

Overview of the support offered to students at Amsterdam International Community School

A. Our Strengths

Amsterdam International Community school is a Dutch international school where English is the language of instruction. We are accredited by the International Baccalaureate (IB) and provide international education for students between the ages of 4 and 18 years. We are an IB Continuum school. This means that we offer the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Career-Related Programme (CP) and the Diploma Programme (DP).

- We provide a holistic education for our students with an understanding and appreciation for students' diverse backgrounds.
 - We have smaller classes, and our teaching team is international.
 - We value the importance of building positive relationships within our school community and with our local community.
 - There are three student care coordinators: one for primary and two 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 our primary and secondary school, 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.
- We have mixed ability classes in secondary. In MYP1, students are divided according to their stage of language development in English and Dutch. In MYP4, (14 years), students follow either the Math standard level programme or the Math 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.

B. Overview of the support provided at school

Support with Language and Math	
Language	<ul style="list-style-type: none"> ● AICS is a Dutch international school, all the students are required to learn Dutch. Students can 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. ● In secondary 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.

	<ul style="list-style-type: none"> Primary students with dyslexia are supported using Nessy, Units of Sounds, touch typing and some extra focus on spelling and phonetics. <p>We follow the Dutch Dyslexia protocol</p>
Math	Students who need extra help for Math can receive support directly from Math teachers from AICS through the school based subject specific support sessions.
Dyscalculia	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 Math support in school from a member of the Math 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. The support for Dyscalculia is in its beginning stages.

Support with intelligence	How does the school work on this?
Talented and high potential learners	Differentiated lessons, extra support to develop executive functioning skills, interdisciplinary project groups.
Disharmonic profile	Differentiated lessons, inclusive assessment arrangements Extra guidance for planning, organization. Extra guidance for approaching and structuring assignments in our Flex class

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. <p>Examples are:</p> <ul style="list-style-type: none"> Study skills training Working with a bullet journal Small group training Planning and Organisation support Motivational talks
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. <p>Examples are:</p> <ul style="list-style-type: none"> Study skills training Working with a bullet journal Small group training Guidance in the Flex class

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. ● 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 skills in specific groups/classes.
Anxiety and Mood (including 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"> ● Class teachers, 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 abuse and addiction	<ul style="list-style-type: none"> ● Mentors speak to the students during mentor class about substance use and addiction as part of the mentor programme. ● When there is a concern about use of substance, we refer the students to external help like the parent child adviser, Jellinek, Brijder or Moti4

Support for visually impaired, hearing impaired, motor impairments, limited mobility, limited capacity, chronically ill	How does the school work on this?
	<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 when needed with external professionals to see how school supports the student. ● AICS South building has an elevator and is accessible for wheelchair users and for people with limited mobility. From September 2023, the South East will move location and the school will be fully accessible. ● 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.

	<ul style="list-style-type: none"> ● For students who are chronically ill, we work with the youth doctor and external partners to support the student to continue their education.
--	---

Support: Homelife and free time	How does the school work on this?
Support at home / free time	<p>When parents/ caregivers need support at home, we refer parents and students to the parent child adviser.</p> <p>School offers a number of after school activities and clubs for primary school students. In secondary, we have Model United Nations, music and drama activities. We promote that students pursue sports or clubs in their Dutch community.</p>

Overige ondersteuning	How does the school work on this?
	<p>Flex classroom: a dedicated class room where students can receive extra support with planning, organization, structuring assignments in a quiet setting under the guidance of the wellbeing team.</p> <p>Inclusive Assessment Arrangements AICS Secondary 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: 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. 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. All students in MYP5 and new students to the CP and DP programmes, take tMorrisby Aptitude testing. This helps students with their subject choices and pathways for further education Workshops and Parents' evenings.</p>