



Lighthouse School Plan 2019 - 2024

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1. Introduction and Summary

It is the aim of the HSV that all locations and departments work together, when they can, to benefit the educational experience of our children.

Comprehensive parent and staff surveys carried out in 2017 as well as conversations with parents, staff and children, will guide school developments in the coming years.

This plan contains different chapters. Each chapter includes a section about policy and how we plan to develop the school in the coming four years. During the coming years, there may be changes and developments that will affect our priorities and the decisions that we make.

There will be an annual plan which lays out the specific SMART goals for that year. These are considered to be 'short term goals'.

This school plan gives direction to our education. It is written for the staff, the MR and the Board.

1.1 Mission and Vision

The HSV's joint mission is "[Global Citizenship, Lifelong Learning!](#)"

The HSV strives to promote global citizenship and to develop in the students the skills that they will need for lifelong learning.

Students in the Lighthouse Special Education generally require adaptations and modifications to the curriculum because of their own personal challenges. Nevertheless, they are valued members of the HSV student community and our vision is that they will also become global citizens and will continue to learn throughout their lives

1.2 Strategic policy plan

During the school year 2017/18 all HSV stakeholders were involved in the development of a strategic plan for the whole HSV. As a result of that process, four HSV core values were identified. They are:

Respect: We are a diverse organisation whose members endeavour to work together, respecting the culture and values that we each bring to all situations.

Lighthouse is physically housed in the same building as Open Venster and one of the International Department's primary schools. We respect the joint facilities and keep to joint agreements. We respect each other by acknowledging the different needs of our students and giving room for these needs to be met in a positive way. We find ways to learn from each other and acknowledge each other's expertise.

In the coming period, we plan to develop this respect further by:

creating opportunities to share expertise across schools
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develop further links between Lighthouse staff and students with International Department and with Open Venster

Connectivity: *Feeling united in our own school and feeling connected with the other HSV schools through our shared values.*

Lighthouse is connected to HSV International Department and the Open Venster by physically being housed in the same building as these two schools. This means that we are connected through sharing facilities, co-operative timetabling and joint school events. Lighthouse is connected to the International Department through the Early Years curriculum of Three Little Ships and through the International Primary Curriculum (IPC) which is integral to the learning of Lighthouse students integrated into the mainstream ID Primary classrooms. Lighthouse is connected to the other HSV schools through joint leadership meetings, joint cultural activities and joint social activities, all of which take place several times a year. Lighthouse is connected to the other HSV schools through its aim to become more sustainable and encourage 'green' thinking amongst its students. Lighthouse is also connected to the other HSV schools through ICT solutions, both for students and in terms of administrative tools.

In the coming period, we plan to develop this connectivity further by:

development of joint educational planning linked to IPC curriculum and ICT curriculum
shared digital assessment tools
working towards our location becoming an eco-school
contributing to a cross-school ICT team looking for technology solutions for staff, students and administration

Responsibility: *Feeling ownership in your role; being proactive and solving problems.*

Staff have a level of autonomy in their classrooms, planning lessons within the curriculum and in line with the goals in the students' individual education plans (IEP) that they feel will motivate and engage their students. Staff are encouraged to find their own solutions to problems, with the support of the school leadership and within school protocols.

Parents are encouraged to take responsibility, with school staff, for their children's learning by contributing to IEP goals and adhering to school rules such as getting their children to school on time.

Students, within their capabilities, are encouraged to contribute to their learning goals and take responsibility for their behaviour.

Taking responsibility for the environment is a fundamental aspect of life skills activities that Lighthouse students undertake, such as looking after school materials, gardening, and separating (paper) rubbish. Staff are expected to model this environmental responsibility to their students.

In the coming period, we plan to develop this responsibility further by:

developing the VHS school location and grounds further with all parties located in the building
developing links with the neighbourhood and the local environment
involving students in the assessment of their learning
developing curriculum activities that reinforce environmental responsibility

Safety: *Creating an environment where everyone feels safe.*

Relocating from a small autonomous location into a large joint location has been a big step for Lighthouse staff and students. The previous environment was familiar to staff and students, adaptations were made to reduce stimulation for students who struggle with this and the staff could respond flexibly to situations. The new environment is larger and busier, leading to more stimulation (displays, notices, noise) and less flexible, as more groups use the facilities. Giving opportunities for listening to problems and brainstorming solutions has been essential. Shared social spaces (staffroom) and activities also help staff feel safe amongst their new colleagues. Staff across the Lighthouse classes use consistent language and pictos so that a safe environment is created for students.

Regular health and safety inspections by an external office have always been a key instrument in creating a safe school environment for Lighthouse. These will continue in the new location.

In the coming period, we plan to develop this safety further by:

continuing to develop a joint team ethos within the VHS location where staff feel 'heard'
introducing intervision meetings for staff
on-going problem-solving following advice from health and safety professionals
looking at consistent signage across the VHS location that all students understand (e.g. PECS symbols)

2. Educational policy

The Lighthouse Special Education is a Dutch-registered SBO school. The Lighthouse has three classes: an Early Intervention group, Class 1 and Class 2.

The Early Intervention group is for students aged 2.5 to 5 years old and is situated within the Three Little Ships preschool. Class 1 is for students aged 5 to 8 years old. Class 2 is for students aged 8 to 13 years old.

Students in Lighthouse Special Education have 25.5 hours lesson time per week. Lunchtimes are considered lesson hours in Lighthouse classes as children are being taught social skills during these times.

Holidays, study days and early closures are organised in line with the other HSV schools.

The parents of Lighthouse students pay an annual parental contribution. For the Early Intervention program this is currently €19,800 and for the Lighthouse classes it is €24,200. The Lighthouse is a registered Dutch SBO school and receives SBO financing from Dutch authorities. However, the students that attend the school have much more complex challenges than are usually found in an SBO school, including non-verbal autism and multi-disabled students. The students have been refused education in all the local international schools. The challenges cover all four Clusters visual-impairment, language development difficulties, cognitive and physical disabilities and behavioural challenges. The increased fee means that a very individualised program can be offered to each student. There is a staff:student ratio of 1:4 in each class. Many students benefit from integrating with their age peers for language and social skills and the Lighthouse offers a supported integration program into the mainstream International Department classes. This is a forward-thinking model of inclusivity that is only just starting in The Netherlands. All students stay at the school during lunchtime; eating and playing together is seen as a part of their educational program and supervision is provided by the school staff and lunchtime supervisors. The parental contribution is spent almost entirely on extra staffing to implement this program of individual attention, integration opportunities and lunchtime learning. The remaining money from the parental contribution is used to purchase materials in English for the school, to find ICT solutions for students and to provide training to staff who have to be experts in many different aspects of special education. Due to the transient nature of the student population, new challenges are met every year which require investment. For example, Lighthouse uses three different picto communication systems (Proloquo2Go, PECS, PODD), as students have arrived in the school already using these systems.

Therapeutic interventions such as speech therapy, physiotherapy, sensory integration, occupational therapy are available to students during the school day, after medical approval. Learning goals from the therapists are carried over into classroom teaching.

2.1 Current offer

The students attending the Lighthouse Education school have complex needs. The curriculum emphasis is that, alongside academic skills, all students should develop communication skills, social skills and skills in regard to how to learn (being part of a group, working independently, following instructions and so on.) The curriculum is taught exclusively in English.

The Early Intervention group and the Lighthouse classes are situated within the van Heutszstraat (VHS) location of the HSV International Department. Where Lighthouse students are able to integrate into lessons in the International Department, this is arranged in conjunction with the teachers of the International Department. Music and gym in the International Department are taught by specialist teachers, as is handicraft from Year 4 upwards.

2.2 Goals, objective and content of education

The Early Intervention group has a theme-based curriculum based on the Early Years Foundation Stage (EYFS) Learning Goals from the English National Curriculum. This is described in the Three Little Ships Educational Policy. In the last school plan period, the themes were reviewed and re-structured to cover the EYFS curriculum areas in a more balanced way. Following this review, resources were evaluated with some being discarded and new resources matching the themes were purchased. More detail can be found in the Three Little Ships Educational Policy.

In Class 1 and Class 2, literacy and maths teaching are based on the English National Curriculum. Other subjects are taught using an integrated approach, based on The International Primary Curriculum (IPC). The curriculum is highly individualised according to the needs of the students. Teachers plan particular activities that they think will interest and motivate children and that fit with the chosen themes. Curriculum goals are defined by the student's ability and not by their age.

Each student has an Individual Education Plan which incorporates goals across the curriculum areas, as well as language and social goals. The goals of therapists involved with the students are also included in the Education Plan. The IEPs are evaluated twice a year by staff in co-operation with therapists and parents and new goals are set.

The Lighthouse staff introduce students to an awareness of being environmentally more aware and more 'green'. Staff think about environmental issues when considering curriculum planning, resources and the use of materials.

2.3 Own assigned education program from the board

From the HSV Strategic Plan: "The HSV primary education intends to give students a firm base and growth of competencies that allows them to develop the skills that they will need throughout their lives. Our goal is that our children become independent thinkers and problem solvers in line with their capacities so that they are able to participate and contribute in society. We create a safe environment where students are able to learn and flourish."

The HSV has good reports from the Dutch inspectorate for primary education; the HSV is financially stable; the HSV has a committed and involved staff.

The following are the long term education aims for the whole HSV:

- Two international groups added to IVIO, using the expertise of our International Department and Lighthouse. This means we look for solutions in the fields of finance, housing, curriculum, cultural differences, language and support;
- Admission of HSV students to HOV, including the International Department;
- Make use of the special needs expertise of HOV, Lighthouse and IVIO in all the HSV schools;
- Improvements for Special Educational Needs;
- Opportunities to integrate students of Lighthouse in the International Department at the VHS location.
- Ways to make students feel secure and see themselves as part of a global society;
- Students to become proficient in 21st century skills (see appendix 1—Kennisnet);

- Ways we are using technology in the curriculum to ensure we are abreast of new developments, for example, virtual reality and coding;
- How we develop knowledge and respect about different faiths and beliefs as part of our curriculum;
- Extending bilingual education;
- Offering an extensive programme of cultural education

HSV encourages active involvement of staff, students and parents in school development.

The HSV Board produces an annual report which includes a year report from the Lighthouse Special Education, as well as the other HSV schools, and which summarises the school's educational results, educational processes, school climate and safety, quality care and how we realise ambitions. This demonstrates how a culture of continuous improvement is realised.

2.4 Ambitions at school level

Early Intervention group

The students in the Early Intervention group experience a play-based curriculum within the pre-school. They are not able to follow a more formal school-based programme, although integration opportunities into the mainstream Early Years classes of the International Department is encouraged. The program is led by an Early Years specialist under the guidance of the Learning Support Co-ordinator (Intern Begeleider) - who holds a Master SEN - and the leadership of the Lighthouse Special Education, who are qualified teachers. The teachers of the Foundation and Reception classes are involved in the education of students in the integration program.

Ambitions

Now	Share good practice with other EY HSV colleagues, with opportunities to meet together and observe each other.
Soon	Develop assessment and progress tracking further and link this with HSV ID systems in order to provide continuity of students in integration classes.
Later	Start work with Foundation class and Reception class at VHS to write a curriculum with continuous provision across the three classes.
Finally	Complete work with Foundation class and Reception class at VHS to write a curriculum with continuous provision across the three classes

Literacy

The Lighthouse students follow an individualised programme in literacy skills. A strong emphasis is placed on spoken communication skills first, before written communication is introduced. A number of students have English as a second or third language. Some students have little or no verbal skills due to their learning difficulties. These students are

encouraged to communicate with pictos, both on paper and digitally, such as PECs, PODD and Proloquo2Go.

Once children are able to communicate using pictos then reading skills are added. A combination of English National Curriculum tools (such as Letters and Sounds), Jolly Phonics (UK) and Edmark (US) is used.

Ambitions

Now	Introduce digital tracking system for literacy that covers pre-reading skills , as well as skills to the end of the primary phase that can guide teachers' planning
Soon	Train staff on literacy development in Early Years children: Letters and Sounds
Later	Combine Lighthouse reading and library resources with International Department resources in VHS location
Finally	Review literacy resources and replace where outdated. Add new digital solutions to literacy learning

Mathematics

The acquisition of mathematical skills can be a difficult process for students with complex needs as many concepts are abstract. The mathematical curriculum focuses mainly on calculation and time, as these aspects are important for daily living.

During the period of the last school plan, Numicon was introduced to the school and staff received training on how to use this resource with all ages of students. Students also use RM Easimaths to practise mathematical skills.

Ambitions

Now	Introduce digital tracking system for numeracy skills that covers early mathematical skills, as well as skills to the end of the primary phase that can guide teachers' planning
Soon	Training for staff on mathematical development in Early Years children. Increase the use of Numicon materials
Later	Combine Lighthouse mathematical resources with International Department resources in VHS location
Finally	Review mathematical resources and replace where outdated. Add new digital solutions to mathematical learning.

International Primary Curriculum (IPC)

In the International Primary Curriculum, the themed units of work help children to see how subjects are both independent and interdependent. This enables them to see the big picture

of their learning, make connections across different subjects, and talk about a topic from multiple perspectives.

The Early Years Intervention Group has 10 themed topics that cover the English National Curriculum Early Learning Goals. IPC units for very young learners have only recently become available.

In recent years, the Lighthouse Class 1 has worked on themes of particular relevance and meaningfulness to the students in the class such as festivals, transport and animals. Class 2 has generally worked on an IPC theme that was most relevant to the students' integration programs. With closer cooperation between the International Department and the Lighthouse being a goal for the coming period, it makes sense for the class themes to be reviewed and linked to the mainstream class themes.

Ambitions

Now	Review current topics across the school and bring in line with ID planning
Soon	IPC training for Lighthouse staff. Joint planning with VHS staff.
Later	Review and replace (specialised) resources for use in ID and with Lighthouse children for IPC
Finally	Co-operative planning and shared activities between Lighthouse and ID

Personal Social Emotional

Personal, Social and Emotional teaching and learning is fundamental to the Lighthouse programme. All students in the Lighthouse classes have needs in these areas; many struggle with communication of feelings, independence skills, behaviour management and social interactions.

In the period of the last school plan, school staff received training in the Positive Behaviour Strategy (PBS). This methodology helps create a positive school ethos for managing challenging behaviour. Staff across the classes use consistent language and pictos so that a safe environment is created for students.

Individual sex education may be given to older students with complex needs, if deemed appropriate. The school has a small bank of suitable resources for this subject.

Ambitions

Now	Develop consistency and continuity of signage and approach to behaviour in VHS location
Soon	Offer training to International Department staff at VHS on PBS methods to assist continuity for students in the integration lessons.
Later	Review the Jigsaw program being introduced by the International Department to see how to use this to provide continuity between the Lighthouse Special Education and the ID.

Finally	Develop resources to match the Jigsaw curriculum.
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Outdoor learning

During the last five years, developments were made to the Lighthouse school building within the limitations of the building and grounds. Murals were painted by volunteers and the school gardens were cleared and used by the students.

In the period of this school plan, the Lighthouse has relocated into the same building as the VHS International Department and Open Venster schools. The outside facilities at the VHS location are being developed for all students on this location, with the preschool and Early Intervention group having access to a safe, separated area of the playground.

The HSV schools aim to see an increase in the amount of learning that occurs outdoors. There will be opportunities for both structured and unstructured learning in all areas of the curriculum. This will impact positively on all students in Lighthouse and especially integration lessons with the International Department.

Ambitions

Now	Provide children with opportunities to learn both through play and structured learning situations in the new location. Evaluate these opportunities and adjust materials and opportunities accordingly.
Soon	Develop a culture of outdoor learning throughout the school and have this reflected in curriculum planning.
Later	Identify (new) opportunities for outdoor learning both in the location, in the proximity and further afield such as British School grounds, local parks, city farm.
Finally	Educate parents on benefits of outdoor learning. Involve parents to bring in needed materials and ensure that children are appropriately dressed.

International, Cultural and Life Skills education

The Lighthouse students come from many different nationalities. Many speak two languages. The staff look for opportunities in the curriculum planning to reinforce positive role models and materials from different backgrounds. International days where students share stories, information, food and cultural activities from their home backgrounds take place each year.

The Lighthouse students benefit from some activities organised by CultuurSchakel in Den Haag. Performances twice a year of Live Music Now in school have also been successful in introducing students to musical instruments and singing.

Students who are able to be included in mainstream handicraft and music lessons do so. Initially they are accompanied by an adult; when they can manage independently, then this

is encouraged. Lighthouse students are also invited by the International Department classes to join their class trips and this is facilitated by Lighthouse staff as far as practically possible.

Lighthouse Special Education has a long history of helping students develop life skills that they need for life beyond school. These include cooking, gardening, travelling safely on public transport, managing unexpected situations in public. In the last period, Lighthouse students were involved in a gardening program at the local city farm. Lighthouse also participates in the Dutch National School Fruit program, encouraging children to try different fruits and eat a healthy diet.

Ambitions

Now	Review the current curriculum planning and ensure that a school trip or specific life skills opportunity is included in each theme. Develop (new) school trips in conjunction with the International Department so that the planned trips are accessible to Lighthouse students in the integration program.
Soon	Look for (new) Cultuurschakel opportunities (such as Holland Dance) twice a year, where feasible in conjunction with the International Department. Introduce a series of music activities to Class 1.
Later	Work with the International Department to ensure continuity and development of provision of international and cultural activities from preschool through to the end of Year 6 for mainstream and Lighthouse students.
Finally	Work with (specialist) teachers in International Department so that the integration of Lighthouse students in handicraft and music is meaningful to them and supports individual learning goals. Review curriculum materials for multilingualism and multiculturalism.

2.5 Results

2.5.1 Assessments

Assessments are carried out three times a year in the Three Little Ships preschool, including Early Intervention group, and take place before the parents' evenings and before the annual report is written. These are recorded cumulatively on assessment sheets based on the Early Years Foundation Stage goals from the English National Curriculum. The areas that are assessed are:

- communication and language.
- physical development.
- personal, social and emotional development.
- literacy.
- mathematics.
- understanding the world.
- expressive arts and design.

The Learning Support Co-ordinator (IB-er) is able to carry out standardised assessments, when this information would be helpful to teachers in planning learning. Tests available include:

- Key Maths (UK)
- YARC (UK)
- Single Word Spelling Test (standardisation is out of date)

In addition to school-based assessments, the associated therapists and school psychologists also carry out standardised assessments to monitor students' progress. Lighthouse Special Education strives to provide the therapists with standardised assessments relevant to the students. This means that most have a US or UK standardisation. The Lighthouse Special Education strives to provide therapists with tests with a standardisation that is no older than 10 years. In the last school plan period, these assessments were checked and some replacement tests were ordered and put into use.

2.5.2 Tracking Progress

Each student has an Individual Education Plan (IEP). This is evaluated twice a year in a meeting between parents and teachers. Therapists also give feedback into this evaluation. In the second half of the evaluation meeting, new goals are set for the following half year.

Children's ongoing progress in reading, specifically the acquisition of sight vocabulary, can be monitored using the Edmark scheme.

The need for a digital system to record and track students' progress more closely and translate assessment data to specific targets for a student has been recognised. Individual pupil reports tracking a pupil's progress from year to year would be available.

The Lighthouse Special Education believes that a system should be introduced that is the same as the International Department's system. This means that there would be a continuity in the evaluating of student's progress between their special classroom and their integration lessons in the mainstream.

Currently various systems are being investigated by the International Department to determine what system would best meet the needs of students now and in the future.

2.5.3 Ambitions

Now	Replace preschool CELF language test with new updated version
Soon	Introduce a digital package to staff with technical support to improve the collection, storage and interpretation of assessment data. Explore how the introduction of the new school management system, ParnasSys, can help with assessment and tracking of student progress.
Later	Complete work on digital package to collect, store and interpret assessment data on all students.
Finally	Review school reports and IEP documentation, looking for ways to link these documents to digital assessment and simplify the recording process.

2.6 Follow-up success

The Lighthouse Special Education is a primary school, following the Dutch system. This means that the students can stay at the school until the end of Groep 8, or until they are 13 years old.

There is currently no secondary education (VSO) in The Netherlands for students, given in English. Parents are encouraged to make a plan for their child two years before they come to the end of their time at the Lighthouse. Parents generally have five options:

- 1) Transfer back to the home country.
- 2) Transfer to an English-speaking country.
- 3) Transfer onward to another international school in a different country that does have secondary school provision.
- 4) Transfer to the American School of The Hague that offers a Middle School and High School program to students with complex needs. The curriculum is delivered in English.
- 5) Transfer to Dutch school. The Lighthouse has developed positive relationships with Inspecteur de Vries School (VSO) in The Hague and students are often able to transfer there after the Lighthouse. The curriculum is delivered in Dutch and students have to be prepared for this for at least two years before they transfer.

Some parents who realise that they will be staying in the The Netherland for a longer period decide to make the change to Dutch Education. The Lighthouse director will spend time with the family, considering their options. We generally strongly recommend that parents make the change when the child is as young as possible. However, there may need to be some language learning or speech therapy before the move is made and the timing depends on the individual needs of the child.

2.7 Teaching conditions and school conditions

Luc Stevens, Emeritus Professor of (special) education at Utrecht university formulated three basic conditions for the well-being and inner motivation of students:

1. relationships: teachers valuing students for who they are and not only for what they achieve
2. competence: students believe that they are competent to learn within the curriculum they are studying
3. autonomy: students are trusted and given opportunities to take initiative and responsibility for their learning

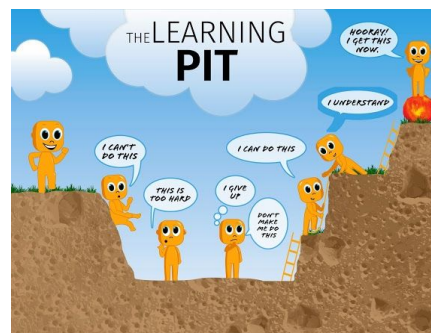
Lighthouse classes have a high staff: student ratio (3:16 in the preschool and 1:4 in school classes). This enables the staff to build deep and trusting relationships with individual students, even those that do not have verbal skills or who have multiple disabilities. Through this relationship, staff can look for underlying causes when students show challenging behaviour; they can adjust the individual programme to take account of student's feelings and moods; they can motivate students to attempt challenging tasks. Lighthouse staff also spend time and energy in building trusting relationships with the parents of the students, so that together parents and school staff can help the student learn to his/her best capability.

The Lighthouse teaching activities are chosen at three different levels: teaching new skills and information; guided practice; independent practice. This is loosely based on the TEACCH programmes 'work systems'. Skilled teachers determine which level an activity fits and, through the relationship with the teacher, students have confidence to work successfully. The Early Intervention group also use the STAR program to develop skills in very small steps with high rewards based on the relationship with the adult, such as verbal praise, playing with an adult, physical contact (hugs).

Children with complex needs and challenging behaviour are often over-protected and it is not easy to give them autonomy. The Lighthouse staff aim to provide a safe classroom and school location, where students can be given autonomy in a safe way. Behaviour plans and visual schedules also help students to understand expectations, take responsibility for their learning and develop independence.

While the HSV values highly the achievement of children we want them to understand that the effort they put into learning is equally valued. We are working hard to promote the idea of a "growth mindset" and that making mistakes is an essential part of the learning process. We want a school environment in which learners feel comfortable taking risks. This is not always easy for children who have complex learning challenges.

The teaching program at Lighthouse is based on small steps with frequent repetition. The 'growth mindset' philosophy and the image of the 'learning pit' are useful in helping students to understand that challenges, frustrations, risk-taking and mistakes are part of learning



Lighthouse students often have anxieties and have experience of failure. The school aims to create an environment of positive reinforcement and encouragement, and uses Positive Behaviour Strategies (PBS) methodology.

2.8 Social and societal competencies

The HSV believes in providing quality education for all students. The decision in 2018 to relocate the Lighthouse school into the same building as the Open Venster and one of the International Department schools was based on the belief that all students benefit from an inclusive school environment. Students with physical disabilities are motivated to join in with their typically developing peers; students with language difficulties are stimulated by being surrounded by typical language from their peers; children with social difficulties have more opportunities to engage in appropriate interactions with typical peers; children with cognitive limitations benefit from seeing typical behaviour modelled repeatedly by peers. Typically developing students, in turn, learn not to be fearful of differences, have opportunities to

develop caring skills, have opportunities for developing leadership skills and see inclusivity as 'normal' rather than 'special'.

Students with challenging behaviour are helped to manage their behaviour through Positive Behaviour Strategies (PBS) and structured behaviour plans. Calm areas are created in the classroom for students who need to 'withdraw' from busy classroom life and regenerate. Students have pictos and schedules to help them with classroom and school routines. School trips also help students develop social competencies in the wider world.

Now	Develop mainstream teachers confidence in working with Lighthouse students through training, information and team dialogue
Soon	Develop the integration program of Lighthouse students so that there is more 'free-flow' of students into mainstream classes, where the student can manage this.
Later	Use Lighthouse expertise wider within HSV schools to increase inclusivity
Finally	Use Lighthouse and HSV inclusion expertise beyond the HSV into the international schools community (DIPS)

2.9 Health and Safety

We expect our staff to create a safe environment for learning both in and outside the classroom. The students in Lighthouse can struggle to cope with overstimulation, so the classrooms are kept calm and displays are given careful consideration. The Lighthouse has a Health and Safety policy, outlining measures taken by the school to keep students safe and healthy. These include a 'four-eye' policy for the youngest and the most vulnerable Lighthouse students, so that students are never alone behind closed doors with one adult. There are also protocols for dealing with health and safety issues such as seizures, extreme allergies and also for intimate care.

The International Department is planning to introduce a structured curriculum that addresses personal, health, social and emotional issues to promote the well being of the whole child using the English scheme 'Jigsaw' as a basis. Students who are able to integrate into mainstream circle time and assembly time will benefit from this curriculum.

The HSV has a behaviour code to guide staff and management in dealing with unsafe or inappropriate behaviour in school. Students in the Lighthouse often have complex behaviour challenges and staff use many skills to manage behaviour. Nevertheless, it is important that there is a guide available for use, if behaviour is not manageable.

High standards of behaviour are expected of staff. Staff are expected to provide good models of behaviour and respect is an important word for us at the HSV. There is a staff Code of Conduct, which all staff sign at the start of the school year.

General health and safety is an area that the school takes seriously. An annual risk assessment takes place and team meetings discuss any safety concerns. The Head of School for the International Department is responsible for safety on the van Heutszstraat location and staff are aware that they should refer any concerns about the safety or security of the building to her.

In regards to security, staff sign in and out on a board in the foyer. The back door is locked after the school buses have arrived. An intercom and camera are installed on the front door to monitor visitors during the school day. Visitors sign in and out in a visitors book in the front hallway.

Accidents and incidents are recorded in a file in the school office. A first aider is always present on the school site when children are present. A risk assessment is carried out before a Lighthouse class makes a trip off site. The HSV operates within the regulations of the ARBO.

Staff and parental surveys give us a formal measurement of a feeling of safety and security from stakeholders. There is a confidential advisor (vertrouwenspersoon) assigned to the Lighthouse. There is regular training for the confidential advisor across the HSV.

Good agreements are made between the teachers and the lunchtime supervisors to ensure shared expectation of behaviour, continuity of provision and follow-up should incidents occur.

External care providers, such as Kombino, may be hired in by the parents of an individual student to help with personal health, safety and care.

2.9.1 Ambitions

Now	Review of health and safety procedures in new location and in light of the cooperation between Lighthouse and International Department
Soon	First aid training for all Lighthouse and preschool staff Updated training for all staff in managing challenging behaviour
Later	
Finally	

2.10 Development and guidance of students

All students who attend the Early Years Intervention Group and the Lighthouse classes, and who are aged 4 or older, have a Statement of Eligibility (TLV) for Special Primary Education (Speciaal Basisonderwijs = SBO). This Statement is drawn up at a multi-disciplinary meeting (MDO) where input is given by parents, teachers, therapists, school doctor, school counsellor, school psychologist and other specialists. The MDO must agree that the Lighthouse provides a suitable learning environment for the student. Other environments (Dutch Special CLuster school, Medical Daycare, Home schooling) are also considered when making this decision. The Statement is given for one, two or three years. At the end of the period, the Statement is reviewed to consider progress made by the student and whenever the lighthouse continues to be the most appropriate school for the student.

Individual Education Plans are written and evaluated twice a year by staff and parents. Goals are adjusted and extended at this time. Goals that are not achieved are also reviewed as to why they were not reached (steps too big, not enough practice, inappropriate at the time, priority given to other goals).

Occasionally some students may give extra cause for concern. The counsellor from the School Social Work service (SMW) is available for advice, observations, parental guidance and school guidance. The school doctor is also available if the school has medical concerns about a student.

2.11 School support profile

At the HSV we value the child's whole development: emotional, physical and academic. We take into account the educational needs of students and provide additional support where needed.

The Lighthouse is a member of SPPOH and has a document outlining the 'support profile' (ondersteuningsprofiel).

Lighthouse has a part-time IB-er (6 hours a week) who also works with the International Department. Lighthouse also uses resources within the Dutch education community to meet the additional needs of students, e.g. IVIO, HCO, school social worker, school doctor, V(S)O schools.

The Lighthouse also has other partners in the Dutch community such as Rivierduinen, Kentalis, Integrale Vroeghulp.

3. Staff policy

3.1 Requirements of competence and maintenance of competence

The teachers in the Lighthouse classes have qualifications that have been ratified by DUO and they are qualified to teach in special education. The teaching assistants in the Early Intervention group, including the Team Leader, have qualifications approved by Gemeente Den Haag (GGD) and approved by DUO if gained elsewhere in Europe. The classroom teaching assistants are appointed due to their skills and experience with children with special needs.

All staff are appointed on a year's temporary contract. During their first year, they are observed and take part in appraisal meetings. The competencies from the CAO are used as a part of the appraisal process.

The school uses job descriptions as laid down in the CAO. Staff are observed by managers as part of their professional development. All members of the organisation participate in the human resource cycle of professional conversations and appraisal.

We are committed to reducing teacher work pressure. We have introduced some rota-free days and teachers have two Wednesday Study Days allocated to the preparation of Individual Education Plans. This also enables teachers to work with the students' therapists on shared goals. In addition, we have reduced our margin hours and introduced two rota-free days for staff to work on preparation and administrative tasks as they will. Intervention sessions have been introduced that staff can elect to attend. Extra government

money was provided to reduce work pressure and this was spent on extra class assistant hours. Staff social events are also organised centrally by the Board office and locally by the Lighthouse staff to contribute to staff well-being. The HSV is committed to supporting and keeping its expert staff. In the coming period, causes of work pressure will be investigated in order to reduce pressure and help staff manage it better.

Lighthouse Special Education is now housed in the same building as the new International Department VHS location. In the coming period we want to develop cooperation and movement of staff between this department and the Lighthouse Special Education school, sharing expertise and learning from each other.

3.2 Leadership

The Lighthouse is currently under the Directorship of an Interim Director. This has come about as a result of the sickness and resignation of the previous Director. The HSV recognises that this is not a situation that should be maintained indefinitely. Consequently the decision has been taken to investigate other management and leadership models that could be put in place from August 2019.

The (interim) Directorship of the Lighthouse is currently held by a woman and all senior posts, except that of Executive Director are currently held by women.

3.3 Measures that contribute to educational policy

In line with our strategic policy that staff have as commitment to ongoing professional development; "Global citizens, lifelong learning" also applies to HSV staff.

The school takes a serious and long term approach to professional development. There is an annual programme of Study Days planned and published in advance. A balance is sought between training in the field of special educational needs (PECS, behaviour management), curriculum development (training in ICT, Numicon materials) and general topics (child protection, staff wellness). Staff have opportunities to attend conferences and external professional development sessions, such as CSN, DIPS and ECIS conferences; Early Years Forum.

3.4 Cover teacher personnel

The Lighthouse has a list of cover teachers and assistants who are available at short notice to cover staff when they are absent either because of sickness or they have compensation time. Teachers and assistants may also be released as part of their professional development. In the staff survey, staff commented that having different substitute teachers and assistants was a cause of stress. Being an English-language school we are unable to draw on a local (Dutch) pool of cover teachers. The Lighthouse is a very small school and permanent job opportunities do not come up very often. Cover staff often move on to other job opportunities while waiting for a suitable vacancy to come up in the Lighthouse. Recently a dually qualified teacher-assistant has been appointed to cover absences and this provides continuity and stability in all the classes.

At lunchtime, staff are covered by lunchtime supervisors, while they have their breaks. At Lighthouse one member of the staff stays with the students while another has their break. In this way, there is always a member of staff present.

3.5 Ambitions

Now	<p>Opportunities for Lighthouse staff to observe ID staff and vice versa.</p> <p>From the start of 2019/20 school year, the Interim Director will be replaced with a (new) management.</p> <p>New staff for Lighthouse Special Education will also be considered for their suitability for working in and alongside the International Department.</p> <p>Relevant documentation will be added to International Department staff handbook about working with Lighthouse staff.</p> <p>Introduction of intervision for staff groups.</p>
Soon	<p>New Lighthouse staff will be included in the induction program of the International Department.</p> <p>Continued participation in local International Schools Early Years Forum.</p> <p>Investigation of work pressure and development of solutions.</p>
Later	<p>HSV, and Lighthouse in particular, will work on becoming a centre of expertise for children with special needs in International Education.</p>
Finally	<p>Teaching assistants in Early Intervention program must have Dutch language certification at B2/3F (speaking, listening, conversation) level by 1 January 2023</p>

4. Communication

4.1 Quality

We realise the importance of open communication and are constantly working to improve communication both internally and externally. The leadership realises the importance of good communication with the staff, students, parents and outside groups.

In this day and age it is easy to communicate electronically, but the leadership recognises the importance of face-to-face communication, and works to be visible and available for the school community. This is not always easy for a part-time Interim Director and will be considered in the proposals for the future Lighthouse management structure.

Teachers are made aware of the importance of communicating with families about the education of their children. Every student receives a written annual report, in addition to the twice yearly Individual Education plans.

Communication Methods between staff and parents:

- Websites for Lighthouse and Three Little Ships preschool to market the school both in The Hague and Internationally

- School Plan
- HSV Annual report
- IEPs and annual reports to parents of student progress
- Parents' Evenings twice a year
- Three Little Ships (Early Intervention group) introductory pack for parents
- Three Little Ships weekly newsletter
- Open mornings in Three Little Ships three times a year
- Twitter
- Shared calendars: staff and parents
- Class teacher's individual correspondence with parents with examples of work
- Parental involvement in themes in Early Intervention group, such as International Week.
- Parent Communication App

Communication Methods between staff

- Shared calendars between staff plus one central calendar for whole school events
- WhatsApp group for quick messages
- Google team drives and shared documents
- Group email addresses
- Interim Director's end-of-the-week message
- Board office newsletter
- School plan and annual short term goals

4.2 Marketing

The Lighthouse has a website which is updated regularly. This includes information about the Early Intervention group. In addition the preschool, the Three Little Ships also has a website which features information also relevant to the Early Intervention group. Lighthouse Special Education is also listed on 'Scholen op de Kaart'.

Each class has a Twitter account in which (anonymous) photographs of class activities are posted.

Recently, two new marketing brochures, for Lighthouse and Three Little Ships, were produced. The Lighthouse is represented, alongside the HSV International Department at the expat event: Feel at Home in The Hague.

The Lighthouse participates in the international schools Admissions Officers' group. This is a group meeting two or three times a year to look at Admission trends and share information about the availability of school places.

Occasionally, the Lighthouse Special Education school receives sponsorship money from organisations sympathetic to the provision of international Special Education. This money is spent on extra items that benefit the students' education, such as iPads.

4.3 Ambitions

Now	Implement new school app for communication with parents.
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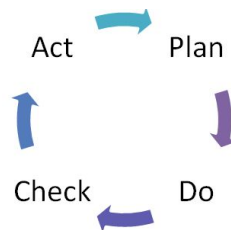
	Update School Guide and website to include important documents and recent photos.
Soon	Joint HSV ID and Lighthouse staff meetings to share information about students and strategies for supporting them.
Later	
Finally	

5. Quality policy

5.1 Quality culture

The HSV is a learning organisation and reviews its educational processes regularly in order to improve quality for all.

Our school has a system of quality development and assurance to ensure that the proceeds of education are at the highest possible level. The quality development and monitoring process includes the following cycle:



It also includes the following elements, which are closely related:

- A 'helicopter view', regarding the key elements of education at our school (in development), including an annual review regarding the progress made with the school plan and adaptations made where necessary. An action plan is developed for the areas that are identified as a school priority that year.
- The Board and schools' management have items related to quality on their meeting agenda and follow national and international trends in school quality development.
- All members of the organisation participate in the human resource cycle of professional conversations and appraisal to maintain quality.
- The safety procedures for pupils.
- An annual Health and Safety risk inventory.
- School managers make visits to the classrooms for individual staff observations.
- The school annual report.

Lighthouse, along with other HSV schools, strives to have transparent processes which are clear to staff and parents alike. There are clear, published procedures for managing concerns and complaints and there are regular Parents and Staff satisfaction surveys carried

out by an independent company to make an inventory of quality concerns and successes. Action plans are drawn up after these surveys.

The Lighthouse is a very small staff. This can lead to introspection and also a loss of quality. Now that the Lighthouse is located in a building with the International Department's larger staff, there are new opportunities for dialogue, training and peer observation in a larger team.

5.2 Continuously monitor development of students

Students' progress is monitored through the twice yearly evaluation of Individual Education Plans. Where necessary, additional testing is carried out by the Learning Support Coordinator (Intern Begeleider) or the School Psychologist, or other associated therapists.

The Learning Support Coordinator (Intern Begeleider) meets at least once every three weeks with each class team to discuss progress of students and any concerns.

Two-weekly goals are set for each student and evaluated to show progress towards IEP goals. Where appropriate, these goals are also shared with the students.

5.3 Accountability

The Lighthouse Special Education is accountable a number of bodies for its provision of quality education.

- a) Internal bodies: HSV Board, parents of students, GMR, MR
- b) External bodies: School Inspectorate, SPPOH

HSV documents are produced in both Dutch and English so that all staff can access them. Documents are saved on the Google Drive and shared with relevant parties.

5.4 Dialogue

The Lighthouse Special Education's development is based in dialogue. For example: school policies are generally developed in one of two ways -

- a) The HSV Management team makes a proposal and broad outlines for new policy. This is then discussed in school teams and feedback is given to the Management team who then draw up a final document.
- b) The Lighthouse team proposes a new policy and draws up broad guidelines. The outline is discussed with other HSV schools, where appropriate, and the final version is then produced.

The Lighthouse has a number of different dialogue partners that can assist in its development of quality and help find solutions to questions or challenges that may arise:

- a) internal: MR*, GMR*, other HSV schools, associated school therapists
- b) external: other local (Dutch) special schools (e.g. Witte Vogel, Inspecteur de Vries), local (Dutch) expertise centres (Rivierduinen, Integrale Vroeghulp), DIPS schools,

*In recent years it has been very difficult to form an MR for the Lighthouse. There is a very small group of parents (typically about 15) to draw from and, due to the complexity of their children's needs, the parents often do not have the energy or availability to attend meetings. Very few parents read Dutch and, because documents are often in Dutch, this makes it even more difficult for the school to recruit parents to the GMR. There is an ongoing ambition for a staff member to be part of the GMR to represent both parents and staff members, and to involve the expertise of the Lighthouse in the wider HSV arena.

5.5 Ambitions

Now	All members of the organisation participate in the human resource cycle of professional conversations and appraisal. Create annual action plans for different development areas that are reviewed on an annual basis. Elect staff member on GMR
Soon	Introduce regular (annual) testing for monitoring student progress and a digital system for recording progress. Give staff opportunities to plan lessons together and watch each other deliver lessons. Elect parent members to MR
Later	Carry out parent and staff satisfaction surveys.
Finally	Review the school plan and write new goals for the next period.