

Passend Onderwijs op International School

Parent report 2021-2022

All children deserve suitable education. Within 'Passend Onderwijs' (suitable education), schools work together to offer the education each child deserves. This document provides a brief overview of the support that eleven schools can offer children. Especially when it comes to specific support needs.

Whether a school is the right place for a child will become apparent from an individual conversation about the child's needs. This overview is a summary of the School Support Profile (SOP) and offers a first direction.

Support that our school offers in the development of your child

Contactpersons

The task of involving parents in support lies with:

- Teacher / mentor
- Support Coordinator
- Behavioral specialist / remedial teacher

Specialists

The following specialists are available to our students:

In school

- Autism - specialist
- Specialist gifted children
- Careers counsellor
- Expert in the field of psychological and behavioural problems
- Mentor
- Support coordinator
- Educational psychologist - Orthopedagoog
- Personal guide
- Psychologist
- Specialist dyscalculia
- Specialist dyslexia
- Internal confidante
- Absence coordinator
- EAL, English as an additional language teacher

Via 'samenwerkingsverband (SWV)' (specialist collaboration network), school board or third parties

- Domestic violence officer
- Radicalization officer
- Attendant suitable education
- Coach suitable education
- Behavioural specialist
- Behavioural scientist
- Speech therapist
- Trainer performance anxiety
- Trainer social skills

Facilities

Our school has the following facilities:

In school

- Small group guidance
- Homework guidance
- Homework class
- Small classes
- Language classes (EAL classes)
- Time-in/Time-out facility (with guidance)
- Reinforced mentor programme
- Plus Programme

Educational offer

This educational offer is integrated with us:

In school

- Provision (severe) dyscalculie
- Provision extra challenge work
- Provision reading / spelling and dyslexia
- Provision social emotional development
- Provision study skills, planning/ organization or learning to learn
- Provision strengthening social skills and resilience
- Preventive signaling on learning development
- Preventive signaling on social emotional development and behaviour
- Subject related support

Via 'samenwerkingsverband (SWV)' (specialist collaboration network), school board or third parties

- Tailor-made educational arrangements
- Supportive reading and spelling software (Kurzweil)
- Supportive group training for students in consultation with BPO staff SWV

Our vision on support

Our vision is to be an inclusive community that embraces authentic, inquiry-based learning that creates compassionate, internationally-minded individuals, who strive to make a positive and peaceful change in the world. To do this, we do the following:

- identify individual students' learning needs and ensure that their needs are met;
- shape our programme such that students with learning differences can participate in school activities;
- facilitate student progress in a way that allows individual students to reach their potential;
- inform and collaborate with parents about their child's specific learning needs and progress;
- clarify communication protocols between parents and the school;
- engage students actively in the development of their individual learning plans (ILP);
- involve external specialists through the Samenwerkingsverband, a specialist collaboration network, that can provide support when the needs of students cannot be met within the school;
- involve other external agencies such as the JGZ and the CJG when this proves necessary in order to meet the needs of the students.

Limits to our support

The MYP encourages students to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right. All students with their varying learning needs are together in the same classroom, making it a dynamic learning environment in which acceptance and differentiation are key. ISD is an inclusive school and admits students with different learning differences. Students are admitted based on the review of the documentation submitted as per the requirements of the admissions policy. Admissions decisions for children with differing learning needs are made by the Head of School in consultation with the Student Support Department. At this point, we won't be able to accept students with extreme behaviour difficulties or students with severe physical disabilities (due to the absence of an elevator). One condition is that the school programme should be appropriate for the student's needs and the student should be able to benefit from the programme. With every admission, we look at the admission and the existing class to ensure all students are offered a balanced learning environment that works well for them.

Strong points in our support

The MYP is a challenging framework that encourages students to make practical connections between their studies and the real world. Because students with diverse learning needs are together in the same class, it makes differentiation in teaching a very important part of the curriculum. The Student Support team at school takes a central role. All support given to students is coordinated through the Student Support Team and is given to students both in class and out of class. This team consists of different expertises that all work together to support students and make them flourish.

Our ambition and goals for development

ISD has developed and implemented plans for students with varying learning needs (also for those students who need the extra challenge for example), and will continue to adapt these to our student body. ISD will offer diagnostic assessments in the future to further identify the barriers to learning and how to remove them. We will also continue to focus on increasing our teachers' differentiation skills and classroom management. As the school is growing, we will also continue to focus on streamlining and formalizing our student support structure in school.