



**Three Little Ships**  
International Preschool

**Three Little Ships**  
**and**  
**Lighthouse Special Education**  
**Annual Report 2018**



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## **A. Educational Results**

### **a. Cognitive Results**

#### **i. 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 chose to track students' progress using a printed tracking sheet with the English National Curriculum Early Learning Goals.

From January 2018, all TLS students' progress in both the Prime Areas and Specific Areas of development (Literacy; Maths, Expressive Arts-Design; Understanding the World) were assessed three times a year (October, February, June). Early Learning Goals that were achieved were highlighted on a paper record sheet. A summary of individual student's progress is presented at Parents' Evening to the child's parents and also written into an end-of-academic-year report for parents.

A more detailed record sheet from birth to 60+ months is available for students with developmental delays and this was used with a few students with additional needs to track their progress more carefully.

It is clear from the tracking sheets, which students are making progress and where progress might not have been made or assessed. The team discusses students that are of concern and these concerns are shared with parents. The team monthly planning is adjusted to teach skills or knowledge that groups of students might not have yet achieved or acquired.

In 2018, all students made significant progress as can be seen on the tracking sheets. Referrals of students were also made to the physiotherapist and speech therapist that work in collaboration with the school.

#### **ii. Lighthouse Special Education**

In 2018, 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 during the year (March and November) and new goals were set; in this way progress was tracked. Both the therapists who worked with the students and the student's parents contributed to the goals and success evaluation.



In 2017, the English National Curriculum Early Learning Goals assessment record for children aged 0 to 60+ months was introduced in Class 1 to help map the younger Lighthouse students' progress in relation to developmental norms. Goal-setting for older students was based on the English National Curriculum. Some standardised (U.K.) testing of reading (YARC), spelling (SWST) and maths (Key Maths) was carried out by the Intern Begeleider. However, almost all the students in Lighthouse cannot be assessed successfully by tests used in mainstream schools because of their communication, attention and cognitive difficulties. Tracking progress through teacher observation and observation of specific tasks is seen as more accurate and helpful.

In 2018, Lighthouse discussed digital tracking options with the International Department. Several different English systems were investigated including Classroom Monitor and Learning Ladders. The Dutch Parnassys system was also considered. As students from Lighthouse take part in integration lessons in mainstream International Department classes, a tracking system that is common to both schools would be helpful.

It is likely that the International Department will not be ready to transfer wholesale over to a digital tracking system within 2019. Lighthouse is expected to complete a contract with Learning Ladders early in 2019 and to start using this to track students' progress through the English National Curriculum. Parnassys will be used from August 2019 to hold student dossiers and to store standardised assessment results.

## **b. Social Results**

Throughout the school, Positive Behaviour Support (PBS) strategies were used in 2018. 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. It is hoped that these strategies can be generalised into the mainstream international department in the VHS location during 2019. The international department is introducing JIGSAW, a social skills program in 2019 and Lighthouse staff will also consider whether aspects of the program can be used in Class 1 and 2.

A student satisfaction survey was held in 2018 throughout the HSV. Students from Lighthouse did not participate formally in the survey due to their cognitive and communication challenges. A discussion in Class 2 was held with the older students around the same questions as in the questionnaire. From this discussion, students expressed a feeling of happiness and safety in the Lighthouse classes but some social difficulties in the integration classes. The teacher from Class 2 joined some circle time lessons in the international department where students integrate to explain to the mainstream students about the challenges of the Lighthouse students and how to help make them feel welcome in lessons and the playground.

**i. 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 cooperative learning. The daily routines are designed to encourage independence and self-help skills.

In 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. A snack 'buffet bar' became 'normal practice' in 2018 so that students not only choose the moment when they want to take a snack break but that they also make choices, serve themselves independently and clean up afterwards. This has led to less disruption of children's learning through stopping an activity that they were engaged in and more awareness of 'being hungry'. Once again, the Dutch School Fruit project was applied for and received, through which students are introduced to a range of different fruits during the year.

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 2018, students with autism and language delays were enrolled in the class. This inclusive setting encouraged students to understand and be tolerant of each other's differences. In addition, students from Three Little Ships have shared a daily playtime with IDF since the relation of the preschool in August 2018. 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, language skills and social development.

In February 2018, 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. 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.

## ii. **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 2018, 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 during the period January to July 2018. Both classes were involved in gardening activities in the school garden and Class 2 participated in a series of lessons at the local City Farm. These life skill activities could not be continued in the same way after the move to the new location due to more limited and less flexible facilities.

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, International Primary Curriculum and/or art activities. Class 2 were also invited to join in the HSV International Department's Sports Day, the ID6 art exhibition and the seasonal musical concerts. Students from ID5 also joined the Lighthouse Class 2 for a weekly literacy lesson. Since the relocation in August 2018, students have also joined in ID1, ID5 and ID6 trips. Students in Class 2 shared playground time with the HSV International Department (KSS) twice a day in the first half of the year. Since the relocation, all Lighthouse students have shared a daily playtime with ID students.

At the start of 2018, staff from the Lighthouse shared information about special needs with the classroom teachers and children from ID4 and ID5 (KSS) to help develop respect, understanding and communication between the Lighthouse students and the ID students. This was repeated at the end of 2018, with the Learning Support Coordinator (Intern Begeleider) sharing information about Lighthouse students with all ID staff working in the VHS location.

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 made by Class 2 to the International School of the Hague to meet older students with autism; these students also visited Lighthouse Class 2. Class 2 visited the Museum of Communication in The Hague and the SeaLife Centre in Scheveningen; this last trip was organised by a student as part of her Occupational Therapy goals. Special days were also celebrated, including students' birthdays, Sinterklaas, Christmas, King's Day and a Spring Breakfast.



**Three Little Ships**  
International Preschool

### **c. 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.

#### **i. Three Little Ships**

Most students from the preschool transferred to a local international school in July 2018, 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. In July 2018 of the 5 students with special educational needs, one student returned to their home country (USA); one transferred to Blijberg International School in Rotterdam (with government support), one transferred to The British School of The Netherlands (with a full-time aide); another transferred to a local Dutch special school and one student transferred to the Lighthouse Class 1. Most of the typically developing 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.

#### **ii. Lighthouse Special Education**

Educational provision in international schools for students with complex learning disabilities is limited, particularly for students requiring secondary education. In July 2018, two students from Class 2 returned to their home country (USA and Saudi Arabia) and one student transferred



## **B. Educational Process**

### **a. Curriculum**

#### **i. Three Little Ships**

The main emphasis of the curriculum in the preschool is on the social and emotional development of the students and on preparing them to be 'school-ready'. Every day, the students are encouraged to make their own choices, to become more independent in the classroom, to participate in groups as well as whole school activities, to sustain concentration on a chosen task.

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.). Each year, the topics are reviewed and, in 2018, 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 are provided occasionally by Live Music Now and other visiting musicians. Students in the preschool visit the school library once a week and choose a book which they take home to read with their parents. In the summer of 2018, students also had activity afternoons with the IDR from the HSV international school next door.

Since moving into the new location, there have been new opportunities for students in Three Little Ships to join in whole school events with the International Department of HSV. There is a shared playground, where the young children can meet older children.

The curriculum is presented exclusively in English and prepares the students well to move on to one of the other international schools in the area for the start of their formal schooling.

#### **ii. Lighthouse Special Education**

Every day, students in Class 1 and Class 2 work on individual communication, literacy and maths activities related to their own individual targets as outlined in their IEP. In Class 1, the students are typically developmentally young for their age and 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. Three students use Alternative and Augmentative Communication systems: Proloquo2go and PECS. Time in both classes is also spent in helping children acquire 'learning-readiness' skills such as listening as part of a group, sustaining attention on a task, selecting appropriate materials for a task.

Additionally in 2018, Class 1 followed a topic-based curriculum and Class 2 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 1 are developmentally very young in comparison with their age peers.

In 2018, students in Class 1 had a short gym lesson every day led by their class teacher or assistant. Students in Class 2 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 the first half of 2018, students in Class 2 visited the HSV International Department's library at KSS weekly to borrow books for home reading; after the relocation, students have borrowed books from the VHS school's central library.

Students participated in some cultural activities, including two visits by Music Now, a visit by the Music Laboratory from the Royal Conservatorium and a visit to the Regentesse Theatre as part of the Cultuurschakel programme.

## **b. Learning Tools**

Schedules using pictograms and words are used in all the classrooms; consistent use of the same pictograms throughout the school helps students to communicate successfully with any staff member. Since the relocation, the school signage is no longer standardised across the location. This is a point for discussion in 2019.

Routines are taught in a structured way and are consistently adhered to. A number of children use visual schedules with standardised pictos to help guide them through their day and through activities.

In 2018, new iPads were purchased for the school and each student in Class 1 and Class 2 had access to an iPad which was set up with apps specifically chosen to meet their learning needs. In 2018, the school continued its online subscriptions to Reading Eggs and to RM Easimaths for independent maths and literacy practice. The interactive whiteboards (IWBs) and beamers in the Lighthouse classrooms were considered too old to be moved to the new location. Each classroom now has a Prowise Interactive Board and there is also a mobile board available.

The school's reading scheme material is also outdated; since the relocation it has been possible for students to use the reading books from the International Department. Some new materials still need to be purchased for the Lighthouse classrooms.

The relocation gave the school staff the opportunity to evaluate the school materials and turn out items that were no longer appropriate or in good repair.



The new location offers a stimulating, well-created outside play and learning space; a minigym (for younger children ) and a larger gym, both on site; a handicraft room for messy work; a central library space and a number of additional rooms for therapists to work.

## **c. Learning Processes**

### **i. 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. Activities are first and foremost practical and also repeated to give opportunities for 'over-learning'. Only when a student has grasped a concept, is there a move to recording the learning.

Play is seen as a fundamental method of stimulating communication, social skills development and pre-academic learning.

All planning is completed using Google documents in the shared Google drives and all staff members are required to contribute to the planning. Photographic evidence is kept of student activities.

The curriculum planning document was amended in 2018 to include key vocabulary and also to include the focus on specific Early Learning Goals. The topics will continue to be reviewed to see whether they are still relevant and cover a wide enough curriculum. In 2019, discussion will be held with the International Department's Early YEarS team to ensure that the Three Little SHips curriculum links to the Foundation and Reception curricula in a smooth way.

### **ii. Lighthouse Special Education**

The teacher and teaching assistants plan the weekly activities together. 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. Activities are first and foremost practical and also repeated to give opportunities for 'over-learning'. Only when a student has grasped a concept, is there a move to recording the learning.

Play is seen as a fundamental method of stimulating communication, social skills development and (pre)-academic learning.

The IBer 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 been involved in their child's learning.



#### **d. 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 work hard to provide a safe learning environment for all the students.

The relocation to a larger, unknown building in August 2018 was challenging for some students. The classrooms being on the first floor instead of the ground floor was challenging for some students and one wheelchair-bound student had to wait for two months for the new lift to be installed before she could join her class.

The new gym hall was not completed during 2018. Students in Class 2 attending integration lessons, had to go offsite with their mainstream integration class. This was difficult for some students and integration was suspended briefly for some students.

The staff continue to work hard to provide a safe, predictable environment for all students and this will be developed further in 2019.

#### **e. Monitoring System**

##### **i. Three Little Ships**

The monitoring of the preschool students' progress in a formal record was introduced in 2017, based on the English National Curriculum Early Years Learning Goals. Throughout 2018, student progress was recorded three times a year on this record, following observations in the classroom. The planning is adapted to give extra practice for groups of students who have not yet reached one of the Early Learning Goals. Students' progress is reported to parents twice a year in a meeting and at the end of the academic year in a written report. The Three Little Ships preschool staff is very keen to move to an electronic method of recording students' progress and this will take place in 2019.

##### **ii. Lighthouse Special Education**

There is continuous monitoring of student progress by the class teachers which is summarized in each student's Individual Education Plan. In 2018, all IEPs were created as a Google document, allowing all staff and therapists to contribute to the document. In 2018, two Wednesday Study Days were assigned to IEP planning and the external therapists were paid by the school to contribute to this planning meeting. The IBER and the therapists who were involved with each child met with the parents twice a year (March and November) to review progress and



propose new goals for the student. Goals are based on the English National Curriculum learning goals.

The Lighthouse staff wants to move to a digital online tracking system but is keen to use the same system as HSV ID. This will enable tracking of learning during integration sessions. Discussions took place in 2018 about a move to a new system that Lighthouse and ID could use but no definitive decision was taken. A digital system will be introduced in 2019.

Due to the individual nature of the students' learning, it is not appropriate to consider their progress at a school-wide level, comparing to other students of the same age.

## **C. School Climate and Safety**

### **a. Staff Development**

In 2018, there were five HSV Study Days for the younger ID children. Three Little Ships and the Lighthouse classes were 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 2018: Staff received training in Sensory Integration and Augmentative and Alternative Communication devices. This training was led by two of the school's associated therapists.
- ★ January 2018: The Director attended training on changes in Childcare law.
- ★ February 2018: Half a day was spent preparing for the relocation and half a day was spent in line with reduction of work stress, with teams having the opportunity to plan together.
- ★ April 2018: One member of staff participated in the ECIS Early Years Conference in Luxembourg
- ★ April 2018: Staff attended a study day to review HSV school-wide documentation, including the Development Plan, Annual Report and Professional Statute. Time was also spent reviewing the Student Progress Report.
- ★ June 2018: This Study Day was devoted to sorting and packing ready for the relocation
- ★ September 2018: A Study Day was spent by all staff looking at improving and developing topic planning and short-term goal-setting by classroom staff
- ★ November 2018: A Study Day was spent considering the HSV Development Plan and providing feedback to the Directors and Board.
- ★ November 2018: One member of staff participated in training regarding the new Childcare Law provided by Gemeente Den Haag
- ★ In March 2018 and October 2018 staff used two Wednesday Study Days to plan for individual children's IEP meetings. This enabled the classroom staff to plan new goals for the students together with the therapists and the IBER, making for more effective interventions.
- ★ In 2018, four staff were trained in First Aid for Children and in emergency evacuation procedures.



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## **b. Labour Conditions**

In 2018, there was a 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 meetings, the IBer met regularly with the team leader of Three Little Ships and with the teachers of Class 1 and Class 2 to monitor students' progress and assist with IEP planning. After the relocation in August 2018, a staff representative joined the VHS International Department site meetings.

In 2018, the Lighthouse and Three Little Ships team was made up of 5 full-time staff and 8 part-time staff. In 2018, the Team Leader of Three little Ships took parental leave on Wednesdays and two members of staff gradually returned to work from a long period of sickness absence. The Interim Director worked for fifteen hours a week throughout 2018. Some staff carried extra responsibilities throughout 2018 on days when the Interim Director was not present.

In August 2018, one member of staff resigned due to her partner's work relocation. A new student was admitted to the school who required a full-time assistant due to her complex needs. This helped to reduce the over-staffing. From August 2018, the Three Little Ships was over-staffed by 20% fte teaching assistant. This has allowed for some students to be integrated for some lessons in the mainstream. Lighthouse was overstaffed by 58% fte teaching assistant. These 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.

During 2018, 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 September 12th and on October 2<sup>nd</sup> 2018. The over-staffing of the Lighthouse has also provided extra support for staff in their classrooms. Work pressure money provided by the National Government was used to provide extra teaching staff in the classroom.

## **c. Satisfaction Survey among Staff**

A satisfaction survey among staff took place in Spring 2018. 12 members of staff completed the questionnaire. Because of the small number of staff completing the survey, the results could be influenced significantly by one person's scoring. The overall satisfaction scores, grouped into 10 categories, were:



	Lighthouse 2018	Lighthouse 2013	National average
Educational climate	7.9	8.6	7.5
Management	7.9	7.8	7.4
School climate	7.2	7.8	7.4
External communication	7.2	7.7	7.4
Internal communication	7.0	7.7	6.9
Curriculum and teaching resources	6.5	7.2	7.0
Organisation	6.4	6.9	7.2
Career management	6.3	5.7	7.2
Work climate	6.2	7.0	6.7
Primary work conditions	6.1	6.3	6.6
Secondary work conditions	5.5	5.9	6.8
School building	4.5	5.3	6.8

The top 10 issues that staff scored as plus points were:

	Lighthouse 2018	National average
Supporting learning difficulties	100%	86%
Motivation of students	100%	88%
Internal information stream	100%	75%



Holiday and absence rules	100%	87%
Contact with students	100%	98%
Possibility to work at your own pace	100%	80%
Work on school's mission and vision	100%	84%
Agreeing appointments and decisions	92%	77%
Possibility to discuss problems	92%	84%
Newsletter	92%	92%

The top 10 issues that staff scored as points for improvement were:

	Lighthouse 2018	National average
Maintenance of the building*	92%	25%
External face of building*	92%	15%
Salary	75%	31%
Hygiene within school*	75%	37%
Sanitary facilities for staff*	75%	23%
Substitution of absent staff	67%	34%
Professional development opportunities	58%	11%
Relaxation opportunities for staff*	58%	40%
Atmosphere and furniture in building*	58%	14%
Opportunities for additional training/education	50%	9%

\* Most of the staff's points for improvement have been addressed by the relocation to the newly renovated building in the van Heutszstraat.

The provision of substitute staff remains problematic due to the unavailability of English-native speakers with qualifications that are recognised by the Dutch authorities. The Interim Director

has spent a significant amount of time recruiting substitute staff. In 2019, the expectation is that an extra member of staff will be employed to provide sickness and absence cover in both Three Little Ships and the Lighthouse classes. This should provide consistency of cover.

#### **d. Satisfaction Survey among Parents**

A Parent Satisfaction Survey was held in 2017. No survey was held in 2018.

#### **e. Survey among Students**

An HSV Student Survey took place in Spring 2018, however, the students in Three Little Ships and the Lighthouse were not able to complete the survey due to their developmental levels and communication challenges.

#### **f. Communication**

New websites for Three Little Ships and Lighthouse Special Education were created in 2017 and maintained throughout 2018.

Communication between staff Three Little Ships and Lighthouse requires careful management due to the number of part-time staff. From January 2018 to July 2018, 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. In the new school year, the frequency of this weekly email was reduced. In addition to the weekly email by the Interim Director, the Head of School for the International Department sends a weekly message to all staff on the location. A staff WhatsApp group was set up in 2017 and maintained throughout 2018, 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 contribute to this.

## **D. Quality Care and Ambitions**

#### **a. Organisation of the School**

The Three Little Ships class was staffed throughout 2018 by three qualified Child Care professionals. The legal requirement is two qualified staff. The extra member of staff enabled the children with additional needs to receive extra 1:1 teaching. It also provided extra supervision for the students with behavioural challenges.

The team leader of Three Little Ships and the class teachers of Lighthouse Special Education have an open door policy and parents are welcome to have a quick chat with teachers at the

start of the school day or a longer conversation at the end of the school day about any concerns that they have. There is also email contact for parents who are unable to drop into school or whose children travel by school transport.

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. The Interim Director worked for 15 hours a week and so there were sometimes short delays in her availability to respond to parental communication. If concerns were urgent, the Interim Director had email contact with parents outside her working hours, or had contact with school staff who were then reply on her behalf.

There were no (formal) complaints registered with the Interim Director, School Bestuur or outside authorities in 2018.

## **b. Care System for Student's Needs**

Throughout 2018, parents of the Lighthouse students had regular (email) contact with the team leader or teacher of their child. This contact was at least weekly and often daily for the children with poor communication skills.

Every student in the Three Little Ships Early Intervention programme and the Lighthouse school classes had an Individual Education Plan written and evaluated twice a year. This plan was drawn up with the expertise of the Learning Support Coordinator (Intern Begeleider) and shared with parents in a meeting with teachers and assistants. Two Study Days are allocated annually to planning IEPs. The school's associated therapists are paid by the school to add their expertise to this goal-setting process.

Photos and videos of students' learning were shared throughout the year with parents as evidence of learning. In July, all students received a short written report with a summary of their progress over the year.

In August 2018, planning for two-weekly goals was initiated by the Interim Director and staff have started to use this. It will be developed further and become regular practice during 2019.

Five therapists, associated with the Lighthouse Special Education but 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 and after school.

A school psychologist is also associated with the school. She carried out ten psycho-educational assessments for students at the school at the request of parents. In all cases, her final reports were shared by the parents with the school and included recommendations that were incorporated into the child's IEP.

In August 2018, the school welcomed a new student into the school with very complex needs. For the first time, expert advice has been provided to the school by an external peripatetic advisor from the Witte Vogel school for this student. Bartiméus, an organisation for visually impaired children, has been contacted by the parents and school and will provide specialist support to the school for this student in 2019. This student also required nursing care during the school day (personal hygiene and eating). This care was provided by Kombino and will be developed further in 2019.

In 2018, nine multi-disciplinary meetings (MDOs) were held with the Interim Director, school IBER, school social worker, SPPOH advisor, school doctor and parents to discuss students requiring additional care or alternative school placements. In all cases, this meeting also led to an (updated or extended) Statement of Eligibility (Toelatingsverklaring = TLV) for Speciaal Basisonderwijs (SBO).

In 2018, the school also welcomed external professionals to observe in the classrooms in order to improve the link between student's school learning and home therapy. These professionals came from organisations such as Centrum voor Autisme (Centre for Autism), de Banyaard (Centre for Paediatric Psychological help) and Stichting REACH (ABA centre).

Observations were also carried out by teachers from other schools when a student was being considered for transition to another local school. This included observations from de Bonte Vlinder (SBO), IVIO (SBO), British School in The Netherlands (mainstream international school), International School of The Hague (mainstream international school)

Office support was also given to parents during the application for Student Transport from the City Council.

### **c. Participation**

The Three Little Ships had a small parental committee of 2 persons from January 2018 to July 2018. One meeting was held with the Interim Director and other informal contact took place in this period. In July 2018, the children of the two serving parents left Three Little Ships. New parents were invited several times to join the Committee but no responses were received by 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 continue to be invited to join the GMR next year. Staff were involved in the HSV strategic planning process and are currently involved in developing a School Plan for the next five years. They have opportunities to add contributions and comment on draft documents.

#### **d. Delivering Strategic Goals**

The Three Little Ships and Lighthouse continued to strive for high quality education and care of the students throughout 2018.

In August 2018, Three Little Ships and Lighthouse Special Education moved to a new location in the van Heutszstraat 12, along with a new school of the HSV International Department and the Open Venster school (for Dutch children with dyslexia and dyscalculia). The planning for this move and the move itself required a lot of additional energy and time from school staff. Study days and staff meeting time was used; this meant that some strategic goals for the school year 2017-2018 were not (fully) achieved. The impact on the children during the planning and preparation period was minimal. School closed two days early in the summer to allow staff time to pack up the classrooms.

Three Little Ships opened one week late in the new school year as the GGD needed time to complete the relevant inspections and paperwork.

In the second half of 2018, the strategic emphasis has been to move to the new location and to adapt to being in a large, busy building. There have also been four months of exploring, with the HSV International Department, how best to work together. This new cooperation has different aspects: physical (shared rooms and resources); operational (timetabling and meetings); educational (planning and integration of students into mainstream); management (sharing of tasks and 'filling' in when Interim Director or Head of School is not in the building); financial (joint ordering of resources and division of joint invoices); staffing (joint meetings, shared communal spaces and working relationships).

The move into a location with a mainstream international school has been a strategic move to develop the inclusivity of the Lighthouse and the international school programme. Further discussions will need to take place on how to build an inclusive community within the school building. This will be reflected in the new School Plan for 2019 - 2024.

The Three Little Ships curriculum topics were reviewed in 2018 and learning goals were incorporated into the planning document. Three Little Ships now has a consistent tracking and assessment system for all students. A modified document is used for students who are developmentally younger than their peers.

Open mornings were held by Three Little Ships for parents to join their children in activities in the classroom with the purpose of helping parents understand the preschool curriculum.

In the last two months of 2018, Lighthouse staff have started to look at their curriculum planning in the light of having students integrating into the mainstream international school programme. In 2019, further discussion will take place about using the IPC curriculum and the Jigsaw social skills curriculum.



**Three Little Ships**  
International Preschool

New iPads, iPad covers and Chrome Books were ordered and put in place for student use. This was partly funded by selling the old school iPads.

HSV strives to employ high quality staff. It is not easy to find local staff that fit the legal qualification requirements for Dutch Childcare and Special Education and are also native English speakers. No recruitment is currently done internationally.

One teacher left the Lighthouse Special Education school for alternative employment within The Netherlands. A replacement teacher was recruited locally. One teaching assistant left the Three Little Ships preschool. A replacement teaching assistant was appointed; this staff member is also qualified as a teacher and will provide Compensation Day cover for the other two teachers during 2019. One member of Three Little SHips staff was absent due to ill health for a significant part of 2018. This absence was covered by a qualified teaching assistant recruited locally, providing stability within the team.

Finding quality (cover) staff and lunchtime volunteers took a significant percentage of the Interim Director's time in 2018. The lunchtime volunteer recruitment and management was taken over by the Lunchtime Coordinator, a member of the HSV International Department staff towards the end of 2018.

Significant budget was allocated to the training of existing staff. In-service training was provided by the Interim Director. One Study Day was led by the school's associated therapists and staff were given training on Augmentative Communication Devices and on Sensory Processing Tools. One staff member and the Interim Director attended the local conference in Leiden run by Children with Special Needs and one staff member attended the Early Years Conference in Luxembourg. Several staff were given opportunities to attend meetings of the local International Schools Early Years Forum. The Interim Director and Three Little Ships team leader also attended training events organised by GGD and Gemeente Den Haag in relation to the IKK law and Childcare Quality.

HSV strives to provide a caring working environment for its staff. The staffroom in the new location is designated for staff and for adult meetings only, and not as a teaching space. Comfortable furniture was provided by the American Embassy for the staffroom. Government money that was provided to reduce work pressure was spent on paying for additional teaching assistant hours. The staff enjoyed several social events provided by HSV Board, including the Summer BBQ and CultuurSchakel events. Social events were also organised by the Three Little SHips and Lighthouse staff themselves, including a summer BBQ and a Christmas Brunch at staff members' homes.

Three Little Ships and Lighthouse produced new advertising brochures in 2018. Team Drives in Google were set up and used consistently by staff, facilitating easy cooperation and access to school-wide documents.



### **e. Compliance to legislation**

All staff that are employed in Three Little SHips and Lighthouse Special Education 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 documents. The Three Little Ships preschool was inspected in August 2018 by the GGD, prior to opening, and had it's annual full inspection in November 2018. Both reports were published on the preschool's website.

## **E. Realizing a culture of continuous improvement**

The Lighthouse Special Education and Three Little Ships staff culture is one in which staff feel comfortable to ask for help and to learn from each other. Moving to the new location has meant that the staff are now part of a larger team with diverse experiences and expertise. This has been both rewarding and challenging. For some staff, it has not been easy to adapt to a mainstream environment with a highly stimulating environment and busy corridors and playgrounds. The staff have also had to get to know a lot of new colleagues. Balancing these challenges, however, has been the positive experience of joining in mainstream educational and social activities with staff and with children aged 4 to 11 years old. In 2019, it is hoped to build on these newly formed relationships so that staff can learn from each other's expertise in special education and in IPC.

Through the 7 study days, staff meetings and informal meetings between staff, the education of students was continually discussed in 2018. 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 and was continued in 2018.

In addition to contracted staff, the Lighthouse and Three Little Ships provided a work experience placement to a student from the International PABO. This is part of our school's culture to provide learning opportunities for children and adults alike.