

Three Little Ships and Lighthouse Special Education Annual Report 2017

A. Educational Results

1. Cognitive Results

Three Little Ships Children entering the Three Little Ships Preschool in August are not of compulsory school age. There is no standardized educational testing carried out in the preschool, as this is not appropriate to the students' developmental age and the program that is offered in the preschool. Before 2017, there was also no consistent way to monitor or track students' development. During 2017, the Three Little Ships team investigated and trialed some tracking systems, eventually choosing one linked to the English National Curriculum's Early Learning Goals. This was selected as it is most likely to provide relevant information to the international schools that the students move on to after finishing preschool. In Autumn 2017, each student's progress in the Prime Areas of development (Personal-Social-Emotional; Physical; Communication-Language) was evaluated and recorded for the first time on an assessment sheet for children aged 30 to 60+ months. A more detailed record sheet from birth to 60+ months was also made available for students with developmental delays and this was used with a few students with additional needs to track their progress more carefully. Two students have been subsequently identified as having developmental delays; their parents have been shown the assessment sheets and these have been shared with the children's medical advisors. From January 2018, students' progress in both the Prime Areas and Specific Areas of development (Literacy; Maths, Expressive Arts-Design; Understanding the World) will be assessed three times a year (October, February, June). In 2018, it will be possible to comment on general trends regarding students' progress.

Lighthouse Special Education In 2017, every student in the Lighthouse Special Education programme had an Individual Education Plan (IEP) in which individualised goals were set for both social and academic development. The IEP was evaluated twice a year and new goals were set; in this way progress was tracked. Therapists who worked with the students and the student's parents contributed to the goals and success evaluation. In 2017, the English National Curriculum's Early Learning Goals assessment record for children aged 0 to 60+ months was introduced in Three Little Ships and Class A to help map the younger Lighthouse students' progress in relation to developmental norms. Goal-setting for older students was based on the assessment framework BSquared. However, the team is looking at new ways to assess students in 2018 in reading, writing, spelling and maths in order to be clearer about the progress they are making.

2. Social Results

Throughout the school, Positive Behaviour Support (PBS) strategies were used in 2017. This

means that there was an emphasis on teaching the students appropriate behaviour and focusing on what they *should* do rather than on what they *should not* do. The strategies were reinforced through consistent language and pictograms by all staff. This will be continued in 2018. A full PBS program of accreditation is no longer being pursued; the school does not have significant difficulties in managing problematic behaviour across the school and the accreditation process is not helpful to the school.

Three Little Ships The personal, social and emotional development of students is fundamental to the curriculum of Three Little Ships. Daily activities are designed to encourage sharing, turn-taking and co-operative learning. The daily routines are designed to encourage independence and self-help skills. In early 2017, the routine for snack time was changed from a whole class sit-down activity to a free flow activity where students could choose when they wanted to stop an activity and go and have snack. This led to less disruption of children's learning by stopping an activity that they were engaged in and more awareness of 'being hungry'. In late 2017, this was further extended to a snack 'buffet bar' where students not only chose the moment when they wanted to take a snack break but they also made choices, served themselves independently and cleaned up afterwards. Every day, a Circle Time was held for the whole class and students were taught to listen to each other and engage in whole class discussion. Every day also ended with a whole class review of the day's learning and a goodbye song. The Three Little Ships preschool is an inclusive setting with 11 typically developing students and 5 children with additional needs. In 2017 students with cerebral palsy, autism and language delays were enrolled in the class. This inclusive setting encouraged students to understand and be tolerant of each other's differences. Students were given opportunities to model expected behaviour for their peers. For the students with learning disabilities, the setting gave them the motivation to join in with their typically developing peers and, as a result, we saw students making excellent progress in independent skills and social development. In February 2017, the monthly topic was called 'International World' and parents were invited to help their child share information with the class about their country of origin to contribute to international understanding. During this month, an international lunch was also shared and students were encouraged to try new foods. Trips were planned into the preschool curriculum, beginning with a walk to the local park, then moving on to a trip on a tram and ending with an annual school trip to Plaswijckpark. Students were taught how to behave safely when outside the school grounds. Special days were also celebrated in the preschool, including students' birthdays, Sinterklaas, Christmas, King's Day and a Spring Breakfast. In 2017, the preschool celebrated its 10th anniversary and the students joined in special activities around the number 10 and enjoyed sharing a cake. Parents were also invited to come into the classroom for three open mornings during the year so that their children could show off their learning and share activities with them. There was an annual Christmas sing-song and a celebration at the end of the year when students showed parents what they had learned throughout the year.

Lighthouse Special Education Communication and social skills are fundamental to the Lighthouse curriculum. Students are encouraged to be as independent as possible in school

routines and to express their needs and wants appropriately. The classroom daily routine always includes opportunities for co-operative activities, group learning as well as teacher-led activities. In 2017, snack and lunch times were learning opportunities for Lighthouse students. Meals were taken together and appropriate eating habits and table manners were taught by school staff and lunchtime volunteers. Life skills, particularly cooking and the associated shopping, preparation and cleaning up tasks, were taught on a weekly basis in the two Lighthouse school classes. Both classes were involved in gardening activities in the school garden and Class R participated in a series of lessons at the local City Farm. To help students develop appropriate social skills and also to facilitate transition to mainstream school, students from all three Lighthouse groups were given integration opportunities with the HSV International Department. This meant joining in gym, music and/or art activities. Students in Class R shared playground time with the HSV International Department (KSS) twice a day. Class R were also invited to join in the HSV International Department's Sports Day, the seasonal musical concerts and ID4 and ID5 school trips. Staff from the Lighthouse also shared information about special needs with the classroom teachers and children from ID 4 and ID 5 (KSS) to help develop respect, understanding and communication between the Lighthouse students and the ID students. Trips were planned into the Lighthouse curriculum, to teach students how to behave safely when outside the school grounds, beginning with a walk to the local park, then moving on to a trip on a tram and ending with an annual school trip to Plaswijckpark. A visit was also made by Class R to the Science Centre in Delft and the Museum of Communication (Den Haag) Special days were also celebrated, including students' birthdays, Sinterklaas, Christmas, King's Day and a Spring Breakfast.

3. Subsequent Success

Our students are from internationally mobile families and are generally only in The Netherlands for a short time. We assist the parents with the process of transition, whether this is to a local international school, a local Dutch school or a school abroad.

Three Little Ships Most students from the preschool transferred to a local international school in July 2017, including an International Department of HSV, the American School of The Hague, the British School in The Netherlands, the European School of The Hague and the International School of The Hague. One student transferred to a local Dutch school in April 2017. Most students are able to go on to the school of their choice but, due to over-subscription at some schools, some have to go to their second choice.

Lighthouse Special Education Educational provision in international schools for students with complex learning disabilities is limited, particularly for students requiring secondary education. In 2017, one student from Three Little Ships transferred to a special programme in Kuwait; one student from Three Little Ships transferred to local mainstream international education; three students from Three Little Ships stayed for a second Early Intervention year; one student from Class A transferred to a local international school; one student from Class R returned to their home country; two students from Class R transferred from the Lighthouse to the special support

class in the Middle School of the American School of The Hague where they will be able to continue their education throughout their teenage years.

B. Educational Process:

1. Curriculum

Three Little Ships The preschool has a topic-based curriculum and each month there is a different topic focus which is of interest and relevance to young children. The topics are selected so that there is a range and balance of subject focus (science, maths, geography, history etc.). In 2017, the topics were reviewed and some changes were made to bring more curriculum balance across the year. Students in the preschool have two lessons in the gym each week. Additional musical activities were provided by Live Music Now in 2 morning activities and by a weekly after-school activity: Music and Movement. Students in the preschool visit the school library once a week and choose a book which they take home to read with their parents. Students also had activity afternoons with the IDR from the HSV international school next door. In 2018, the curriculum planning will be developed to include key vocabulary and also to include the focus on specific Early Learning Goals. The topics will be reviewed to see whether they are still relevant and cover a wide enough curriculum. The topics will also be reviewed in the light of the new ID Foundation class to ensure that students moving from the preschool to the Foundation and Reception classes have a curriculum that fits together without unnecessary repetition.

Lighthouse Special Education Every day, students in Class A and Class R work on individual communication, literacy and maths activities related to their own individual targets as outlined in their IEP. In 2017, Class A also followed a topic-based curriculum and Class R followed the IPC curriculum topics of ID4 with modified activities to suit individual student's needs. Topics lasted approximately 6 weeks or half a term. Students in Class A are developmentally very young in comparison with their age peers. The curriculum consists, to a large extent, of self-help skills such as dressing, using the toilet independently and eating appropriately. Students also work on their (spoken) communication skills; this aspect of their curriculum is supported by the speech and language therapists. In 2017, there were two students who required more academic stimulation than the rest of the class. It was agreed that these students would benefit from spending part of the day in Class R with the older students and working on their literacy and numeracy skills there. This was a new concept to staff and parents but it was very successful for the students and consequently, they moved full-time to the older class in April 2017. In 2017, students in Class A had a short gym lesson every day led by their class teacher or assistant. Students in Class R integrated with mainstream gym lessons in the HSV International Department next door, as appropriate to their needs. Some students also had physiotherapy sessions that complemented the gym lessons. In 2017, one student in Class R learned to ride a bicycle as one of their personal IEP goals. Students in Class R visit the HSV International

Department's library at KSS weekly to borrow books for home reading. Additional musical experiences were provided in 2017 by two visits by Live Music Now. In 2018, the curriculum needs of non-verbal children with autism will be considered and investment in play-based materials that stimulate language development will be investigated.

2. Learning Tools

Following staff training in November 2016, a Code-a-pillar and a Beebot were purchased in 2017 to give all students in the school an introduction to early coding skills. Schedules using pictograms and words were used in all the classrooms; consistent use of the same pictograms throughout the school helps students to communicate successfully with any staff member. Routines are taught in a structured way and are consistently adhered to. In 2017, one member of staff completed a 2 day training in Leiden on the use of the Picture Exchange Communication System (PECS). The PECS app has been installed on school iPads to assist two students' communication skills. In addition, Proloquo2go has been installed on a student's personal device which is also used in school; this uses a similar system to PECS. In 2017, training was given on Numicon, a maths resource, by a staff member of the HSV International Department. Numicon materials have been purchased for each class and are being used to enhance students' mathematical concepts. In 2017, each student in Class A and Class R had a dedicated iPad which was set up with apps specifically chosen to meet their learning needs. In 2017, the school continued its online subscriptions to Reading Eggs and introduced subscriptions to RM Maths; these are interactive learning computer programs in which students can practice basic literacy and numeracy skills. The school iPads are coming to the end of their life and are no longer charging efficiently. In 2018, they will need to be replaced. In addition, the interactive whiteboards (IWBs) in the Lighthouse classrooms are old and the beamers keep failing or project poor quality images. These will also need to be replaced in 2018 if they are to remain an effective teaching tool. The school's reading scheme material is also outdated and investigations into a replacement program will be considered in 2018.

3. Learning Processes

Three Little Ships Each week, maths, literacy, creative and physical activities are planned by the staff that fit into the topic focus. Activities are chosen that are age-appropriate and that will appeal to students. There was also a shift made in the planning: instead of activities being chosen purely to engage students' attention, activities are now being chosen which have a learning focus. *'What are you learning?'* has become the focus rather than *'What are you doing?'* Topic planning has been moved from a WORD document to a Google document which means that all staff members are now able to contribute to the planning. In 2017, the indoor shoe policy was abandoned. This policy had meant that students had to change out of their outdoor shoes and into indoor shoes on arrival at school. For outdoor activities, students had to change back into their outdoor shoes. The learning time that was lost during this changing of shoes was taking significant. By abandoning the policy, less learning time is lost but also the introduction of more free-flow activities from inside to outside and back is possible. The free-flow of students choosing their own activities both inside and outside the classroom is not a

familiar process for Dutch- trained preschool workers. This is an area for ongoing staff development.

Lighthouse Special Education The teacher and teaching assistants plan the weekly activities together. The IBer also meets regularly with the classroom teams to support their planning for individual children. Feedback on learning activities is shared with parents through email and WhatsApp and may involve short reports, photographs and videos. In this way, parents have also been involved in their child's learning.

4. Educational Climate

The students in the preschool are very young and the students in the Lighthouse classes have complex learning disabilities; both of these groups are vulnerable in the school setting. Some students have had a previous unhappy school experience before joining a Lighthouse class. The school staff has worked hard to provide a safe learning environment for all the students. We have consistently heard from parents that the safe atmosphere in school is something that they experience and value in our school. In addition to a feeling of safety and predictability in the classrooms, staff followed training on 'growth mindset' in 2017 and have focused on encouraging the students to face personal challenges, take risks and to cope positively with mistakes. Displays of children's work were evident in the hallways and classrooms throughout the year and next to the entrance there is a 'learning board' which was changed weekly to show off recent learning. In 2018, the Lighthouse and Three Little Ships preschool will relocate into a building with the HSV ID. This will enable a more inclusive educational environment for all students and is an exciting new development.

5. Monitoring System

Three Little Ships The monitoring of the preschool students' progress in a formal record was introduced in 2017. It is expected that reviewing student progress three times a year on this record will inform future planning in the preschool. Activities are already being tailored to give extra practice for groups of students who have not yet reached one of the Early Learning Goals. The Three Little Ships preschool staff is very keen to move to an electronic method of recording students' progress. Options for this will be explored in 2018.

Lighthouse Special Education There is continuous monitoring of student progress by the class teachers which is summarized in each student's Individual Education Plan. The IBer and the therapists who are involved with each child meet before the biannual IEP meetings with the parents to review progress and propose new goals for the student. In 2017, the IBer created a new format for the IEP as a Google document. This has made it easier for all professionals involved to contribute to the same document. In 2017, two Wednesday Study Days were assigned to IEP planning. An online tracking system called BSquared is used to help determine the next targets for students in Class R. The Lighthouse staff wants to move to a digital online tracking system but is keen to use the same system as HSV ID. Discussions will take place in 2018 about a move to a new system that Lighthouse and ID can use. This will enable tracking of

learning during integration sessions. Due to the individual nature of the students' learning, it is not appropriate to consider their progress at a school-wide level.

C. School Climate and Safety

1. Staff Development

In 2017, there were five HSV Study Days for the younger ID children. Three Little Ships and the Lighthouse classes were also closed on these days. In addition, there were 4 other Lighthouse Study Days throughout the year. Staff attended a pro rata number of Study Days based on their contractual hours.

- January 2017: Staff received training in using Numicon, a maths resource. This training was led by a member of HSV International Department staff. Since the training, the Numicon materials are to be seen in use daily in Lighthouse classrooms, helping students at all levels to develop their number awareness.
- March 2017: All HSV staff received training from external professionals in the COOL Portal. This was not very relevant to our setting but could prove useful in the future when we are in a more integrated setting with the HSV International Department.
- May 2017: one member of staff attended Roots-3 training with HSV ID staff. This contributed to cross-HSV school dialogue on ICT.
- September 2017: All staff joined in a training day about using the Google Suite. Four sessions were offered by an external Google trainer on using and organizing emails, calendars, documents and Drive. The training gave opportunity for staff to practice skills at their own level and has clearly been implemented by staff in their daily work.
- September 2017: The HSV Leadership spent a day developing a draft Strategic Plan for 2018-23 led by an external trainer. This was then worked on in staff meetings. The plan will be finalized in 2018.
- October 2017: All staff joined in a training day about Growth Mindset that was facilitated by HCO. Working with children with complex learning difficulties can mean that teaching staff focus on routines and repetition; this day encouraged more open thinking by staff and there is evidence that this is being applied in classrooms.
- November 2017: Staff participated in a Wellness Day. They received information about managing stress, looking after their body in physically demanding classrooms and how to give a de-stressing hand massage. Healthy food and drink options were also provided. This day was welcomed by the staff as a day where the focus was on their well-being.
- November 2017: The HSV Leadership Team had training through an intervision model on managing difficult meetings.
- In January 2017 and November 2017, staff from the Three Little Ships attended meetings of The Hague International Schools' Early Years Forum. Ideas from the forum have been added into the curriculum planning.

- In 2017, four staff were trained in First Aid for Children and in evacuation procedures.
- In March 2017 and November 2017 staff used two Wednesday Study Days to plan for individual children's IEP meetings. This enables therapists and the IBer to plan new goals for the children with educational needs together with classroom staff, making for more effective interventions.

In 2017, there was a weekly timetable for team planning and staff meetings throughout the year. The schedule of meetings was published at the start of the academic year. In addition to these regular meetings, the IBer met regularly with the team leader of Three Little Ships and with the teachers of Class A and Class R to monitor students' progress and assist with IEP planning.

2. Labour Conditions

In 2017, the Lighthouse and Three Little Ships team was made up of 5 full-time staff and 10 part-time staff. In 2017, the Team Leader of Three little Ships was absent for maternity leave and one member of staff gradually returned to work from a long period of sickness absence. The Director was also absent due to sickness leave and left the employment of HSV at the end of August 2017. The Interim Director worked for fifteen hours a week throughout 2017. These absences were not easy for the rest of the team to cope with. There was often uncertainty about role responsibility, particularly when key people were absent. Some staff carried extra responsibilities throughout 2017 due to the absence of staff.

From August 2017, the Lighthouse and Three Little Ships was over-staffed by 49% fte personal assistant and 160% fte teaching assistant. One teaching assistant (60% fte) was loaned to 2Samen for the academic year 2017-2018. The other remaining hours were used to provide (continuity of) cover during staff sickness, and provide additional classroom help to enable students' integration plans to run without loss of staff in the classroom. This has helped to compensate for the absence of a full-time Director.

All staff had a meeting with the Interim Director to discuss their professional development.

Three Little Ships and the Lighthouse classes were closed due to national industrial action about work stress on October 5th and on December 12th 2017. Time has been allocated in staff meetings and study days to discuss concerns around staff work pressure and this resulted in a study day in November with a wellness focus. The over-staffing of the Lighthouse has also provided extra support for staff in their classrooms. Further measures will be discussed and implemented in 2018.

A satisfaction survey among staff is planned for spring 2018.

3. Satisfaction Survey among Parents

A Parent Satisfaction Survey was held in 2017. Only 14 of the 26 parents completed the survey. The survey indicated very high levels of satisfaction amongst parents for the expertise of the staff and the Lighthouse education programme in general. Areas for improvement that were highlighted included issues around the state of the school building and playground. AEGON volunteers came to the school for a day and added new murals to the school walls; they also weeded and tidied the school grounds and gardens. In 2018, it is hoped that the Three Little

Ships and Lighthouse classes will move to a new refurbished building.

4. Survey among Students

An HSV Student Survey is planned for spring 2018, however, this is not appropriate to the students in Three Little Ships or the Lighthouse students due to their developmental levels and communication challenges.

5. Communication

New websites for Three Little Ships and Lighthouse Special Education were created in 2017. At the same time the logos were updated. Positive feedback has been received about the clarity of information that is now available. The aim is to regularly update the website with school activities. Communication between staff Three Little Ships and Lighthouse requires careful management due to the number of part-time staff. The Interim Director sent a weekly email to staff and the associated school therapists with a summary of activities that had taken place in the week and the plans for the forthcoming week. Staff also appreciated knowing when the Interim Director would be in school and this information is posted on a staff bulletin board by the staffroom. A staff WhatsApp group was set up in 2017, enabling the Interim Director (and other staff as necessary) to send quick information updates to everybody in the team. A staff calendar was set up in Google for whole school events and all staff can contribute to this. Training was provided on this. Staff are now adding events to this calendar and this has avoided unnecessary clashes and increased awareness of all staff in school activities. Staff meetings were held once every three weeks with room for discussion as well as announcements. A schedule was drawn up with staff meetings on some Tuesdays and some Wednesdays to allow more staff to attend. This contributes to the cohesiveness of the staff.

D. Quality Care and Ambitions:

1. Organisation of the School

The Three Little Ships class was staffed throughout 2017 by three qualified Child Care professionals. The legal requirement is two qualified staff but the extra member of staff enabled the children with additional needs to receive extra 1:1 teaching. In general, the team leader of Three Little Ships and the teachers of the Lighthouse classes managed any concerns that parents had about their child, notifying the Interim Director as appropriate. The Interim Director met with parents when this was requested and also had email contact with parents outside her working hours, if concerns were urgent. In the Parental Survey in 2017, it was clear that parents value the care that the Three Little Ships and Lighthouse provide, as 100% of the parents that replied said they were satisfied with the school's care of their child. Three Little Ships started investigating a communication app that could be used to share learning more easily with parents. No decision was reached in 2017. It is hoped that this can be developed in 2018, possibly in conjunction with the HSV International Department.

2. Care System for Students' Needs

Throughout 2017, parents of the Lighthouse students had regular (email) contact with the team leader or teacher of their child. This contact was at least weekly but often daily. Photos and videos of students' learning were also shared with parents. Therapists working in private practice provided physiotherapy, sensory integration therapy, occupational therapy and speech therapy to students of Three Little Ships and Lighthouse. They also provided therapy to some students from the HSV International Department on Wednesday afternoons. One speech therapist took maternity leave in 2017 and this absence was covered by a suitably qualified native English-speaking therapist who was already known to the Lighthouse. In 2017, three meetings were held with the Interim Director, school IBER, school social worker and SPPOH adviser to discuss students requiring additional care or alternative school placements. In addition, the same team met with nine sets of parents to prepare the paperwork for a Statement of Special Need (Toelatingsverklaring = TLV). Office support was also given to parents during the application for Student Transport from the City Council.

3. Participation

The Three Little Ships had a small parental committee of 2 persons throughout 2017. Three meetings were held with the Interim Director. There were no parent volunteers for the Lighthouse MR and no parent or staff volunteers for the GMR. This lack of volunteers is partly due to the parents' not speaking Dutch and partly because the parents of children with special needs have extra stresses in their private lives making volunteer work more difficult to do. Not having Lighthouse representation on the GMR is a disadvantage to the school and parents will be invited to join the GMR next year. Staff are currently involved in the HSV strategic planning process and have opportunities to add contributions and comment on draft documents.

4. Delivering Strategic Goals

The Three Little Ships and Lighthouse continued to strive for high quality education and care of the students throughout 2017.

The Three Little Ships curriculum was reviewed in 2017, providing more curriculum balance and activities more clearly related to learning. Numicon Maths and early coding skills were introduced across the age range. The reorganisation of school rooms in August 2016 enabled a library to be set up, which was further organised and categorised in 2017, putting books and reading at the heart of the school. HSV strives to employ high quality staff. Finding quality (cover) staff and lunchtime volunteers took a significant percentage of the Interim Director's time in 2017. It is not easy to find staff that fit the legal qualification requirements for Dutch Childcare and Special Education and are also native speakers. No recruitment is done internationally. Significant budget was allocated to the training of existing staff. HSV strives to provide a caring working environment for its staff. The sickness absence of the Director led to serious difficulties in the functioning of the Three Little Ships and Lighthouse team; in some cases staff health and wellbeing was affected. In August 2016, the school was reorganised to provide the staff with their own room for breaks. This was seen as fundamental to staff well-being and was received positively by staff; staff returning to work after illness benefited in 2017 with having access to a

staffroom. A staff wellness day was also provided in November 2017. The Three Little Ships and Lighthouse 'brands' were updated in 2017 with new colours and logos. The new websites also reinforce the HSV brand of a union of diverse schools with common themes.

5. Compliance to legislation

All staff that are employed are qualified in line with the statutory requirements and have the relevant safety (VOG) checks. Lunchtime volunteers and cover staff also have the appropriate checks and papers. The Three little Ships preschool was inspected in November 2017 by the GGD and the report is published on the preschool's website. A new support profile for Lighthouse Special Education was submitted to SPPOH in December 2017.

E. Realizing a culture of continuous improvement

The culture of the school improved dramatically during 2017 through and a staff culture has been created in which staff feel comfortable to ask for help and to learn from each other. Through the 9 study days, staff meetings and informal meetings between staff, the education of students was continually discussed in 2017. The Three Little Ships and Lighthouse Special Education are continually evaluating the educational provision of the class, striving for excellence. Regular team planning, where everyone's ideas are welcome and each person is encouraged to contribute became the norm in 2017. The maternity leave of the team leader of Three Little Ships from May to November 2017 gave other team members an opportunity to take on new responsibilities. In addition to contracted staff, the Lighthouse and Three Little Ships provided a work experience placement to two students from Leiden University's Master program on Child and Adolescent Psychology and a placement to a student from Southampton University's (UK) Bachelor Psychology program. This is part of our school's culture to provide learning opportunities for children and adults alike.