

Support and Inclusion

The Primary Department at the International School Eindhoven (ISE) welcomes children from the age of four, regardless of religion, ethnicity, nationality, or beliefs. Rooted in principles of equality and respect, our multicultural environment prepares students for a global future.

Inclusive Education

The ISE is committed to helping each student reach their full potential through:

- Tailored educational environments that address individual needs
- Early identification and support for learning challenges
- Collaboration with parents and students in the learning process
- Clear staff roles in supporting additional needs

Framework for Inclusion

Our inclusive approach is built on these core principles:

- Inclusive: Removing barriers to learning and embracing diversity
- Student-Centred: Prioritising each student's best interests
- Needs-Based: Adapting to strengths and challenges
- Prevention-Oriented: Emphasising early detection and intervention
- Results-Focused: Using evidence-based strategies for positive outcomes
- Collaborative: Involving families, teachers, and students
- Culturally Responsive: Reflecting the diversity of our community
- Equitable: Providing support tailored to individual needs

Student Demographics

The Primary Department serves around 650 students from over 40 nationalities. With a transient population, the average stay is three years. Our diverse staff and student body foster a multilingual, culturally rich environment.

Language and Learning Support

ISE is a language-friendly school, offering additional Dutch and English lessons. We support students with mild to moderate:

- Language barriers
- Academic learning needs
- Behavioural, physical, social, and emotional needs

Eligibility for Additional Support

ISE Primary can provide support to students who:

- Have a cognitive profile as of TIQ 90+
- Are physically mobile (campus accessible)
- Have mild speech/language impairments and age-appropriate English (British National Curriculum standard)
- Have mild behavioural or social-emotional disorders with age-appropriate English
- Have mild hearing or visual impairments

Students receive tailored support from a range of internal and external specialists.

Area of Need	Intervention/Provision	Support Personnel
Limited proficiency in the language of instruction	Targeted English as an additional language (EAL) or Dutch as an additional language (DAL) support provided through small group sessions - pull-out or in-class	Class teachers, EAL/DAL teachers and teaching assistants

Highly Performing	Pull out sessions for enrichment and higher-order thinking, offering depth and complexity beyond the standard curriculum.	Class teacher, learning support teacher
Mild social, emotional, or behavioural needs	<ul style="list-style-type: none"> • Social and emotional programmes: Kids skills 'Rots and Water', Flag system • Behavioural charts with specified targets • Counselling 	Behavioural Specialist, Student counsellor, Youth worker, Learning support teachers and teaching assistants
Need for Structure and Predictability in the Learning Environment	<ul style="list-style-type: none"> • Provision of a structured, predictable learning environment with clear routines and expectations • Use of consistent daily schedules and visual supports to reduce anxiety and support regulation • Adapted classroom strategies to promote stability and minimise unexpected changes • Support through routine-based approaches to foster emotional and cognitive security • Plan of Approach with specific targets • Use of planners and organisers 	Class teachers
Specific Learning Disorder (SpLD): Dyslexia and/or Dyscalculia Delayed Literacy and/or Mathematical development	Support follows the dyslexia and dyscalculia protocols. A Plan of Approach is developed for each student, incorporating tailored compensatory measures for those with dyslexia, dyscalculia, or significant challenges in reading or mathematics.	Class teacher, Learning support teacher or teaching assistant.
Delays in speech and language development	Targeted support focusing on expressive and/or receptive language skills, pronunciation, vocabulary development, and communication strategies. Intervention is tailored to each student's needs	Speech and language therapist (external)

Mild Physical, Health-Related, and Motor Skills Challenges	Motor Remedial Therapy (MRT) is available for students with mild motor skills challenges through a tailored short-term intervention plan. For students with mild medical concerns, the school nurse monitors and supports medication administration as needed.	Motor remedial specialist; physiotherapist or occupational therapist (external). First aid responder (school nurse), GGD health care.
If a student does not make sufficient progress despite targeted support interventions, the school may recommend a psycho-educational assessment to gain deeper insight into the student's needs and to guide further support planning.		

We have three Learning Support Coordinators who oversee students' overall development, with a particular focus on addressing needs identified by class teachers. They provide support, guidance, and advice to both teachers and parents, helping to ensure that each student's learning needs are effectively met. The learning support coordinators also collaborate closely with external specialists, facilitating access to additional expertise and services when needed.

In the 2024/25 school year, students receiving additional support were invited to reflect on and comment about their experiences. They shared feedback on both the nature of the support they received and their feelings about having support. This feedback provided staff with valuable insights into the effectiveness of the support strategies, the students' sense of inclusion and agency, and areas for improvement in how support is delivered. In the 2025/26 school year, all students in Groups 6 and 7 will be surveyed about the support they receive, regardless of whether they access specific additional support. This broader approach aims to gather insights into students' overall experiences with learning support, classroom strategies, and their sense of being supported in their learning journey.

To enhance the support provided for students with additional needs, the following steps will be taken in 2025/26

- Include parents and students in setting goals for development in the Plans of Approach
- Build a bank of teaching strategies to boost students' executive skills development
- Personalised perspectives of development to be implemented
- Aligning the content of the Plan of Approach standards

[Here](#) is the link to our full School Support Profile