

referral to support

If a student needs more than the basic support given in class, the teacher can refer them to the Student Support Team (SST). The Support Team offers a range of small group training and individual coaching. All support is determined on an individual basis. AICS follows the IB guidelines. The school will always make the final decision as to what kind of support a student can and will receive.

Parents and support

AICS values the contribution and collaboration with parents in supporting the student. When a student is referred for extra support, there will be an intake meeting with parents, students, and the caseworker. Working together, the goals and strategies for the student will be chosen and advice will be given to parents on how to support their child at home to achieve those goals. After the initial intake meeting, there will be evaluation dates set to discuss the support given. Sometimes the school will advise that external parties be contacted for diagnostic research or more intensive support than the school can offer. To ensure a synchronous approach in support, it would be much appreciated if parents, external parties, and the school could work together to support the student. AICS would like to ask parents to share any diagnostic and/or progress reports, past and present. This would allow the support team at school to better understand how the required support can be fitted to the individual needs of the student.

Specific Learning Differences

In the classroom, teachers use differentiation and environmental accommodations to support students in their learning.

Together with the team around the child (teacher, parents and other professionals), the Support Team looks at what extra support the student may need.

Examples are:

- * Extra time, short break, spell check
- * Access to alternative font and text/background colour
- * Use of a calculator and/or word processor.
- * Units of Sound, Dynamo Maths, Nessy Reading and Spelling Program, Touch Type Read & Spell (TTRS)

Specific learning disorder is a relatively new classification that groups together reading-related (dyslexia) and math-related (dyscalculia) disorders under a single umbrella



Self-Management

In the classroom, teachers help students with self-management skills.

Students can receive extra support from the SST when the self-management skills do not meet developmental expectations.

Examples are:

- * Focus and concentration
- * Following classroom routines
- * Organisation
- * Sensory overload

Emotional Support

In the classroom, teachers address emotional issues in PSHE lessons and regular check-ins with students.

If students struggle with fear and mood, they can also be referred to the support team for:

- * Anger management
- * Motivational conversation
- * Mindfulness
- * Anxiety reduction
- * Emotional awareness and regulation
- * Attachment difficulties

Referral to the youth doctor and/or the Parent Child Advisor is also possible.

Social Skills

In the classroom, teachers address appropriate social skills with students.

If students struggle with communication and interaction in class with their peers, they can receive support .

- * The support team carry out observations in class and give tips to teachers, parents or students.
- * The support team offers small group training for referred students.

Language support

- As AICS is a Dutch international school, all the students have Dutch lessons. We look at the level the students are at and then place them in a Dutch class according to their level.
- English Language Support: Students who are learning English participate in our English Language Acquisition classes.

Student support AICS

For all students of AICS

Our classes have a maximum of 22 students in a classroom. The class teachers are always the first point of reference. All teachers are responsible for the well-being of the students in their classes. Teachers provide in-class differentiation and accommodations in order to best meet the needs of their students. Throughout the school year, the teachers engage in a discussion called Student Forum. At this meeting teachers share observations, questions and strategies regarding the academic and social-emotional development of their class as a community.

Besides the basic support, here are some of the resources, lessons and activities used throughout the Primary School:

- Inquiry-based learning
- Naya Nature
- Gardening
- Ice-skating
- Swimming
- Dance
- Numicon
- Progress Test in Math
- Progress Test in English
- Lucy Calkins
 - Reading for meaning and Writers Workshop
- Mindfulness training
- English Language Acquisition (ELA)
- Learning Support Plans (LSP)
- Student Forum
- Group 2 Speech and Language screening
- Class Assistants from Group 1-3
- Subject Specific Coordinators (Maths and Literacy)
- After School Clubs
- Inquiry Team
- Amygdala Dens (Social Emotional)
- World Language

Placement 1

- Support needs in one area (academic/social emotional/physical)
- Up to 6-8 sessions (half term)
- Environmental accommodation such as: headphones, time-out cards, sensory resources
- 1 formal observation (2-3 contexts) in class by SST with recommendations
- Planning and organisation training (3 sessions)
- Monitoring once every term
- Training mostly done in small groups.
- Social Skills

Placement 2

- Support needed in 2-3 areas
- Max 1 term of support throughout the year
- 1 formal observation (2-3 contexts) in class by SST with recommendations
- Training mostly done in small groups

Placement 3

- Support needed in all 3 areas
- Maximum 2 terms of support throughout the year
- 1-2 formal observation (2-3 contexts) in class by SST with recommendations
- Changes that need to be made to timetable as recommended by youth doctor
- Training mostly done in small groups or individual support
- Integration plans

Placement 3 is the maximum student support AICS can provide for their students.

For extra support AICS works together with :

Parent Child Advisor:

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Supports parents and students up to the age of 23 with questions about parenting and growing up. The parent and child adviser is an external party. School can refer parent or parents can make contact with the Parent Child Advisor on their own.



AICS also has a professional working relationship with other External Professionals (Speech and Language Therapists, Occupational Therapists).

Youth Doctor

If a student is not able to follow the normal timetable, tests and or assignments as scheduled, because of any physical or mental illness, school can refer to the youth doctor advice. The youth doctor is the only one who can advise school how, and in what way, to alter the school days to the needs of individual students.