

## Educational Support Profile (in Dutch: Schoolondersteuningsprofiel - SOP), Haaglanden

### General information

This Educational Support Profile has been created for the 2024-2025 school year.

School	Name: International Waldorf School The Hague Address: 2eMessstraat 31, 2586 XA The Hague Telephone number: +31 (0)70-7830030 E-mail: info@iwsth.org
Written on behalf of the director and team	Date: 18-09-2024 Director: Rodette van Dunné
Written with advice from the PPC	Date: Chair PPC:
Attested by the board	Date: Board Chairperson: J.H.B Jansen
School guide School plan	<a href="https://www.internationalwaldorfschool.nl/practical/school-guide/">https://www.internationalwaldorfschool.nl/practical/school-guide/</a> <a href="https://www.internationalwaldorfschool.nl/practical/school-plan/">https://www.internationalwaldorfschool.nl/practical/school-plan/</a>

### 1. Vision on 'appropriate education' (in Dutch: *passend onderwijs*)

A brief description of the school's vision on appropriate education. For more extensive information refer to the school plan, the school guide or the website.

*The International Waldorf School is a small school for children from the international community in The Hague and its surroundings. The school population is very diverse, and because of this, the school strives to keep classes small so that it can meet each child at their own individual levels.*

*The IWSTH follows the Waldorf curriculum, adapted where necessary to the international community. In addition, students receive instruction in the Dutch language in Classes 1 to 6. There are specialist teachers for Dutch, eurythmy, handwork and P.E.*

*We work with classes based on the graded system and, in principle, children are placed in the grade that is determined by their chronological age. The planning of the lessons is based on the learning goals of the Waldorf curriculum and the Dutch learning objectives, where appropriate. Teachers' planning identifies students who are performing at average level, at above average level and at below average level. Differentiation written into the planning indicates how the needs of these groups are met.*

*Because the International Waldorf School is a young school, there is little staffing and financial capacity for extra educational support. The classes are currently taught by one full-time class teacher (or a job-share equivalent) and do not have teaching assistants.*

*At the end of Class 6, students typically transfer to other non-Waldorf international schools in the area. Transfer to Dutch Waldorf education is possible but only if the student has sufficient mastery of the Dutch language.*

## 2. Basic support (in Dutch: *basisondersteuning*) within Haaglanden

Basic support is support that is offered in every school in Haaglanden. Schools receive an annual budget from the partnership SPPOH to be able to provide this. This budget is used to strengthen appropriate education in school. For example, organising a multidisciplinary consultation (in Dutch: *multidisciplinair overleg*, or MDO) or offering preventative or mild curative interventions.

The basic support of our schools consists of:

- A. Basic quality
- B. The support structure at school
- C. Working according to the Action-Based Approach (in Dutch: *Handelingsgericht Werken*, or HGW)
- D. Preventative and mild curative interventions

### A. Basic quality

The minimum standard of basic support that a school offers, is equivalent to that of the criteria of *basic quality* as set by the Dutch Inspectorate of Education.

### B. The Support Structure at school

The Support Structure at school is the system with which the school evaluates their education and tracks the development of the individual pupils, sometimes called the Care Structure. Part of this system is a dedicated team that coordinates and stimulates the implementation of basic support and extra support. In order to achieve this, this team collaborates with the students, the teacher(s), the SPPOH advisor, the school social worker and other professionals. The school plan describes the types of professional expertise in the support structure of the school and how this is visible to teachers, parents and students.

This is how the support structure in our school is coordinated:

Level	Description	Where?	Who?	What?
1	<u>Basic Support</u> Parents are informed about the development of their child during progress meetings.	In Class	- Teacher - Parents	Education in class. Class-based learning goals based on the Waldorf curriculum with differentiation. A tracking system of in-class assessments for reading and maths.
2	<u>Basic Support</u> Parents are informed about the development of their child during progress meetings.	Extra attention in class	- Teacher - Parents - Support Coordinator (in Dutch: <i>intern begeleider</i> or IB'er) may offer advice	Action-based Approach individual goals set by the class teacher. Teacher can request help and advice from the Support Coordinator.
3	<u>Basic Support / Preventive Support</u> Parents are asked to give permission for extra support - inside or outside of school hours. The responsibility for organizing the support is decided mutually in a meeting. Parents may be asked to contribute financially	In and out of school	- Teacher - Parents - Support Coordinator - External experts	Support at school and advisory role of external experts. Internal: using the school support structure: support coordinator, educational assistance (if available). External: e.g. specialist therapies, psychological or academic assessment, behaviour management expertise, specialist tutoring.

	for English-language support services.			
4a	<u>Preventive Support / Basic Support with IEP</u> Consultation and cooperation with parents and external specialists. Multidisciplinary Consultation (in Dutch: <i>Multidisciplinair Overleg</i> or MDO)	In and out of school	Teacher Parents Support Coordinator Principal School Social Worker Community Mental Health team SPPOH	Support at school with internal and external specialists. The support coordinator formulates the request for help and expectations in an Individual Educational Plan (IEP) (in Dutch: <i>Ontwikkelingsperspectiefplan</i> or OPP) to request additional (external) support.
4b	Transferring to another (type of) school.		Support Coordinator Parents Principal SPPOH Other Primary School or Special School	The support coordinator coordinates the process around the request for a Statement of Eligibility (in Dutch: <i>Toelatingsverklaring</i> TLV) for transfer to a different educational institution.

**C. Action-Based Approach** (in Dutch: *Handelingsgericht werken* or HGW)

In Haaglanden, it has been agreed that the Action-Based Approach is used to monitor the educational development of the children. By this we mean that the school will work from the *overview* (the information we already have access to) and *insight* (justifying factors) towards *outcome* (an appropriate educational proposal) for a pupil. The development of the student is reviewed structurally and if necessary, the goals or the Individual Education Plan will be adjusted. Schools will be goal-oriented and continually think about the possibilities.

Action-Based Approach principle	Achieved	Developing	Still to be addressed
Action-Based Approach is a current teaching approach within our school.		x	
1. Goal-oriented education.	x		
2. Procedures are systematic, step-by-step and transparent.	x		
3. Educational needs are central.		x	
4. There is interaction and alignment of ideas between the child, the parents (and parenting) and the education.	x		
5. Parents and teachers are seen as peer counsellors.	x		
6. Positive aspects matter.	x		
7. Constructive collaboration.	x		

**D. Preventative and curative interventions**

Every school can apply a number of preventative and mild curative interventions within basic support to meet the educational and support needs of a pupil. The school carries out those interventions within their own support structure, direction and under their own responsibility.

Extra expertise within the team

Expertise	Yes / No	Hours Available
Support / remedial teaching	Yes and No	10 hours coordination of support No remedial teaching
Language, reading and phonics	No	
Mathematics	No	
Behaviour	No	
Early years	Yes	
Giftedness	No	
Motor skills	No	
Additional language/EAL/NT2	Yes	10 hours per week
Cognitive development	No	
Autism	No	
Ill children	No	
Fear of failure	No	

Expertise from external professionals

Involved experts	Structurally	Regularly	Incidental	Not applicable
Special Primary Education			x	
Special Education			x	
Advisor for Appropriate Education		x		
School Social Worker (+)		x		
Attendance Officer		x		
CJG/school doctor/school nurse			x	
KRACHT			x	
Neighbourhood police officer				x
Speech and language therapist			x	
Physiotherapist			x	
Youth care partners			x	

Extracurricular support activities organised by school

Activity	Period to implement
None	

Special facilities and/or accessibility of the building

Facility	Available at school	Not applicable
Wheelchair friendly		x
Disabled toilet		x
Facilities for deaf/hard of hearing		x
Facilities for blind/visually impaired		x
Meeting room	X incidentally	
Therapy room		x
First aid/care room		x
Time out room		x
Elevator		x

### 3. Extra support

For pupils who need more support than can be provided within the basic support, our school can apply for extra support. This could be an arrangement (extra financial budget) from the partnership SPPOH, an intervention through Youth Care services or a transfer to a school for children with special needs. The extra support is discussed in a multidisciplinary consultation (MDO), in collaboration with the parents and if possible, also with the student. The advisor for appropriate education from the partnership SPPOH is always involved in coordinating the extra support. More information on the partnership SPPOH can be found at [www.sppoh.nl](http://www.sppoh.nl). The support coordinator is the point of contact for parents, teachers and students in coordinating extra support.

*The International Waldorf School is internationally oriented and has contact with local external professionals who offer international insight when needed. The funding for these services comes generally from parents or from the SPPOH budget.*

*Due to the fact that the majority of the student population is a transient one and that students stay in the Netherlands for a relatively short period of time, it can be challenging to arrange the optimal type of support at a given point in time. There is also a lack of English-speaking tutors, psychologists, counsellors and other professionals locally. Waiting lists for Dutch service can compound the difficulty of finding appropriate support when needed and not all Dutch professionals have relevant experience of working with international families. There is almost no support with an anthroposophical approach in English in The Hague area.*

### 4. Duty of Care

The text below is **a fixed text** that is part of the Educational Support Profile (SOP). This way, all SOPs of schools in Haaglanden have the same description of the agreements on Duty of Care. These agreements are based on the law and specifications for Haaglanden are made where necessary.

*Since the introduction of appropriate education (in Dutch: Passend Onderwijs) in 2014, all school boards have a duty of care. This means that they are responsible for investigating the possibilities when offering appropriate education to a pupil with extra educational and support needs. Extra support from the SPPOH can be used for this. Sometimes it is not clear at the time of enrolment if there are additional needs, and if so, which educational and support needs must be catered for. In this case, school can use up to six weeks after the written date of enrolment by parents/caregivers to carry out this investigation and see if the school can provide appropriate education. The period of six weeks can be extended once by four weeks, and if done, must be communicated to parents. If the school cannot offer the necessary support, they will look for a suitable placement at another school in conjunction with the parents. The partnership SPPOH can support the school with this process, however the school boards are and remain ultimately responsible.*

*Duty of care also means that a school can only deregister a student once another school has been found to admit that student. This is to prevent a student falling through the cracks in the system. A school may refuse a student if the school is full, but only in the case that the school has a consistent and transparent admissions procedure. When parents do not respect the fundamental concept of the school, these are also valid grounds to refuse the pupil. The admissions procedure of schools must also not only be clear to parents, but also to other schools in the area. If the situation arises that all the primary schools in a given area are full, schools will actively seek cooperation with each other to find a solution together. 'Education nearest to home' is the starting point. If it appears that schools/school boards are not addressing their duty of care satisfactorily, the directors of schools can hold each other accountable. As a last resort, the director of the partnership SPPOH can arrange a meeting with the school boards and eventually propose to the board of the SPPOH that it should put measures in place. If students change school mid-term, schools will always contact each other before confirming placement of the transferring student. This is not only in cases where duty of care applies, but also in cases of transfers (i.e. primary to primary; special education to primary; in the case of parents dissatisfaction; etc).*

## 5. Basic support budget

Every school receives a budget to strengthen the basic support, including interventions. This budget is determined and granted per school year. It consists of a fixed amount per independent school location and an amount per pupil.

*For the school year 2023-2024 IWSTRH received a standard €8,500 plus €106 per pupil.*

*The basic support budget for this school year 2024-2025 has been allocated to:*

- English as an Additional Language – 10 hours per week in order to be able to teach students who are new to English*
- Support coordination - 10 hours per week*

## 6. Development / evaluation

*The school sets targets for appropriate education in the yearly plan.*

*The SOP will be evaluated through the Plan-Do-Check-Act (PDCA) cycle of the school on 1 September 2025.*