



# Care Structure

## IWSTH

International Waldorf School The Hague

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# Suitable Education

## The needs of a child

By saying 'suitable education', we mean that every child receives the education that he or she needs to flourish and grow. The central question is, "what are the child's needs?" and not "what are the child's limitations". Children differ in attitude and abilities. Within the Waldorf approach, the developmental stage is the guiding principle. We offer education and materials that correspond to the developmental stage and age of the child, according to Anthroposophy.

## An action oriented approach

At the IWSTH, we work as action oriented as possible. We strive to adjust education to the possibilities of the children in order to see their talents bloom – and this corresponds with the vision of the Waldorf school.

Working in an action-oriented way means accepting children as they are. This also means that support is provided based on the same principles, in order for children to develop optimally. This means: 'What can we do for this pupil, coming from this family/ in this group/ with the learning staff/ in this period/ at this moment/ at this school?'

Support is an integrated part of the basic educational process, and it therefore takes place in the classroom as much as possible and is offered by the child's own teacher. The teacher is the pivotal point in the process and knows exactly what happens and when. Action-oriented work is visible in group educational plans, made by the teacher.

## Group educational plans

Group educational plans are made for the following subjects in the Primary School: Language (Reading and Spelling) and Mathematics. In Kindergarten – especially for the older children - group education plans are designed for the following developmental subjects: Social Emotional skills (Play), Language skills, Fine- and Big motor skills and Mathematical skills.

In these plans, the children are classified according to their educational needs. Goals, didactics and suitable forms of evaluation are indicated, along with which materials are to be used, and how long they will be implemented for.

There are three different levels with the educational need of the child:

1. Children requiring extra or prolonged instruction
2. Core group: children receiving standard instruction
3. Children requiring reduced instruction or an extra challenge

As a school, we are responsible for providing a suitable educational environment for all our children. This can be at IWSTH or at another school, according to the educational needs of the child. After all, we want every child to be fully appreciated and that it can develop itself as a whole, in the best way possible.

## Support levels and the support route

The Stichting Primair Passend Onderwijs Haaglanden (SPPOH) (In English: *Foundation for Primary Appropriate Education Haaglanden*), has determined which basic educational content a school should be able to offer all children. We call this 'basic support' (in Dutch: *basisondersteuning*). The support route shows which steps we go through if a child needs extra support. This is in consultation and cooperation with parents, every step of the way. These steps do not always have to be followed in a fixed order. If necessary, we may skip a step or go back a step. We start with what the child needs. We follow the support route of the SPPOH, using the Support Level classifications from 1 to 4.

### Support Levels

Support Levels 1 to 3 are for children who will benefit from the basic support of the school. Children in Support Level 4 require more support than the basic support. These are children who need extra help or guidance from, for instance, the SPPOH or the GGZ (mental health care service).

#### Support Level 1

These children will benefit from regular basic educational support in a group.

## Support Level 2

These children sometimes need additional instruction from the teacher and/or help in the group.

## Support Level 3

These children will structurally need additional help within the school and/or outside school times. This level also includes children who receive assistance from School Social Work (*in Dutch: School Maatschappelijk Werk or SMW*) and support teaching (*in Dutch: Remedial Teaching or RT*) outside school. These extra forms of support always follow a meeting with the child's parents and a request for extra help.

## Support Levels 4a and 4b

A multidisciplinary consultation (*in Dutch: multidisciplinair overleg or MDO*) is requested for these children. These children will then need to go through external assessments and receive external guidance or treatment (e.g. at Youz – youth services). This will include children with an Individual Education Plan (*IEP / in Dutch: Ontwikkelingsperspectiefplan or OOP*). This level also includes children who:

- Have an individual arrangement with other parties;
- Receive guidance from the institution Jeugdformaat for educational/psychological youth care/child welfare packages (*in Dutch: Onderwijs Jeugdzorg*) or behavioural youth care (*in Dutch: Ambulante Daghulp*);
- Have an individual plan from the institution HCO Zorg in Onderwijs, who deals with the socio-emotional development of the child;
- Are in the phase of transferring to another educational location, such as being referred to a school for children with special needs (*in Dutch: Speciaal Basisonderwijs/Speciaal Onderwijs*). For these children, a referral declaration (*in Dutch: toelaatbaarheidsverklaring or TLV*) will be applied for.

## Education within the support level

### Educational Support Level 1

The child follows the regular lessons. The teacher is responsible for offering suitable and challenging education. There is a safe learning environment whereby the guiding principle is that each child develops at a different pace and level. The development of the child goes according to wishes/expectations. Most of the children at our school fall into this support level and reach the average national achievement level during yearly assessments. The teacher decides which children receive reduced instruction, which children follow the basic, standard instruction and which children receive prolonged instruction. This support level is classroom based and support is developed and delivered by the class teacher as part of differentiation within the classroom.

Parents are informed about the development of their child during parent teacher conferences (PTCs). Education by parents and support from parents influence school success. Parents are expected to demonstrate supportive behaviour.

### Educational Support Level 2

This level includes short interventions for a particular subject within the group. The support at this level is characterized by the fact that the teacher is no longer the only educational staff member involved. The teacher and learning support coordinator (in Dutch: intern begeleider or IB'er) together look at what is needed for this child in this situation. The group educational plan shows how the support is structured (additional support for the children in the group by their own teacher).

Parents are expected to give the necessary information to the school. Through PTCs, parents are informed about the progress of their child and the actions that are being undertaken. The parents work together with the teacher to reach the learning goal. It is important that the parents are open about earlier assessments of their child.

### Educational Support Level 3

If the support in Levels 1 and 2 has not led to sufficient improvement, we look for a specialist. The teacher and the learning support coordinator look for suitable support. They can also give advice to parents about external experts who are familiar with Waldorf Education. Children in Support Level 3

could be registered by the learning support coordinator with School Social Work (in Dutch: Schoolmaatschappelijk Werk or SMW) or an external organisation. In addition, at the request of the school, children can be registered by the parents for English as an Additional Language (EAL) or extra support for a specific subject given by a support/remedial teacher. Parents are informed in advance of this extra support by the relevant specialists and the evaluation is shared with the parents.

The parents and school are expected to update each other on the progress of the child. Parents provide the school with the necessary information, and through regular meetings, the teacher informs the parents about the progress of their child and the actions that have been taken.

## Educational Support Level 4a

If it appears that the support at Level 2 or 3 has not yet led to sufficient development, the teacher formulates the request for extra help together with the learning support coordinator. Depending on the issue, the assistance can be requested from various institutions. Parents give their consent and are involved in the application. The learning support coordinator is aware of the procedures and provides the necessary forms to the parents and the teacher. The child will then be registered for the multidisciplinary consultation (MDO). The MDO consists of the parents, the class teacher, the advisor from SPPOH, the learning support coordinator and possibly the school principal, the school social worker, the school doctor or youth nurse.

In the MDO, questions are raised about the child's talents, the specific needs for support of the child and the support that has already been offered by the teacher. If they wish, the parents can supply additional information. Depending on the support, an investigation can be requested. Various recommendations may follow from the research conducted and advice for action is given. If, despite the help offered, the child makes insufficient progress, a support package can be requested from the regional alliance SPPOH. A support package consists of short-term interventions that make it possible for a child to stay at IWSTRH.

In this wider setting, actions which could be taken are considered. These could, for instance, include:

- An observation in the classroom (by an external professional) to develop a better understanding of the need for support;
- An intelligence or psychological assessment by an external professional;

- Adjustments to the individual education plan (e.g. adjustments to the learning environment, materials or methods);
- Making use of (educational) support by the Centre for Youth and Family (*in Dutch: Centrum Jeugd en Gezin or CJG*);
- Making use of the school social worker (SMW).

An Individual Education Plan (IEP/OPP) can also be drawn up in collaboration with parents, teacher(s) and the learning support coordinator. The child then works on one or more targets within their own goals, which may be on a different level from the rest of their class. An IEP/OPP must be completed for all children who receive an individual package from SPPOH.

### Individual support package

An individual support package consists of education, support and care that, if required, will be aligned with the need(s) of the individual child. The school principal can apply for funding for a package with the regional alliance SPPOH. Although SPPOH is only responsible for the funding of the support package, the application is assessed by SPPOH on the integrated use and alignment of education, support and care. An individual support package should be maximally aligned with the support needs of the child.

For children in Support Level 4a, all those involved continue to consider whether the needs of the child can be met and whether the current school is still the right learning environment for the child.

### Educational Support Level 4b

If it becomes evident that the support has insufficient effect, there are various options. From the MDO, investigation will be conducted into which form of education is best for the child. Are adjustments needed within the school? What has already been done? Is there another primary school that can offer a suitable educational experience or is a referral required to be admitted to a school for children with special needs? This process is always in consultation with the parents.



All this information is collected and the IEP/OPP is adapted to be included with a referral declaration (TLV) for an enrolment to a school for children with special needs. The local support advisor of SPPOH is closely involved in this.

#### Referral to a school for children with special needs

For some children, outplacement to a primary school for children with special needs (in Dutch: speciaal basisonderwijs or SBO) or a school for special needs (in Dutch: speciaal onderwijs or SO) is the best solution. This is the case when there is a need for major and specific support. SBO schools work with smaller groups and have more in-house expertise than normal primary schools. This also applies to SO schools, which are also specialised in working with children with very specific support needs. All SBO schools, and most SO schools, are associated with SPPOH. However, this does not apply to the special schools for the visually impaired or blind children nor the special schools for the hard-of-hearing or deaf children, or children with a speech impediment. These schools are accommodated within so-called institutions. SPPOH collaborates with these institutions.



<b>Level</b>	<b>Description</b>	<b>Where?</b>	<b>Who?</b>	<b>What?</b>
<b>1</b>	<u>Basic Support</u> Parents are informed about the development of their child during progress meetings.	In Class	- Teacher - Parents	Education in class Action-oriented Using a following system
<b>2</b>	<u>Basic Support</u> Parents are informed about the development of their child during progress meetings.	Extra support in class	- Teacher - Learning Support Coordinator - Parents	Support in Class Action-oriented. Teacher can make use of the school support structure (learning support coordinator, educational assistance when available)
<b>3</b>	<u>Basic Support / Preventive Support</u> Parents are asked to give permission for extra teacher support - inside or outside of school hours. The responsibility of the request for help depends on who makes the request (parents / school).	In and around the school	- Teacher - Parents - Learning Support Coordinator	Support at school when available and advisory role of external experts. Using the school support structure: learning support coordinator, educational assistance when available External: eg. art therapy, further assessment at Therapeuticum, dyslexia research, etc.
<b>4a</b>	<u>Preventive Support / Basic Support with IEP</u> Consultation and cooperation with parents and external specialists. Multidisciplinary Consultation (in Dutch: <i>Multidisciplinair Overleg</i> or MDO)	In and around the school	- Teacher - Parents - Learning Support Coordinator - Principal - School Social Worker - GJZ - SPPOH	Support at school with internal and external specialists. The learning support coordinator formulates the request for help and expectations in an Individual education plan (IEP) (in Dutch: <i>Ontwikkelingsperspectiefplan</i> or OPP) to request an agreement.
<b>4b</b>	Transferring to another educational institution.		- Learning Support Coordinator - Parents - Principal - SPPOH - Other Primary School or SEN School	The learning support coordinator coordinates the process around the referral to a different educational institution.