

AICS

Student Support Profile

Schoolondersteuningsprofiel





Student Support Profile Amsterdam International Community School

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Position

Amsterdam International Community School (AICS) is a Dutch International school. We are accredited by the International Baccalaureate (IB) and provide international education for students between the ages of 4 and 18 years. The AICS is part of the Esprit Dutch school group and is a subsidised Dutch international school. This allows us to offer affordable, high quality, international education at affordable prices. AICS is accountable to the Inspectorate for the Dutch Ministry of Education.

The AICS is a member of

- the Dutch International Primary Schools (DIPS)
- the Dutch International Secondary Schools (DISS)
- the Council of International Schools (CIS).
- the European Council of International Schools (EIS)

The school is located on 3 separate campuses; AICS South (Main), AICS South East and AICS Satellite. The language of instruction is English.

AICS is an IB World Continuum school. This means that we offer all of the IB programmes as outlined below.

IB Programme	Student Age	Certification and Diploma
Primary Years Programme (PYP)	4 - 11 years	None
Middle Years Programme (MYP)	11 -16 years	MYP certificate or MYP course results
Career-Related Programme (CP)	16 -18 years	BTEC Business Level 3 Certificate & IB Diploma subject certificates
Diploma Programme (DP)	16 -18 years	IB Diploma Programme Diploma



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Vision of Student Support at AICS

At AICS we aim to be an inclusive school. We believe deeply in our mission to serve our diverse and globally mobile community to the best of our ability, and accept students with a wide range of learning backgrounds. Learning at the AICS is considered from a strengths based perspective and student learning is enhanced by having a supportive, caring and responsive school environment. We experience that students develop and learn at their own pace. Some students need extra help, support and guidance to develop and progress. As much as possible, the student is supported in their class by their class or subject teachers, teaching assistants and mentors. Sometimes students need extra support provided by our student support team. In the organisation and provision of support, we always work closely with the student, their parents/caregivers and the student support team to provide the appropriate support to the students based on an assessment of the student's needs. AICS has a program for High Potential Learners and has a well-established student support team

Overview of the support at AICS

Our primary and secondary student support teams support students with their academic, social and emotional development based on their needs, identified at school or through specialised testing. In our secondary schools, students in the upper years (14-18) also have the support of our career guidance counsellors in making subject choices, transitions from MYP to the CP & DP and in choosing and applying to further education.

Strengths of the AICS

- We have smaller classes and our teaching team is international.
- There are two student care coordinators; one for primary and one for secondary.
- We have a team of learning diversity specialists who provide a range of support to students in our primary and secondary schools.
- In primary and secondary, all students who need to develop their English language skills participate in extra English language acquisition classes. Dutch language acquisition classes are provided in primary . In secondary, students follow the IB MYP programme for Dutch Language Acquisition.
- Our classes in secondary, are mixed ability. In MYP1, students are divided according to their stage of language development in English and Dutch. In MYP4, (14 years), students follow either the Maths standard level programme or the Maths Extended level.

In the CP and DP programmes students take IB Diploma subjects at standard or higher level.

- In secondary, we provide support for the development of students' mother tongue language.
- Students are viewed holistically and with an understanding and appreciation of students' diverse backgrounds.

Overview of the support school provides at AICS

Support with language and maths	How does the school work on this?
Language	<ul style="list-style-type: none"> As AICS is a Dutch international school, all the students are required to learn Dutch. Students have the opportunity to develop their Dutch language skills throughout their time at the AICS English Language Support: Students who are learning English participate in our English language immersion classes and in an English language enrichment programme. This is in addition to their timetabled English language acquisition classes. For secondary students only. Native speakers of Spanish, French and Italian can participate in classes to develop and maintain their best language.
Dyslexia	<ul style="list-style-type: none"> If a student has an official diagnostic report the student is referred to the student support team . A member of the student support team creates an Individual Educational Plan for the student. Together with the student, we look at what extra support the student needs, for example; extra time, short breaks, study skills training, access to alternative font and/or text/background colour. Primary students with dyslexia are supported using Nessy, Units of Sounds, touch typing and some extra focus on spelling and phonetics. <p>For more information please refer to the Dyslexia protocol. https://docs.google.com/document/d/1BLpy84cOaNaoPjQzijG_nUpfBFhGM0-o/edit#</p>
Maths	<p>For secondary only.</p> <p>Students who need extra help for Maths can receive support directly from Math teachers from AICS through the school based subject specific support sessions.</p>
Dyscalculia	<p>If a student has an official diagnostic report, the student is referred to the student support team. Together with the student, we look at what extra support the student needs, for example; extra Maths support in school from a member of the Maths team, having extra time, short breaks, study skills training, use of a calculator. Based on the students' needs a member of the student support team creates an Individual Learning Plan with the student</p> <p>The support for Dyscalculia is in its beginning stages.</p>

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Support with motivation and learning	How does the school work on this?
Motivation and concentration	<ul style="list-style-type: none"> ● Class teachers and mentor support. One to one conversations with students to help with motivation and concentration. ● Students can have extra support from the support team. Examples are: <ul style="list-style-type: none"> ○ Study skills training ○ Working with a bullet journal ○ Small group training ○ Planning and Organisation support ○ Motivational talks ○ Mindfulness
Study skills, planning and organisation	<ul style="list-style-type: none"> ● Class teachers and Mentor support. In the mentor lessons time is used to help students with study skills. ● SOAR approaches to learning program in group7 and MYP1 ● Supervised study support organised with external parties for secondary students. ● Students can get extra support from the support team. Examples are: <ul style="list-style-type: none"> ○ Study skills training ○ Working with a bullet journal ○ Small group training

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Support with social-emotional functioning	How does the school work on this?
Social skills	<ul style="list-style-type: none"> ● Class teachers, Mentor and subject teachers help form groups when working together. Class teachers and mentors use their mentor lessons to talk about social cohesion. ● In Secondary Peer to Peer Mentoring: Each class has two student Peer coaches. The Peer coaches receive training in how to offer peer support. ● The support team does small group training for referred students. ● The support team can do observations in class and give tips to teachers, parents/caregivers or students ● For primary students the support team gives small group social skills training. ● Whole school approach. AICS works together with external professionals if there is a specific need for social skill in specific groups/classes.
Fear and mood (incl. fear of failure)	<ul style="list-style-type: none"> ● For students in secondary who struggle with fear of failure we have external professionals who provide training in small groups. ● If students struggle with fear and mood, they can also be referred to the support team for: <ul style="list-style-type: none"> ○ Bullet journal training ○ Motivational conversation ○ Mindfulness ● Referral to the youth doctor and/or the parent child adviser is also possible.
Dealing with boundaries	<ul style="list-style-type: none"> ● Classteachers, mentors and subject teachers speak to students about what they expect. ● Individual students can be referred to the support team or the parent child adviser
Substance use and addiction	<ul style="list-style-type: none"> ● Secondary only: Mentors speak to the students during mentor class about substance use and addiction as part of the mentor programme ● If there is a concern about use of substance, we can refer the students to external help like the parent child adviser, Jellinek, Brijder or Moti4

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Support with physical and sensory limitations	How does the school work on this?
Visually impaired, hearing impaired, motor impairments / limited mobility, limited capacity, chronically ill	<ul style="list-style-type: none"> • If a student needs extra support because of any physical and or sensory limitations, we make an individual and customised plan. We work together with parents, students and if needed with external professionals to see how school supports the student. • AICS Main building has an elevator and is accessible for wheelchair users and for people with limited mobility. The South East campus is not accessible as it has not got an elevator. • The school works together with the youth doctor for advice about students who cannot attend full days or need a reduction in the amount of schoolwork they can complete in a set period of time.

Support: Homelife and free time	How does the school work on this?
Support at home / free time	We refer parents and students to the parent child adviser. School offers a number of after school activities and clubs for primary school students and for after school clubs for students to join but we promote that students go to sports or clubs in their Dutch community.

Other support	How does the school work on this?
	<p>Inclusive Assessment Arrangements AICS Secondary</p> <p>We follow the IB regulations for the organisation and implementation of inclusive assessment arrangements throughout the MYP and DP programmes of study. For IB examinations, (MYP5 E-Assessment and DP final examinations), a student may be entitled to assessment arrangements that will enable them to have equitable access to the examination. BTEC exams as part of the CP programme, we apply to Pearson for appropriate inclusive assessment arrangements.</p> <p>Transition support:</p> <p>Our MYP1 mentor coordinator, the group 7 class teachers and the student care coordinators work together to ensure a smooth transition for students moving from our primary school into secondary school.</p> <p>Our Career Counsellors work with the mentors of MYP5 in helping students with the transition to the CP or DP programme or into Dutch education. They also assist students in their preparation and transition into further study.</p> <p>Workshops and Parents' evenings.</p>

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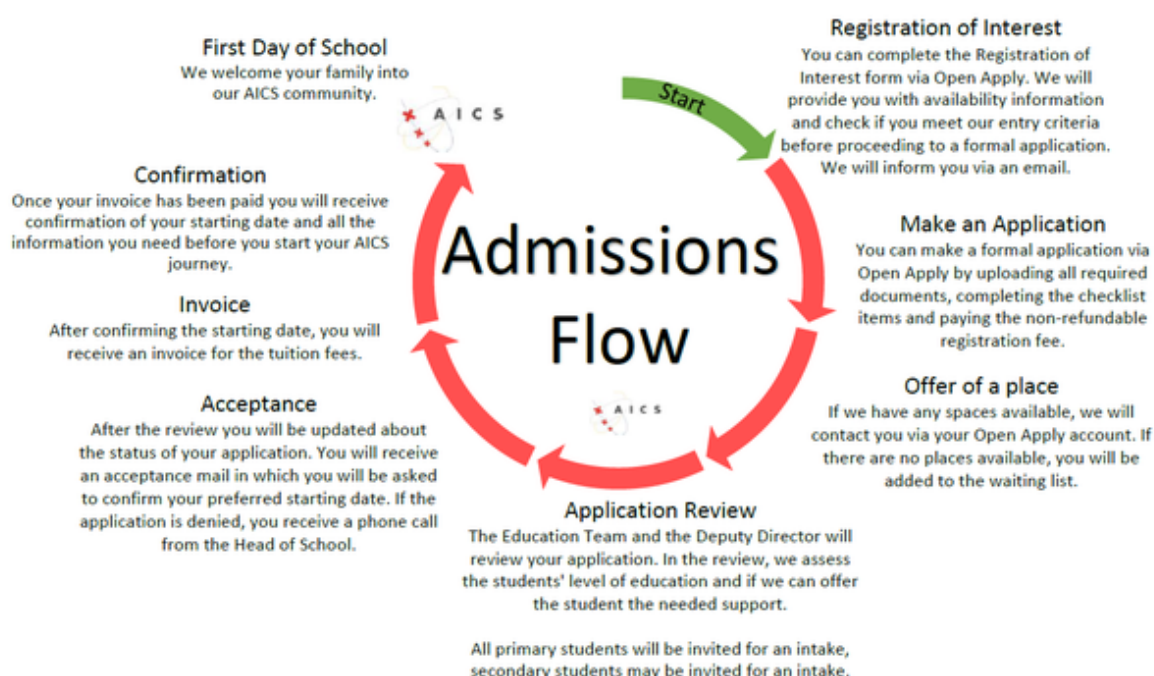
	Throughout the school year we provide targeted workshops for primary and secondary based on student, class level or year level needs. Every school year there will be a number of parents' evenings or webinars around healthy school topics.
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For more detailed information about our vision for student support, refer to the school Inclusion Policy

The Admissions Process

New students are accepted at the AICS throughout the school year depending on the availability of school places.

The image below shows an overview of the admissions process.



Required documents for a formal application to AICS

When submitting a formal application, you must upload the following documents.

- A valid copy of parent's/legal guardian's and child's passport
- School reports from the last 2 years (in English)
- A digital photograph of your child
- BRP (Basisregistratie Personen) document of your child. You can obtain this from your local Municipality (Town Hall) after you have officially registered your child with them. If you are still abroad, this document will be provided later.



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- For children with a non-Dutch nationality, or foreign passport holders, we need a statement from parents of their intent to relocate in the future.
- For children with a Dutch passport, we also need proof of temporary residence (via an employer's declaration or contract).

When applying to our school it is important to submit all the requested documentation with your application. We cannot process incomplete applications.

Processing time of admission

Please be aware that if you are applying for an immediate start (mid-term) and a place is available, the process from the Application Review onwards may take a couple of weeks. If you are applying for the next academic year, you will be informed of the status of your application by the end of May.

All applications are processed in order of receipt following payment of the non-refundable registration fee. Children will be placed as soon as possible, once the application procedure is complete and when places become available.

Admission of students with support needs.

All students who apply to the AICS through the Admissions portal who indicate on their application that they have received support in their previous school, have individual educational plans, or have a diagnostic report, are referred to the student support coordinator for review. The student support coordinator reviews all the documentation that parents/caregivers have submitted and contact the students' previous school. Parents/caregivers and students will be invited for an intake interview with the student support coordinator and the head of school to discuss the student's support needs. Based on all this information the student support coordinator will advise the heads of school on what kind of support the student might need and what support the school can and cannot offer. The heads of school will make the final decision if a student will be successful in the school or if the support needs are such that the student would be more successful in another school.

In primary school it could be part of the admissions process that the support coordinator will invite the student to join the primary class to observe the student in the classroom environment.

Group 1

As part of the intake procedure, all Group 1 children will take part in a play session where the children will have the opportunity to play with their future peers and the Group 1 teaching team. The aim is to create a safe, secure, stimulating and well-organized learning environment which meets the individual needs and interests of all our students.

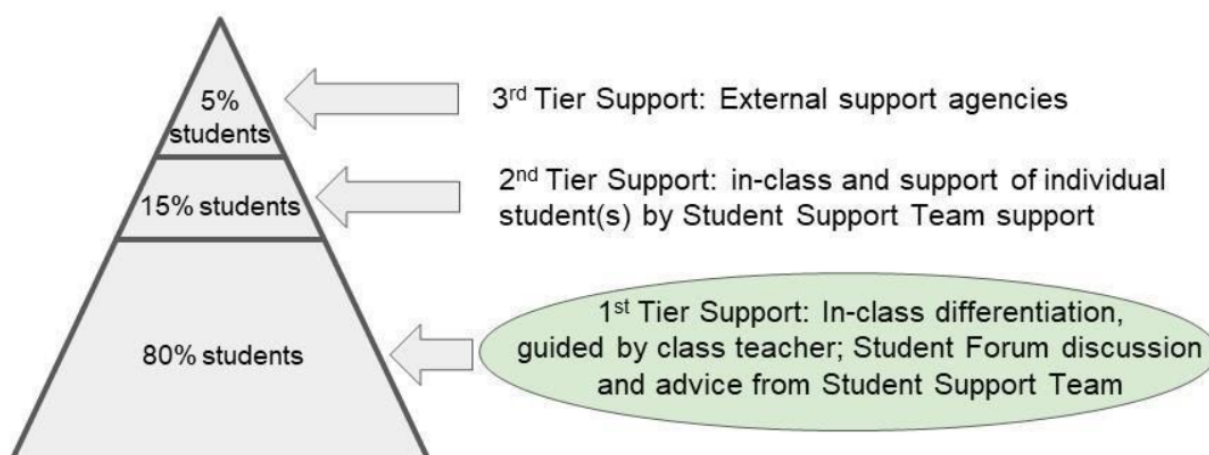
Group 2- 7

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The school will place a child in group 2 to 7 based on previous school reports. Please note that an intake interview for prospective group 2-7 students may take place if the school requires additional information to the school reports or if there are no school reports. In this case, before being placed within the school, a student may be referred for an intake assessment by the Admissions Team. The intake assessment will help us to assess the student’s learning profile. Standardised tests, such as a non-verbal reasoning test (NVR), may be used to screen for academic potential of the student.

How is support organised at the AICS?

We organise student support using a tiered system. The tiered system outlined below, describes increasing levels of support depending on the student’s needs. The foundation for all support begins in the classroom with the class and subject teacher. In all levels of support offered at the AICS, there are internal meetings to discuss the progress and development of each student who receives support.



Tier 1: First line support

The basis for all student support at the AICS is high quality teaching and differentiation for all students in primary and secondary. The emphasis is on inquiry learning developed through the concept based IB PYP and MYP curricula and on developing students’ approaches to learning skills. The class teachers in primary and the subject teachers and class mentors in secondary, provide students with the academic, communication and social emotional support as needed.

Class teachers in primary and class mentors in secondary monitor students’ progress throughout the school year. Through monitoring, early difficulties a student is having can be identified (academic, social emotional, behavioural) and addressed with the student and their family.

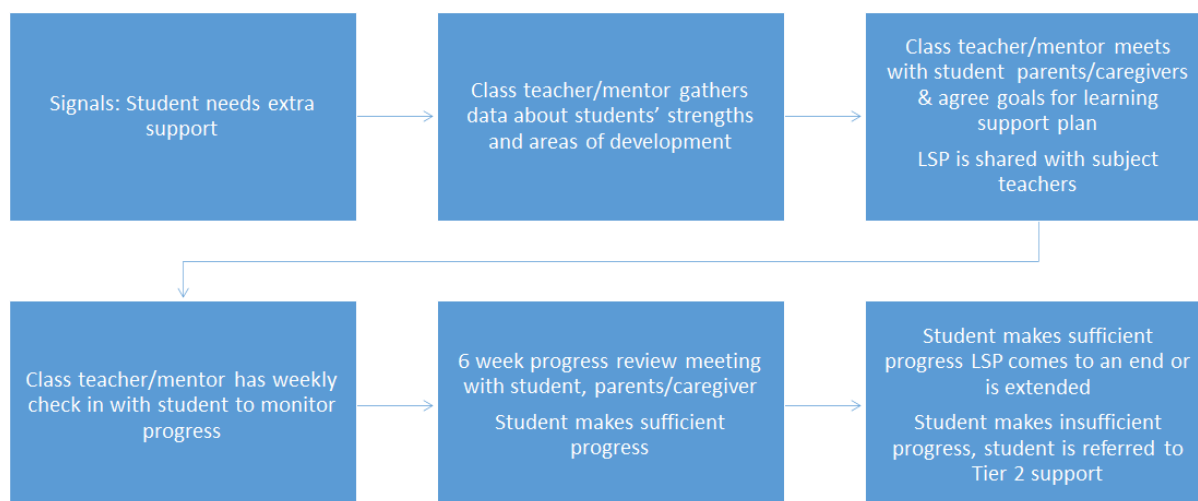
Learning Support Plan (LSP)

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When a teacher and parent/guardian are concerned about a student’s progress and see that the student needs extra support, the class teacher (primary) or class mentor (secondary) creates a Learning Support Plan (LSP). The LSP is a plan which targets specific areas where a student needs to develop. It is created by the class teacher or class mentor with advice from the Student Support Team (SST). The plan is agreed together with the child and the parents/guardians. An LSP can be created for a student in any tier, however it is mostly commonly used in Tier 1 and Tier 2.

Every effort is made to include the student in the creation of the LSP, however, with our younger students in primary, the parents/caregivers agree with the LSP with the class teacher.

The LSP is usually valid for 6 weeks. At the end of 6 weeks, the class teacher or mentor reviews the student’s progress with the student and their parents/caregivers. If the student has made sufficient and appropriate progress, the student will no longer have an LSP and the teacher will continue to monitor the students in class. If the student has made limited progress, a new LSP may be created and /or the student may be referred to our SST team for more specialised support. When a student has made no progress, the student is referred to the SST team. This is the referral pathway from Tier 1 to Tier 2 support.



Basic Individual Educational Plan (IEP)

Students who have a diagnostic report and have been classified with specific learning disorders, for example, Autism Spectrum Disorder, ADHD or other learning diversity needs, all begin with a basic individual educational plan. This plan has a number of recommendations for teachers on how to support a student with a diagnosis. The students might have inclusive arrangements which will be stated on the IEP.

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There are also two goals on the basic IEP: the first goal is that the student asks for help when they need it. The second goal is that the student has to a promotional school report at the end of the school year. The student with a basic IEP will not receive any active student support. If the class teacher, mentor, subject teacher, student or parent/caregivers experience that a student is having more challenges, the basic IEP can be changed to an Active IEP with specific, personalised goals. All students with an IEP are monitored by the student support team throughout the school year, including students who are not receiving active support.

Internal Meetings Tier 1

Student progress and development is discussed at regular mentor meetings with the Year Head and the Head of School responsible for the year level. Students of concern are identified, and class mentors make arrangements to follow up and /or support individual students. This support may include extra meetings with individual students to guide planning and organisation, check in meetings to monitor student wellbeing and/or creating and monitoring a student's learning support plan. Mentors also discuss strategies for managing student behaviour and learning at individual, class and year group level.

- Consultation meetings with teachers and student care coordinators for advice on how to support a student.
- Secondary Report meetings, mentors and head of school. In MYP5 the career counsellors are included in this meeting.
- Student Forum in Primary School: Throughout the school year, all teachers in our primary school participate in meetings called Student Forum. At the Student Forum, teachers share observations, questions and strategies regarding the academic and social-emotional development of their class as a community.
- Student Forum in secondary is scheduled once per term. This is a scheduled time in the school timetable where all subject teachers record their comments about students' academic progress and their wellbeing. The class mentors are available if teachers wish to discuss specific students.

Collaboration school- parents- student

The class teacher and mentor are the main point of contact for parents/caregivers. Every year there are parent teacher conferences where parents have the opportunity to speak to the class teacher, mentor and/or other teachers. At the end of the school year, we hold student-led conferences where students choose and present examples of their learning to their families, showcasing the development of their approaches to learning skills.

iSams

We use the school management information system iSams, to record, track and monitor students' academic progress, social emotional well-being, behaviour and school attendance. We use the information in iSams to signal any concerns regarding a student.

Truancy

Class teachers, mentor and subject teachers all fill in on ISAM if a student is in school. If the student is not attending school on a regular basis the class teacher in primary and the class mentor in secondary, speak



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with the student about the reasons for their absences. If needed, the teacher can then refer to student support in tier 2 or tier 3

Referral to Tier 2 support

The class teacher in primary and class mentor in secondary involve the student support team and together with the student and the student's family, explore the student's needs, develop, implement and evaluate the student's LS) or an Individual Education Plan IEP.

When concerns have been raised about a student's lack of academic performance, their behaviour or their social emotional wellbeing, the class teacher or mentor can have a consultation meeting with the support coordinator to discuss if a student needs to receive active support.

Active Individual Educational Plan

When a student is referred for extra support and has a basic IEP, the student will be assigned a learning diversity specialist. The learning diversity specialist changes the basic IEP into an Active IEP in consultation and agreement with the student and their parents/caregivers. In the active IEP, the learning goals are more specific and targeted. The active IEP is an addition to the basic IEP where specific personal goals are written in collaboration with the student. The student will then receive active support according to our placement system. ([Placement Primary](#) [Placement Secondary](#))

At the end of active support there is an evaluation meeting to see if the support needs to be and can be extended. If the student has reached the goals the active IEP will become a basic IEP again.

LSP from student support team

Students without a basic IEP and who need more support than has been offered in tier 1 are assigned a learning diversity specialist by the student care coordinator. Together with a mentor, classroom teacher and student, a learning support plan will be written with specific personal goals. The student then receives active support according to our placement system. At the end of a period of active support, the learning diversity specialist, together with the student, parents/caregivers evaluate the student's progress. Together they determine if the active support has been effective and if the student would benefit from extending the support or if it is possible to effectively support the student within the school. If the student has achieved their goals the active support is ended.

Internal Meetings Tier 2

- Support coordinator meets with the learning diversity specialist on a regular basis to discuss students who are receiving support.
- Student support coordinator meets on a regular basis with the heads of school to discuss students of concern
- Regular meetings with the advisor for inclusive education, head of school and support coordinator.

Advisor for inclusive education

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At AICS we have an inclusive educational advisor provided by the Samenwerkingsverband. The inclusive educational advisor works closely with the student care coordinator. The head of school and student care coordinator can ask for advice regarding individual students, classes, learning diversity challenges, give guidance to teachers regarding pedagogical climate or specific students and more.

Tier 3 Third line support

Third line support is the most intensive form of support. This support is offered when it is evident that a student needs more specialised and individualised support than what is offered in Tier 1 and Tier 2. This may be because the student has ongoing persistent, significant and/or severe academic, social emotional or behavioural problems and is not responding to the interventions provided in Tier 1 and Tier 2. In order to develop an appropriate intervention strategy, we investigate and gather information, observe and analyse and work closely with the student and their parents/caregivers. We may also seek advice from our external partners for example, the youth doctor, school attendance officer, the parent child team or the 'samenwerkingsverband'.

Where a student has an urgent need for Tier 3 support, due to severe academic, social emotional or behavioural challenges, the student can be placed directly in Tier 3.

“Zorgadviesteam” (ZAT)

If we need advice about how best to support a student because the student is frequently ill, unauthorised absences, concerns about social emotional wellbeing, behaviour and/or safety concerns, the student care coordinator can bring the case to the ZAT team for advice and guidance. Students can only be discussed at the ZAT with the written permission of the parent/caregiver and students who are 14 or older (Appendix 1).

In the ZAT meeting the following people can be present:

- Head of Student Support
- Support Coordinator Secondary
- Truancy Officer
- Youth Doctor
- Youth Nurse
- Parent Child Adviser
- External health organisations who support the student.

Frequent absence from school

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When a student is absent due to illness for more than 7 consecutive school days or has been registered as sick more than 3 times in a 12-week period, the school will notify the school attendance officer and the youth doctor.

In this case, our absence administration team will contact the parents/guardians by phone and follow up by email. The school informs the youth doctor and the school attendance officer. The youth doctor makes an appointment to meet with the parents/guardians and the student. There may also be an appointment with the school attendance officer.

Parent child advisor

The parent-child adviser is available for appointments at school two days of each week. The role of the parent child adviser is to provide support or give advice to students who are experiencing social-emotional difficulties. Students and parents can visit the parent-child adviser alone or together.

Specific support for primary students.

Speech therapist : The speech therapist provides support regarding difficulties around processing information and language use and production. Support sessions can be organised during the school day.

Occupational therapist: The occupational therapist provides support regarding difficulties with fine and gross motor development. Support sessions can be organised during the school day.

Collaboration with external support agencies.

We work closely with several external organisations to provide support to students who require more specialised support than we can offer at school.

Working Together Partnership (Samenwerkingverband SWV)

Amsterdam International Community School is a member of the SWV for Amsterdam and Diemen for both our primary and secondary education. The role of the SWV is to support schools in the organisation and provision of inclusive education. Their key functions include.

- Making agreements with schools and other authorities to ensure that the transition from primary to secondary education runs smoothly
- Ensuring timely and reliable research for students who may be eligible for learning support programmes or practical education
- Referring students who require extra care to upper-school trajectories through the Education Switching Desk
- Making agreements with schools about reducing the number of students changing schools and early school leavers
- Ensuring optimal cooperation between schools, extra-school facilities and external partners(municipality, youth care, compulsory education office) (Translated from <https://www.swvadam.nl/> Accessed 20 April 2019)

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Mental Health and wellbeing

The majority of our external partners operate outside the school setting. These organisations provide specialised physical and mental health care. In most cases the services they provide fall within the student's health care insurance. This includes but is not restricted to the following organisations;

Arkin,	PGU Utrecht
Altra	Child Assessment Group
De Bascule	Expat Kids
IpSY	

Appendix 1

Parental consent form for Student Support Plus Team Meeting

Amsterdam International Community School
info@aics.espritscholen.nl

Dear parents/ guardians,

We are writing to you to inform you that we want to discuss the support needs for your son / daughter (name) at our Student Support Plus team on Thursday 29 October. This meeting is known in Dutch as the “Zorg Advies Team (ZAT).



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We need your permission in writing to discuss (name) at this meeting. We ask that you read this document carefully and sign the document where indicated. In signing this form, you are giving permission to discuss(name) and his/her support needs.

We would like to ask our external partners the following questions;

Summary of the challenges:

Parents / legal representatives of

Name student

Date of birth student:

By signing this document, you are confirming that you have read and understood the document and you give your permission for the following:



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- Registration and discussion in the ZAT and give permission to share relevant documentation.
- Are aware that the following persons are the regular participants in the ZAT:
 - Head of Student Support
 - Support Coordinator Secondary
 - Truancy Officer
 - Youth Doctor
 - Youth Nurse
 - Parent Child Adviser

Are aware that other people involved may also attend the ZAT meeting by invitation. The support coordinator will inform parents about this in advance. In consultation with parents, the following people will also be invited: (Name and function)

Are aware that accompanying appendices are sent to and discussed with the participants of the ZAT .

- Consent to the provision and sharing of relevant information within the ZAT to answer the questions of school and parents

Name of parent/guardian : Date:
.....

Signature of parent/guardian

Appendix 2

Internal and external staff who are involved with supporting students in AICS

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Class teacher (Primary) Mentor (secondary) Subject teacher	<p>The classroom teachers and mentors provide individual students low-threshold academic and social emotional support. They are often the first people to notice that extra support may be required and will take the necessary further steps. Please see School Support Profile for further information.</p>
Learning diversity specialist	<p>When students have a specific learning need or require support that is beyond what can be offered by the subject teacher and class mentor, the student is referred to the learning diversity specialist (LDS). The learning diversity specialist will observe and assess the students' needs based on existing documentation, school reports and discussion with the student, teacher and their family, guardian or caregivers. The learning diversity specialist will conduct lesson observations to gain insight into the student's experience in class.</p> <p>The learning diversity specialist uses the information they have gathered to create a Learning Support Profile (LSP) or Individual Education Plan (IEP) with the student. The content of this plan is agreed with the student as appropriate, their parents, guardians or caregivers before being shared with the student's teachers.</p>
Support coordinator	<p>There are two care coordinators at school; one for primary and one for secondary school. The student care coordinator plays a pivotal role in the internal student care structure of the school. They specialize in identifying additional support needs and ensure that the appropriate help and support is provided for the student.</p>
Head of school	<p>The head of school can join meetings with parents and students if there are any concerns. This can be concerns about attendance, health or mental health of academic concerns.</p>
Careers Guidance Counsellors- Secondary	<p>There are three career guidance counsellors who are responsible for guiding students in identifying;</p> <ul style="list-style-type: none"> ● Their interests ● Strengths and weakness ● Subject choices for E- Assessment MYP5 ● Subject choices for CP ● Subject choices for DP ● Courses for further study (MBO/HBO) ● Courses for further study at university ● Applications to college/university
Parent child adviser (PCA)	<p>The role of the parent child adviser is to provide support or give advice to students who are experiencing social-emotional difficulties. Students and parents can visit the parent-child adviser alone or together. The parent child adviser is an independent external support agency. The conversations parents</p>

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	and/or student, have with the PCA are confidential and only shared with school after permission has been asked and given.
Youth doctor	A student may be referred to the youth doctor by the student care coordinator if there are health concerns either physical or related to wellbeing that we feel are not being addressed adequately at home. For example, a student may be called in sick frequently without clear reason. This student will then be referred to the school doctor. The youth doctor may be consulted to give advice on what is best for the student regarding school attendance in the case of physical or mental health concerns.
Youth nurse (primary)	The youth nurse is part of the same team as the youth doctor. She comes to school and does the health checks in primary as by Dutch regulations. We do not have a youth nurse in school to support sick students.
Truancy	Students that have unexcused absences can be referred to truancy for a meeting to discuss these absences. Truancy works together with school and if needed with the youth doctor.
Speech and language therapist (Primary)	The speech therapist provides support regarding difficulties around processing information and language use and production. Support sessions can be organised during the school day.
Occupational therapist (primary)	The occupational therapist provides support regarding difficulties with fine and gross motor development. Support sessions can be organised during the school day.
Structured Study Support secondary	During the school day, students can access subject-specific support in Maths, Sciences and languages from secondary school teachers based on the teachers 'and students' availability