

Pupil Support Policy
International Department HSV



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Introduction

Pupil support means that we adapt ourselves as well as possible to the needs, abilities and limitations of each child, so that the child is given the opportunity to develop at his or her own level. Teachers systematically observe and record the progress of pupils in order to highlight the needs of each child and adjust the curriculum as necessary. Therefore, pupil support is not only aimed at children with learning difficulties but also at children who can handle more than the regular curriculum. We are not only focused on adapting the curriculum but also consider, for example, the home situation of a pupil, his/her self-esteem, motivation and attitude to work, learning styles, motor control difficulties and his/her social-emotional development. Our pupil support system, as well as support children who fall behind in one or more of the developmental areas, also pays specific attention to the more able pupils.

Action-Based Approach

The class teacher identifies a difficulty and completes an initial referral form. The child is discussed by the Learning Support team. The class teacher states what learning strategies have been employed in class to date to support the pupil.

Depending on the nature of the concern the class teacher runs a class IEP for eight weeks. The class teacher supplies copies of the class IEP showing learning objectives and outcomes. The IEP is evaluated and adapted if necessary.

The class teacher may indicate which pupils should be considered for Learning Support, in consultation with the Learning Support teacher and the Learning Support Coordinator.

If the Learning Support Coordinator deems it necessary that the pupil receive Learning Support, he/she will be allocated Learning Support time if possible and if the parents have given written permission. Pupils may be referred for outside assessments i.e. speech and language, OT. The pupil attends Learning Support lessons at the agreed time. The Learning Support teacher periodically reports back on the results and activities to the class teacher. During this review it is decided whether to continue or stop the Learning Support. The Learning Support teacher keeps notes each time he/she works with a pupil

This information is kept in the records of the Learning Support teacher.

There will be a consultation with the parents at least twice yearly during parent-teacher interviews.

Support

IDR have a full time classroom assistant. ID1 have a classroom assistant in the mornings.

Children who speak no or very limited English are supported by the EAL teacher individually or in small groups in or outside of the classroom as indicated. The child will also get EAL support in small groups in class when the children whose English is at the appropriate level go to DAL. When the child reaches the level indicated by assessments on the EAL continuum he or she will only get class EAL until the child no longer needs EAL at all. The child will then start DAL.

Children with learning support needs or a gap in their learning are supported by the Learning Support teacher individually or in a small group for a maximum of 30 minutes twice weekly for a period of 8 weeks at a time. Admission to the Learning Support roll depends on the outcome of curriculum based assessments, standardised test results, classroom IEP results and information and test results provided by previous schools. The Learning Support Coordinator decides if a child will receive Learning Support. Parents are encouraged to attend the Learning Support sessions so they will see how to support their child at home.

Organisation

In order to offer the children support all concerned must be clear about their roles. Everyone must know what is expected of him/her. Four groups can be distinguished:

The providers of support (class teachers)

The individuals concerned (pupils and parents)

The pupil support team (Learning Support Coordinator, Learning Support teacher, external specialists)

The monitors of the quality of pupil support (management)

In the event of unsatisfactory progress in due course, a pupil will be discussed in a meeting of the Internal Pupil Support Committee (consisting of Learning Support teachers and Learning Support Coordinators of each location of the HSV, SPPOH advisor, social worker and school doctor) if the parents have given written consent. These meetings take place five times per year. The IPSC can decide to request observation and testing by external experts of the HCO. This leads to concrete advice that can be processed in an IEP. In case of unsatisfactory results the IPSC can decide to refer a child to SPPOH. This is discussed with the parents beforehand. SPPOH tries to establish on the basis of a specific request for help from the school whether it is feasible to teach the child within mainstream education, or whether referral to special education is indicated. However, referral to special education is frequently not possible due to the language barrier, a limited stay in the Netherlands and the limited availability of special education in English. These children are then supported within the ID and given an individual curriculum adapted to their needs. SPPOH can decide to allocate support in the mainstream setting.

Each ID location has its own Learning Support teacher and Learning Support Coordinator. Learning Support within the ID in principle is of a temporary nature. The aim is to remedy the gap in learning or to assist the child in the processing of the curriculum with an individual learning programme. Since at present there is a limited availability of an English language primary school for special needs education and external special need support in English is difficult to find, children with dyslexia and dyscalculia are also supported by the Learning Support teacher for a maximum of two half hour periods per week per child for 8 weeks at a time. Speech and language therapy, occupational / physiotherapy and counseling / psychotherapy are not offered by the school as in the Dutch system these are considered medical interventions. Parents should consult their family doctor for a referral to the appropriate outside agencies.

Task description of the Learning Support Teacher

Teach children who need extra help outside the classroom, individually or in small groups

The execution, evaluation and adaptation of Individual Educational Plans

Conduct regular consultations with class teachers of the children concerned and the Learning Support Coordinator

Participation in relevant class- and pupil meetings

Record the progress of children receiving Learning Support in the relevant records

Report back to parents in the Learning Support section in the reports.

Meet with parents

Keep up with current innovations and developments in the field

Attend adequate professional development training

Task description of the Learning Support Coordinator

Monitor the pupil monitoring system

Coach the process of pupil support in the classes: check Individual Educational Plans, check and discuss requests for pupil support, do pupil observations, evaluate and file test- and pupil records, evaluate diagnostic use of individual- and group test results

Allocate Learning Support time and individual psychological tests by the HCO

Draw up and adapt the testing schedule

Keep in touch with and consult the colleagues involved in the pupil support (management, Learning Support teacher, specialists HCO, social worker, SPPOH advisor, school doctor, Internal Pupil Support Committee and SPPOH).

Keep in touch and exchange information with parents of special needs pupils, in co-operation with the Learning Support teacher and the class teacher

Order whole school testing materials and prepare digital testing data. Download and distribute test results

Call, prepare and attend Internal Pupil Support Committee meetings

Update pupil support system : Pupil support policy, Dyslexia protocol, More able and gifted child policy

Consultation and collaboration with Learning Support Coordinator Dutch department (IB-er)

Update and look after all individual pupil files

Coach and support teachers

Advise parents about secondary school options

Advise parents about transfers to the Dutch system

Advise parents about testing, academic progress and social-emotional issues, together with the Learning Support teacher and the class teacher

SPPOH advisor

The ID is supported by a specialist attached to the SPPOH (Stichting Passend Primair Onderwijs Haaglanden). He/she attends the meetings of the Internal Pupil Support Committee and advises the Learning Support Coordinators of the different locations individually when needed.

Social Work

A social worker is assigned to the school every year by Xtraplus. He/she attends the meetings of the Internal Pupil Support Committee and meets with the Learning Support Coordinators of the different locations individually. Tasks include observation of and meetings with pupils, meetings with parents and referral to other organizations if needed.

School Doctor and SPPOH

The school has a school doctor. The doctors of the different locations attend the Internal Pupil Support Committee meetings in turn in an advisory capacity. The school doctor can also be consulted for all kinds of social and pedagogical problems. Likewise, the SPPOH advisor can be consulted for help. Through these specialists further help can also be enlisted.

Consultations

In case of a difficulty the class teacher will write a class IEP for the child and run it for eight weeks. The teacher gives the Learning Support teacher and the Learning Support Coordinator a brief indication of the difficulty and what learning strategies have already been employed to date to remedy the difficulty during an individual pupil meeting. If there are useful suggestions the teacher will adapt the Individual Educational Plan and carry it out for a further six weeks. If it becomes clear that the difficulty cannot be resolved with an IEP in the classroom the Learning Support Coordinator determines whether a diagnostic test such as the Aston Index is necessary to get a clearer picture of the difficulty.

Writing Assessments are given three times a year in September, January and May. Writing is levelled using Ros Wilson writing levels in conjunction with VCOP (Vocabulary, Connectives, Openers Punctuation). Teachers level the writing and the curriculum coordinator moderates the levels. Tracking sheets track progress of pupils.

Teachers set targets for each pupil as a result of the assessment. Academic Progress meetings take place between each class teacher and the curriculum coordinator to discuss these targets. The targets are shared by the class teacher with pupils and the targets inform report writing of short reports. A Reading and Writing Continuum are being used across the school. Each child has a Portfolio which includes some Literacy, Mathematics and IPC work done by the child.

There are 2 pupil monitoring meetings each year to discuss each class. The dates are set at the beginning of the year. The class teacher, the Learning Support Coordinator and the location leader are present. Possible topics for discussion are:

- Test results of the pupil monitoring system
- Co-operation between the class- and Learning Support teachers concerned and the efficiency of the Learning Support input per class
- Identification of children with behavioural problems
- Identification of children with serious learning difficulties
- Status quo of referral to the Internal Pupil Support Committee or SPPOH

- Class teacher concerns or questions related to the teaching for learning process in a class (organization, teaching methods and content)

Individual pupil meetings take place at regular intervals. The class teacher, Learning Support teacher and Learning Support Coordinator attend. As a result of a pupil meeting some of the following decisions can be made:

- Further testing by the Learning Support Coordinator or Learning Support teacher
- Extra help in class
- Additional testing by specialists of the HCO
- Write or adjust Individual Educational Plan
- Arrange appointments with parents
- Contact outside agencies/specialists (school doctor, social worker, speech therapist)
- Refer to SPPOH

Recording and Planning

Parents entrust their child to professional class teachers who are trained to ensure children are working at age-expected levels. Much of the pupil support can be provided within the class without help of the pupil support team. Teachers differentiate the curriculum to meet the needs of all children, but some children need more. Teachers will try to resolve a difficulty by giving additional instruction. If the difficulty is persistent, the nature of the difficulty will be noted in as much detail as possible in a statement of need (with examples of the difficulty attached if possible). As a result of this statement of need the teacher develops a class Individual Educational Plan (an IEP), if necessary with the help of the Learning Support teacher. The teacher will inform the parents. Parental permission is not required at this stage. The class IEP will be used in the classroom by the class teacher and evaluated eight weeks after it has been drawn up. If there is unsatisfactory progress the child will be discussed in a pupil meeting.

The teacher informs the parents about the nature of the difficulty. The parents are asked to give written permission for Learning Support. No Learning Support teaching will take place without this permission. The Learning Support Coordinator, Learning Support- and classroom teacher then draw up an Individual Educational Plan. The Learning Support teacher works with the child. The classroom teacher addresses the problem within the class. After 8 weeks the IEP will be evaluated by the class teacher, the Learning Support teacher and the Learning Support Coordinator and continued support will be provided by the class teacher if necessary. The parents will be kept informed of the IEP targets and the child's progress by the class teacher. Parents are encouraged to attend Learning Support lessons to support their child at home. A child may return to Learning Support at a later date if needed.

The score of an individual pupil and a class are used to evaluate the Learning Support needed and the effectiveness of the curriculum. Overviews of tests form the basis of pupil monitoring consultations held between Learning Support Coordinator and class teachers. Individual score overviews are important when a pupil is referred for Learning Support and/or a pupil review.

The following data are kept in the individual pupil files:

- The IEP written for a child as a result of, for example, test results and/or observation details and the evaluations of these Individual Educational Plans.
- Test results from the pupil monitoring system
- Test results from third parties (HCO, Bureau Jeugdzorg, Audiologisch Centrum, motor remedial teaching, speech therapy,.....)
- School doctor details
- Speech therapy details

- Contacts of child or parents with social workers
- Relevant reports of meetings with parents or other concerned parties
- Observation reports
- Confidential reports of the previous school and HSV
- Yearly handover forms for selected pupils

An IEP is always written when a structural learning- or behavioural difficulty has been identified. Individual Educational Plans are checked by the Learning Support Coordinator and are always easily accessible. IEPs are always discussed with parents.

Internally

For each student who is supported by the Learning Support teacher, individually or in a small group, an Individual Educational Plan is drawn up after written permission from parents.

The IEP contains a brief explanation of the reason for the support, the resources used, the concrete aims for the coming period and a copy of the class IEP used so far.

The Learning Support teacher carries out the IEP after consultation with the class teacher. After 8 weeks the IEP is evaluated and it is decided whether aims have been met and whether the support will be continued in class or stopped.

The Individual Educational Plans are the responsibility of the class teacher, in co-operation with the Learning Support teacher. They are checked by the Learning Support Coordinator and kept in the individual pupil files, in the Learning Support teacher's records and in the records of the class teacher.

At the end of each school year the class teacher meets with the future teacher to discuss all pupils and completes a handover form containing all important information concerning pupils with specific issues.

To Parents

Individual Education Plans are evaluated periodically by the Learning Support- and class teachers; if necessary a new strategy is decided on, such as:

- Discontinuing Learning Support
- Continuing with other methods
- Individual Educational Plan within the class
- External Learning Support

The Learning Support is discussed twice a year with parents during parent/teacher interviews.

Psychological tests are always discussed with specialists and parents.

Specific Pupil Needs

The policy of the HSV is described in detail in the Educational Support Policy from 2013.

The coaching of pupils with dyslexia is outlined separately in the Dyslexia Protocol ID.

Pupils who can handle more than the standard curriculum are offered enrichment and extension work based on their abilities and interests, as outlined in the More Able and Gifted children policy.

Testing and Tracking

Pupils are monitored through standardized British tests, curriculum- based assessments, International Primary Curriculum assessments, pupil files and Individual Educational Plans.

Standardized tests

The pupil monitoring system contains standardized British tests that are independent of the curriculum, with the components technical reading, comprehension, vocabulary, spelling, mathematics and a non-verbal assessment.

IDR: Reception Baseline Assessment in September and in June.

ID1: Progress Test in English 6. Progress Test in Mathematics 6.

ID2: Progress Test in English 7. Progress Test in Mathematics 7. Single Word Spelling Test A

ID3: Progress Test in English 8. Progress Test in Mathematics 8. Single Word Spelling Test B

ID4: Cognitive Abilities Test A. Progress Test in English 9. Progress Test in Mathematics 9. Single Word Spelling Test C

ID5: Progress Test in English 10. Progress Test in Mathematics 10. Single Word Spelling Test D

ID6: Cognitive Abilities Test C. Progress Test in English 11. Progress Test in Mathematics 11. Single Word Spelling Test E

All classes: Pupil Attitudes to Self and School in January.

Test results are used diagnostically for individual children and year groups. Curriculum is reviewed yearly based on test results.

Staff meet in different groups to analyze test results and its implications for teaching. Standardised tests are administered once a year and teachers use curriculum based tests every term.

Behaviour

The golden rules represent our expectations of behaviour at HSV. They are displayed in all classrooms and referred to in conversations with pupils to reinforce expectations of good behaviour. We recognise and reward appropriate behaviour with positive comments and immediate positive action.

At the centre of the positive classroom is the children's belief that they will be listened to. Being listened to enables people to feel valued and special.

Circle Time provides the ideal group listening system for enhancing children's self-esteem, promoting moral values, building a sense of team and developing social skills. It is a democratic system, involving all children and giving them equal rights and opportunities. It offers children a practical opportunity to discuss concerns, consider and debate moral values, practise positive behaviours and work out solutions and action plans in an enjoyable and fun context which is highly motivational.

Staff will:

Have clear statements of whole school and classroom rules and the consequences of their infringement.

Set consistent and achievable standards.

Promote a positive and safe working environment. Give consideration to student seating and classroom arrangements.

Prepare each learning session thoroughly: set clear learning intentions, give clear instructions, teach at the pupils' level, cater for a variety of interests and learning styles; and be flexible and adaptable in approach.

Use positive reinforcement for appropriate behavior: positive incentives are given, verbal encouragement is the most used incentive, a variety of positive incentives is used, incentives are regularly changed to maintain enthusiasm, genuine, desired behaviour is rewarded, a conscious effort is made to find something positive about every child and acknowledge their worth as often as possible.

Be alert to disruptive behaviour and are prepared to use the appropriate behaviour management procedure.

Year placement

In principle, children do not repeat or advance a year group in the ID. Classes are organized according to age using the Dutch system.

The preferred option is usually to allow the child to follow an individually adapted teaching and learning programme within the year group.

Transition

The only secondary school option available is the IB programme. For children who will not be able to manage this, there are no secondary options in English. We teach Dutch but not at a high enough level to allow a switch to the Dutch system after ID6. To permit access to Dutch schools at various levels and Dutch SEN programs when needed, we advise parents to switch to the Dutch system as early as possible, preferably already in ID4.

At the end of the school year the current teacher and the future teacher meet to discuss each child's academic progress and social-emotional development. A handover form is completed for children with particular issues. The handover form is kept in the child's pupil file.

Children can possibly change locations if this is indicated. The parents make a formal request to Admissions. Following discussion with parents and involved staff the Director makes the final decision.

Child abuse

When suspicions arise the Learning Support Coordinator contacts the school social worker for help and advice. Parents are called in for a meeting with the Learning Support Coordinator, Location Leader and social worker. Help is offered. Generally the school social worker will report to the AMK if needed to safeguard the relationship of the school with the parents.