



# **Inclusion Policy**

School Year 2026-2027

**Johan de Witt  
scholengroep**

# Table of Contents

|                                                               |    |
|---------------------------------------------------------------|----|
| IB Programmes at Johan de Witt Scholengroep                   | 4  |
| Johan de Witt Scholengroep Mission & Vision                   | 5  |
| International Baccalaureate Mission Statement                 | 6  |
| Purpose of this Policy                                        | 7  |
| Appropriate and Inclusive Education                           | 7  |
| Equitable Access to the Curriculum                            | 7  |
| Alignment with IB Philosophy                                  | 8  |
| Scope of this Policy                                          | 8  |
| Connection with Other IB Policies                             | 8  |
| Rights and Responsibilities                                   | 8  |
| Legal Framework and Compliance                                | 12 |
| School Support and Accommodations                             | 13 |
| Dyslexia                                                      | 13 |
| Students with official dyslexia documentation may receive:    | 13 |
| Dyscalculia                                                   | 13 |
| Neurodivergent Students                                       | 14 |
| IB Assessment Access Arrangements                             | 14 |
| Support Procedures and Processes                              | 15 |
| Action-Oriented Approach                                      | 15 |
| Four Levels of Support                                        | 15 |
| Alternative routes                                            | 17 |
| References                                                    | 18 |
| Appendices                                                    | 19 |
| Appendix A: Education Provision at the school                 | 19 |
| Physical facilities                                           | 19 |
| Appendix B: Cooperation with Core and Chain Partners          | 21 |
| Appendix C: The Four Levels of Action-Oriented Approach (HGW) | 22 |
| Appendix D: Support Options                                   | 23 |
| Appendix E: Limitations of Support Possibilities              | 27 |

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| 3                      |             |                                                                                                              |                            |

# IB Programmes at Johan de Witt Scholengroep

Johan de Witt Scholengroep is an inner-city secondary school with locations in the centre of The Hague, the international city of peace and justice. The remarkable diversity of The Hague's inhabitants is reflected in Johan de Witt Scholengroep's student population. Our student body represents over 90 different nationalities and reflects a rich diversity of cultural and socio-economic backgrounds, as well as a wide range of individual interests, needs, and preferences.

We believe that our students deserve the best possible education. Through the Middle Years Programme (MYP), the Career-related Programme (CP) and the Diploma Programme (DP) of the *International Baccalaureate* (IB), we provide our students with an internationally recognized educational pathway.

At the Johan de Witt Scholengroep, we are authorised to offer all 5 years of the MYP (MYP 1-5) as well as the IB Career-related Programme and the IB Diploma Programme.

**MYP 1-ISK** is designed for students who may benefit from additional time and support during the transition to secondary education. It serves as a bridge to mainstream secondary education, combining intensive Dutch language support (NT2) with the broader curricular framework of the IB-MYP. This hybrid form of education strengthens students' foundational skills while providing a challenging and engaging academic framework. MYP 1-ISK is specifically designed to give students additional time, support, and the resources they need to address learning gaps, develop confidence, and prepare for a successful future in Dutch education and beyond. After completion of MYP 1-ISK, students may progress to MYP 2 or transition to Dutch secondary education (Kader, MAVO, HAVO, or VWO).

**MYP 2-4.** The first three years of secondary education are offered in a so-called 'verlengde brugperiode'. This means that students with different school recommendations (schooladvies) for secondary education are placed in the same class for three years.

We aim to guide every student towards the highest-achieving and best-fit secondary education pathway while developing them as globally minded citizens equipped with the knowledge, skills, and confidence to navigate and contribute positively to the challenges and opportunities of an ever-changing society. Students who wish to continue in the MYP and meet the relevant promotion requirements progress to MYP 5 after completing MYP 4.

**MYP 5** is the final year of the MYP. MYP 5 serves as a preparatory year for the Diploma Programme (DP) and Career-Related Programme (CP).

**The Career-Related Programme (CP) and Diploma Programme (DP)** are internationally recognised IB programmes that provide access to higher education (HBO/University), depending on students' chosen subjects, qualifications and individual admission requirements. In both IB programmes, personal and academic development is central, with an emphasis on research skills, critical thinking, and reflection.

The CP combines academic study with career-related learning, providing a more career-oriented pathway. CP students study at least two DP courses (and not more than four)

and complement these with the CP core (i.e., Personal and Professional Skills, Community Engagement, Language and Culture, the Reflective Project) and a career-related study (which is a PGP at Johan de Witt Scholengroep).

The DP offers a broad and academically rigorous programme comprising six subject groups, complemented by the three core components (i.e., the Extended Essay, Theory of Knowledge and Creativity, Activity and Service). Students select three subjects at standard level (SL) and 3 at higher level (HL).

Both the CP and DP provide pathways to higher education. In general, the CP is particularly suited to students planning to pursue applied sciences (HBO), while the DP is often more closely aligned with academic university study (WO). However, admission requirements vary by institution and programme, and specific subject choices may be required for entry to certain higher-education programmes.

Students at Johan de Witt Scholengroep can follow multiple pathways (see Figure 1), with different points at which their educational pathway is determined. Further information on this process and the promotion criteria can be found in this policy and on the school website.

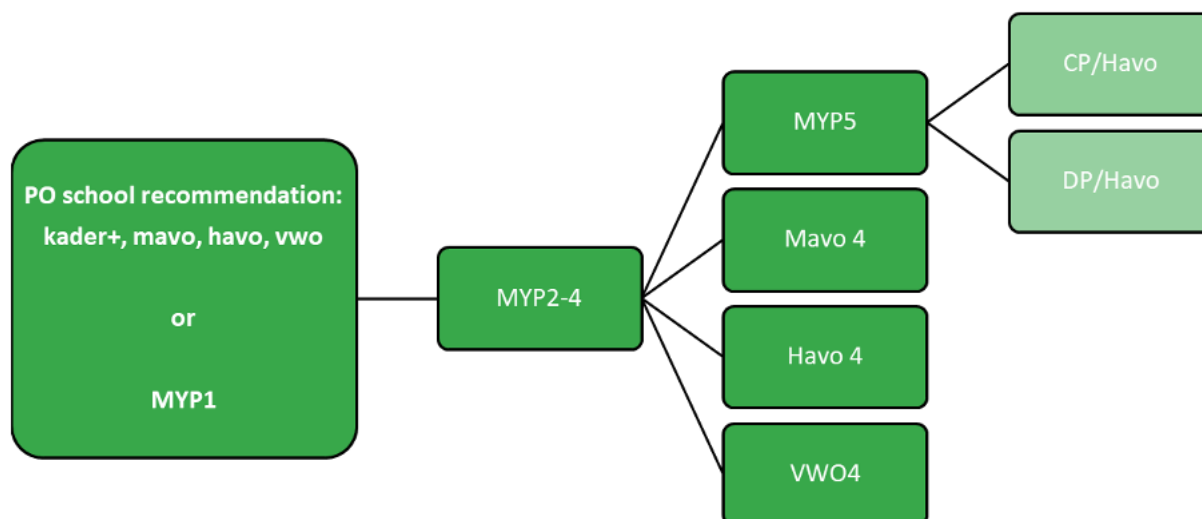


Figure 1: Educational Pathways at Johan de Witt Scholengroep

## Johan de Witt Scholengroep Mission & Vision

### Mission

We provide excellent education within a global context, based on three pillars:

1. Johan de Witt Scholengroep creates impact
2. Johan de Witt Scholengroep is built together
3. Johan de Witt Scholengroep is at the heart of the world

### Vision

We educate young people to become well-informed, confident, and socially responsible global citizens.

## **International Baccalaureate Mission Statement**

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

# **Purpose of this Policy**

This Inclusion Policy informs students, their families, and staff members about inclusion procedures and requirements in MYP years 1-5, CP and DP.

Johan de Witt Scholengroep is committed to an inclusive educational environment where all our students can access and fully participate in school life. We believe that the IB Mission's call to consider 'different perspectives' extends beyond cultural diversity and also includes neurodiversity, varied learning styles, and multiple intelligences. We encourage our students to develop the IB Learner Profile traits of being risk-takers and inquirers. We purposefully create learning environments by ensuring cognitive access and emotional safety to engage meaningfully with challenging content. We remove barriers that might otherwise limit their ability to demonstrate learning and express ideas. We extend the learning of students who need more challenging tasks.

In our "close-knit community," inclusion is personal, not bureaucratic. Every student is known, valued, and supported.

## **Appropriate and Inclusive Education**

In the Netherlands, every student has the right to appropriate education ("passend onderwijs"), meaning they can access an educational pathway suited to their individual learning needs. Although most students at Johan de Witt Scholengroep are enrolled in the appropriate programme, we are mindful that some students need extra care and support.

By 2035, the Dutch government aims for all schools to provide inclusive education guided by three principles:

1. Every student is welcome and belongs.
2. Every student receives appropriate support.
3. All students learn and participate in meaningful ways (Ministry of Education, 2024).

This Inclusion Policy is grounded in these three principles, as well as the IB philosophy on educational equity and learner diversity. We recognise that standardised approaches cannot serve all students. Instead, we dedicate people, resources, time, and expertise from special education, youth care, healthcare, and other community partners to ensure that all our students have genuine access to curriculum, assessment, and community participation.

## **Equitable Access to the Curriculum**

At Johan de Witt Scholengroep, all IB students receive meaningful and equitable access to the curriculum. Support measures, differentiation, and accommodations ensure that students who need support can participate fully and demonstrate their learning, without compromising academic expectations or programme integrity.

To this end, we provide comprehensive, multi-tiered support to students with learning differences, those facing social-emotional and behavioural challenges, multilingual learners developing Dutch and/ or English proficiency, and students requiring specialised interventions. We work in partnership with families, external specialists, and regional support networks such as the South Holland West Partnership (SWV) to create cohesive support systems.

## **Alignment with IB Philosophy**

As an authorised IB World School, Johan de Witt Scholengroep is required to maintain an inclusion policy describing how the school meets the needs of all learners, including those with diverse learning needs, within the context of the IB programmes offered. This policy is written, implemented, and regularly reviewed in accordance with IB expectations regarding equitable access and inclusion.

## **Scope of this Policy**

This policy applies to:

- All students in the MYP (Years 1–5), CP, and DP.
- All teachers, coordinators, support staff, and school leadership.
- Parents and guardians of our students.

It covers all access and inclusion arrangements offered at Johan de Witt Scholengroep, by the IBO, and by external providers.

## **Connection with Other IB Policies**

This Inclusion Policy is connected to other IB-required school policies:

- *The Language Policy* defines support structures for multilingual learners, EAL and N2T provision, and home language development.
- *The Assessment and Promotion Policy* ensures fair and accessible assessment practices for all learners, including N/A provisions, catch-up procedures, and IBO access arrangement applications.
- *The Admissions Policy* outlines Johan de Witt Scholengroep's capacity to support diverse learning needs and its "Passend Onderwijs" obligations.
- *The Academic Integrity Policy* governs the boundary between legitimate AI-supported access tools (inclusion) and academic misconduct (cognitive offloading).
- *The AI Policy* defines the ethical and practical framework for AI use, including AI as an inclusion tool and safeguards for student wellbeing.

## **Rights and Responsibilities**

This policy also describes the rights and responsibilities of all members of our schoolcommunity so everyone understands what inclusion arrangements entail.

**Students at Johan de Witt Scholengroep have the right to:**

- receive appropriate, high-quality education that meets their individual needs.
- have their learning needs identified early and responded to without unnecessary delay.
- be included in decisions about their own support plan (age-appropriately).
- have personal and support information kept confidential and handled with dignity.
- access reasonable accommodations in assessments and daily learning.
- participate in the Student Council and the Participation Council ("Medezeggenschapsraad" or MR) and co-write the school's Inclusion Policy.

**Students are responsible for:**

- engaging openly and honestly with academic support staff, sharing their own perspective on their needs, and participating actively in developing and reviewing their Individual Education Plan (IEP).
- attending all support sessions and meetings as agreed and communicating proactively when they are finding schoolwork hard.
- following the school's *Academic Integrity Policy and AI Policy*, including in the use of assistive technology.
- treating all members of the Inclusion Support Team, including peers, with respect.
- disclosing relevant information (with parental support) that helps the school provide appropriate support.

**Teachers and Support Staff have the right to:**

- receive timely, clear information about the support needs of students in their classes.
- access professional development to build inclusion competencies.
- seek guidance from the Inclusion Coordinator when uncertain about how to support a student.
- have manageable caseloads and appropriate support resources.

**Teachers and Support Staff are responsible for:**

- reading and acting on individual education plans (IEPs) and accommodation plans for students in their classes.
- implementing agreed accommodations consistently and reporting on their effectiveness.
- maintaining confidentiality of student support information at all times.
- approaching all students with high expectations and a growth mindset and differentiating instruction accordingly.

**Parents and Guardians have the right to:**

- be informed promptly and transparently about concerns regarding their child's learning or wellbeing.
- be involved as equal partners in developing and reviewing their child's IEP.
- access all documentation about their child's support at any time.
- request a formal review of support plans at any point.
- be treated with respect and have their family's cultural and linguistic background valued.

**Parents and Guardians are responsible for:**

- sharing relevant information about their child's history, diagnoses, previous assessments, and current support when enrolling or when needs change.
- engaging constructively with the school's support team and attending meetings as requested.
- supporting the school's interventions at home where possible and maintaining consistent communication with the mentor.
- providing written consent before the school shares information with external professionals.
- informing the school of any changes in the child's circumstances, diagnoses, or external support.

**The Head of School:**

- holds strategic responsibility for inclusion at Johan de Witt Scholengroep. This includes ensuring the *Inclusion Policy* is fully implemented, resourced, and reviewed, and reporting to the Board on inclusion provision.

**The Inclusion Coordinator / Appropriate Education Coordinator (passend onderwijs coordinator):**

- leads all inclusion provision. Responsibilities include:
  - determining appropriate interventions;
  - informing and coaching subject teachers;
  - leading professional development;
  - coordinating with external specialists;
  - developing and reviewing IEPs;
  - communicating with all community members;
  - liaising with SWV South Holland West;
  - ensuring compliance with Dutch legal requirements, including appropriate education (passend onderwijs);
  - keeping up-to-date records of each student's IEPs and OPPs (Developmental Perspective Plan) in Somtoday.

**Support Team:**

The inclusion support team at Johan de Witt Scholengroep is extensive and consists of, but is not limited to, the following roles:

- Mentors: work with students at class level to monitor their social-emotional and academic progress, teach them how to learn through the "Learning to Learn" programme, and help them develop their ATL skills, including self-management and affective skills.
- All subject teachers: work with the JdW-Kijkwijzer, meet regularly to discuss students' social-emotional and academic progress, and report students of concern to the mentor, IB Coordinator, or Inclusion Coordinator.
- Bridge- coordinator
- Teaching Assistants: support individual students in lessons
- Language support teachers: NT2 (Nederlands als Tweede Taal / Dutch as a Second Language) specialists: support students with Dutch language needs
- School Social Worker (SMO)
- School Careers and University Counselor
- Schoolfit: provides low-threshold conversations, phone check-ins, and home visits, mainly used to uncover the cause of absenteeism and re-engage students in the learning process.
- Behavioural Specialist / Remedial Educationalist
- Experts from partnerships such as SWV, CZO (Pedagogy, Learning Disabilities, School Social Work, Intake & Testing)
- Confidential Advisor (vertrouwenspersoon – Stichting VO Haaglanden)
- Non-academic support staff (e.g., the caretaker, lab technicians)

Our Core Support Inclusion team meets approximately 30 times a year. IB coordinators and senior leaders may attend these meetings.

# Legal Framework and Compliance

Johan de Witt Scholengroep complies with all relevant legal requirements, including Dutch law regarding appropriate education (passend onderwijs). Our goal is not compliance but excellence. Guided by our school's Mission and Vision, we aim to create an educational environment where every student can engage as curious, confident learners, who are motivated to shape their own future and make an impact for a better tomorrow.

| Legal Framework                                     | Key Requirement                                                                                                                                                                                                                                                                                               |
|-----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Passend Onderwijs (Dutch law, 2014)                 | Every school in the Netherlands must provide 'appropriate education' (passend onderwijs) to all registered students. The school must assess whether it can meet a student's support needs, provide a support plan (OPP/IEP) where needed and refer to specialist provision when its own capacity is exceeded. |
| Wet op het voortgezet onderwijs (WVO)               | Governs secondary education in the Netherlands; our MYP and DP provision must comply with Dutch secondary school regulations including compulsory education requirements (leerplicht).                                                                                                                        |
| Wet gelijke behandeling (Equal Treatment Act)       | We may not discriminate against students on the grounds of disability, neurodivergent status, cultural/linguistic background, or any other protected characteristic.                                                                                                                                          |
| Algemene verordening gegevensbescherming (AVG/GDPR) | All student support data (IEPs, assessment reports, specialist communications) must be stored securely, accessed only on a need-to-know basis, and handled in full compliance with the GDPR regulations.                                                                                                      |
| IB Standards and Practices (Standard C3)            | IB World Schools must have an inclusion policy that describes how the school meets the needs of all learners, including those with diverse learning needs, in the context of the IB programmes offered.                                                                                                       |
| UN Convention on the Rights of the Child (UNCRC)    | Johan de Witt Scholengroep upholds students' rights to education, participation, and protection, including Article 23 (rights of children with disabilities) and Article 29 (right to an education that develops the child's full potential).                                                                 |
| Samenwerkingsverband (SWV) South Holland West       | We are part of the South Holland West Partnership (SWV) regional support network. This network governs the issuance of Toelaatbaarheidsverklaringen (TLVs — Admissibility Statements for specialist education) and coordinates access to specialist services.                                                 |

# School Support and Accommodations

Besides in-class differentiation strategies, we also provide a range of accommodations to ensure all our students can access the curriculum and demonstrate their learning fairly.

In all IB lessons, students work with the **JdW-Klimwijzer** ("climb smarter"). This tool helps students engage in their own learning process, encouraging reflection, goal orientation, and a growth mindset. It focuses on 'learning how to learn' or "Lerenleren". Students learn to use effective learning strategies, display appropriate behaviour, and collaborate constructively. The school ladder, which is the symbol of the 'Klimwijzer', helps students develop a growth mindset, recognising that they can progress and succeed.

Our teachers are highly qualified, skilled, committed, and attentive to each student's wellbeing and progress. We look not only at results, but also at how students develop socially and emotionally in class. Our teachers differentiate lessons (e.g., process, product, environment) and work with the **JdW-Kijkwijzer** ("watch smarter"), a tool that helps teachers systematically reflect on and improve their teaching practice. It provides a shared language and approach to teaching and supports continuous evaluation of educational quality. It also creates clarity on what individual students need and forms the basis for peer feedback through lesson observations. In this way, we build a professional culture of collaboration, shared learning, and ongoing development.

To ensure students with learning differences can access the curriculum, we aim to remove barriers to their learning. We provide the following accommodations:

## Dyslexia

Students with official dyslexia documentation may receive:

- 25% additional time for assessments
- laptop use with spell-check (for non-language tests)
- a third language exemption when appropriate
- access to text-to-speech tools

Students with spelling difficulties but no official documentation may be referred for further assessment.

## Dyscalculia

Students with official dyscalculia documentation may receive:

- additional time for mathematical assessments
- use of calculation aids and reference cards

Students with number difficulties but no official documentation may be referred for further assessment.

## **Dutch (N2T) and English Language Learners (EAL)**

Students whose first language is not Dutch and/or English may receive accommodations as further detailed in the school's *Language Policy*, including:

- extended time for assessments
- use of a dictionary during appropriate examinations
- access to AI-supported translation and reading tools
- extra support until achieving academic Dutch proficiency (N2T) and English proficiency

Entry and exit levels for language support programmes are measured through standardised assessments and teacher observations, with clear benchmarks documented in each student's language development plan.

## **Neurodivergent Students**

Students with neurological differences (including ADHD, ADD, ASD, and related conditions) may access:

- brain breaks and time-out privileges
- extended assessment time
- quiet spaces for work and testing
- noise-cancelling headphones
- classroom-friendly fidgets
- special seating arrangements in class
- individualised education/ action plans with specific goals, reviewed regularly with the student, mentor, and parents
- additional accommodations as individually determined by the Inclusion Coordinator

For additional support and accommodations provided by the school, including those for students with physical disabilities, see Appendix A.

## **IB Assessment Access Arrangements**

For formal IB assessments (MYP eAssessments, and CP and DP final examinations), access arrangements must be applied for through the IBO via the IBIS system. These applications are managed by the IB Coordinators and Inclusion Coordinator, supported by current official documentation (psychological or medical reports). Arrangements must be confirmed in school well before the IBO application deadline (i.e., at least 6 months before the examination period). Students on our inclusion register and their parents are informed in a timely manner about procedures and deadlines. Access arrangements mirror the accommodations students receive in school, preparing them for their external exams.

# Support Procedures and Processes

## Action-Oriented Approach

At Johan de Witt Scholengroep, our support framework is built on a structured, step-by-step plan based on Action-Oriented Work (Handelingsgericht Werken, HGW). This is a method that helps us support students in their development. We look closely at what a student needs to learn and grow, focusing not only on areas of difficulty but also on student strengths. We align our teaching accordingly, ensuring every student receives appropriate education.

HGW creates structure and collaboration through seven principles (Pameijer & van Beukering, 2020):

1. We work with clear goals: we set specific goals for each student.
2. We consider the interaction between student, teacher, and environment.
3. The student's educational needs are central: what does the student need to learn effectively?
4. Teachers make the difference, and parents play an important role in identifying and providing support.
5. We focus on the positive aspects of students, parents, and teachers.
6. We collaborate: parents, school, and other partners work together.
7. We work systematically and transparently: we explain what we do and why.

## Four Levels of Support

Within HGW, we use a support pyramid to visually represent the four levels of support. See Figure 2 (page 15). The higher the level in the pyramid, the more intensive the support the student needs, and the more collaboration is required between different support providers.

### How does it start?

If a learning need has not been disclosed during the admissions process, parents/guardians, subject teachers, mentors, support staff, or the student themselves may raise a concern. They can do this by contacting the mentor, the Inclusion Coordinator, or the school counsellor. Within two school days, the Support Team is informed, and the mentor begins collecting documentation (e.g., previous reports, assessments, medical information). We may conduct lesson observations, gather information from other teachers and the student, and we will schedule a meeting with the parents.

### How does it work?

We always start by addressing the student's learning needs within lessons. If the student needs additional support that we cannot provide in school, the Inclusion Coordinator contacts the relevant expert in our network of expertise (see Appendix B).

### Important to know

Support is cumulative: when a student moves from level 2 to level 3, the support from level 2 remains active. Each level builds on the one before it, allowing for layered support that matches the student's needs.

### Why do we work this way?

This approach ensures tailored, appropriate support for every student. We carefully assess what a student needs and gradually build up support, while maintaining what already works.

See Appendix C for an overview of the four support levels provided at the school.

### Overview of support levels

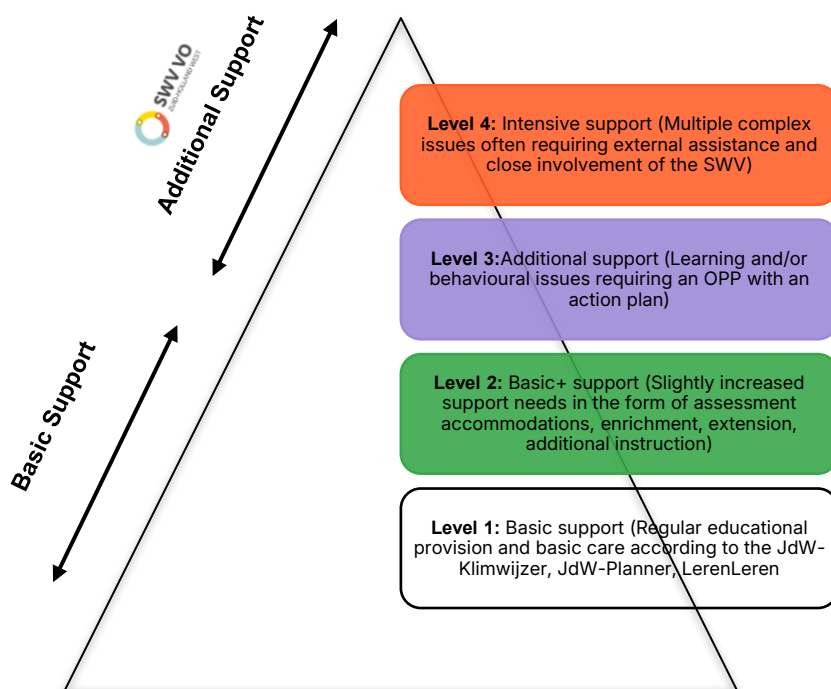


Figure 2: Four levels of Inclusion support

Our Action-Oriented Approach provides comprehensive, multi-tiered support to students with learning differences, those facing social-emotional and behavioural challenges, multilingual learners developing Dutch and English proficiency, and students requiring specialised interventions. We work in partnership with families, external specialists, and regional support networks (see Appendix B) to create cohesive support systems. See Appendix D for an overview of all support options the school, through the Board, and through the SWV Regional Support Partnership or third parties.

Besides the support described above, we also provide:

### Homework Institute

The Johan de Witt Scholengroep Homework Institute welcomes all our students. Experienced teachers and tutors provide after-school homework sessions, with attention to study skills such as time management and preparing for summative tasks, as well as extra help in subjects that many students find challenging.

## **High Dosage Tutoring (HDT)**

The basic principle of HDT is to support students in small groups of not more than four students, twice a day, in mathematics or language. HDT is offered during class time, and students participate based on their "referentietoets" results. HDT sessions run for one period or longer, as needed.

## **Extra-Curricular Activities**

At Johan de Witt Scholengroep, we organise extra-curricular activities to enrich the learning process and further challenge our students. These can include workshops and projects ranging from science to art, stimulating students' creativity and collaboration. The emphasis is on developing social skills and a continued interest in learning.

## **Alternative routes**

However, at times we are not able to provide the support that meets a student's needs at our school (see Appendix E for the limitations of our support provision). In such cases, only after careful consideration of all options and in consultation with parents and the Regional Support Partnership (SWV), we will seek an alternative route that better meets the student's needs.

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# Appendices

## Appendix A: Education Provision at the school

| <u>Educational provision</u>                                     | At the school                                                                       | Via the Board | Through third party |
|------------------------------------------------------------------|-------------------------------------------------------------------------------------|---------------|---------------------|
| (severe) Arithmetical difficulties                               |    |               |                     |
| Extra challenge (enrichment/extension)                           |    |               |                     |
| Reading and spelling weaknesses and dyslexia                     |    |               |                     |
| Dutch as a Second Language (NT2)                                 |    |               |                     |
| Study Skills, Planning/Organising or Learning to Learn           |    |               |                     |
| Strengthening Social-Emotional Development and Well-being        |    |               |                     |
| Provision to strengthen social skills and resilience             |   |               |                     |
| Preventive monitoring social emotional development and behaviour |  |               |                     |
| Subject-related support                                          |  |               |                     |
| Subject specific exam training                                   |  |               |                     |

## Physical facilities

The following physical spaces are available within our school to meet specific support needs. These include the adaptations in our school that ensure physical accessibility and thus participation in education for students with physical disabilities.

### Physical facilities

Lift

Room with individual workstations

Room with specific functions for physical activity, learning support, or social skills training (SOVA)

Room for one-to-one support

**Physical facilities**

---

Wheelchair-accessible entrance

---

Relaxation room

---

Low-stimulus workplace/quiet room

---

Fitness room

---

Practice classrooms/Health and Welfare

---

Practice classroom/facilities for cookery

---

Practice classroom for technical subjects

---

## **Appendix B: Cooperation with Core and Chain Partners**

### **Education Sector**

The list below shows which education sectors our school collaborates with.

#### **Education Sectors**

---

Higher Education (HBO/WO)

---

Senior Secondary Vocational Education (MBO)

---

Regular Primary Education (BAO)

---

Regular Secondary Education (VO)

---

Special Primary Education (SBO)

---

Special Education (SO)

---

Secondary Special Education (SVO)

### **Chain/core partners**

Our school collaborates with the following partners. These organisations provide specialised support or assistance in the home environment, for parenting, health, or safety. Such partnerships help determine how far the school can coordinate support with other services.

#### **Chain/core partners**

---

Advisor for inclusive education/SWV consultant

---

Youth and Family centre (CJG)

---

Youth clubs and community centres

---

Mental health services (GGZ/Youth-GGZ)

---

Child health care services (JGZ, including school doctor)

---

Youth care services

---

Youth work organisations

---

Attendance officer

---

Local government/municipality

---

School social work/family worker

## Appendix C: The Four Levels of Action-Oriented Approach (HGW)

| Level                        | What do we observe in the student?                                                                                                            | What do we do at school?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1. Basic</b>              | The student functions independently within the regular educational provision.                                                                 | <ul style="list-style-type: none"> <li>- Explicit, direct and responsive instruction (<i>JdW-Klimwijzer</i>)</li> <li>- Use of the <i>JdW-Planner</i></li> <li>- <i>LerenLeren</i> learning pathway during mentor hour</li> <li>- Reading culture and shared book choices</li> <li>- Periodic reference assessments for literacy and numeracy</li> <li>- Support for executive functions in Year 1</li> </ul>                                                                                                                                                                                                                                                                                                                              |
| <b>2. Basic+</b>             | Mild support needs such as minor concentration difficulties, emerging learning gaps, or moderate absenteeism.                                 | <ul style="list-style-type: none"> <li>- High Dosage Tutoring (HDT)</li> <li>- Support through <i>Schoolfit</i> (e.g. motivation, absenteeism)</li> <li>- Use of <i>PihO</i> during mentor hour (motivation, resilience, group dynamics)</li> <li>- Extra guidance in planning and organisation using <i>LerenLeren</i> rubrics</li> <li>- NT2 (Dutch as a second language) support</li> <li>- <i>JdW-Klimwijzer</i>: goal-oriented work at student level based on rubrics</li> <li>- Additional meetings with mentor and parents</li> <li>- Assessment accommodations</li> <li>- Exam success meetings with personalised study guide</li> <li>- Support via <i>Schoolfit</i></li> <li>- Involvement of <i>Brugfunctionaris</i></li> </ul> |
| <b>3. Additional Support</b> | Clear learning and/or behavioural issues, or social-emotional barriers, requiring an OPP (Development Perspective Plan) with an action guide. | <ul style="list-style-type: none"> <li>- Development Perspective Plan (OPP; ownership with COPA)</li> <li>- In-depth <i>Schoolfit</i> support</li> <li>- Extended role of <i>Brugfunctionaris</i></li> <li>- Involvement of School Social Work (SMW)</li> <li>- Pre-teaching, remedial</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                          |

|                             |                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------|----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                             |                                                                                                                            | teaching<br>- Assessment adjustments and extra accommodations<br>- Learning goals from the <i>JdW-Klimwijzer</i><br>- Structured meetings with parents, student and COPA                                                                                                                                                                                                                  |
| <b>4. Intensive Support</b> | Multiple, complex issues often requiring external support and close involvement of the SWV (Regional Support Partnership). | - Intensive support via COPA, SMW, Schoolfit, educational psychologist<br>- Involvement of external agencies (e.g. <i>Kracht, Rndom Jou, CZO</i> )<br>- Action guides in Somtoday for medical/psychological issues<br>- Tailored arrangements such as adapted programmes or home schooling<br>- Multidisciplinary meetings; referral to VSO (special secondary education) where necessary |

## Appendix D: Support Options

Our school has various support options available to our students.

### Legend



Present at the school



Centrally available to the school through the board



Centrally available to the school via partnership or third parties

### Specialists

Within our school team, hours have been allocated for various positions to provide support to our students and meet their specific educational needs. The list below shows the specialists that can be used for students who need this.

| Specialist                                                          | At the school                                                                       | Through the Board | Through SWV or third party                                                            |
|---------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------|---------------------------------------------------------------------------------------|
| Designated officer for Domestic Violence                            |    |                   |                                                                                       |
| Designated officer for Radicalization                               |    |                   |                                                                                       |
| Appropriate/Inclusive education advisor                             |                                                                                     |                   |    |
| Careers counsellor                                                  |    |                   |                                                                                       |
| Teacher-coach for students with (traits of) high ability/giftedness |    |                   |                                                                                       |
| Teacher-coach for less academically able students                   |    |                   |                                                                                       |
| Teacher-coach for appropriate/inclusive education                   |    |                   |                                                                                       |
| Specialist in physical disabilities (LZ)/learning disabilities (LG) |    |                   |                                                                                       |
| Specialist in mild and moderate learning difficulties               |  |                   |                                                                                       |
| Specialist in Dutch as a second language (NT2)                      |  |                   |                                                                                       |
| Specialist in psychological and behavioural difficulties            |  |                   |                                                                                       |
| Behaviour specialist                                                |  |                   |                                                                                       |
| Behavioural scientist/educational scientist                         |  |                   |                                                                                       |
| NT2 teacher                                                         |  |                   |                                                                                       |
| Support coordinator                                                 |  |                   |                                                                                       |
| Educational psychologist                                            |  |                   |                                                                                       |
| Psychologist                                                        |                                                                                     |                   |  |
| Mathematics specialist                                              |  |                   |                                                                                       |
| Language and literacy specialist                                    |  |                   |                                                                                       |
| Trainer in reducing test anxiety                                    |  |                   |                                                                                       |
| Social skills trainer                                               |  |                   |                                                                                       |

| Specialist              | At the school                                                                     | Through the Board | Through SWV or third party |
|-------------------------|-----------------------------------------------------------------------------------|-------------------|----------------------------|
| Confidential counsellor |  |                   |                            |
| Attendance officer      |  |                   |                            |
| School Social Worker    |  |                   |                            |
| Schoolfit (attendance)  |  |                   |                            |

## Provisions

The list below shows the facilities available to students who need them. These facilities tend to target groups of students with similar support needs.

| Provision                                         | At the school                                                                       | Through the Board | Through third party                                                                   |
|---------------------------------------------------|-------------------------------------------------------------------------------------|-------------------|---------------------------------------------------------------------------------------|
| Small Group Support                               |    |                   |                                                                                       |
| Cross-school provision (OPDC/rebound)             |                                                                                     |                   |    |
| Homework support                                  |  |                   |                                                                                       |
| Homework Class                                    |  |                   |                                                                                       |
| Small Class                                       |  |                   |                                                                                       |
| Transition class (PrO/VMBO)                       |  |                   |                                                                                       |
| Structured support group                          |  |                   |                                                                                       |
| Symbiosis pathway VO/VSO                          |  |                   |                                                                                       |
| Language Class                                    |  |                   |                                                                                       |
| Time-in/Time-out provision (with support)         |                                                                                     |                   |  |
| Tailor-made trajectory class/education-care group |  |                   |                                                                                       |
| Enhanced mentorship                               |  |                   |                                                                                       |
| Summer school                                     |  |                   |                                                                                       |
| Holiday school                                    |  |                   |                                                                                       |
| Saturday school                                   |  |                   |                                                                                       |

| Provision          | At the school                                                                     | Through the Board | Through third party |
|--------------------|-----------------------------------------------------------------------------------|-------------------|---------------------|
| Homework Institute |  |                   |                     |
| Sprint class       |  |                   |                     |

## Appendix E: Limitations of Support Possibilities

| Domain                       | Limitation                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Cognitive development        | <ul style="list-style-type: none"> <li>• (Severe) disharmonious intelligence profile</li> <li>• (Severe) intellectual disability</li> <li>• Memory problems</li> </ul>                                                                                                                                                                                                                                                                                                     |
| Learning                     | <ul style="list-style-type: none"> <li>• (Severe) learning delays</li> <li>• (Severe) dyslexia</li> <li>• (Severe) dyscalculia</li> <li>• (Severe) learning disorders</li> <li>• (Severe) motivation problems</li> <li>• (Severe) concentration problems</li> <li>• (Severe) absenteeism/truancy</li> <li>• Very limited perseverance</li> </ul>                                                                                                                           |
| Behaviour                    | <ul style="list-style-type: none"> <li>• Extremely aggressive/angry behaviour</li> <li>• Extremely withdrawn/lonely behaviour</li> <li>• Hyperactive, not listening</li> <li>• Irresponsible behaviour</li> <li>• Medication-dependent behaviour</li> <li>• Extremely unstable/labile behaviour</li> <li>• Extremely impressionable</li> <li>• Authority issues</li> <li>• (Severe) bullying problems</li> <li>• Combination of learning and behavioural issues</li> </ul> |
| Social-emotional development | <ul style="list-style-type: none"> <li>• (Severe) performance anxiety</li> <li>• (Severe) motivational issues</li> <li>• (Severe) emotional instability</li> <li>• (Severe) lack of self-confidence</li> <li>• Extremely closed-off, difficulty making contact</li> <li>• autism spectrum disorder</li> <li>• Psychiatric disorders</li> </ul>                                                                                                                             |
| Physical condition           | <ul style="list-style-type: none"> <li>• Chronic illness</li> <li>• Deafness</li> <li>• Blindness</li> <li>• Wheelchair-dependent</li> <li>• (Severe) speech/language problems</li> <li>• Medication use (if the student cannot take responsibility themselves)</li> <li>• Absenteeism due to illness</li> <li>• Dependence on medical procedures</li> <li>• Dependence on others for physical care</li> <li>• Substance abuse problems</li> </ul>                         |
| Safety/absenteeism           | <ul style="list-style-type: none"> <li>• Aggression</li> <li>• Sexually inappropriate behaviour</li> </ul>                                                                                                                                                                                                                                                                                                                                                                 |

