, Responsible, and Safe. When students are not acting respectful, responsible and safe, a restorative approach is used in conjunction with clear boundaries and consequences. Students who display externalising, challenging behaviour in class will get a student monitoring card with self-chosen targets to improve in-class behaviour. This will be implemented by the student’s classroom teachers and the yearleader.



		When the behaviour continues, a student will be referred to the internal multi-disciplinary Student Support Team, which can be followed up by one of the specialists within the team. Behaviour can have a variety of reasons, which is why student wellbeing (counselor, psychologist) or to the social worker can get involved. In complex cases, teachers will receive additional information, and where needed training to guide complex behaviours in the classroom environment.
	Internalising issues	Students, parents and staff can refer students to the Student Wellbeing Department in case of internalizing issues such as stress-management, anxiety, negative (automatic) thoughts, depression etc. Within the student wellbeing department it is possible to get eight sessions with a counselor or school psychologist within the basic support at ISH. It is also possible to go to the school's social worker when a student prefers that. Within or after the eight sessions, it is possible that the student's support-need requires more than can be offered within school and lead to a referral to an external care provider. Student Wellbeing will also be able to offer small group NourISH interventions, based on need and possibility.
Social and emotional development	Autism Spectrum Disorder	Students with a diagnosis of Autism Spectrum Disorder or students that show traits that align with an Autism Spectrum Disorder can be referred to "Camino", this is a support system at ISH where students have access to a space including counselling and the necessary support through a support plan. Other support can involve: One-on-one support (learning support, counseling). Students with a diagnosis and severe issues will have individual support or in a small group, and accommodations during lessons and tests. Students with moderate issues will only get accommodations in the lesson and during tests.
	Game-, social media-, and	Depending on the severity of the addiction, a student is either guided through a process of referral to external care-providers or allowed to have 8 sessions within the student wellbeing department and/or with our social



	other addiction	worker. ISH also offers general information about addiction, and social media.
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d. Limits to support

There are limits to the support ISH can offer. Some students with specific and specialised support needs will not benefit from this academic programme. If we can not offer placement to the following specific and specialised support needs, ISH refers to more specialised schools within our samenwerkingsverband when the students have language skills in Dutch.

Area	Limitations
Cognitive Development and learning	The International Baccalaureate MYP is equal to havo/vwo in the Netherlands. This means that students with a general learning difficulty, severe disharmonic learning profile, severe memory issues, serious learning disadvantages, and limited English understanding and expression (in Year 10<) will not benefit from this academic programme. Whether this school can facilitate for a student's learning profile, will be a case-by-case decision.
Behaviour	ISH can not facilitate for students that endanger their own safety or that of other students, that show serious disruptive behaviours that obstruct the learning environment, and have serious truancy problems and refuse to come to school.
Social emotional development	ISH can not facilitate for students who require a therapeutic educational programme (education that includes an intensive therapy programme).
Physical condition	ISH can not facilitate for students who are unable to provide students who need daily complex medical expertise.
Note: ISH is developing a psycho-educational assessment policy. There will be limitations in what ISH can offer in regards to psycho-educational assessments. ISH will continue to refer students to external care-providers that offer full psycho-educational evaluations.	



2. Other information

As mentioned before, the International Baccalaureate consists of different programmes, that do not always offer the flexibility to make adjustments to the learning diversity of students.

This means that a lot is asked of student's independence and learning at ISH.

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

Within the support structure of the ISH, we carefully screen students to place them in groups that fit their current level to help them overcome gaps, offer several types of support to help them in a safe passage, and monitor students' progress through the Student Support Team structure. For more information, see the learning support and wellbeing department protocols and procedures.