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School Support Profile (SOP) Haaglanden

General information

This school support profile has been drawn up for the 2021-2025 school year.

School	Name: Lighthouse Special Education Address: van Heutszstraat 12 Den Haag 2593 PJ Telephone: +31 70 335 5698 E-mail:
Prepared on behalf of director and team	Date: Director: Lorraine Janet Dean
Prepared with advice MR	Date: Chairman MR:
Adopted by board	Date: Chairman of the Board:
School guide School plan	School Guide School Plan

1. Appropriate education vision

Briefly describe the vision of appropriate education of the school. Give more detailed information, reference may be made to the school plan, the school guide or website.

Lighthouse Special Education is an international English speaking special education primary school (SBO) for children who are temporarily living in the Netherlands.

Our school provides education for children with learning and developmental disorders (similar to students in cluster 2, 3 and 4) who have not been able to access education in a mainstream setting.

Lighthouse provides individual programs of learning and opportunities for integration in the mainstream for identified areas of development.

There is close cooperation within the Lighthouse team and between Lighthouse and the mainstream.

A number of therapists and specialists are located in the same building which helps families access support services they might need.

We accept students who have more complex challenges than are usually found in an SBO school but we cannot meet the behavioral needs of all children.

2. Basisondersteuning within Haaglanden

Basic support is support that is offered at every school in Haaglanden. Schools receive an annual contribution from the partnership for designing basic support. This contribution will be used to strengthen appropriate education in the school. Think of the proper organization of a multidisciplinary consultation (MDO) or the use of preventive and mildly curative interventions.

The basic support of our schools consists of:

- A. Basic quality.
- B. The support structure at school.
- C. Working according to the principles of Action-oriented Working.
- D. Preventive and mildly curative interventions

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A. Basic quality

The basic support of a school is at least in order if it meets the basic quality as set by the Education Inspectorate.

B. The support structure on school

The school support structure is the system through which the school evaluates education and monitors the development of individual students, also known as the care structure. Part of this is a team that coordinates and stimulates the implementation of basic support and additional support. This team gives shape to this support together with, among others, the pupil, the teacher(s), parents, the appropriate education adviser of the partnership, the school social worker and other experts. The school plan describes who and with what expertise is part of that support structure and how this is made visible to teachers, parents and students.

This is what the care structure of our school looks like:

* *The school can also refer to the school plan here.*

Basic Support:

- ratio of adult to student; 3:16 in the early intervention program and 1:4 in school age classes
- pupil tracker program to monitor progress of students in academic subjects, developmental areas, and behavior
- development of an IEP which is evaluated and updated 2 times per year. Goals are derived through the progress recorded in the pupil tracker
- adequately analyzing and evaluating progress regarding academic progress as well as independent, communication, behavioral and social skills development
- educational programs and materials suited for children with additional needs
- independent therapists working on site provide professional information to staff and parents
- regular contact with network partners (school social worker, educational adviser, school doctor, attendance officer, educational psychologist) to discuss needs and arrange additional support for students and parents as needed
- regular MDO (multidisciplinary consultation) meetings with parents to evaluate progress, apply for an eligibility statement and arrange services
- applying PBS (Positive Behavior Support) strategies throughout the school
- conferring with experts within the school (therapists, psychologist) and outside the school for expert advice
- good reporting and internal conversation within the multidisciplinary team, the leader for learning and the staff. Lots of consultation within the team and uniform agreements regarding the plan of approach. Every staff member will respond and deal with the child in the same way. This creates clarity and prevents unpredictable behavior.

Student Support process:

The entire team is involved in the implementation of the student support process of the Lighthouse. The Leader for Learning is responsible for coordinating/overseeing the pupil monitoring system. These are the same tasks as an intern begeleider of a Dutch primary school. She works closely with the Head of School, is part of the multidisciplinary team, supports and advises class teachers and assistants, maintains contact with external professionals, etc. We work closely with our network partners to find solutions in supporting students and parents at the Lighthouse. Parents are considered a valuable part of the support team.

[LSE Student Support Process Document.](#)

C. Action-oriented working

In Haaglanden we have agreed that we will monitor the educational development of children by using the principles of Action-oriented Working. By this we mean that the school arrives at a suitable view (appropriate offer) for a student from an overview (what is known) and insight (explanatory factors). The development of the pupil is regularly evaluated and, if necessary, the goals or the plan of approach for the pupil are adjusted. Schools are goal-oriented and think in terms of possibilities.

Starting point HGW	in order	In development	Still to start
Action-oriented working is a current working method within our school.	x		
1. Goal-oriented work.	x		
2. The working method is systematic, in steps and transparent.	x		
3. Educational needs are central.	x		
4. The interaction and coordination between the child, upbringing and education. Alignment between education and pupils	x		
5. Parents and teachers are seen as experts by experience and partners. Work in partnership around the children	x		
6. Positive aspects are important.	x		
7. Constructive collaboration.	x		

D. Preventive and curative interventions

Each school can deploy several preventive and mildly curative interventions within basic support to meet the educational and support needs of a pupil. The school carries out these interventions within its own support structure and under its own direction and responsibility.

Extra expertise within the team

Expertise	Yes No	Hours available
Remedial teaching	Yes	
Language, reading and speech expertise	Yes	
Mathematics and Mathematics Expertise	Yes	
Expertise behaviour	Yes to a degree	
Expertise young child	Yes	
Expertise (high) giftedness	No	
Motor skills	Yes	
Expertise second language / NT2	Yes	English as an additional language
Expertise cognitive development	Yes	
Expertise autism	Yes	
Expertise sick students	No	
Expertise fear of failure	Yes	

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Expertise of external experts

Committed experts	Structural	Regularly	Incidental	Does not apply
Special Primary Education				
Special Education				
Appropriate education advisor	x			
School Social Work (+)	x			
Attendance officer	x			
Youth health care / school doctor / school nurse			x	
CJG		x		
Police / Community Officer				
speech therapy	x			
Physiotherapy	x			
Youth aid partners				x
Occupational therapy	x			
Sensory Integration therapy	x			

Extra offer organized by the school

offer	Period when to bet

Special facilities and/or accessibility in the building

Provision	Present in the school	Does not apply
Wheelchair friendly	Yes	
Toilet for the handicapped	Yes (wheelchair access)	
Facilities for the deaf/hard of hearing	No	
Facilities for the blind/visually impaired	No	
Meeting room	Yes	
Therapy room	Yes	
Nursing room	No	
Time out space	No	
Elevator	Yes	

3. Extra support Pupils who need more support than is possible within the basic support of our school, may qualify for extra support. This can be in the form of an arrangement from the partnership, the use of youth care or a referral to special primary education or special education*. The extra support is discussed in the multidisciplinary consultation (MDO) in consultation with the parents and, if possible, also with the student. The partnership's appropriate education advisor is involved in designing additional support. For more information, see the website of the SPPOH partnership, www.sppoh.nl. The internal counsellor is the point of contact for the parents, teacher and student when designing additional support.

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Most additional support is provided through external agencies in our network. When we are not able to arrange this, we cannot offer children a place in the Lighthouse program.

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4 . Duty of care

Below is a fixed text that is part of the school support profile. In this way, all SOPs in Haaglanden describe what the agreements are regarding the duty of care. These agreements are based on the law and, if necessary, made specifically for Haaglanden.

Since the introduction of appropriate education, school boards have a duty of care. This means that they are responsible for investigating whether the school can offer appropriate education to a pupil with extra educational and support needs, possibly with the use of extra support from the partnership. Sometimes it is not clear in advance whether and, if so, what educational and support needs the pupil has. Then the school has six weeks after written registration by the parent(s)/guardian(s) to investigate the educational and support needs of the pupil and whether the school can offer appropriate education. The six-week period can be extended once by four weeks. This must be reported to the parents. If a school cannot offer this necessary support, it will look for a suitable place at another school together with the parents. The partnership can support this, but the school boards are and remain responsible.

The duty of care also means that a school may only remove a pupil if another school is willing to admit that pupil. This prevents a student from falling between two stools. A school can refuse a student if the school is full. However, the school has a consistent and transparent admission policy. Even if parents do not recognize the basis of the (special) school, this is a ground for refusal. The admission policy of schools is not only clear to parents, it is also clear to fellow schools in the work area how schools deal with admitting students. In work areas where there are placement problems, because many schools are full, schools actively consult to resolve this jointly. Home-based education is the starting point. If it turns out that schools/school boards do not take enough account of the duty of care, school directors will actively address each other about this. As a last resort, the director of the partnership can enter into discussions with school boards and may decide to propose measures to the board of the partnership. Schools are always in contact with each other during school transitions before they accept a pupil from another school. This does not only apply to situations to which the duty of care may apply, but also to transfers (for example, BAO > BAO, or S(B)O - BAO, situations of dissatisfaction with parents, etc.)

5. Funding Basic Support

Each school receives a sum of money to strengthen basic support, including interventions. This amount is determined and allocated per school year. It consists of a fixed rate per independent school location and an amount per pupil.

For your information: In the 2020-2021 school year, this concerns a fixed rate of €8,500 plus €106 per pupil.

6. Development/Evaluation

The school sets goals for appropriate education in the annual plan. The school support profile is evaluated through the school's PDCA cycle on - **1 December 2022** - .