

### Format for defining basic support at board level

Board: SPVOZN
Number of schools: 1 primary school
School year: 1920
Contact person: Daphne Dansen

Preventive and mild curative interventions	Part of the basic support	
	Accomplishments so far	4-yearly ambition (if applicable)
<p>Plan-based approach as prerequisite for a solid pedagogical and didactic climate</p> <p><i>Consider, for example, positive group formation, preventive work regarding social skills, class management, differentiation</i></p>	<ul style="list-style-type: none"> <li>- Clear ongoing continuum / curriculum, taking into account the Dutch attainment targets and / or British National Curriculum.</li> <li>- Differentiate on at least 3 levels, whereby the educational needs of the individual student are aligned.</li> <li>- We map the social and emotional well-being of the students through a student monitoring system, tests and set goals based on these results.</li> <li>- At the start of the school year the whole school starts with a 'get-to-know-each-other-week', followed by a 'kindness week' in the year.</li> <li>- School camps in the upper school at the beginning of the school year to create group cohesion.</li> <li>- Buddy systems where students can learn from each other (playground buddies and class buddies).</li> </ul>	<ul style="list-style-type: none"> <li>- Positive behaviour approach on student, team and school level.</li> </ul>

	<ul style="list-style-type: none"> <li>- Program for social emotional skills.</li> <li>- Class Dojo and other reward systems are used (depending on teacher's preference).</li> <li>- Close cooperation with parents</li> <li>- Network of behaviour experts from a variety of disciplines who can be consulted</li> <li>- Social-emotional guidance by an expert or training.</li> <li>- Due to the international foundation of the school, all teachers are experts in the field of language development (in Dutch / English) and implement Dutch as a second language (NT2) or English as an additional language (EAL)</li> </ul>	
<p>Possibilities to map the support needs of pupils</p>	<ul style="list-style-type: none"> <li>- guest student status supports the mapping of support needs.</li> <li>- Observations</li> <li>- Method-bound and method-independent tests</li> <li>- Network of behaviour experts from different multi-disciplines who can consult each other and / or can be used</li> <li>- Structural parent contacts</li> <li>- School video interaction for observation and support</li> <li>- Based on analyzes and observations, provide a planned approach so that can be customized.</li> </ul>	<ul style="list-style-type: none"> <li>- Continuation of current support.</li> </ul>

Offer for dyslexia and dyscalculia	<ul style="list-style-type: none"> <li>- Protocol for both dyslexia and dyscalculia is carried out for these students for both students from the international and Dutch departments.</li> <li>- Facilitating workshops and information focused on support.</li> </ul>	<ul style="list-style-type: none"> <li>- Continuing to facilitate workshops and information focused on support, in view of our rapidly changing staff.</li> <li>-</li> </ul>
Supporting students in the field of a predictable learning environment.	<ul style="list-style-type: none"> <li>- Making the structure of the day and the week with day (rhythm) cards visible.</li> <li>- Learning objectives are specified per lesson and are visually visible.</li> <li>- Defined tasks</li> <li>- Working with individual learning objectives (targets)</li> <li>- Working with fixed places and routines.</li> <li>- Class management monitoring.</li> </ul>	<ul style="list-style-type: none"> <li>- Working on teachers' awareness in creating a dynamic yet predictable environment, depending on the group.</li> </ul>
Supporting pupils with their own learning line, because they do not reach the level of 1F	<ul style="list-style-type: none"> <li>- Drawing up and implementing OPPs for care pupils, in which parents are involved in the action part.</li> <li>- Use of remedial teacher (s) and / or teaching assistants.</li> </ul>	<ul style="list-style-type: none"> <li>- Removal of the expertise within the team to students with an OPP support</li> <li>- Startup / trying out a special EN-pilot class in which students with special needs who did not catch his getting into a regular classroom, education and counseling tailored. of specialized staff.</li> <li>- Exploring possibilities for children in group 7 of the international department, for starting a group 8 for children who go to regular or bilingual secondary education.</li> </ul>
Supporting students with support needs in the field of a challenging, in-depth learning environment that goes beyond the current curriculum.	<ul style="list-style-type: none"> <li>- Use DHH-PO for the indication and guidance of gifted students.</li> <li>- Deploying other signaling instruments</li> <li>- Enriching, compacting</li> </ul>	<ul style="list-style-type: none"> <li>- More enrichment opportunities for gifted students within the current curriculum</li> </ul>

	<ul style="list-style-type: none"> <li>- Facilitating opportunity, space, support and materials for gifted students</li> <li>- Differentiation on 3 levels, whereby the gifted student is also challenged in his thinking.</li> <li>- Individual (learning) goals per student</li> <li>- If necessary and always in good consultation with parents, a student can accelerate.</li> <li>- Continue testing students to better map the level.</li> <li>- Set clear goals and represent expectations to the student.</li> <li>- If necessary, offer social-emotional guidance to this student for psycho-education and dare to make mistakes.</li> </ul>	
Support for students with behavioural challenges	<ul style="list-style-type: none"> <li>- method for social emotional skills that is regularly used.</li> <li>- Class Dojo and other reward systems are used (teacher dependent).</li> <li>- Close cooperation with parents</li> <li>- Network of behaviour experts from various disciplines who can be consulted</li> </ul>	
Supporting students with a need for support in the area of motor skills and / or physical limitations	<ul style="list-style-type: none"> <li>- MRT specialist on site.</li> <li>- Network of experts from various disciplines who can be consulted</li> </ul>	
Supporting students with a support need for executive functions	<ul style="list-style-type: none"> <li>- Day / week rhythm cards are used</li> <li>- Support by a remedial teacher / teaching assistant</li> <li>-</li> </ul>	

Cooperation with (external) partners	<ul style="list-style-type: none"> <li>- Enabling Ambulatory Counseling, which represents the interests of care student</li> <li>- Close contacts with the BSO, school social worker and GGD school nurse.</li> <li>-</li> </ul>	
<b>Specific problems with regard to network coverage area in partnership PO Eindhoven (if applicable)</b>		
Support for pupils with a need for support in combining lake and giftedness and behavior	n vt	
Supporting students with support needs regarding the Dutch language (NT2)	NA (No need for help. A lot of support is provided)	
Support for pupils with a support need in the combination of difficult to learn and behavior (ZMOLK)		<ul style="list-style-type: none"> <li>- language independent facilities and / or support in the pupil's mother tongue.</li> </ul>
Supporting students with a need for support in the field of psychology (think of overloading, attachment, trauma)	<ul style="list-style-type: none"> <li>- To a certain extent support by means of remedial teachers specialized in supporting students with psychological concerns</li> <li>- Enlisting expertise in the field of psychological concerns</li> <li>- In consultation compacting the number of hours a pupil comes to school with the compulsory education officer and practitioner</li> </ul>	<ul style="list-style-type: none"> <li>- language independent facilities and / or support in the pupil's mother tongue.</li> </ul>