

Primary School Support Profile 2024

School context

Almere International School, Primary (ISAlmere) is a Dutch International School in the city of Almere, Flevoland. We provide international education for students between the ages of 4 and 11 years and the language of instruction is English.

Overview student support at ISA

At ISAlmere we aim to serve our diverse and globally mobile community to the best of our ability. We believe that students develop and learn at their own pace. Some students need extra help, support and guidance to develop and progress to their full potential. As much as possible, the student is supported in their class by their class teacher.

In cases where students need extra support above what the class teacher is able to offer, the class teacher makes a referral to the learning support department. The learning support department works closely with the student, the teachers and their families to establish the needs of the individual learner and endeavours to provide appropriate support.

Overview of support provision at ISAlmere	
Language acquisition	<ul style="list-style-type: none"> • At ISAlmere as a Dutch international school, Dutch language lessons are part of the required provision. • English is the language of instruction, therefore Students who are learning English receive language learning intervention as well as in-class provision. • New to English intensive learning programme.
Speech and language difficulties	<ul style="list-style-type: none"> • Enhanced speaking and listening opportunities through class discussions, peer talk partners and group collaboration. • Access to language models and scaffolding support for literacy. • Referral to external speech and language therapy services.
Dyslexia and literacy difficulties	<ul style="list-style-type: none"> • Students with an official diagnostic report or students showing related difficulties receive adaptations such as extra time, dyslexia friendly fonts and layouts, reading rulers, writing guidelines as well as use of technology to support learning. • Phonics and spelling targeted intervention. • Use of Nessy units of sound or reading and spelling programme.
Dyscalculia and maths difficulties	<ul style="list-style-type: none"> • Students with an official diagnostic report or students showing related difficulties receive adaptations such as

	<p>extra time, access to materials, as well as technological resources.</p> <ul style="list-style-type: none"> • Targeted intervention using Numicon Breaking Barriers programme.
Social and emotional development	<ul style="list-style-type: none"> • A whole school approach which is integrated into the wider curriculum and approach to learning. Preventative trainings are available for specific topics such as self-management and emotional regulation. In case of more severe behavioural issues. • Teachers work in collaboration with parents and the school psychologist to establish an appropriate programme of support.
Support with physical and sensory limitations	<ul style="list-style-type: none"> • Accommodations and extra time to perform certain tasks, support with transitioning between spaces, use of elevator, support with organisation, adjusted assignments, adjusted materials, technology, placement in class, seating position, peer support. • The school works together with the youth doctor for advice about students who cannot attend full days of need a reduction in the amount of schoolwork they can complete in a set period of time.

Limitations of support

As the only International Primary school in the Flevoland region, as well as the only primary school which has English as the official language of instruction, we are restricted in the extent we are able to work with and access external services. We are unable to access the group of local schools that are to be our “working partners” in the area (samenwerkingsverband) because of our working language.

There are limited possibilities to seek support and resources when students’ needs surpass our school’s level of support. Therefore, we have to be cautious when determining the level of provision available.

As a school, we will do our utmost to adapt and shape the education to accommodate the majority of the student community. We have limitations in what we can offer in terms of learning support in our setting. The school offers mainstream education, which allows for differentiation within a limited range of abilities. Students whose needs are such, that they require more specialised support such as smaller classroom settings, a specific structure or approach, or a personalised learning environment cannot be placed in our school.

To be able to determine if a child is eligible for placement, we take the following into consideration;

- Students’ cognitive capabilities must be of sufficient level to follow our rigorous academic program and with the ability to progress towards the high standards of the International Baccalaureate program.
- Students’ ability to be able to work independently within the class group setting.
- Students’ need for a therapeutic environment, which is where there is provision for behavioural or mental health issues. This could include extreme need for structure, a specific pedagogical approach or social support for extreme behavioural issues.

-Students' does not pose a danger to themselves or to others and does not disturb the wellbeing and progress of other students.

-Students' ability to move physically independently through the building, move up and down the stairs and be able to access the gym/cafetorium/outside area/music room/library.

It is very important for us to ensure a safe and suitable learning environment for all students and teachers. Some students require support that our school cannot offer. As a school, we look at each student individually to investigate if we can cater for a student's specific needs. This can happen during the admission process or at any other time in their school career with us.

As an international school, with students often arriving from abroad, the possibilities to thoroughly investigate a child's capabilities and level of support required before admission are sometimes limited. Therefore, we maintain the right to grant a temporary trial period to observe the student's functioning and suitability within the classroom setting.

Focus for development

To develop English language pedagogies to support students for who English is an additional language. This will involve staff training and development of the whole school approach.

To develop social and emotional whole school preventative interventions. This involves training for teachers and students in areas such as emotional regulation and executive function.

To develop possibilities of working with external agencies such as speech and language therapy, occupational therapy and psychological support and assessment in English.