



Inclusion Policy Laar & Berg

Introduction

It is important for every student to have access to, and involvement in education. Barriers should be removed and opportunities created for all to develop optimally, both as a human beings and academically.

This Inclusion Policy is a way to show that Laar & Berg values diversity and that differences in students' learning needs are identified and respected. At Laar & Berg we understand that 'one size fits all' does not work and that we need people, resources and processes to give students equal access to education and assessment. Through this Inclusion Policy, we aim to provide students with what they need to succeed.

If students, for whatever reason, need extra guidance or facilities, the school can provide support in a number of cases. Laar & Berg offers and provides assistance to both students with learning difficulties and pupils with social-emotional and / or behavioral problems.

This Inclusion Policy describes how Laar & Berg fulfills this commitment to support students and which professionals play a role. Naturally, Laar & Berg complies with the relevant legal regulations.

Educational support

Remedial Teaching

At Laar & Berg two teachers are specialized in tutoring pupils with specific needs. These Remedial Teachers (RT) spend time coaching pupils as well as engaging in policies, organization and consultancy. The RTs determine which students receive which help, they inform subject teachers and coordinate the support necessary within regular lessons. The RTs evaluate their findings, and communicate them with the parents.

Confidential Counsellor

The mentor is the linchpin in student support. The mentor has access to information about study, behavior, social functioning and attitude and is the first point of contact for parents. If the mentor notices that a student's academic performance is falling or detects signs regarding the student's general well-being, the mentor, in consultation with parents and the Head of Department, examines what is needed to support the student.

For this, the mentor and the Head of Department can also seek guidance from the Upper School Student Affairs Coordinator (*bovenschoolse*

coördinator leerlingzaken) – also referred to as the confidential counsellor, who is present one day a week at Laar & Berg. The role of the Student Affairs Coordinator is to inform, mediate and initiate processes in order that all stakeholders work together to identify causes and solutions that ensure the student's development.

If necessary, the Student Affairs Coordinator calls in other disciplines, such as a psychologist to conduct a psychological examination (e.g. intelligence tests) or a school doctor from the Public Health Service (*GGD*) in order to better identify suspected physical problems. When all the data is collected, the Student Affairs Coordinator and the stakeholders will determine what support the student needs and whether that support is achievable within the school. In this instance, the Student Affairs Coordinator has a supporting role in contacting external help for the student and his / her parents. The Student Affairs Coordinator supports teachers in increasing expertise on dealing with the behavior demonstrated by a student. In addition, the Student Affairs Coordinator is called in when there are suspicions of abuse of a student or if there are complaints about behavior within the school.

Behavioural Specialist

Within Laar & Berg, students who are on the autistic spectrum, or are diagnosed with ADHD, ADD, PDD / NOS and related concentration kinetic problems, are coached by the Behavioural Specialist (*ambulant begeleider*), who is present in the school two days per week (8 hours in total) for training and meetings. Each school year, an action plan is made for the student with targets for the upcoming school year. During the school year there is an opportunity for parents and the Behavioural Specialist to discuss the feasibility of the goals and to update them as necessary.

Centre of Expertise

In special cases, the school can seek support for a student from the J. F. W. Nuyens Institute, also known as 'The Villa', a location separate from the school where students who need temporary additional support can follow their own curriculum in a different setting away from the classroom. The students are accompanied by teachers. Where necessary, additional expertise can be called upon (e.g. school social worker and / or psychologist).

Learning support

Approaches to Learning

Tutoring at Laar & Berg consists of mentor classes, and the 'Learn to Learn' programme in Grade 1. In both programmes, Approaches to Learning (AtL) plays a major role. Insufficient command of basic skills is established at the beginning of the school year in Grade 1. After this, the strengths and weaknesses of a student are mapped systematically. In this way, targeted assistance will be provided in the form of special remedial teaching classes. The Remedial Teachers hold a consultation in which agreements are made

for further guidance. Evaluations in each period will determine whether or not it is valuable to continue the agreed support.

Dyslexia

Students with an official declaration for dyslexia are on a list, which is updated every month. The teacher will check this list, adjust tests if needed and keep track of which students are subject to special arrangements. Students with weak spelling skills, but without an official declaration, may be referred for further investigation should primary school data, the type and number of errors made during remediation, results in modern languages or poor motor skills warrant it. In this way, a student can still obtain a dyslexia declaration. Students with an official dyslexia declaration may be entitled to:

- Extra time for tests
- More flexible standards for written work in the lower grades
- Use of a laptop
- Dispensation for a foreign language.

Dyscalculia

Students with an official dyscalculia declaration are entitled to:

- Extra time for calculation tests
- Use of a calculation card (*rekenkaart*)
- Taking the 3ER math exam instead of 3F

Fear of Failure Training

For students in the lower grades that are afraid of failure, Laar & Berg offers the *Sidderkuur* training. *Sidderkuur* is an exercise to reduce anxiety in students. The aim is to increase confidence in situations that have to do with school. Students are invited for the training on the basis of information provided by mentors. For examinees with anxiety, a special training is given every year in which they learn how to deal with stress before and during the exam. The courses are taught by the Remedial Teacher and the Student Affairs Coordinator.

Stakeholders

Any student data that are linked to the Inclusion Programme are recorded at Laar & Berg in our student tracking system (*leerlingvolgsysteem, LVS*). In this way, action plans and student files are available for all concerned.

We value good cooperation, internally as well as with parents and any external student support, because we believe that a joint approach leads to better results. Therefore, we ask the active involvement of parents.

Finally

At Laar & Berg all students are enabled to develop to the best of their abilities. The policy described above and the use of specialized professionals give school students additional opportunities to provide the support they need.

