

School Support Profile

School Policy on Inclusion and Special Educational Needs (SEN), 2020-2024¹

The purpose of this policy is to state the school's philosophy, understanding and beliefs regarding the inclusion of all students. It identifies the eligibility for learning support throughout the school and how students in need of support are identified and the process to ensure their needs are met.

“Inclusion supports the democratic process by teaching through the learner profile so that all students, including those with learning support requirements, are equipped to exercise their rights and accept their responsibilities as citizens in mainstream social life.” (IBO, 2016).

ADOPTED: 2020

REVISED: 2024

CROSS REFERENCES: [Admissions Policy](#), [Assessment Policy](#), [Schoolondersteuningsprofiel 2021-2024](#)

ANNEXES:

1. Truancy protocol.
2. Development Perspective Plan

REFERENCES:

International Baccalaureate Organisation, 2016 (updated 2018), *Learning Diversity and Inclusion in IB programmes*,

International Baccalaureate Organization, 2017. *Candidates with assessment access requirements*.

International Baccalaureate Organisation, 2018. *Access and inclusion policy*.

International Baccalaureate Organisation, n.d., *The IB guide to inclusive education: a resource for whole school development*. Consulted May 2020 at;

https://ibpublishing.ibo.org/server2/rest/app/tsm.xml?doc=g_x_senxx_tsm_1501_1_e&part=1&chapter=5

¹ Translated & adapted from the school's "School Ondersteunings Profiel" 2020 - 2024 in Dutch. Not to get lost in the translation: functions specific to Dutch School Support have been stated in Dutch as footnotes

| | |
|--|-----------|
| I. School Profile | 3 |
| Mission | 3 |
| Vision | 3 |
| II. School Support Programme | 4 |
| A. Who is involved in the school support programme? | 4 |
| 1. First-Line support | 4 |
| 1.1 Teachers | 4 |
| 1.2 Mentors | 4 |
| 1.3 Safety team | 5 |
| 1.4 Pupil Attendance officer | 5 |
| 1.5 School management team | 5 |
| 1.6 Educational support staff | 5 |
| 1.7 Teachers in training | 5 |
| 2. Second-line support | 6 |
| 2.1 SEN coordinator | 6 |
| 2.2 Confidential Advisers | 6 |
| 2.2.1 Internal Confidential Adviser | 6 |
| 2.2.2 External Confidential Adviser | 6 |
| 2.3 Safety Coordinator | 6 |
| 3. Third-line support | 6 |
| 3.1 Advisor for Accessible Education | 6 |
| 3.2 Parent Child Team | 6 |
| 3.3 School doctor | 7 |
| 3.4 School nurse | 7 |
| 3.5 Student Support Team | 7 |
| 3.6 Council Education Welfare Officer | 7 |
| 3.7 Out-of-school pathways | 8 |
| B. How does support take place? | 9 |
| 1. Basic support | 9 |
| 1.1 Day opening | 9 |
| 1.2 Differentiation | 9 |
| 1.3 Level groups | 9 |
| 1.4 Study after school | 9 |
| 1.5 Deficiency Lessons | 9 |
| 1.6 Elective modules | 9 |
| 2. Specialist care | 10 |
| 2.1 Advisor for Accessible Education | 10 |
| 2.2 Dyslexia | 10 |
| 2.3 Development Perspective Plan | 10 |
| 2.4 Inclusive Access Arrangements | 10 |
| C. Overview of the support offered | 11 |
| Supporting language and math | 11 |
| Supporting intelligence | 11 |
| Supporting motivation and concentration | 12 |
| Supporting social-emotional functioning | 12 |
| Supporting physical and sensory impairments | 13 |
| Supporting domestic leisure time | 13 |
| Inclusive access to learning and teaching | 13 |
| Other support | 13 |
| D. Intake of students requiring access arrangements | 14 |
| 3.1 Intake procedure into the first year level | 14 |
| 3.2 Intake procedure in later year levels | 14 |

I. School Profile

ALASCA officially started in 2016 as a new location of the Cartesius Lyceum, part of the Esprit Scholen of Amsterdam. The school offers education to students with a senior general secondary education (havo) and pre-university education (vwo) advice. The aimed level is that of pre-university (vwo) with a challenge to learn deeper (vwo-plus). In 2020 ALASCA has approximately 400 students divided over the first 4 years of secondary education.

Mission

It is our mission to offer challenging, personalised learning aimed to develop a broad academic competence to prepare students for higher education.

Vision

The educational concept of ALASCA is innovative in content and structure. Our modular curriculum offers students a broad academic education promoting the discovery and development of talents and the striving for excellence. We have high expectations of our students and like to see them cherishing high expectations of themselves. All students, advised to pursue pre-university education (vwo) or senior general secondary education (havo), together follow the curriculum that takes pre-university education with a challenge (vwo) as its point of departure. Hence we have high expectations and continually challenge our students. We understand that making mistakes is part of learning. Therefore, we strive to give our students the necessary self confidence trying out new things and being ambitious in doing so.

Just as at university, the education offered at ALASCA is modular. In these interdisciplinary, often thematic modules several school subjects come together. The varied options in elective modules give students the freedom to make personal choices in what they want to learn besides the teacher directed core curriculum. These elective modules give them the chance to accelerate, deepen and broaden their learning. This way, room is created to discover and develop personal talents, and plan personal learning trajectories. In the development of the modules, the overlap in content between subject disciplines is continually being used in order to offer the common core as well as school specific learning objectives.

Among our students we value the development of a broad and interdisciplinary view on academic and societal issues. Thus our curriculum is based on the principles of liberal arts and sciences. Not only do the students work on the desired analytic skills, they also develop commitment, a sense of responsibility and awareness of values. Inquiry based learning and projects, moral identity education, philosophy and digital numeracy are all aspects at the heart of our curriculum. Our students are encouraged to contribute positively to their own communities and surroundings, yet they are also challenged to look across borders. In the senior year, students can opt for a Dutch diploma of pre-university (vwo) or senior general secondary education (havo), yet in 2021 they may also choose to follow the International Baccalaureate (IB) diploma programme.

We continually challenge our students with a realisation that learning and making mistakes go together. We do not instantly penalise our students on weaknesses: at ALASCA students do not repeat years and the streaming of students in senior general secondary education (havo) and pre-university education (vwo) is delayed until year 3 (approx. age 15).

II. School Support Programme

A. Who is involved in the school support programme?

1. First-Line support

At ALASCA all members of staff are professionals in learning. Learning happens only when a student has the mental space for this. In any situation where this space is not (sufficiently) present due to an emotional, social, medical or any other encumbrance, learning support in particular has an important role to play. In such an event the team collaborates with the parents and peers to get the student back on track and restore the learning conditions.

1.1 Teachers

Being a teacher at ALASCA involves three key pedagogical themes: meta-cognition, language development and identity. Teachers facilitate their students in their learning by providing feedback on their progress, both on learning outcomes as well as learning behaviours. The teachers take into account that each student's need for support is different with regards to both cognition and self regulation.

A student can complete a module at three distinct levels: foundation, advanced and expert. These levels of assessment are based on the thinking skills as described in the revised version of Bloom's taxonomy (Anderson and Krathwohl, 2001). Besides the core curriculum, teachers also offer elective modules to meet the interests and talents of students.

Identity formation takes place primarily within the modules with a philosophical slant. The teachers emphasize the moral formation of identity, with the aim to prepare students for society and, from that formation, to dedicate themselves to society. In addition to the philosophical modules, school offers 'service learning' projects, expecting students to contribute to a societal goal from their own interests and learning wishes. There are also peer leaders and safety teams, with which teachers place out part of the social care among the students and train them as peer leaders and safety teams to do this. Citizenship is not just participation in a society outside school. Citizenship education also takes place within school and is characterized by the active involvement of pupils in the shaping of the school and the education by teachers.

The teachers are the first to identify problems in the learning process. When they cannot address these problems themselves they are also the first to pass the matter on to the mentor.

1.2 Mentors

Mentoring is a pillar of student counseling at ALASCA. This guidance focuses as much as possible on making students self-reliant in learning, making choices and interpersonal contact. The mentors are the first point of contact for students. They can contact them with questions regarding school, further studies and career advice, personal circumstances, and of course questions and problems related to learning. In this way, each mentor guides his/her own group of mentor students, consisting of 15 up to 20 students. The mentor is directly responsible for:

- reflection on progress of the students on the basis of portfolio conversations with them.
- helping students understand and master the process of learning.
- guiding students in social interaction with other students and members of staff.
- Identification of additional support is needed for a student, if this has not yet become known during the admission of a student ([see admission policy](#)).
- helping students to discover their own skills, interests and talents.

For the latter, there is close cooperation with the teachers who provide philosophy education.

When solving a learning or behavioral problem is beyond the mentor's ability, other mentors of the year level will be informed and consulted. If the request for help cannot be answered in that consultation, the case will be discussed with the SEN coordinator.

The mentors are also the first point of contact for parents when it comes to the progress of the learning process, talent discovery and identity formation of the student. A meeting takes place three times a year between student, parents/guardians and the mentor to discuss these three topics.

Mentor Team

All mentors of each year level meet weekly (mentor meeting). There, any concerns regarding the learning and behavior of students are discussed. The advice from these meetings to address behaviour or learning needs is laid down in the form of a Development Perspective Plan (DPP)². If it repeatedly turns out that a behavioural issue or learning need persists with this advice, a decision can be made during the mentor meeting to scale up the care. At that point, the mentor and SEN coordinator will orient themselves in engaging second or third line care.

1.3 Safety team

The safety team consists of a group of students from (for the time being) second and third years, under the leadership of the team leader Company Emergency Response³. These students are trained in providing first aid and support in evacuation (e.g. fire drills), but also in identifying and intervening in bullying behavior. In this way they contribute to the early identification of problems and ensure safety in the school. Where necessary they provide support mentors and pass on information to their form.

1.4 Pupil Attendance officer⁴

The staff member registering students attendance at ALASCA is Mrs. Gina Hermens. She is the first point of contact regarding the absence of students and registers this. She will contact the parents if no legitimate reason for absence is known. Students who are called in sick regularly are reported to the school doctor by the *SEN coordinator*. If a pupil is reported sick four or more times over a period of twelve weeks, or if a pupil is sick for a continuous period of more than six days, this must be reported to the school doctor. This is in accordance with the absenteeism policy as drawn up by the Municipality of Amsterdam.

1.5 School management team

The school management team, Mr. Tommie Verheul and Mrs. Mireille van Heerden, are involved in care questions when they affect the (emotional, social and physical) safety of the students. When necessary, the school management team is also involved in contacts with external agencies.

1.6 Educational support staff

ALASCA employs four people to support the teaching team, namely the janitors (Mrs. Gina Hermens and Mr. Peter de Winter) and the administrative assistants (Mr. Avinash Gobardhan and Mrs. Vannessa Bockstael).

1.7 Teachers in training

The responsibilities of teachers in training to support students are the same as those of the permanent staff. However, they are always supported during teaching periods by at least one permanent teacher.

² In Dutch: Ontwikkelings Perspectief Plan (OPP)

³ In Dutch: Bedrijfs Hulpverlening (BHV)

⁴ In Dutch: Verzuimedewerker

2. Second-line support

2.1 SEN coordinator⁵

The Special Educational Needs (SEN) coordinator (Mrs. Doeschka Ferkenius) is responsible for drawing up and monitoring the educational support structure of the school. All members of staff have a signaling role. When teachers, mentors and educational support staff cannot meet the support needs of a student, this support is scaled up to the SEN coordinator. She can decide to switch to extra support from the “second line”, or to submit a request for help to external agencies of the Third Line Support, on behalf of the student and the school. Consultations are held with the *Advisor for Accessible Education*⁶ who is present at the school every week.

2.2 Confidential Advisers

2.2.1 Internal Confidential Adviser

For both students and staff members, Mr. Jasper Beckeringh and Mrs. Britt Haan are the internal confidential advisers. When a student shares confidential information, every staff member is obliged to announce in that conversation that if the assessment is made that the safety of the student is compromised, the content of the conversation has to be reported to the school management. The internal confidential adviser has a more neutral position with regard to employee confidentiality matters. When the safety of the employee is compromised, the external confidential adviser is called in.

2.2.2 External Confidential Adviser

In case of undesirable behavior or integrity violations such as bullying, discrimination, (sexual) intimidation and abuse of power, staff members of Esprit can turn to the *external confidential advisor*. For the Esprit Scholengroep these are Mrs. Alice Vlottes (a.vlottes@bezemerkuiper.nl or 088 - 144 02 00) and Mr. Jac Reus (jacreus@hotmail.com or 06 - 53 18 11 30/020 - 612 16 57).

2.3 Safety Coordinator

The janitor, Mr. Peter de Winter is the school's safety coordinator.

3. Third-line support

3.1 Advisor for Accessible Education⁷

The Advisor of Accessible Education is an employee from Altra (an education and youth organisation) who guides students with special educational support needs at school. In addition to the support of students, the Advisor focuses on supporting, training and coaching teachers (teams). Mrs. Jolanda Blomsma and Mr. Rick Katwijk work as Advisors for Accessible Education at ALASCA. They are present on Mondays and Tuesdays.

3.2 Parent Child Team

On January 1, 2015, the Parent and Child Team (PCT)⁸ Amsterdam started to operate on behalf of the municipality of Amsterdam. Parents, children and adolescents can come here with questions and concerns about upbringing and growing up. This also applies to professionals who work with youth. There are 22 Parent and Child teams that work from the district and at school. There are also four teams that specifically target adolescents and their parents in secondary education.

⁵In Dutch: Zorgcoördinator

⁶In Dutch: Begeleider Passend Onderwijs

⁷In Dutch: Begeleider Passend Onderwijs

⁸In Dutch: Ouder Kind Team (OKT)

More information can be found at oktamsterdam.nl. There an overview of the PCT's is given, it is possible to chat (anonymously) with an employee or find the address of the team in your neighborhood. At ALASCA we do not have a Parent Child Advisor who is linked to our school.

3.3 School doctor

The school doctor and the school nurse hold consultation hours at the school; these are intended for all students. Students as well as parents can make an appointment for the consultation hour, or are invited to attend a screening. Mentors and student counselors can also register a student for the consultation hour, provided they have permission from the student and her/his parents/guardians. Students or parents/guardians can come to the consultation hour with questions about growth and development, behavior and chronic diseases. Questions about lifestyle, psychosocial problems, obesity, nutrition and sexuality can all be reasons for such a consultation.

A student is reported to the school doctor if

- the student was reported sick on 7 consecutive school days
- the student has been reported sick for at least 4 different days / consecutive days in a period of 12 weeks

The school doctor associated with ALASCA is Mr. Lucas Stuurman. He can be reached by telephone on +31630867272 and by e-mail at lstuurman@ggd.amsterdam.nl. His working days at the GGD are Tuesdays, Wednesdays and Thursdays.

3.4 School nurse

Students are called in by the school nurse with the permission of parents/guardians in the second and fourth year level. At ALASCA, Mrs. Netty Huiberts is the school nurse. Students are asked to complete a questionnaire (EMOVO) regarding their physical and mental well-being. Depending on the score on this questionnaire, a student is called in by the school nurse for an individual interview. If necessary, this student will be discussed with the SEN counsellor and the student can be referred to the school doctor for further examination.

3.5 Student Support Team

If it turns out that the internal support structure of the school is insufficient to address a student's needs, the Student Support Team (SST)⁹ can be called in. Students can be discussed by the SST at ALASCA in consultation with parents/guardians. At ALASCA, the SST consists of the (deputy) head of school, the SEN coordinator, the school doctor, the school nurse, the *Parent Child Advisor* and the *Advisor for Accessible Education*. The SST discusses the situation of the student and any requests for help, and assesses what additional support the student may need. In some cases, the SST can provide assistance itself. It is also possible that the SST refers the student to specialist child support or out-of-school facilities.

3.6 Council Education Welfare Officer¹⁰

The Council Education Welfare Officer is kept informed by the pupil attendance officer about unauthorized or worrying absence. Timely reporting of absenteeism and good consultation with the SEN coordinator can bring students who are at risk of dropping out back on the right track. The Compulsory Education Act¹¹ protects the right of every child to education. In the most extreme case, the *Council Education Welfare Officer* can demand the school, the parents and the child to comply with the responsibilities imposed on them by the Compulsory Education Act. In such a case, the *Council Education Welfare Officer* can draw up an official report and ask the court for a ruling. The court can determine a fine or community service, or impose a "Measure of Aid and Support"¹², a form of youth probation.

⁹In Dutch: Zorg Advies Team (ZAT)

¹⁰ In Dutch: Leerplichtambtenaar

¹¹ In Dutch: Leerplichtwet

¹² In Dutch: Maatregel Hulp en Steun

3.7 Out-of-school pathways

It sometimes happens that the support we can provide at school turns out to be insufficient. In those cases, various out-of-school pathways are possible, whereby pupils are temporarily accommodated outside mainstream education.

For example, the school can refer students with serious social-emotional problems to “Time Out Project” (TOP) tracks. TOP track is a short-term intensive process within the Amsterdam-Diemen Secondary Education Partnership (also known as the partnership). Each process is customised and carried out at the school of origin as much as possible.

It is also possible that parents are advised to apply for placement at a school in special education. This then concerns a final placement. If this is the preferred option, the SEN coordinator supports and guides the parents in making such an application.

The Partnership also has an out-of-school facility where pupils from mainstream education who are at home due to school anxiety and temper problems, can pick up school again. Education and support needs are formulated for these students. In cooperation with the school, the student is again prepared for a fitting place in mainstream education, preferably the school of origin.

B. How does support take place?

The care structure at ALASCA is aimed at guaranteeing the conditions for learning and the interpretation that our staff members want to achieve in the pedagogical field. The school has set itself the goal of starting the support offer as much as possible at grassroots. Each teacher is a mentor, and second-year students support first-year mentors in the role of Peer Leaders. There is a weekly mentoring meeting where students are discussed for whom the first-line support offer is insufficient. In addition to the basic support, care from the second or third line can then be called in by the SEN coordinator. The Development Perspective Plan (Appendix 2) is used as a guideline in this process.

1. Basic support

1.1 Day opening

During the day opening (9.00 to 9.30) the students of each form are given the opportunity and guidance to read the lesson plans and associated learning and teaching goals of that day's lessons. It is also a time when help can be given to students with their planning. Thirdly, it is a time when the mentor can speak to his/her mentor students about school or personal matters. It is therefore also a time when any initial identification of problems in work attitude or well-being can take place.

1.2 Differentiation

Students can complete modules at different final levels: foundation, advanced or expert. The learning goals associated with these levels are based on the thinking skills formulated in the revised version of Bloom's taxonomy (Anderson and Krathwohl, 2001). The overview of the learning objectives to be achieved per level is shared with the students in the form of a rubric. For the majority of the modules, there is also an excellence track to follow in addition to the regular offer. This process offers even more challenge to the student who has a special interest in or predisposition to a particular discipline. The learning objectives for such a trajectory can be both more teacher-driven and more student-driven.

1.3 Level groups

For the lessons of the core modules there are always two teachers in one group with a maximum of 56 students. This enables division into level groups, whereby the students are divided among the teachers according to their support needs, both in terms of content and work attitude. These level groups are classified on the basis of formative evaluations and are a first step in offering personal feedback on learning.

1.4 Study after school

Pupils who need more than the regular lesson time to achieve their goals can work in the auditorium / study area from 15.00 to 16.30 under the supervision of teachers. There is a quiet room for those who need it.

1.5 Deficiency Lessons

Students who have a temporary or structural need for professional support are offered deficiency lessons. These are aimed at closing large backlogs with regard to the curriculum.

1.6 Elective modules

In the second and third year of school, students follow two elective modules. This enables the student to map out a learning route that matches their own interests and talents.

2. Specialist care

2.1 Advisor for Accessible Education¹³

The Advisor(s) for Accessible Education are present at school every Monday and Tuesday to assist students with learning support needs. The ABE can also be asked to support and coach teachers and teacher teams.

2.2 Dyslexia

Students who have received a dyslexia statement are entitled to additional support. They are given 20% extra time for taking tests, up to a maximum of 20 minutes. Alternatively, a teacher can also choose to reduce the size of the test by 20%. These students are given an extra 30 minutes for school and external exams, regardless of the length of the exam.

They may also make use of auditory support, use of (ICT) aids such as a reading program or a reading ruler during lessons and tests. In consultation with the SEN coordinator, certain supplementary materials can be purchased on behalf of a student for use at school.

2.3 Development Perspective Plan

The development perspective plan (DPP) (appendix 2) is used to discuss students who require more support than is offered standardly. When consulting the mentor meeting and applying the advice given there is no solution, part 1 of the DPP is filled in by the mentor. Based on this analysis, it is determined in consultation with the SEN coordinator which second and / or third-line support is to be provided. This plan is always drawn up after consultation and with the consent of the parent(s) / guardian(s) of the student concerned.

2.4 Inclusive Access Arrangements

All students must have a fair chance taking part in the learning and teaching. The assessment is considered to be part and parcel of learning and teaching so it may be necessary to make assessment arrangements to include all students.

Some students require specific access arrangements in assessment conditions to demonstrate his or her level of attainment: Inclusive assessment arrangements. This could be changes in duration (e.g. extra time), location (e.g. preferential seating, a separate room), presentation (e.g. use of a screen reader) or method of response (e.g. use of speech recognition software) as described in *Candidates with assessment access requirements* (IBO, 2017). The school will plan these based on the teachers' observations of the candidate in the classroom during classwork and tests (see [first-line A 1.2.](#)).

Reasonable adjustments can be made to the assessment process for in-class testing of students, with internal assessment arrangements for the Diploma Programmes, following the guidelines in the student's Development Perspective Plan. Above all, any case of inclusive assessment arrangements:

- the learning outcomes/objectives may not be changed and the student should not be placed at an unfair advantage or disadvantage;
- the requested arrangements must be similar to his/her usual way of working during his/her course of study;
- the student with assessment access requirements must be familiar with any assistive equipment, including a computer and any software authorized for use in an assessment (exam).

In most cases, for assignments requiring completion outside of scheduled lessons, no extra time will be allocated (e.g. essays). If it is considered necessary, the examination board (for national vwo / havo diploma programmes) or the IB Coordinator (for IB Diploma Programme) must be consulted.

¹³In Dutch: Ontwikkelingsperspectiefplan

Special consideration is given to the exams in the diploma programmes of the IB and the national pre-university (vwo) and senior general secondary education (havo). When required the school can request special assessment considerations of the national Inspectorate of Education and the IB (after consultation of the *Access and inclusion policy* (IBO, 2018)). The IB Coordinator will request adjustments from IBO at least 6 months prior to the May examination sessions.

All requests for inclusive assessment arrangements submitted by a coordinator must be in accordance with the head of school.

C. Overview of the support offered

| Supporting language and math | How does the school work on this? |
|------------------------------|--|
| Language | Students work on language acquisition in Dutch, English and Spanish as much as possible during the regular modules. Language acquisition is supported with a limited number of language-specific modules. When necessary, deficiency modules are organized in years 2 and 3 for students who have fallen behind in (one of) the languages. |
| Dyslexia | The school has a dyslexia protocol. In outset, ALASCA prepares the students for higher education, in which dyslexia is only taken into account to a very limited extent. This means that, increasingly over the years, an additional effort is expected from students to develop strategies around reading and language acquisition. |
| Math | During the lessons, students are helped with extended instruction. In addition, there are student teachers who offer extra help. In the second and third year, deficiency modules in mathematics are organized, to provide students lagging behind the extra time, space and support needed to reach the basic level. |
| Dyscalculia | At present there is no protocol for dyscalculia. |

| Supporting intelligence | How does the school work on this? |
|--------------------------|--|
| Giftedness | Students can demonstrate that they master learning objectives at three possible levels of mastery (Foundation, Advanced, Expert) and eXcellent, starting with Foundation level as the mastery level that must always be achieved. These mastery levels correspond to Bloom's revised taxonomy. Whenever necessary, guidance for fitting education can be offered and a Development Perspective Plan is drawn up. In the course of the year, 2019/2020, the SEN coordinator and a teacher follow professional development with regard to giftedness (offered by the Partnership). |
| Disharmonic intelligence | Teachers are informed about the educational needs of the students, as well as the different intelligence profiles found in the class. As a result, specific needs can be taken into account and supported in the classroom as much as possible. If necessary, teachers refer to the Advisor of fitting Education and a Development Perspective Plan can be drawn up. |

| Supporting motivation and concentration | How does the school work on this? |
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| Motivation and concentration | In the team of mentors, students are discussed with regards to striking behavior, emotion and achievements. The mentors exchange advice and ensure that the other teachers are made aware of the educational and support needs. In more complex case histories, the SEN coordinator or the Advisor for Accessible Education are brought in and a Development Perspective Plan can be drawn up. |
| Study skills: planning, organisation, task-oriented work | During the day opening, attention is paid to the planning of the two modules of that day. In addition, the mentor guides the students in developing planning skills. If necessary the Advisor for Accessible Education is brought in and a Development Perspective Plan can be drawn up. A curriculum of metacognitive skills is currently being designed for all years. In the core modules, students are provided with strategies that help develop the metacognitive skills. |

| Supporting social-emotional functioning | How does the school work on this? |
|--|---|
| Social skills | Within the school vision much attention is paid to teaching social skills. Several modules are suitable for this, including Physical Education, Service Learning, Ethical Design, Drama, Identity and Subjectivity. Many modules focus on group work and collaboration. This practice develops social skills. In addition, there is support through individual mentoring. If necessary they can be referred to the Parent and Child Team |
| Fear and Mood (incl. performance anxiety) | There is a close distance between mentors and students, with plenty of opportunity to talk (informally). Also, through the mentoring teams, striking features regarding emotions and behavior among students are discussed. If necessary students and teachers are referred to the advisor of fitting education. |
| Dealing with restrictions (borders). | There is an Education Committee for Pedagogy consisting of several teachers. This committee is concerned with how to deal with desired and unwanted behavior, it develops and implements a mentorship programme over the years of school. Each school day starts in class with the day opening paying attention to creating a safe atmosphere in the classroom. Individual students can be referred to the Advisor of Accessible Education and the Parent Child Team (Parent Child Advisor and school nurse). |
| Substance use and addictions | In the current phase of school development, a plan is being drafted for the preventive approach to substance use and addiction. Already in the first year a guest lesson is given by EPJO ¹⁴ i.e. an educational program for adolescents aimed at crime prevention. There is a close contact with the school doctor with whom the mentors can exchange advice and to whom they can refer. |

¹⁴ In Dutch: EPJO = Educatief Programma voor Jongeren

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| Supporting physical and sensory impairments | How does the school work on this? |
| Visual impairment, hearing impairment, motor impairments, limited mobility, limited load capacity, chronic illness. | The new school building has an elevator to access all floor. A thorough plan is being made of what the school can offer to provide access to students with a physical and / or sensory disability. The specific provisions for individual students are documented in their Development Perspective Plan. |

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| Supporting domestic leisure time | How does the school work on this? |
| domestic/leisure time | Every day, there is the possibility for students to finish their school work between 3 and 5 pm. In addition, use can be made of the Study Room. |

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| Inclusive access to learning and teaching | How does the school work on this? |
| (see 2.4 Inclusive Access Arrangements) | <p>Access arrangements may be necessary to include all students to have a fair chance taking part in the learning and teaching. The assessment is considered to be part and parcel of learning and teaching so it may be necessary to make assessment arrangements to include all students.</p> <p>Mentors will determine whether special support is needed for a learner, if this has not yet become known during the admission of a student (see admission policy). The mentor or coordinator consults all teachers concerned every school year and at an early stage a candidate's study of the Diploma Programmes. Subsequently, appropriate learner support will be discussed on an individual basis within the Student Support Team¹⁵ (SST) and outlined in the Development Perspective Plan of that student.</p> |

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| Other support | How does the school work on this? |
| | ALASCA has an active parent network. The parent resonance group (PRG) consists of a group of about 8 parents in which ideally all year levels are represented. The PRG think along with the school and provide advice to the school on the basis of the same mission and goal awareness. That shared awareness forms the basis for a cooperation in which trust is central: we assume that all involved, from their role, do their part to contribute to the development of our school and the improvement of the quality of our education for our students. |

¹⁵ The Student Support Team (SST) consists of the (deputy) head of school, the SEN coordinator, the school doctor, the school nurse, the Parent Child Advisor (PCA) and the Advisor for Accessible Education.

D. Intake of students requiring access arrangements

Students who need (additional) access arrangements in order to be able to follow secondary education use the regular procedures (see [admissions policy](#)) to be admitted in principle. This means that, based on the advice of the primary school, they can qualify for a place on ALASCA. The school responds wherever possible to the requests for support from parents and pupils. Any impossibilities are discussed straight away, so that the parents and child can choose other options themselves. If the parents make the choice to register their child with ALASCA, they agree with the access arrangements that can be provided (see the support offered, the previous chapter).

The school will look at what is required for the students and what is feasible to be arranged. The school management and the SEN coordinator consult extensively with parents and other supervisors about any student with a care indication. This is to determine whether the school, now and or in the future, will have sufficient possibilities to (be able to) supervise these students. If the decision is made to proceed with the admission, it is laid down in writing that the effectiveness of the access arrangements will be evaluated regularly.

Every school year, it is examined whether the school can continue to guarantee the necessary guidance and support and whether the student is still in his/her place within the school regarding his/her capabilities. It is then questioned whether the scope of the necessary support or care does not exceed the possibilities of the school, and whether the feasibility of the examination and diploma is not endangered. This is recorded in a [Development Perspective Plan](#). The achievable access arrangements are also recorded in the DPP. The possibilities and carrying capacity of the school play an important role in the likelihood of an admission, in addition to the type of care indication, combined with the number of pupils with access arrangements and their indications for which the school already is responsible.

3.1 Intake procedure into the first year level

The school applies the Amsterdam core procedure Primary/Secondary Education Amsterdam¹⁶. This means that, for a period of two fixed weeks, students register with a list of preferred schools at the school of their choice. After this registration period, the school transfer documents are released. This may lead to further consultation with the primary school or additional research or school visits by the care coordinator at the primary school. The files of all individually registered students are screened by the Admissions Committee (school management, care coordinator, teachers) for support needs i.e. access requirements.

In principle, during the intake procedure contact only takes place with the school of origin. When there is an additional need for support, an appointment is made with parents and pupils for an intake interview at school to discuss access arrangements. In case of over-registration, the draw and matching system of the Amsterdam Core Procedure determines which students will be placed on ALASCA.

3.2 Intake procedure in later year levels

ALASCA applies the agreements that have been made within the Amsterdam-Diemen Secondary Education Partnership. The entire procedure is carried out by the school management. Children wishing to switch school (lateral entrants) are invited to an introductory meeting at school together with their parents/guardians. On the grounds of the transfer file, the contact with the school of origin and the intake interview with the parent and student, it is decided whether to proceed with the admission, to request additional research or to reject the application.

¹⁶ In Dutch: kernprocedure PO/VO Amsterdam

The transfer file consists of:

- a registration form completed by parents / guardians
- the schoolchanger form¹⁷
- the most recent end of year school report
- printout of the student tracking system¹⁸
- motivational letter student
- absenteeism overview

When students requiring access arrangements are placed, an action plan is drawn up within the Development Perspective Plan (DPP). If the school management of ALASCA is of the opinion that the student can be offered the correct form of education, the student is admitted. The decision about the admission will be made in writing or by telephone to the parents / guardians.

Appendix 1. Truancy protocol

Translation from Dutch to be included in school year 20/21

¹⁷ In Dutch: schoolwisselaarsformulier

¹⁸ In Dutch: leerlingvolgsysteem

Appendix 2. Development Perspective Plan

DPP *Development Perspective Plan*

Part 1

To be completed by the mentor

| | | | |
|------------------------------|--|--------------------|--|
| Student name: | | Class: | |
| Mentor: | | Birth date: | |
| Expected date of completion: | | Created on (date): | |

| Analysis of limiting and promotional factors | | | | |
|--|---|----------|-------------|---------------------------|
| | | Limiting | Promotional | Educational Support Needs |
| Child factors | Cognitive Operation / IQ | | | |
| | Work Attitude Behaviour Social-emotional physical health | | | |
| School factors | Methodological learning output | | | |
| | System of Education Materials, instruction | | | |
| | Possibilities of the learning environment | | | |
| External factor | Home situatie Parent participation | | | |
| | Free time | | | |

Which activities have been undertaken? To what effect?

By student, parents, school or external professional

| |
|--|
| |
|--|

Part 2

To be completed by the mentor and teachers involved (SEN coordinator may add)

| |
|---|
| Reason to create the DPP Without (lengthy) extra guidance or access arrangements the student can not participate in education, with regards to... |
| Methodology: |
| |
| Behaviour / Motivation / Social-emotional: |
| |
| Physical: |
| |

| In concrete terms, what do we want to achieve? <i>Methodology / attitude / behaviour / social-emotional / social / health</i> | | | |
|--|---|-------------------|--------------|
| Goals from [date] tot [date] | Approach: class / school / student / parents/ extern | How Who What When | Evaluated on |
| Goal 1: | | | |
| Goal 2: | | | |
| Goal 3: | | | |

| | | | |
|-------------------------------------|---------|-------------------|---------------|
| Deviates from educational programme | Module: | Material / goals: | Evaluated on: |
|-------------------------------------|---------|-------------------|---------------|

Signatures

When applying for internal and external guidance and support

| Ouder(s)/Verzorger(s) | Namens ALASCA | Namens ALASCA |
|-----------------------|-------------------------|---------------------------------|
| Date: | Date: | Date: |
| Name: | Name: | Name: |
| Signature: | Signature: | Signature: |
| | <i>position: mentor</i> | <i>position SEN coordinator</i> |

| Evaluation | What is (not) achieved? | Has the suggested approach been executed? | Continuation / completion / adjustment of goals | Evaluated on |
|------------|-------------------------|---|---|--------------|
| Goal 1: | | | | |
| Goal 2: | | | | |
| Goal 3: | | | | |

Next Steps

Discussion in Student Support Team (SST)

- parent information on SST
- Consent form by parents

Pediatrician

- M@zl-form by mentor

Parent-Child-Advisor

- Registration form Parent Child Advisor by mentor
- Registration form Parent Child Advisor by student
- Registration form Parent Child Advisor by parent(s)/guardian(s)

DPP

Development Perspective Plan

Part 1

To be completed by the mentor

| | | | |
|------------------------------|--|--------------------|--|
| Student name: | | Class: | |
| Mentor: | | Birth date: | |
| Expected date of completion: | | Created on (date): | |

| Analysis of limiting and promotional factors | | | | |
|--|---|----------|-------------|---------------------------|
| | | Limiting | Promotional | Educational Support Needs |
| Child factors | Cognitive Operation / IQ | | | |
| | Work Attitude Behaviour Social-emotional physical health | | | |
| School factors | Methodological learning output | | | |
| | System of Education Materials, instruction | | | |
| | Possibilities of the learning environment | | | |
| External factor | Home situatie Parent participation | | | |
| | Free time | | | |

Which activities have been undertaken? To what effect?

By student, parents, school or external professional

| |
|--|
| |
|--|

Part 2

To be completed by the mentor and teachers involved (SEN coordinator may add)

| |
|---|
| Reason to create the DPP Without (lengthy) extra guidance or access arrangements the student can not participate in education, with regards to... |
| Methodology: |
| Behaviour / Motivation / Social-emotional: |
| Physical: |

| In concrete terms, what do we want to achieve? <i>Methodology / attitude / behaviour / social-emotional / social / health</i> | | | |
|--|---|-------------------|--------------|
| Goals from [date] tot [date] | Approach: class / school / student / parents/ extern | How Who What When | Evaluated on |
| Goal 1: | | | |
| Goal 2: | | | |
| Goal 3: | | | |

| Deviation from educational programme | Module: | Material / goals: | Evaluated on: |
|--------------------------------------|---------|-------------------|---------------|
| | | | |

Signatures

When applying for internal and external guidance and support

| Ouder(s)/Verzorger(s) | Namens ALASCA | Namens ALASCA |
|-----------------------|---------------|---------------|
| Date: | Date: | Date: |
| Name: | Name: | Name: |
| Signature: | Signature: | Signature: |

| | | |
|--|-------------------------|---------------------------------|
| | <i>position: mentor</i> | <i>position SEN coordinator</i> |
|--|-------------------------|---------------------------------|

| Evaluation | What is (not) achieved? | Has the suggested approach been executed? | Continuation / completion / adjustment of goals | Evaluated on |
|------------|-------------------------|---|---|--------------|
| Goal 1: | | | | |
| Goal 2: | | | | |
| Goal 3: | | | | |

Next Steps

Discussion in Student Support Team (SST)

- parent information on SST
- Consent form by parents

Pediatrician

- M@zl-form by mentor

Parent-Child-Advisor

- Registration form Parent Child Advisor by mentor
- Registration form Parent Child Advisor by student
- Registration form Parent Child Advisor by parent(s)/guardian(s)