



School Support Profile 2024

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Chapter 1. Groningse School Vereniging

1.1 Introduction

In this Support Profile the GSV describes the support and guidance at the school. It sets out the education available to children based on the level of basic support and extra support that can be offered at our school.

Wherever reference is made to the GSV we mean the three departments: Bilingual Department (TPO), Highly Gifted Department (HB) and International Primary School (IPS).

The term 'support' refers to provisions made for pupils who need extra support. This may be support that the school itself can provide and specialised support that the school can provide with the help of partnerships and external professionals.

This document uses the classification 'basic support and extra support'.

Basic support refers to the support that the school can offer to all pupils. In accordance with the Reference Framework for Appropriate Education, we define basic support as the whole of preventive and light curative or supportive interventions agreed upon by the collaborative partnership that the school carries out within its educational structure in a planned manner and at an agreed level of quality, possibly with collaborating chain partners.

By extra support we mean the specialised support that the school can offer to an individual pupil, possibly with the help of experts outside the school. Current agreements on the basic support to be provided can be found at www.passendonderwijsgroningen.nl.

For figures on pupil numbers, number of pupils with special support arrangements, specific expertise of staff within the school, please refer to the school plan 2023-2027. Available inspection reports can be found on the site of the Ministry of Education.

1.2. Principles GSV

The GSV foundation is the competent authority of a school for 'general special' education. General special education means that the school fundamentally adopts a neutral position with regard to religion, philosophy of life and politics. The authority of the school is vested in a board that is composed for 70% of school parents. The GSV is open to all students regardless of religion or worldview. We do not refuse pupils on these grounds.

Our school is established as an association in which parents cooperate and to which they make a voluntary financial contribution. As a member of this association, parents can influence school policy at the Annual General Assembly (see General Assembly below). For membership of the association, parents pay fees. The school is part of the Groningse Schoolvereniging Foundation.

As of August 1, 2022, the board of the Groningse Schoolvereniging Foundation (the school) consists of the managing director. The managing director is in charge of the administrative tasks of the Foundation and Association GSV, has responsibility for the daily management of the school, is administratively responsible and is accountable to the supervisory board of the Foundation GSV. The managing director is thereby responsible for the quality and management of the school. Together with the team leaders, the managing director forms the Management Team (MT) of the school. The MT of the school leads the organisation of the school and implements the policy choices made for the various departments.

As a school, we take collective responsibility for the students. This means that we inform and help each other. In doing so, we learn from each other and in this way increase our expertise. We evaluate our own role in order to learn from it.

Within the classes, the educational needs of the pupil are central. "What does this student need to develop optimally?" is our basic question. In answering this question, the teacher's actions are paramount; in what way can the teacher support and provide this. This learning process happens as much as possible in the group. The teacher is supported in this by the care team (SAVU). There are regular meetings to discuss all kinds of current issues regarding student support. The school employs learning support (remedial) teachers. They assist students with specific needs in the areas of reading, maths or spelling. The intention of this is that it is guidance that stimulates the learning process and educational needs of each student.

The inclusion coordinators (IBers) monitor quality assurance within the school. They can regularly be found within the classroom to observe and have consultations with teachers about the care and guidance of individual students and the group as a whole. In this they support the role of the teacher.

We find it important to communicate regularly with parents about the (learning) process of their children. It is also important to record the progress of the learning process. We ask parents to think and talk with us, so that together we are responsible for the learning process of the child.

To adequately implement support for all students, we use the following principles:

- Systematically tracking progress of our students using observations and assessments, both based on schemes used and UK national assessments;
- Analysis of student results and progress;
- Careful lesson planning;
- Extra support for students who need it based on identification, diagnosis, action planning, evaluation;
- Involvement of parents as collaborative partners in the guidance and support of the pupils;
- Adequate procedures for pupils arriving, progressing through the school and leaving;
- Central storage of student data in student files and in the Parnassys student monitoring system;
- Structured and planned extra support for pupils with support needs and specific educational needs, if necessary in their own education plan.

In the organisation of the support structure of our school we refer to the two levels: Basic support - Extra support. Detailed information about this can be read in chapter 2.2 and 2.3.

1.3 General structure of education offered at GSV

1.3.1 Department of Bilingual Primary Education (TPO)

The bilingual primary education department works with homogeneous groups. Within these groups a distinction is made between care, basic and plus students in the various subject areas. Education is designed within these three groups. The level is determined by the teacher, by working with a student and analysing the students' results and progress. Students are taught the basic subjects, we work with IPC and subject teachers provide PE, music, ICT and English. For extra support at the top and bottom we can use remedial teachers and project group teachers who work with small groups of students. In this department 30% of the teaching time is given in English.

1.3.2 International Education Department (IPS)

The International Department works with homogeneous and heterogeneous groups, depending on the number of students per year. This composition varies because there is an international population of students who often do not enter from F1 and stay until Y6 (grade 7). This often depends on the work of their parents. The groups F1 (Foundation) to Y1 (Year 1) are equivalent to the ages of the junior grades 1 and 2, and Y2 to Y6 are equivalent to age groups 3 to 7. In principle, students are placed in the group appropriate to their age. During the admission procedure, careful consideration is given to whether this is didactically and socially-emotionally appropriate for each child.

The curriculum followed is the English National Curriculum for language and mathematics and the International Primary Curriculum. The subjects gymnastics, Dutch, ICT and music are taught by specialist teachers. There is also extra support for pupils who have not yet mastered the English language to such an extent that they can fully access all lessons in class from an EAL (English as an additional language) specialist teacher. The school also has a part-time librarian.

In this department there is a lot of differentiation, depending on both the previous educational experience of the children and their English language level. A learning support teacher and inclusion coordinator are also employed in this department.

1.3.3 Department for gifted education (HB)

The HB department works with homogeneous or heterogeneous groups, depending on the number of students and their current level, or what is desirable in the composition of the groups. The department strives for homogeneous groups (equal ages) in which the levels of the students can vary. In principle, pupils are placed in the group appropriate to their age. During the admission procedure, careful consideration is given to whether

this is didactically and socially-emotionally appropriate. At various times during the student's school career, consideration may be given to whether more growth is needed through an additional year of study. Accelerated outflow to Secondary Education is not recommended, unless there is an exceptionally strong argument to do so.

Students in the HB department work at their own level for the subjects of spelling, language and math. New students are therefore tested through using old Cito tests until a III score is achieved. Based on these scores, the starting level is determined for the relevant subject. Students work a maximum of two years above the level of their age group. The level of language and spelling is often linked. However, there can also be a clear difference in development in the two areas, so a student is placed in different level groups for both subjects.

Students are assigned to level groups so that sufficient time and space can be created for thorough, content-based instruction. These level groups are paired with a colour. The aim is for a maximum of 4 level groups per class, per main subject. Students will receive instruction per subject, per colour group, several times per week. This instruction can take place in their own class by their own teacher but can also take place centrally/in another group for a group of children who need instruction at the same level.

The weekly schedule also includes the various subjects taught by a specialist teacher: Spanish, English, chess, gymnastics, music. Also on the schedule are the following subjects: book discussion/speak (from group 5), kiva, executive skills, test moments, discussion of homework (if applicable), silent reading and theme (Deep Level Learning). The latter is an important aspect for HB education.

Also in the HB department there is extra support in the form of a remedial teacher and teachers with specific knowledge about giftedness and the challenges this brings for students.

1.4 Admission and expulsion

1.4.1 The admission policy of the school

Admission of a student to the GSV is possible at any time. A number of conditions apply to the IPS and HB department, which are explained in the School Guide. The moment a student is enrolled, the enrollment procedure is started, which can be found on the school website.

In the case of interim enrollment, the inclusion coordinator contacts the previous school and a session is held with the student, if possible, before the student is finally admitted. For students who join a foundation 1 group, there is an opportunity to participate in a half-day session. The inclusion coordinator also contacts the previous school before finally admitting a student. In all cases, the admission procedure applies.

1.4.2 Suspension and removal

Suspension or expulsion of students is fortunately rare at our school. In a few situations we have initiated the procedure and students and parents have been informed of the intention to expel. It could happen, that a child has to be suspended and/or removed for reasons of serious misbehaviour. A suspension must be reported immediately to the board by the management, verbally and in writing. The next step will be discussed with the parents. A suspension may last up to one week. If, for various reasons, the return to school is not desirable for the student, the board will decide whether the established procedure for expulsion should be put into effect. Parents may appeal against this decision in writing to the board and, if necessary, to the court. In cases of problematic behaviour of pupils, there is contact between parents and teachers at an early stage. Removal from participation in lunchtime care is also possible, but this is regulated by the Board of the Lunchtime Foundation. More detailed information is included in the appendices to the School Support Profile.

Chapter 2 Organisation and support

The school offers many opportunities to children. We are a bilingual and international primary school and students receive bilingual education (TPO and HB department) from the start. In the International Department, students attend primary school up to Y6 (grade 7). We provide good education focusing on basic skills with a lot of input from subject teachers (English/Dutch, ICT, music, gym), a focus on thematic learning through IPC and cooperative forms of work. 30% of the total teaching time takes place in English at HB and TPO. There is a strong

care structure with remedial teachers and inclusion coordinators. We also focus on identifying children who perform highly and can offer them extra guidance in the form of participation in the project group (TPO).

By full English language education (International Department), where necessary extra English, Spanish in the HB department, extra Dutch in the IPS and a learning line in English in the Bilingual Department, there is a dynamic language environment for all students.

In the HB department there are highly gifted students for whom differentiation within and outside the group (in the form of level groups and plus groups) is not sufficient. They are offered extra subjects, such as chess, Spanish and philosophy. In addition, they can work at their own level and are offered the material in a different way (top-down). Besides the basic subjects and extra subjects, themes are deepened through Deep Level Learning, with a lot of attention to skills. HB education has its own application procedure, which is completed by the parents and the child. Parents themselves register their child for this department. The support and guidance of the students corresponds to the organisation in this support profile.

In recent years, the number of multilingual students in the TPO has grown. A committee was formed 3 years ago which drew up a protocol describing the approach to teaching the Dutch language. Also, with the help of the NPO funds, extra teaching time has been made possible to offer the students extra support. The protocol for multilingual students can be found in the appendices of this school support plan.

2.1 Care structure

The GSV has structurally deployed extra hours for care by learning support teachers, internal coaches and inclusion coordinators for all departments. 4 times a year a consultation between teacher, inclusion coordinator, and learning support teacher at IPS, is planned in order to discuss and decide on the proper care of the students. The groups in the TPO infant classes and International Department are deliberately small. Teachers try to stimulate students in a coaching manner where necessary.

The GSV has chosen to encourage development in all departments. We do this in our regular educational provision, there is a clear line in differentiation, where students can work at different levels. Here we use project groups for the TPO department, tutors for reading, gifted education and facilities for students to work on projects in VO (Horizon). In the International Department we use an English as an Additional Language specialist as well as a learning support teacher. Class assistants are also regularly used in the International Department for groups over 20 or with multiple students with support needs.

The attention to the aforementioned care is reflected in daily classroom practice. Lessons are carefully planned and structured. This ensures continuity and quality. For example, our TPO and HB students receive English structurally and for students with support needs remedial teaching is used regularly, both within and outside the group.

Pupils have different levels and educational needs. Education must be adapted to the differences between pupils. Differentiation is the way a teacher deals with the differences between pupils and with individual needs.

The goal is for all students to reach a certain level by varying such things as instructional style and instructional time. The two main ways of differentiation are convergent and divergent differentiation.

2.1.1. Differentiation

In the group, there are sometimes (large) differences among students. These differences manifest themselves in different educational and instructional needs. The group plan can then indicate a modified objective or instructional and processing method for part of the group of students. This clustering of groups of pupils usually takes place in a limited number of levels. Pupils with an officially established individual learning programme have their own learning objective, which may differ from the learning objective of the group. The same may possibly apply to gifted students. In the International Department, it is more common for children to work with their own learning programme. Children then come in at different ages and with different educational, language and cultural backgrounds.

2.1.2. Convergent differentiation

The TPO and IPS work primarily according to the principles of convergent differentiation. This means:

For all pupils, with the exception of pupils with an officially established own learning programme, the curriculum up to the end of group 8/ Year 6 is offered to them;

This has the consequence that, in principle, all pupils in a particular group are offered the curriculum for that group (year);

The 'basic group' is offered the regular curriculum for that group;

For 'plus pupils', an extra/supplementary/deepening range may be offered;

For 'at-risk pupils', extra instruction/guidance is necessary to achieve the target for the relevant grade.

Appropriate demands are made of them in terms of their results.

Differentiation therefore includes:

Differentiation with regard to instruction (pre-teaching, extended instruction);

Guidance (pedagogical approach, guidance with work attitude and concentration);

Minimum offerings that meet the core objectives of the relevant group;

With convergent differentiation, there is a minimum goal for the group as a whole. All students participate in classroom instruction. After that, students process the material independently, so that the teacher has time to give extended instruction to students where needed. For certain students there is extension material. In convergent differentiation, the teacher is central: they explain, demonstrate, first practice with the children and then let them practice independently. The direct instruction model is usually used here.

Convergent differentiation is challenging for students receiving support. They are not immediately put on their own learning programme. The disadvantage of having their own programme is that the instructional time for these students is relatively short, whereas convergent differentiation actually extends the instructional time for these students. Convergent differentiation usually involves working with 3 levels (basic, extended instruction and deeper).

Advantages of convergent differentiation

- Children can join the class for as long as possible, benefiting from group instruction and interaction.
- The group stays together. As a result, all students make the best use of instructional time.
- It can be combined with pre-teaching.

2.1.3. Divergent differentiation

The gifted department works by means of divergent differentiation. In divergent differentiation, the teacher connects as much as possible to the individual levels and educational needs of the children. The teacher supervises the learning process of the students. With divergent differentiation, the differences between the children increase, requiring even more differentiation. Learning in homogeneous level groups adversely affects the weak pupils, for the average pupil it does not lead to better results. Gifted children do benefit because they benefit from the other strong students in their level group. They can continue at their own pace. But a disadvantage may be that this way they do not learn to take others into account. Here group building activities are needed and KIVA lessons are a valuable addition.

2.2 Basic Support

Basic support is the range of education and support that the school itself can offer in the groups to all students within its own school organisation. The core of basic support is carried out in the group. This includes measures that can apply to all pupils, such as working in differentiation groups, possibly participation in the project group, additional support if necessary, EAL- English as an additional language- lessons for the International Department, or a conversation with a confidential advisor. Our basic support has a permanent character and is accessible to the students who need it temporarily or for a longer period of time. We try to make an annual inventory of the basic support offered by means of the checklist 'calibration instrument basic support'.

Below are the aspects of basic support in a table:

The four aspects, 13 Core qualities of basic support (partnership 20.01, October 2013)

Preventive and support interventions

1. Students develop in a safe environment

2. For students who need an appropriate curriculum, a development perspective has been established in the educational support structure
3. The schools have an effective internal educational support structure
4. The teachers, inclusion coordinators, team leaders and principal are continuously building on their skills and competences
5. The schools have a multidisciplinary consultation focused on student support
6. Parents and students are actively involved in the education provision plan
7. The school continuously monitors student development.
8. The school works on the development of pupils in an action-oriented way.
9. The school implements policy in the area of student support.
10. The school works with effective methods and approaches.
11. The school annually evaluates the effectiveness of the student support.
12. The school transfers students carefully.
13. The school has established a support profile (SOP).

Note: Attached is the student support process steps for an even more specific representation of the internal support structure.

2.2.1 Consultation in pupil support

Pupil progress meetings may reveal that additional expertise from an external professional is needed. For this it is possible at school level to engage an external educational consultant with orthopedagogical/psychological specialisation. For a consultation with an educational psychologist, the inclusion coordinator makes the first contact after permission has been obtained from the parents/guardians of the student(s).

Sometimes it is necessary to conduct additional research to get a clear picture of the specific educational needs of the student. Clarification of the problem analysis may require a child-oriented investigation/observation. Such a psychological and/or didactic assessment is part of an action-oriented diagnosis.

In the International Department, advice may be sought from colleagues at other DIPS schools and expertise from another part of the Netherlands may be used.

Diagnostics: Psychological research is also sometimes carried out by a professional who can test in English. Research into dyslexia, for example, is carried out by an 'educational psychologist' who uses English tests.

2.2.2. Students with additional needs at the GSV

The following criteria are used to define a pupil with additional needs;

- If didactic development is slower despite sufficient planned instruction in the classroom.
- If adaptation of instruction does not lead to improvement in learning development.
- If the pupil's support needs cannot be adequately met or if the pupil's implemented support does not sufficiently affect learning development or social emotional development.
- If factors in the environment impede the pupil's development.
- If there is no explanation for an impeded pupil's development.

Criteria in determining that a pupil needs extra care;

- For groups 1 and 2, IPS Foundation stage and Year 1: a delay or advance of 6 months or more in development in one or more areas.
- For Groups 2 through 8, ID Year 1 to Year 6: insufficient scores on consecutive assessments and/or an IV or V (D or E) score on one of the CITO tests (TPO & HB).
- Extremely high scores on consecutive assessments and/or I+ (A+) scores on multiple CITO tests (TPO & HB).
- Behavioural problems that disrupt the student's development and/or cause problems for the other children in the group.
- Limited intellectual ability, following professional assessment, as a result of which cognitive development no longer fits within the boundaries of regular primary education.
- Social emotional problems which manifest themselves in such a way that the pupil's educational development is hindered.

2.2.3. Working with an individual action plan

If it appears that a student, in whatever way, builds up a deficit in cognitive development and/or social-emotional development, extra support can be given by working with an individual action plan. Individual action planning set out where the approach for this student differs from the approach previously set out in the group plan for the whole class. For example: a certain student needs 1 on 1 instruction after the group instruction. This only applies to this student and it is therefore noted in an individual action plan. Thus, the individual action plan is in fact part of the group plan applying to a specific child, describing that which deviates from the group plan and that which is further specified for a particular student.

In the action plan it must be clearly substantiated which educational approach is necessary, it must be clear what the goal is, how this is achieved and in what way it is tested, whether the goal is achieved and what the follow-up is after this evaluation. It should indicate how the learning development has been and what interventions have been made by the teacher to achieve the set goal for this student. In the group overview, progress and student characteristics are regularly tracked by the teacher.

Parents will also need to be informed. There is only a legal obligation to inform the parents in the case of individual action planning (1 on 1 support).

2.2.4 Working with an individual learning programme or development perspective

In the school plan, the curriculum for all subject areas of groups 1 to 8, Foundation stage to Year 6 is described. The curriculum refers to core objectives and reference levels. Learning programmes are described by means of the learning objectives that students go through in a fixed number of levels. For language and maths, the nationally described reference levels apply. Example of a learning goal is: being able to divide by heart, add and subtract numbers under 100. Before students can do this, a lot has happened in their education.

The steps students must take on the learning programme must be clear to teachers.

The teacher places his/her students somewhere on the learning programme when creating the group plan.

By an individual learning programme we mean that the child works at their own level and progresses at their own pace. The goals to be achieved and how and when they are assessed are indicated in advance. These individual learning programmes can be for students who are finding the work challenging, but also for students who perform exceptionally well. Working with an individual learning programme is only possible for the subjects maths, spelling, writing, technical reading and reading comprehension. It is also possible to set up an individual learning programme for 1 subject.

Working with an individual learning programme is justified in the individual development perspective for that particular student. The teachers ensure that the following elements are described therein:

- The anticipated attainment profile for the end of primary school;
- Concrete performance levels, expressed in results on the corresponding assessments, preferably expressed in skill level for the end of the school year per subject for which the student is working with an individual learning programme.

At least twice a year, an (interim) evaluation takes place in which it is checked whether the set objectives have been achieved and whether the development is in line with the planned end profile.

The school is legally obliged to have the parents sign the action plan in which the individual learning programme is used. The individual development perspective must be evaluated at least once a year and can only be adjusted with the consent of the parents. A psychological/didactic assessment may also be conducted to accurately determine the student's learning level.

2.2.5. Care team (SAVU)

The Care Team is responsible for the policy and implementation of all extra support within the school. The Care Team is also referred to as SAVU. SAVU stands for Identifying problems, Analysing problems, Preparing solutions and Implementing solutions. The Care Team meets 8 times a year. The SAVU chairperson organises these meetings. Members of the care team are all of the inclusion coordinators within the school, the remedial teachers and the team leader for the specialists. In these meetings, points are discussed that focus on individual developments of students, group developments, support provided, quality development and professionalisation and analyses are made in the field of learning results.

Development of expertise within Care team

Increasing the expertise of the care team is done through:

- Training.
- Keeping up with professional literature.
- Peer consultation and intervision with inclusion coordinators in the SWV.
- Study days/conferences depending on needs and possibilities.
- Consultation within DIPS (Dutch International Primary Schools).
- Training of learning support staff
- Specialisations (e.g. HB training, children's coach, maths specialist).

Concrete activities or training are set out each year in the school year plan and accounted for in the school year report.

2.2.6 Pupils with reading or maths difficulties, dyscalculia or dyslexia

Within the school we have clear agreements on paper regarding the guidance of pupils with reading or maths difficulties. We work with various protocols that indicate for the different age categories exactly what guidance can be offered.

The protocols can be found in the appendices to this support profile.

- Guidance with early literacy and language development for group 1 and 2 (4.3.1)
- Policy language/reading problems in group 3 and 4, Year 2 and 3 (4.3.2)
- Policy Group 5-8, Years 4-6: pupils with reading problems or dyslexia (4.3.3)
- Policy for pupils with (severe) arithmetic problems or dyscalculia (4.3.4)
- The guidance of children at the IPS can differ from the above arrangements because the IPS students are already learning to read and write in the Foundation Stage.

2.2.7. Multilingual students

There are multilingual children at the GSV. This includes children with parent(s) who use a language other than Dutch/English at home. We use the term home language for this. A number of children come into contact with the Dutch/English language for the first time at school. Some of these children have difficulty in mastering the Dutch/English language. It is the task of the school to find out whether this is a problem in language acquisition (responsibility of the school to guide this) or whether it is based on a possible language disorder (responsibility of external care (Kentalis or Pento/ speech therapy) to guide this). It is common for students to transfer from the IPS to the TPO department, we also offer 30% English in all grades and this makes our elementary school attractive to multilingual families. The NPO funds released by the government to deal with the backlogs from the Corona pandemic are invested within our school partly in the proper supervision of multilingual students. In the school years 2021-2022 and 2022-2023 there were extra hours available for guidance outside the group.

In the appendices belonging to this support profile, the policy for groups 1 and 2 (TPO) is detailed. In addition, within the school we have a protocol for students from all grades. This deals with what multilingualism entails, the identification by school and the guidance that can follow.

In IPS, almost all children are multilingual. The EAL specialist teacher guides these children, their teachers and their parents.

2.2.8. Horizon

Years ago the GSV started the project "Horizon", a project in which students from primary education participate in educational projects in secondary schools. We want to bridge the gap between primary and secondary education with these projects, especially for the students who are further along in their development and benefit from extra challenge. In this project, the GSV cooperates with several secondary schools (VO). Other primary schools also participate. The class teachers indicate at the beginning of the school year which students would qualify for the project. These students can take lessons at the secondary school, usually 1X per week for 1 ½ hours. These lessons are given in a cycle of 4 weeks, also it is possible that students work on assignments at the GSV. The secondary schools provide a teacher and offer a challenging curriculum. To participate in this project, however, the student must be self-motivated and the teacher must consider him or her suitable for it. Participation is voluntary, but not without obligation. For children from IPS to participate, they need to be able

to speak Dutch. IPS has a close cooperation with ISG, the International Secondary School of Groningen and organises primary-secondary collaboration.

2.2.9. Project groups (TPO)

The project group includes students from the TPO department who we determine need the extra challenge. This group receives 40-minute lessons outside their class twice a week. These students are characterised by the fact that in the regular group they usually go through the material quickly and are often already identified as high performers. In the project group this challenge can be given. They are small groups (6 to 7) of motivated children, which makes it easier to explore subjects in depth. The subjects that are explored in the project group have a thematic character and are based on the themes of Deep Level Learning (which the HB department also works with).

Students will be taken out of the regular classroom during the lessons and then receive their specific lessons in small groups. The teacher indicates which students qualify for the project group, this is done in consultation with the inclusion coordinators and the project group teacher. For the policy of the project group, see the appendices attached to this support profile.

2.3 Extra support

This sets out our educational provision and extra support facilities in the school. The school itself remains responsible for the education of the pupils but may involve the help of external professionals. With this extra support, the student remains enrolled in the school. The extra support has a temporary and/or supplementary character and is intended for pupils with limited additional educational support needs.

2.3.1. Deployment of specialists

The deployment of internal specialist educational support within the school is part of the school's extra support. The deployment of these experts takes place after the support needs of the pupil and the question of the class teacher have been determined. The help and guidance of the specialist can focus on both the teacher and the pupil. The work of some specialists also focuses on problem prevention and light curative support. The specialists work closely with the group teachers and inclusion coordinators.

Remedial teachers are available at the GSV for research, guidance and additional help for students with support needs in reading, spelling and math.

In the extra support and guidance of pupils with support needs at our school, the following support is available (if possible and necessary):

- Speech Therapist
- Speech therapist IPS
- Dyslexia (language-reading) specialist
- Maths specialist (dyscalculia)
- Motor skills screening
- Peripatetic advisor for special education (sbo), (cluster1 or 2)
- Medical specialist for advice (NECSO)
- Social nurse (JGZ)
- Contact person at the Wij team (family-oriented help)
- Youth physician (Wij team)
- Educational psychologist
- School nurse (GGD)
- ICT specialist
- Gifted children specialist
- Physical education teacher
- Behavioral specialist
- EAL specialist (English as an additional language)

2.4 Group size and composition

In its policy, the board of the GSV, has set the following maximum numbers of students for the TPO department:

- Group 1, 2 and 3: 20 students.
- Group 4 and 5: 27/28 pupils.
- Group 6, 7, 8: 30 students.

For the international department, the target is a maximum of 20 pupils each group and in the HB department 22 pupils in each group.

Where necessary, extra support can be provided in all departments if the number of pupils and the needs in those groups makes it necessary. The GSV has waiting lists for some groups in the TPO and HB departments.

The policy regarding the maximum number of students in a group is necessary for the following reasons:

- We value highly the well-being of the children already in our school.
- We make every effort to ensure the safety of the children.
- The quality of education is high on our priority list.
- Attention to the proper development of children and room for ownership in a group are important skills for the future.

We believe that setting a maximum number of students is a prerequisite for ensuring the quality of education and social safety of students. Pupils who are registered but cannot be placed, due to reaching the maximum number of pupils, are placed on the waiting list.

2.4.1 Progression through the younger years

We encourage the healthy development of the young child. As a school, we attach great importance to a full Early Years period in which the cognitive, social-emotional and motor aspects interact and ensure stable school development. We shape this in part through play-based inquiry. In practice, this means that we consider learning year TPO group 1 and learning year TPO group 2, IPS Foundation & Year 1) to be important and that in them space is provided for playful learning. We also find this continuity in the fact that a student in group 1 and 2 (TPO department) has the same teacher.

Quality of lesson content and differentiation within the groups are important to us. With regard to students born in the months October through December, we exercise caution with any acceleration to TPO group 2, IPS Year 1, because we want to give time to all areas of development. Pupils who start after October 1 will in principle go to TPO group 1 (IPS F2 in September) the following school year, unless the pupil is significantly further advanced in all 3 areas of development. We base this on the experienced view of the teachers and on the development of the student. This is supported by data from the observation system DORR (TPO), and the student progress reviews. A reading screening is also administered to each student in February group 2 (TPO department) In the International department, students are tested in the lower grades using the Read Write Inc system.

2.4.2. Repeating a year

At the GSV, a student's abilities are considered as much as possible. Repeating a year is an exception, for example in the case of special domestic circumstances, gaps in learning or problems in social-emotional development. In any case, it must be in the student's best interest. Parents will be included in the entire process. The teacher and inclusion coordinators will weigh up the arguments. The management is ultimately responsible and decides in which group a student will be placed.

Please note that the parents actively think and participate, and their goals, wishes, expectations and tips play a large role in the decision making. However it is ultimately the responsibility of the school (management) to make the decision. The interest of the student is always at the heart of this.

2.4.3. Skipping a year

In very special cases, a student may skip a group. This concerns a student who in all areas, including social-emotionally, is far ahead of their peers. It should also be clear that there is no challenge for them in their own age group and that there is no longer a social-emotional connection. Before a student skips a group, there will first be extensive consultation between parents, teacher and inclusion coordinator, and a didactic and psychological examination will be conducted. A didactic examination can take place at school or externally. There is a possibility that a psychological assessment is initiated through school, in which case we will hire a child psychologist. The management is ultimately responsible and makes the decision whether a student can skip a

group. Once the decision to skip a group has been made, a student is prepared for this and a student may transfer after the summer vacation, or at another time in exceptional circumstances

2.4.4 Transfers to another year group

Within the school (especially in the TPO department) there are several groups of the same year, e.g. 4 x a group 3. When allocating the groups we try to take into account various aspects as carefully as possible. These are e.g. the ratio of boys/girls, an equal distribution of ages, heaviness of needs, multilingualism. We do this to ensure that groups are as equal as possible. Of course, we also have to deal with reality and cannot foresee everything a group may face. Once a group is assigned, that composition remains in effect.

As with skipping or repeating a group, it may happen that in very special cases there can be a transfer to another year group (e.g. from 3a to 3b). This is possible only if all parties are in agreement- the teacher, inclusion coordinators, management, the new teacher and the parents. The school takes the decision - this is leading.

2.5 Pupil monitoring system

The school uses a coherent system of instruments and procedures for monitoring the performance and development of all students. Under the guidance of the inclusion coordinators, the teachers of groups 1 through 8 (F1-Y6) analyse the group results twice a year (the school has a test calendar for the timing of testing) using the nationally standardised method-independent tests. We use the following tests for this purpose.

Overview of LVS tests/observation systems:

Keys Name of test Name of assessment IPS

Early literacy:

Reading protocol: reading screening F1-Y2 inc Read Write Inc. (RWI)

Observation and Pupil Monitoring System for group 1 and 2 DORR

EYFS learning goals framework

Technical reading

CITO DMT/AVI RWI

Progress Test in English (PTE)

Salford Reading Test (SSRT)

New Group Reading Test (NGRT)

CAT V

Spelling

CITO Language Care

RWI

Single Word Spelling Test (SWST)

Mathematics

CITO Arithmetic and Mathematics

Progress Test in Maths (PTM)

CAT Q

Social emotional development

KIVA monitor (TPO)

Reading comprehension

CITO reading comprehension

Salford Sentence Reading Test (SSRT)

PTE

CAT V

End of primary education test

CITO

PTE, PTM

The teacher records the results of all scheme-independent tests in the student monitoring system within two weeks of taking the tests. We use ParnasSys for this purpose.

In the school year 2022-2023 we will switch to the most recent tests of CITO 'Leerling in beeld'. This will apply to TPO/HB groups 3 through 8.

2.5.1 DORR (TPO)

The groups 1 and 2 work with the program 'Dorr' (daily observation, registration, reporting). The goals of the learning lines for language, maths, visual spatial perception, motor skills are described in observable behaviour and divided into six phases. Teachers track the development of each student through an observation list that is aligned with the goals within the learning lines. Records are kept of which phase the child is in and whether the pupil is at least 75% successful. The registration of development is clear and is used by teachers to communicate with parents about their child's development. In addition, important information is placed in Parnassys so that information is not lost in the transition to grade 3 and remains manageable in a system.

2.5.2. Advice on secondary education

With the Placement Guide, the recommendation by the primary school to secondary education is based on the multi-year development of the student, as it becomes visible in the school's student monitoring system. We use the Placement Guide in the TPO and HB department of the school. Central to the Placement Guide is the data from the student tracking system from grade 6 onwards. It looks at the development of the student in reading comprehension; maths; technical reading; spelling. The first two components are the most important.

Within the Placement Guide we work with the skill scores of Cito. With these skill scores it is possible to see very precisely where a student fits best. The thinking behind these scores is based on accurately following the development of children, with all the delays and accelerations that can occur throughout the years.

The Placement Guide is an aid to arrive at a well thought out and well-founded recommendation. When making the recommendation for a child, much more information is of course involved. All available information about the child thus leads to the final advice. In the matrix of the Placement Guide we see the data on cognitive development in relation to the subsequent perspective; the teacher connects this with the other aspects of development.

Guidelines to include in the recommendation

- Results LVS, placement guide
- Educational needs, limiting and stimulating factors
- Behavioural characteristics and social-emotional skills
- Work attitude and motivation
- Results method related tests
- Home situation of the student

When in doubt, 'softer student characteristics' play a larger role:

- Work attitude and motivation, behaviour and attitude of the student in the classroom and in learning. Is the learner eager to learn and independent? Does the learner pay attention in class or are they often and easily distracted? Is the student diligent in schoolwork and how is homework going?
- Executive functions ('conductor of cognitive skills') this deals with impulse control, planning and organisation, orderliness and tidiness, emotion regulation and response inhibition.
- The pupil's home environment, this can be about impeding or stimulating conditions the pupil is in at home and the support options pupils have from home.

In the final year, an information evening is organized for the students from Groups 7/8 in the TPO and HB departments, and the students from Year 6 in the International department, and their parents with the cooperation of secondary schools. The teachers of groups 8 and Year 6 advise parents on the choice of secondary

education. In February, a final recommendation is given on the form of secondary education to be followed. Furthermore, the Cito-Eindtoets are taken in group 8 in April in TPO & HB. This test is used to support the advice. In the International department, the procedure for transition to the secondary school is different from the procedure for the TPO and HB Division.

Students of the IPS leave school after Year 6 (group 7). The last year of learning is usually taken over by the secondary school and is embedded in the MYP, middle years program at the International School of Groningen. As a result, students leave elementary school at the end of group 7 and it is determined at the end of that year which form of secondary education the student will attend. These students do not take a separate final test, but their level is determined on the basis of tests taken during their time in elementary school.

2.6 Contact with parents

In school, contact meetings with parents are scheduled at fixed times during the school year. At the start of each school year, parents are given the opportunity to attend an information evening. The content of the curriculum and the ins and outs of the group are explained to parents.

The Board and the members of the Supervisory Board invite new parents at the beginning of the school year to get acquainted with the Board and Supervisory Board; during this meeting they explain the organisations Association GSV and Foundation GSV and the governance structure. In addition, parents can have contact with school through the members of SB, the MR and during the ALV.

In October and February, parents are invited to a contact evening at school (TPO and IPS). Teachers talk to parents about their child's well-being and progress made. It is also explained in what way their child is followed through assessments and the student monitoring system. In the HB department, parents are invited in September (instead of October) for a first introductory meeting. Meanwhile, parents can always discuss the progress of their child with the teacher. If agreements are made during these conversations, they are recorded by the teacher in a report.

If there is a support need and the student is discussed in a pupil progress meeting, the parents are immediately informed by the teacher. For students with additional support needs, there is more contact with parents. The teacher and the inclusion coordinators discuss with the parents the support needs and possible individual action planning. All agreements are recorded in writing. When it comes to an action plan for a pupil with an individual learning programme with an adjusted attainment profile, it is required by law that parents agree to the developmental perspective for the pupil.

Parents can view their child's data. The teacher adds relevant information from parents to the student file. In discussions with parents, the overall functioning of the child is always discussed. If additional measures are needed, they are always taken in consultation with the parents from the first moment.

If the pupil receives extra support from a specialist, there will also be contact with this specialist about the child's development in this specific area.

2.7 Boundaries in the school

We work with 3 educational arrangements: plus, basic, care. A fourth belongs to the possibilities and will be discussed in the team at all times (own curriculum). When registering, we look at the following:

1) Does the child fit into one of the three educational arrangements we offer as standard.

2) Does the child fit into one of the three educational packages we offer, but has a 'specific educational need', then we look at whether we can meet the educational need of the child.

- In case of simple dyslexia-> extra support is available within the school.

- Is there a case of giftedness without behavioural problems -> parents have a choice between the TPO/IPS or registration with the Gifted Department (Dutch-speaking).

- Is there a physical disability -> In consultation, this is possible provided the necessary adjustments can be made so that the child can follow the regular educational program.

- If the child has a psychiatric disorder (e.g. ADHD, PDD-NOS, ASD, ODD, etc.), the extent to which this disorder manifests itself must be clarified. Important is to what extent the child is teachable and whether they with an adapted pedagogical approach of the teacher, can succeed in focusing on the task independently in order to follow the regular curriculum.

3) If the child does not fit into one of the three standard educational arrangements but a 'very intensive' arrangement must be in place, we will consider whether we can meet the child's educational needs. Here we

look at the child and the context of the group in which the child could possibly be placed. The following are important:

- Three standard educational arrangements are offered in the group. (see above). In addition, a very intensive arrangement (for pupils with their own learning programme) can be organised. This means that the teacher teaches on 4 levels. Offering 4 arrangements in the group is a critical limit.

Other issues involved in consideration:

- Group size in combination with number of pupils with 'specific educational needs'.
- Amount of extra care and resources that can be organised.
- Number of pupils with severe behavioral problems and/or a very intensive arrangement per group.
- To what extent the educational provision for other pupils is impeded by the child's behavioural problems.
- The extent to which the school can fall back on help from the child's parents (pre-teaching, repetition, in case of emergency: picking up the child from school, possibly accompanying them on a field trip).
- The extent to which the child's own safety, that of other students and/or the teacher is ensured.

4) If the child does fit into one of the standard educational arrangements, but the relationship with parents interferes with our provision for the child, then we cannot properly accommodate the child. This means we cannot meet the child's educational needs and another appropriate educational placement will have to be sought.

5) Co-morbidity: Co-morbidity involves multiple problems. (e.g. Dyslexia + ADHD).

In case of co-morbidity it is important to organise extra resources and support to be able to offer the child what it needs. If this is not possible then the child cannot be placed. If the child does have a care arrangement, the points mentioned at point 3 must be considered before placement.

Starting point: The interest of all children comes first!

We want to indicate that the considerations mentioned at point 3 are assessed by the team, the inclusion coordinators and the director. Ultimately, the school decides whether we can offer the student appropriate education.

Should we be of the opinion that this is not the case, we will work with parents to find a suitable school for the student.

Chapter 3. Forms of collaboration

The GSV and SKSG (Stichting Kinderopvang Stad Groningen) jointly share two of the locations and jointly facilitate a pre-school (English language care and education for 3-year-olds). In addition, Logopedie Centrum Groningen has an office in the main GSV building to provide speech therapy treatments to students of the school during educational hours.

3.1 Collaboration with chain partners in care

The premise: 'All students successful at school' described in the Passend Onderwijs (Appropriate Education) Act cannot be achieved without a safe and healthy school and home environment. The term 'extra support in and around the school' for regular education generally refers to the preventive use of assistance and (health) care.

In the cooperation with chain partners in care in and around the school, the following aspects can be described.

- A child team is active within the school. The child team meets several times a year to discuss the care and support regarding the family and the possibilities for support through the municipality (Wij team) to discuss and coordinate. In the child team are a Wij team employee, JGZ employee, compulsory education officer and all inclusion coordinators of the GSV.

- Independent advice on request about what students need for their development e.g. 'Safe Home', compulsory attendance officer, youth health care and social work.

- Active application if necessary of Child Abuse Reporting Code.

- Affiliated to "Zorg voor Jeugd", (care referral index).

3.2 MUNICIPAL HEALTH SERVICE

GGD Groningen is there for all children between the ages of 0 and 18 and provides preventive care.

For ages 0 to 4, children are welcome at the child health clinic with the youth physician and youth nurse. At primary school, children in groups 2 and 7, IPS Year 1 and Year 6, are seen by the doctor's assistant for a screening. Also at secondary school, students are offered a contact moment with the youth nurse/doctor of the GGD

Health screening in group 2/ Year 1

As of July 2021, the health examination for 5-year-olds will take place at the child health clinic everywhere in the city and province of Groningen. Previously, this examination took place in Group 2/ Year 1 at the school. Because we find it important with these young children to also speak to the parent(s), we now invite the 5-year-olds with their parent(s) to the clinic. The children in group 7/Year 6 are still examined by the GGD at the school. In the province of Groningen, youth health care for children aged 0-19 is carried out by GGD Groningen.

When a child turns 5 years old, parents will receive an invitation from GGD Groningen for an appointment at the clinic to have their child examined. This health examination consists of 2 parts: a parent questionnaire and a physical examination of the child.

During the physical examination, the GGD looks at:

- o Eyes (vision)
- o Ears (hearing)
- o Height
- o Weight
- o Motor skills (way of moving)
- o Questions you may have about your child's growth and development.

Health screening in grade 7/Year 6

If a child is in group 7/Year 6 of elementary school, parents will receive a letter from GGD Groningen about their child's school health examination. The examination consists of 2 parts: a parent questionnaire and an examination of the child.

Vaccinations

All 9-year-old children receive an invitation from the GGD for the vaccinations DTP and BMR. Children receive these vaccinations to prevent them from contracting contagious diseases such as mumps, measles or rubella. In addition, all 12-year-old girls receive 3 invitations for the HPV vaccination. This vaccination is designed to protect them from cervical cancer.

Contact

With questions and problems parents can always contact the social nurse attached to our school.

3.3 Cooperation with educational partners

Agreements have been made with educational partners in the region about the procedure to be followed during the transition from primary to secondary education. All partnerships PO and VO in the entire province have agreed on the procedure to be followed and the forms to be used. On request, parents can obtain a more detailed procedure, criteria and guidelines from the current SWV coordinators.

There are also agreements within the partnership about the educational report to be completed when transferring to another school type and the application procedure and criteria for allocating light or heavy support to pupils.

3.4 Cooperation and coordination with cluster 1 and 2 (eyesight & hearing)

Cooperation with cluster 1

When teachers, parents or other referrers suspect that a child or young person has a visual impairment, parents can register their child with Visio or Bartiméus (Bartiméus info line: 0900-77 888 99 or Visio Client Service Office: 088-585 85 85). Schools or collaborative organisations can also register students provided they have permission from the parents. After registration, medical data, including ophthalmological data, are requested and, if necessary, examinations are carried out over one or more days, such as visual function tests, psychological tests and educational and/or didactic tests. Based on the results of this examination, the Examination Committee of the relevant educational institution will assess whether the child is entitled to peripatetic educational support or to education from an educational institution for visually impaired pupils based on the national admission criteria. If the child/youth is admissible, an appropriate arrangement is put together in consultation with the parents and (if applicable) the regular school:

Itinerant educational support at a regular school; each arrangement is tailor-made based on the needs and support requirements of the pupil concerned, the parents and the teachers/school.

Special education at an educational institution for visually impaired pupils.

Cooperation with cluster 2

With the entry into force of the Law on Appropriate Education on August 1, 2014, regular schools have been given a duty of care. Cluster 2 institutions have a duty of support from that date. The government has determined that cluster 2 will not belong to the collaborative associations but has a national position. Cluster 2 is responsible for providing expertise to support pupils who need more support than regular education can provide and for those pupils who can be admitted to a cluster 2 institution. For pupils with an auditory and/or communicative disability (deaf, hard of hearing and/or severe speech language difficulties), in which the need for support exceeds the care options, we work as a collaborative arrangement and the schools within our collaborative arrangement collaborate with the Kentalis Education Foundation, based at Rijksweg 63, 9752 AC in Haren (www.kentalis.nl).

The agreements made in this collaboration regarding:

Basic support

When the school's internal support is inadequate and questions concerning a suspected cluster 2 problem cannot be answered, a request can be made for a Consultation and Advice procedure. The process is free of charge. This is preceded by the completion of a screening instrument for suspected cluster 2 problems.

Extra support within regular education

When the school or the partnership concludes that the school and/or the partnership cannot fully meet its duty of care, a route to additional support is requested. The school's information/research data, taking into account the privacy regulations, are available for this purpose.

Because of the obligation to provide support, the government states that the cluster 2 institution is responsible for the high-quality use of these resources. These resources must also be accounted for as such. From this perspective, the cluster 2 institution has a duty to guarantee the effectiveness of the use of these resources. However, within these frameworks it is now possible that the resources can also be made available to regular schools.

Conditions for the use of manpower and resources within regular primary education.

Because the cluster 2 institution is accountable for the quality offered, the sector has drawn up conditions for the use of resources.

In consultations between the institution for cluster 2 and regular education, aimed at reaching agreement, agreements are made about how the needs of the pupil and/or the context is met and who does this. The three conditions for deployment of resources in regular primary education are:

1. The resources are specifically used for direct guidance of the cluster 2 pupil (specific remedial teaching, speech therapist in own service, making learning materials accessible and other activities concerning language development and communicative competence);
2. The funds will be used for the direct support of the teacher/school with regard to pedagogical and didactic skills with respect to the cluster 2 pupil (for example in the form of coaching, courses, training, co-teaching, etc.);
3. The resources are used for specific materials for the benefit of the cluster 2 pupil in coordination with cluster 2.

Referral/placement cluster 2 special education/continuing special education.

When the school or the partnership concludes that the school and/or the partnership cannot fully meet its duty of care, a referral to placement at a cluster 2 school for special education or secondary special education is requested. The school's information/examination data, taking into account the privacy regulations, are available for this purpose.

Transfer of expertise

Kentalis education is of service to the schools within the partnership in increasing the cluster 2 expertise and can provide Kentalis training. The cost of this service is determined in consultation on the basis of a quote.

3.5 Regional Care Referral Index

In all municipalities and provinces, a regional youth care referral index has been established. This functions as a digital counter where schools can enter information on students about whom there are care questions and signals in the school. In some municipalities, the referral index has also taken over the function and tasks of the upper school care advisory team.

On behalf of the school, a representative or board member is designated as contact person for the referral index.

3.6 Wij team

The Wij team with respect to preventative work:

- Providing consultation and advice to inclusion coordinators and teachers regarding students/parents we have questions about;
- Provide support for a safe and positive school climate at the request of the school;
- Upon request, provide training and workshops for teachers (and other professionals such as inclusion coordinators)
- Liaise with general services, youth and children's work, community work and volunteers in the district or municipality.

Cooperation/responsibilities between school, parents and Wij team:

- On the basis of an analysis, drawing up a support plan together with the student (if this is possible), parents and school.
- WIJ Groningen is responsible on behalf of the municipality of Groningen for the youth support part of the integral support plan (OZA).
- Performing or organising (case) management of the youth aid portion of the integrated support plan that is supplementary to the education-oriented support from (appropriate) education.
- This includes cooperating with teachers/ibs when a student has already been reported to the WIJ team. This may involve telephone consultations, observation at school and/or organising joint consultations with parents, teachers/indicators and other professionals for good support of the student at school and at home.
- The above youth aid component includes both individual and/or collective support of the youth in various living situations (home/institution, environment, school) and also if necessary of the family.

3.7 OZL North

Care and hospital; Long-term illness is often traumatic for children and parents. For children who are hospitalised or ill at home, it is important that normal life continues as much as possible. Education is also part of this. The consultants of Educational Support for Sick Students of OZL North support schools with this.

The consultants of OZL North are affiliated with the Ziezon network. This national network for Sickness & Education (Ziezon) is a collaboration between Education Development Netherlands and the Dutch Federation of University Medical Centers.

The Ziezon network takes care of the professionalisation of the OZL consultants and national coordination. It also offers parents and schools extensive practical information about the consequences of illness for the student.

3.8 Compulsory Education Officer

The school has clear rules about pupil attendance and pupils' right to learn. The school guide explains the legally applicable rules in more detail. The GSV has regular contact with the compulsory attendance officer, this is mainly of an advisory nature. The compulsory attendance officer is part of the Child Team consultation.

Chapter 4. Social Safety at the GSV

4.1 School Safety Act

The government believes that all children are entitled to a carefree school time dedicated to development, discovery and learning. Children should be safe at school so that they are able to learn and develop. With this bill, school boards in primary education, secondary education and (secondary) special education, are obliged to ensure a socially safe school environment that addresses bullying.

To this end, the bill regulates three concrete obligations:

- Conducting social safety policies;
- Determining responsibilities: coordinating the policy on bullying and acting as a point of contact in the context of bullying with a person;
- Monitoring the social safety of students in such a way that it provides a current and representative picture. This includes the well-being of pupils.

With this bill, the government aims to achieve that school boards actively implement and monitor policies aimed at promoting social safety and that schools address bullying structurally. By paying continuous attention to social safety at school, less children will be bullied and - more positively - students will feel comfortable at school. This also benefits learning. The goal is that the school is and remains a place where parents send their children with peace of mind, teachers enjoy working and young people enjoy going, to build on their future. Good education requires a safe school; all children deserve a safe school.

Monitoring social safety and student well-being.

A school can only implement good social safety policies if it has insight into the actual and perceived safety and well-being of its students. Based on monitoring that provides a representative and current picture of the social safety of the students, schools gain insight into the actual social safety at the school. Based on this safety picture, the school can target its policies to combat bullying and promote social safety.

4.2 Social Emotional Education

At the GSV we work on the social safety of the students primarily through the use of KIVA. Set out below is exactly what KIVA entails.

KiVa is a preventive, school-wide programme aimed at strengthening social safety and combating bullying in all primary school year groups. The program focuses on positive group formation, so that every child enjoys going to school. KiVa has been scientifically proven effective and approved by the Dutch Youth Institute (NJI).

The GSV endeavours to create a safe social climate at school by preventing bullying (preventive) and taking action against bullying if it does occur (curative).

At Kiva, group formation is an important component. During Golden Weeks (the first weeks after summer vacation) and Silver Weeks (the first weeks after Christmas break), there is extra attention to group-forming activities. This is particularly important at IPS as children join and leave classes throughout the school year. All groups work on the same Kiva theme. Each group draws up its own agreements that are visibly posted in the group. Consequences are also discussed, which apply when students do not keep to the agreements made.

A component of Kiva is the right to put right what has not gone right; restorative justice. In addition to appropriate consequences for non-desirable behavior, arrangements can be made with the student to make amends with another person or with the group.

Question cards can be used in conflict management. This method of questioning ensures that the students involved in the conflict are taken seriously and given a responsible role in conflict resolution and repair themselves.

KiVa lessons

We strive to provide, in each group, a KiVa lesson once every two weeks. These lessons will focus on working on group formation and providing a safe learning environment. The lessons will encourage the development of the social skills the children need to create a group norm against bullying. The lessons from the KiVa programme are divided into ten themes, such as 'feelings', 'everyone is unique' and 'recognise bullying'. We revisit all themes during each school year so that all topics that can contribute to a positive, social educational climate have been covered.

Rules of conduct

At our school, each group has established KiVa rules:

1. We like being together as a group; it's great to be a group
2. Angry, sad, happy; consider me; angry, sad or happy; my emotions matter
3. We all belong: I, he, she, they and you too; nobody is left out
4. We're all different; that makes us so special
5. We treat each other well; we treat each other kindly
6. We help each other; we're there for each other
7. We stick up for each other; we support each other

Group discussions

If actual (bullying) problems occur, they can be discussed in the group. The teacher assesses whether the group atmosphere is safe enough to hold a joint discussion. Not all problems can be discussed in the group. A group discussion about bullying takes place only if the bullying victim agrees.

Support group approach

The teacher may use a support group to solve a bullying problem. The support group consists of several children from the class. These children are asked if they can help solve the problem. The support group always includes the bully; the bully is not blamed. The focus of the support group approach is on the fact that bullying is a group process that we want to solve together. Before the support group is used, it is first discussed with the bullying victim himself.

Recovery approach

If the bullying continues despite the agreements made, the recovery approach is used. The teacher starts a conversation with the bullying student. In addition, a recovery plan is drawn up.

Informing parents

The parents of the bullied student are informed at the time the school decides to apply the support group approach, or earlier. As described earlier, the support group approach does not assign blame. Parents are informed that their child is bullying at the time the remedial approach is used, or earlier. Should children subsequently fail to comply with the agreements made, parents are involved during a meeting at school.

External help

When it appears that the curative approach is not working, there may be more going on than just bullying. At that point, additional help is needed to solve the problems. A broader care approach may be chosen. If necessary, the inclusion coordinator will contact an external party (for example, the Wij team through the GGD). A behaviour specialist is also present at the GSV; she is consulted for observation/advice and consultation.

Some more resources to strengthen social-emotional well-being within the GSV:

- Cooperative learning is a form of work in which working together is an essential component. It can be applied in all subject areas; the entire team has received training and a coordinator in each department is responsible for training new members of staff. In cooperative learning, everyone has an input and an equal role in a task to be carried out. Thinking along and collaborating in the group is encouraged. Students learn to give each other space to express their opinions, learn to consult with each other, learn to keep agreements and appreciate each other.

Cooperative learning is based on five basic principles:

1. Positive interdependence. The task can only be completed successfully if every child in the group contributes. The didactic structures ensure that each student actively participates in the task. Even the contribution of children with learning or language challenges is valuable, which has a positive impact on their self-esteem.
2. Individual responsibility. Each child is responsible for their own contribution to the whole of the task. The teacher can review what each student has done, for example, by working with different coloured pens.
3. Direct interaction. The children exchange their ideas, knowledge and opinions together. Good interaction is important for the learning process and the outcome of the assignment.
4. Collaborative skills. The teacher chooses one skill per lesson and pays conscious attention to it beforehand. They come back to it during the evaluation.
5. Evaluation of the group process. The group members first discuss with each other how the cooperation went, then there is a classroom evaluation.

- Task Play (TPO and HB department) is more focused on task orientation and cooperation, rules and agreements, rewarding good behaviour. We generally use this instrument in groups where behaviour and task orientation could be improved and we want to improve cooperation. The emphasis in Task Play is on positive rewards. The goal of Task Play is that restless and disruptive behaviour decreases. This allows the students and teacher to work more efficiently and task-oriented. While playing Task Play, the teacher gives compliments and ignores undesirable behavior. More structure is created in the classroom: the emphasis is on desired behaviour and students are responsible for their own behaviour. Together with the teacher, the class sets positive behaviour

rules and invents appropriate rewards. Then the Task Game is played three times a week, in teams, during regular lessons. Each team receives points. Inappropriate behaviour costs a group points. Groups with enough points remaining are eligible for rewards. Students encourage each other to follow the rules. The teacher compliments desired behaviour and ignores undesired behaviour as much as possible. Task Play promotes a positive and safe classroom climate and task-oriented behaviour and removes risks that can lead to undesirable behaviour, such as bullying.

We put the emphasis on bullying prevention with our care team, with members of this team responsible for some of the classes when it comes to directing the socially safe environment and/or coordinating measures when appropriate. Each inclusion coordinator meets with teachers at defined times during the school year. Teachers can plan a student meeting, each student is given a moment to stop and discuss how his or her development is going and what actions are needed to improve this even more. It can also be a group discussion in which the interaction between the students is examined. Inclusion coordinators regularly visit the groups and in this way, together with the teacher, monitor the socially safe climate within the group.

The support team meets every month to discuss how the support within the school is going, with social safety regularly on the agenda.

4.3 Parents

The involvement of parents is high at the GSV, the supervisory board consists of parents and parents have a large role in helping to determine policy within the school. A General Assembly of Members is held, where parents are allowed to actively contribute to the policy of the school.

Teachers have regular contact with the parents, through an open-door policy and by taking children outside at home time in the younger years. Through Social Schools, a protected digital environment for parents and teachers within the school, parents are kept very regularly informed of what is happening in the classroom.

We attach importance to clear communication, sharing information from both sides, seeking cooperation based on shared responsibility for the student. We also seek this through an annual Open House, presentations and workshops for parents such as about Kiva, multilingualism or social media.

4.4 Social Media

The children of the GSV (and especially the children from the upper years) are aware of social media and participate in this to a greater or lesser extent. The regular standards of appropriate behaviour are applied here and new possibilities are approached positively. In the appendices to this support profile you can find the complete protocol.

4.5 Behaviour

The Groningen School Association has established a policy against bullying for its school. This protocol aims to address the problem of bullying behavior in children through cooperation and thereby effectively improve children's happiness, well-being and future prospects. Cooperation between school and parents is essential in this regard. In the classroom, through the KIVA lessons, regular attention is paid to strengthening the well-being in the group. The complete protocol can be found in the appendices to this support profile.

4.5.1 Code of conduct

We have made agreements within the school about how we treat each other. We have translated these agreements into a code of conduct. In the appendices to the support profile you can read the entire code of conduct.

The general agreement is: 'Pupils and teachers solve disagreements verbally. Only in potentially dangerous situations may appropriate physical intervention take place. These situations are accurately reported, school management is informed and parents are informed. A restorative conversation with the student in question also follows as soon as possible. Students and teachers use commonly accepted language. When someone makes a mistake we name it. We keep repeating this.'

4.5.2. Behaviour and lunchtimes at the GSV

As a measure against misbehaviour by children staying for lunch, the Lunchtime Foundation has agreed to the following measures:

- For continued misbehaviour, the student and parent will receive an official warning;
- After repetition, a second written warning follows;
- After a third warning, removal from lunchtimes will follow, meaning that the parents have to organise alternative care.

These steps will be implemented by the board of the Lunchtime Foundation. The GSV management will initiate a conversation with the student in the event of student misbehavior; After repetition, parents are informed and asked for consultation about the situation and the steps to be taken to improve the behaviour. If a student's behaviour does not improve, a student may be suspended for a short period of time. This will include all legal steps to be taken. For more information on the Lunchtime Foundation and its role at GSV, please refer to the 'lunch book'.

4.5.2.1. Roadmap

By lunchtime Participation Foundation

1. Signals of bullying behaviour/Signs of rule-breaking behaviour
2. Warning by childcare worker, contact with teacher
3. Action by teacher after consultation with pupil
4. If no improvement, consultation with parents of the child misbehaving
5. More intensive counseling by school and possibly external.
6. Third warning, written notice of suspension from staying for lunch for a certain period of time.

4.6 Reporting code for signals of domestic violence and child abuse

From January 2019 the new reporting requirement is in force. We follow the steps of the renewed reporting code. In the appendices belonging to this support profile, you can see the complete reporting code.

4.7 Monitoring

4.7.1. KIVA

In all departments, we work with KIVA; KiVa focuses on positive group formation and stimulates children's social skills and social emotional development. This improves social safety and the pedagogical climate at school. Within KiVa, the emphasis is on the group as a whole rather than on specific individuals. Every year we take the KIVA monitor (TPO and HB) from which a social network advice is given. The International Department has an English alternative to assess social emotional well-being. The students of the TPO & HB groups 3 through 8 complete the monitor and then we review it with the internal supervisor. The teachers of the groups 1 and 2 (TPO) have approximately the same observation lists in the student monitoring system DORR, they also fill this in. After analysing, a plan follows if necessary, this can be for a group(s) or individual.

4.7.2. Incident registration

In order for the school to have and maintain a good overview of incidents, it is important to work with a registration system. The purpose of this is that it is clear at school which incidents occur and threaten the feeling of safety among students, parents and teachers. What each school registers is determined by team members together with the MR. By an incident we mean physical/ verbal/ mental violence and threats, such kicking and hitting, foul language, bullying, discrimination, stealing and vandalism. An accident involving an injury also falls under an incident.

Telephone contact or a conversation with parents of children involved takes place after an incident, if possible, to avoid confusion and ambiguity.

The person who experiences or observes an incident fills out a form; this form also goes home with the student so that parents are well informed about what happened and how it was handled. The forms are kept in a folder located in a location clear to all members of staff, such as the staffroom or kitchen.

Chapter 5: Quality assurance guidance

5.1 Instrument for quality assurance in the school

The GSV has made explicit its vision of development and education and has several quality instruments to assess results and education.

Education is systematically analysed using its own criteria and standards. Based on this, planning documents for school policies in the long and short term are made. The following instruments are used to ensure quality assurance:

Satisfaction Surveys (TP):

The student satisfaction poll (LTP), parent satisfaction poll (OTP) and staff satisfaction poll (PTP) are conducted once every two years. These polls give a good insight into the strengths and weaknesses of the GSV and are a good starting point for the policy to be developed in the following years. After a satisfaction poll is taken, it is analysed, discussed in the teams concerned and follow-up actions are formulated. At the next poll, it is examined whether the follow-up actions have been effective. Through these surveys, the school gets a good impression of the areas in which parents, staff and students feel quality improvement is necessary and in which areas everyone is satisfied with the policy pursued.

Risk Inventory & Evaluation (RI&E):

An annual RI&E is completed. The results are converted into a plan of action for improving working conditions and safety.

Inspection:

In the last inspection report, the care indicators were assessed as follows.

- Teachers' didactic actions were adequate.
- A task-oriented work atmosphere is achieved.
- Matching the learning content to differences between pupils is rated as good.
- The school knows how to respond to students with learning and developmental delays, as well as students who are more accomplished or gifted. (project groups, Project Horizon, HB groups).
- Pupil care is of sufficient quality.
- There is good signalling and analysis.
- Support plans are of a good level.
- The formulation of educational needs and learning gains could be more concise.

5.2 Archiving pupil data and dossier formation

First of all, the school collects general data necessary for pupil administration, such as absenteeism, enrollment and de-enrolment and data needed to calculate the funding the school receives from OCW. This is done using the administration and student tracking system ParnasSys. It also includes specific information about the student, provided it is relevant to the provision of education and guidance to the student. Information about the educational and general guidance of the pupil such as results of test results and reports of conversations with parents are examples of this. Furthermore, the school is required to process pupil progress and results for the purpose of the Pupil Monitoring System.

Pupil data is accessible to the parents/guardians of the pupil, the school administration and the teaching staff involved with the pupil. The school may not exchange information about pupils with third parties, such as the school social worker, without (written) permission from parents. It is mandatory for schools to seek parental permission to share student information with third parties.

Sometimes the school is required to give data to third parties. The educational report when transferring to another school is also mandatory. The Primary Education Act requires primary schools to provide a copy of the

educational report to a student's parents. The educational report records personal data as well as matters that may affect educational performance (e.g., concentration and health problems).

The Personal Data Protection Act provides parents with several rights;

Right of inspection: Parents are the legal representatives of their child. Therefore, they have the right to see the data in the student file. For this purpose, they can make an appointment with the school. In connection with the privacy of other students, someone from the school remains present during the inspection of the data.

Right to copy: Parents have the right to a copy of the data.

Right to correct inaccurate information: Parents have the right to have factually incorrect, incomplete or irrelevant information that violates any requirement of the Personal Data Protection Act corrected or deleted. This does not mean they can have an expert opinion they disagree with changed. Adding the view of the parent(s) is an acceptable solution if, for example, there are disagreements about the content.

In principle, based on the Personal Data Protection Act, the inclusion of health data is prohibited. However, schools have been granted an exemption from this prohibition by the legislature, provided they adhere to a number of strict requirements. Schools may therefore include health data in the student file if this is necessary for the special guidance of students, or if it is necessary to make special arrangements in connection with the health status of students. However, health data may only be included to a limited extent. The file may only contain information on the nature of the data, the scope of the data and the circle of acquaintances. Moreover, if the pupil's parents have given their express consent to the inclusion of health data, the prohibition does not apply. Also, the prohibition does not apply if the data has been expressly disclosed by the data subject himself.

Not everything in the pupil file must be kept for the same length of time. In general, pupil records are subject to a retention period of 5 years after the pupil leaves school at the end of group 8 or year 6: However, there are provisions in education laws and regulations that require a longer period:

- Pupil records. These must be kept for five years after a student is disenrolled.
- The Archives Act stipulates that address data of former pupils may be kept in order to organise reunions, for example.
- The educational report. When a pupil leaves school (prematurely), the educational report must be kept for two years after that pupil has been admitted to secondary education.
- Advice and decisions issued by the CoA (Committee of Advice) are kept by the school where the student was attending when the advice was issued for three years after the student has left this school. If the situation has arisen that the pupil has been placed at another school after the recommendation of the CoA, the records at that new school will be kept for three years after the pupil has left the school.

5.2.1. Provision of information to divorced parents.

When parents divorce, in principle they both retain custody of the child. If someone other than the parent(s) exercises custody, this is called 'custody'.

It is important to distinguish between two situations when informing divorced parents:

1. Parents who both have parental authority with one main caring parent.

In that case the school has the legal obligation to treat both parents equally, so in principle it must invite both parents to parents' evenings and correspondence must be addressed to both parents with custody. This does not apply if, in the opinion of the school, this may harm the child's best interests.

2. One of the parents has parental authority after the divorce.

According to article 1:37b of the Civil Code, the custodial parent is obliged to inform the non-custodial parent about the child. The school has an obligation to inform the non-custodial parent if they request this information. The protocol on providing information to separated parents can be found in the appendix to this support profile.