



# School Guide

## 2021/22



# Useful Information

## Address

Van Heutszstraat 12  
2593 PJ the Hague

Three Little Ships Preschool and Early Intervention Group (3-5 years)  
Lighthouse Primary School for Special Education (5-13 years)



info@hsvdenhaag.nl

website: Three Little Ships Preschool: <https://threelittleships.nl>

website: Lighthouse Special Education: <https://lighthouse.nl>

website: Haagsche Schoolvereniging: <https://hsvdenhaag.nl>





### **Further information and Enquiries**

Telephone: + 31 (0)70 33 55 698

e-mail:

Enquiries for Lighthouse,

please email to:

[admissionslse@hsvdenhaag.nl](mailto:admissionslse@hsvdenhaag.nl)

Enquiries for Three Little Ships

please email to:

[infotls@hsvdenhaag.nl](mailto:infotls@hsvdenhaag.nl)

### **Bank account details**

ING Account

IBAN : NL58 INGB 0000353026

BIC : INGB NL2A

Make payable to: Haagsche Schoolvereniging inz. Lighthouse

All payments should clearly display the name of the student(s) concerned

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# Welcome to our HSV schools

Dear parents/carers,

I am delighted that you have entrusted us with the opportunity to teach your child this school year.

At the HSV we stand for an important motto. We believe that we have to do the best we can to promote global citizenship and skills that our students will need for lifelong learning. We strive to impart skills that will enable our students to become independent thinkers and problem solvers so that they may thrive in life. Lifelong learning is part of our mission and this cannot be done without a culture of continuous improvement. We have regular evaluations together with the team members and discuss what are the things we can improve.

We do our utmost to create a safe environment where students are able to learn as much as they can. We do not accept undesirable behaviour that will affect a person's dignity or creates a threatening, hostile, abusive, degrading or offensive environment. We offer the best possible education with our enthusiastic and qualified staff.

We strive for a good relationship with you as a parent/carer, because we can only achieve educational goals for your child if we work as a team. We believe it is important that families feel fully integrated within our school community, so you will always be kept up-to-date with weekly updates on the school app and monthly newsletters. You will also be invited to join us in several activities throughout the year, such as the festive dinners and the end of the school year Summer Party.

May this school year be a very enjoyable and successful one!

**Mr Hans van der Vlugt**  
**Executive Director HSV**





# Welcome to Lighthouse Special Education

Dear Parents,

Welcome to the School Guide of Lighthouse Special Education!

The school guide has been written to provide an understanding of the values and mission of Lighthouse Special Education and Three Little Ships Preschool. It contains essential information about the school, including its procedures, policies, daily schedule and school holidays.

Since January 2009, Lighthouse Special Education (LSE) has been part of the Stichting Haagsche Schoolvereeniging (HSV). The Preschool “Three Little Ships” was founded in the summer of 2006 by the Stichting Lighthouse Special Education for three and four year old children. The preschool program is designed to include five children with special educational needs (Lighthouse Early Intervention) and eleven children with typical development.

We value and appreciate parent involvement in our schools. Preschool parents have the opportunity to participate in the Three Little Ships Parent Advisory Committee.

The parents of Lighthouse Special Education have the opportunity to join the Joint Participation Council (GMR) of the HSV. In addition, parents are encouraged to participate in the Lighthouse Special Education Participation Council (MR) and are welcome to join the VHS ID Parent Activity Committee.

It is a pleasure to welcome you to our warm, enthusiastic international educational community. We look forward to a successful school year filled with positive, collaborative, educational experiences for children, parents, and staff.

**Mrs. Lorraine Dean**  
**Director of the International Department of HSV,**  
**Lighthouse Special Education and**  
**Three Little Ships Preschool.**



*August 2021*

# 1. General Information

## 1.1. Background

The Lighthouse Foundation for Special Education was established in 1998 to serve those members of the international community in The Netherlands whose children have special educational needs. Lighthouse Special Education has been operational since September 2000.

Children may be admitted to Lighthouse Special Education if:

- 1) they have documented special educational needs and
- 2) their parents are internationally mobile

If you are considering a temporary assignment in the Netherlands and have a child with additional needs who cannot access mainstream education, we may be able to help.

Please note that after Lighthouse, most children of secondary school age return to their home country or move to a country where English is the school language. Very few children move on to secondary education in the Netherlands.

Close cooperation with the international mainstream schools has been established. In some cases Lighthouse students are accepted in these international mainstream schools with the special assistance of Lighthouse. The HSV has the policy that brothers and sisters of Lighthouse students are considered preferentially for admission to the international mainstream primary department.

Lighthouse Special Education offers high quality education to children with complex special educational needs, developmental delays or behavioural challenges. Our educational approach is based upon identifying the specific abilities and educational needs of each student and then designing educational goals on an individual basis.



Lighthouse Special Education works in cooperation with its associated therapists and in cooperation with local Dutch special schools and other community organisations.

Given the mobile nature of the international community, we strive to make the learning process flow as smoothly as possible by communicating with the former school and by assisting with the transition process to the next school. This is an essential part of our policy. As children gain academic and social skills and are ready to access mainstream education, efforts are made to support their return to less specialised educational environments. Lighthouse encourages integration into mainstream education, giving children with special needs the opportunity to be educated with their typical peers and to learn to be part of the wider HSV school community.

## **1.2. School Premises**

Lighthouse Special Education and Three Little Ships Preschool are located within the International Department of The Haagse Schoolvereniging in The Hague in the Van Heutszstraat location.

The van Heutszstraat location is wheelchair-accessible.

## **1.3. Context Statement**

Lighthouse has three classes: an Early Intervention group, Class 1 and Class 2.

- The Early Intervention group is for students aged 2.5 to 5 years old and is situated within the Three Little Ships preschool.
- Class 1 is for students aged 5 to 8 years old.
- Class 2 is for students aged 8 to 13 years old.

Students in Lighthouse have 26.5 hours of lessons each week. Lunchtimes are considered lesson hours in Lighthouse classes as children are being taught social skills during these times.

Holidays, study days and early closures are organised in line with the other HSV schools.

Lighthouse Special Education abides by Dutch Education Law and is authorised by the Ministry of Education to execute its curriculum in English.



## 2. Mission and Vision

### 2.1. Mission Statement

The HSV's joint mission is "Global Citizenship, Lifelong Learning!" The HSV strives to promote global citizenship and to develop in the students the skills that they will need for lifelong learning. Students in the Lighthouse Special Education generally require adaptations and modifications to the curriculum because of their own personal challenges. Nevertheless, they are valued members of the HSV student community and our vision is that they will also become global citizens and will continue to learn throughout their lives.



### 2.2. Core Values

During the school year 2017/18 all HSV stakeholders were involved in the development of a strategic plan for the whole HSV. As a result of that process, four HSV core values were identified. They are:

**Respect:** We are a diverse organisation whose members endeavour to work together, respecting the culture and values that we each bring to all situations.

**Connectivity:** Feeling united in our own school and feeling connected with the other HSV schools through our shared values.

**Responsibility:** Feeling ownership in your role; being proactive and solving problems.

**Safety:** Creating an environment where everyone feels safe.



### 3. Current Educational Offer

Young children up to 5 years of age with developmental delays or who are vulnerable to later special educational needs, may qualify to join the Lighthouse Early Intervention Program. This program is carried out within a mainstream preschool group. A maximum of 16 children are in the group and generally there are 11 typically developing students and 5 students with special educational needs. There is a staff: student ratio of 3 staff: 16 children. An individualised program for each child is devised that may be preventive or remedial in nature. In some cases the child may be admitted for an assessment or observation period of up to a year, and the focus may be on diagnosis.

The students attending the Lighthouse Education School have complex needs. The curriculum emphasis is on developing academic skills. However many students first need to acquire communication skills, social skills and skills in regard to how to learn (being part of a group, working independently, following instructions and so on.)

Where Lighthouse students are able to integrate into lessons in the International Department of the HSV, this is arranged in conjunction with the teachers of the International Department.

A specialist gym teacher works with the Lighthouse students once a week and a teacher of Music and Movement works with the younger Lighthouse students on a regular basis.





## **4. Admission Procedures**

### **4.1. General information**

An application form must be completed for each child individually. For families with children in Three Little Ships and/or the Lighthouse and the International Department of the HSV, it should be noted that the application processes are different and independent of each other. A place in the International Department should be applied for separately through the website: <https://hsvid.nl/>. Children who attend the Three Little Ships have priority in the International Department of the HSV should the school be able to meet their needs.

Three Little Ships Preschool and Lighthouse Special Education gives priority to siblings of HSV students.

Application information, including admissions forms, that is shared with the school but does not result in a signed contract will be destroyed at the end of the academic year in which the application was made.

### **4.2. Admission for Three Little Ships International Preschool**

The application process and an application form for Three Little Ships Preschool can be found on the website: <https://threelittleships.nl/>

Once the application form has been received, the same procedure as described under 4.3 will be followed for applications of children with special educational needs.

### **4.3. Application Process for Lighthouse Special Education**

The application process and an application form for Lighthouse Special Education can be found on the website: <https://lighthouse.nl/>

Parents are asked to submit relevant assessment reports (psychological, speech and language, physiotherapy and school) to assist the Admissions Department in determining whether the Lighthouse may be a suitable school for the child. Parents are required to prove their stay in The Netherlands is temporary with a letter from their employer.

Once the application form and assessment reports have been received, the parents will be invited for an introductory meeting with the Admissions Department and the Leader for Learning. At this meeting, parents are given a tour of the school and they also receive more information about the school and the admissions process.

A second meeting is generally arranged to meet the child, once initial discussions have taken place.

Parents may be asked to sign a statement that authorises Lighthouse staff to request reports from other organisations supporting the child (Centrum voor Autism, CJG, Integrale Vroeghulp, Kentalis etc). Sometimes assessments may be necessary and these can often be completed by the Lighthouse Assessment Team. Assessment fees are posted on the Lighthouse website.

Based on information from the parents, supporting documentation and the information from the visits, a decision is made as to whether Lighthouse Special Education is an appropriate school placement for the child.

#### **4.4. The Dutch Education System**

All children aged 5 years to 16 years old must attend school by law unless they have been given a certificate of exemption by the Dutch authorities. Most children start school on their fourth birthday. This obligation is called: “Zorgplicht”.

The Dutch Education Law “Passend Onderwijs” started on 1st of August 2014. All Dutch schools are organised into cooperatives or School Boards (‘samenwerkingsverband’) and these are responsible for providing an appropriate educational place for every student who is enrolled in a school or has applied for a school placement.

A School Board ensures regional cooperation between mainstream primary schools (PO = primair onderwijs), special mainstream primary schools\*, (SBO = Speciaal Basisonderwijs), and special schools from Cluster 3 and Cluster 4\* (SO = speciaal onderwijs), facilitating the transfer of students between the schools to ensure they are appropriately placed in a school.

Lighthouse Special Education is part of the School Board called Stichting Passend Primair Onderwijs Haaglanden (SPPOH) and is an SBO school. SPPOH is responsible for the placement of students living in The Hague, Leidschendam–Voorburg and Rijswijk areas.

In Dutch mainstream schools, students can be offered additional basic support (‘basisondersteuning’), if they require it. The Head of School works with the school’s Learning Support Coordinator (IBer = Intern Begeleider), a school social worker and an advisor from the School Board to ensure that all students receive the support they need.

If a student requires more support than the school can offer, then the school staff and parents will define what additional support is required to meet the individual student’s needs.

They will then meet with a representative of the School Board to request additional support and finances. In some situations, additional finance is granted to the current school (‘arrangement’) and in other cases a recommendation is made that a student should be moved to a more specialised primary school (SBO) or a special school (SO).

\*Special Primary Schools (SBO) are generally for students who have some learning difficulties and consequently learn slower than their peers, students that have some family difficulties or who have some behavioural challenges impacting on learning.

\*Special schools (SO) are divided into 4 clusters:

1. Cluster 1: blind and visually impaired students.

2. Cluster 2: deaf or hearing impaired students; students with language disorders.
3. Cluster 3: students with cognitive impairments; students with physical disabilities; students with long-term sickness.
4. Cluster 4: students with psychiatric disorders and behavioural challenges.

Every Dutch school has a written Support Profile ('ondersteuningsprofiel') outlining the support that it is able to give to students.

#### **4.5. Statement of Eligibility**

Students who are deemed to require special primary education or special education must have a statement of eligibility (TLV = 'toelatingsverklaring'), issued by the School Board.

A Statement of Eligibility can be given for one, two or three years. Before the end of its period of validity, meetings will be held to discuss the next appropriate school placement for the student. This could be at the same school or a different one.

All students attending Lighthouse Special Education have to have a Statement of Eligibility. Children already at school in the Netherlands usually have this statement when they transfer to Lighthouse. If you are moving to the Netherlands the school/Lighthouse will apply for a Statement of Eligibility for your child once you are here.

#### **4.6. Contact Details**

The School Board advisor for Lighthouse Special Education is Ms. Carin Bongaerts. She can be contacted by email: [c.bongaerts@sppoh.nl](mailto:c.bongaerts@sppoh.nl)

Further details about SSPOH in English can be found on their website:

<https://www.sppoh.nl/english>

Further details in Dutch about the 'Passend Onderwijs' law can be found on the Dutch government website: <https://www.rijksoverheid.nl/onderwerpen/passend-onderwijs>



## **5. Organisation of the Education**

### **5.1. The Daily Schedule**

The Three Little Ships Preschool and Early Intervention group have a soft start from 08h30 and the school day starts at 08h45. The day ends at 14h45, except on Wednesdays when it ends at 12h15.

The Lighthouse Special Education teachers are available from 08h15 and class starts at 08h30 every day. The school day ends at 15h00, except for Wednesdays when it ends at 12h15.

Each class has a daily schedule of activities and a clear routine. Students are assisted in understanding the schedule with their own individual schedule chart using pictos, if necessary. The school days have a range of learning opportunities including table work, circle time, free choice play activities, outside playtime, gym, music and creative activities. The learning program is adapted to the individual needs of the children and may include group activities, individual tasks and working on the computer.

Every day also includes outside playtime, weather permitting, with students from the International Department at the HSV who are in the same building as Three Little Ships and Lighthouse Special Education.

### **5.2. Classroom Environment**

The classroom is organised so that it provides a safe and structured environment that challenges the students to learn. Displays are used to show value to children's work and to provide stimulation for learning. However, many students are easily overwhelmed and so thought is given to the amount of visual stimulation that the classroom provides.

### 5.3. Teaching Goals

Each student has an Individual Education Plan with learning goals. In addition, the class teacher sets two weekly targets for each student. The teaching activities are chosen to ensure that individual students reach their learning goals.

The students have a variety of developmental challenges that necessitate specific teaching and support. The teacher and teaching assistants provide individual and small group instruction as needed.

Activities are kept short, often only 10 or 15 minutes long, in order to keep students engaged and motivated.

Most of the students in the Lighthouse Special Education school learn best when their environment and their schedule is predictable. The clear and consistent daily schedule adds to the feeling of safety in the classroom.



Independent work and problem-solving are encouraged and facilitated, which is important for the development of self-confidence and self-help skills.

An emphasis is placed on the development of proficient communication and social skills. Cooperative learning and group work is encouraged to enhance the learning experience.

### 5.4. Curriculum and Activities for younger children

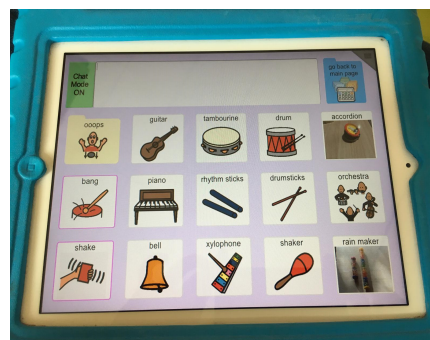
The curriculum for the younger Lighthouse children in the Early Intervention Program is based on the 7 areas of the English National Curriculum Foundation Stage Framework. The curriculum is taught exclusively in English.

Play is important for young children to learn skills that are crucial for daily life. In the Preschool and in Lighthouse, students play every day in order to practise basic skills.

#### Communication and Language

Language and communication learning takes place throughout the school day. Many activities are organised to specifically enhance the students' speaking and listening skills, for instance, through circle time or reading to the children by the teacher.

Some children use pictos, such as PECS, to support their communication. Digital communication systems such as PODD and Proloqu2go are also used in the classroom.





Simple signing systems such as Makaton and natural gestures to support communication may also be used. The associated speech therapists support the teacher in determining appropriate learning goals for individual students.

### **Physical Development**

Outside play opportunities twice a day, such as digging in the sand, riding a bicycle and climbing on the wall of a climbing frame, enhance the development of motor skills as well as the development of social skills such as turn-taking and sharing.

Students in the Early Intervention program and in the Lighthouse Class 1 have a gym lesson twice a week, either in the mini-gym or with the specialist gym teacher in the school's main gym. Gross motor skills such as climbing, rolling, swinging are practised. Sometimes ball skills are also introduced. Some students have diagnosed motor disabilities and their gym program is supported or adapted with advice from the physiotherapist.

### **Personal, Social, Emotional Development**

Life Skills skills are an important part of the school curriculum and forms the basis for our Life Skills programme/curriculum. These include personal hygiene skills such as using the toilet independently, blowing your nose and hand-washing.

They also include taking off and putting on clothes (shoes, coat etc) appropriately. These skills take up a significant amount of teaching time.

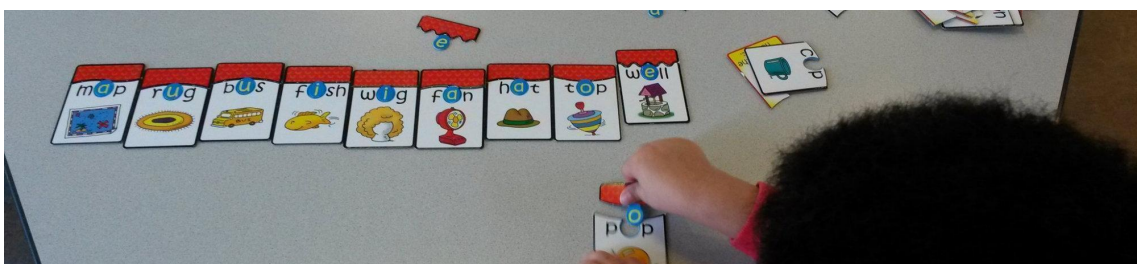
Walking safely around the building, using the stairs safely, coming when called and keeping to playground rules are also part of the PSE curriculum.

Through different sorts of play, such as constructive play, fantasy play and play guided by the teacher, social-emotional development is enhanced.



### **Literacy**

All students are introduced to pre-literacy and literacy skills at an individual level. Many students take a long time to acquire literacy skills because of their communication and developmental delays. Nevertheless, students are offered opportunities to be challenged and develop early skills. The Edmark program is used to teach students sight vocabulary. Letters and Sounds from the English National Curriculum is used to teach phonics. The Lighthouse has a library of books to stimulate literacy learning. Reading and library books are shared with the International Department. iPad apps, such as Reading Eggs, are also used, where appropriate.

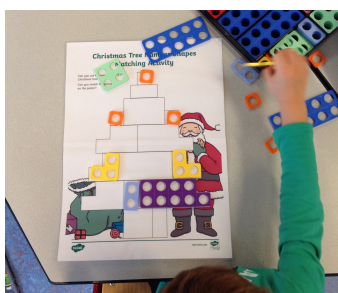


## Numeracy

All students are introduced to pre-numeracy and numeracy skills at an individual level. Many students take a long time to acquire numeracy skills because of their communication and developmental delays. Activities are practical and repeated frequently.

Apparatus, such as Numicon, is used in both free and structured activities. iPad apps, such as RM Easimaths, are also used, where appropriate.

## Understanding the World



A topic-based approach to learning is implemented in the Early Intervention group and in Class 1. Generally topics in the Early Intervention group last for one month, while those in Class 1 last for six to ten weeks. The topics that are chosen relate to children's interests and experiences and are linked to the



International Primary Curriculum that is used in our mainstream classes.

They also provide a balance of literacy, numeracy, geography, history and science experiences. Activities include songs, practical activities, reading books, art activities and dressing up. Special cultural days, such as Sinterklaas, are celebrated.

## Expressive Arts and Design

Art activities such as drawing, painting, using PlayDoh are generally linked to the class topic. The activities may be individual or in groups. These activities help to support children's sensory development and their fine motor skills development. There is a balance between activities for free expression and guided activities for teaching specific skills.



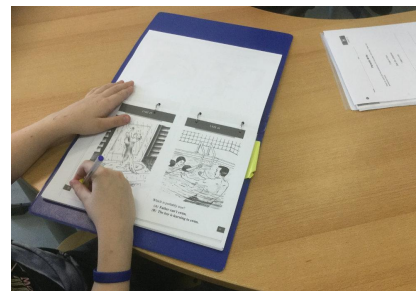
The school's curriculum is supplemented by activities provided by CultuurSchakel and the music teachers of Music and Movement.

## Curriculum and Activities for older children

The curriculum for the older students in Class 2 is based on the English National Curriculum and the International Primary Curriculum (IPC). The curriculum is taught exclusively in English. Individualised programs are created for each student. There is a specific emphasis on the development of skills in the areas of Speaking and Listening, Literacy, Numeracy and Personal, Social and Emotional education.

## Literacy

Reading and writing skills are taught every day in Class 2. The students follow an individual program of reading, reading comprehension and spelling. The program consists of teacher-led activities, independent work and (digital) practice. A number of iPad apps, such as Reading Eggs, are used. Edmark (a US program) is followed for learning sight vocabulary.



Some students are integrated into mainstream classes for reading and writing activities. Treasure House and a selection of books and stories taken from the Power of Reading programme are used in our mainstream classes.

There is a shared library with the international department students, from which students can borrow books to take home.

## Numeracy

Numeracy skills are taught every day in Class 2. The students follow an independent program which has an emphasis on calculations and functional mathematical skills such as telling the time. The aim is that students have functional life mathematical skills. The program consists of teacher-led activities, independent work and (digital) practice. Numicon and Base 10 materials are used to help students acquire a solid sense of number and place value. A number of iPad apps, such as RM Easimaths, are used for independent practice. We have recently introduced the Maths no Problem program.



Some students are integrated into mainstream classes for mathematical activities.

## Personal, Social and Emotional

Students are taught to further develop the life skills that they were taught in Class 1. These include skills of personal hygiene and responsibility for personal belongings. If appropriate, some students may be given sex education lessons to prepare for puberty. Students are expected to work independently as well as in small groups, follow instructions and move around the building safely. Some students require a visual schedule to help them and some have behaviour plans to reward their progress in managing their own behaviour.



Outside play times are arranged jointly with the International Department students. This creates opportunities for Lighthouse students to mix with a larger group of children, build friendships with peers and see age-appropriate behaviour modelled naturally.

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Opportunities for play are built into the daily routine for older students. These opportunities help students to develop their interests and hobbies, as well as learning how to manage 'relaxation time'.

### **Physical Education**

Outside play times are organised together with students from the HSV International Department. This gives opportunities for social interactions as well as shared activities that develop physical skills. Many students from Class 2 integrate into mainstream gym lessons with a specialist teacher and the students of the HSV International Department. A specialist gym teacher works with the children one day a week and some children are integrated into the gym lessons with their typical developing peers. This is determined on an individual basis according to the needs of each child and their individual education.



### **International Primary Curriculum (topics)**

Students follow the IPC topics from the HSV International Department as far as they are able. Some work is teacher-guided in the Class 2 classroom and some work is also done in the mainstream classroom. Where staffing allows, students join their mainstream peers on class trips related to the topic they are studying.

### **Art and Design**



Art and design activities are generally linked to the IPC curriculum. Students join in mainstream handicraft lessons with the International Department where possible. From ID4 upwards, these lessons are taught by a specialist teacher. There are also opportunities for free expression and some children use drawing and painting as a way to relax from the pressures of functioning in a busy, stimulating environment.

### **Integration**

Students in Class 2 are often expected to join the mainstream International Department class for snack, lunch and playtime. Assistance and extra supervision are given, if required. Opportunities for integration into the mainstream International Department lessons are encouraged, initially with assistance, as the student is ready to do this. Many students begin by integrating into gym or music lessons.

### **Other curriculum activities**



In addition to the regular curriculum there are opportunities to develop and extend students' general knowledge and experience of the world. There are also opportunities to develop confidence in

coping with the wider world and for acquiring life skills. These opportunities include - special celebrations: Sinterklaas, Festive dinner and concert, summer party

- cultural activities: CultuurSchakel, Live Music Now
- field trips: art museums, local farm, zoo
- life skills: shopping, using public transportation.

## 6. Individual Student Care

### 6.1. Individual Education Plan (IEP) and Annual School Report

In order to track students' progress, the staff discuss every child individually and the class as a whole on a regular basis with the Learning Support Coordinator (IBer = Intern Begeleider).

An Individual Educational Plan (IEP) is designed for every student, with goals based on their specific educational and didactic needs. Twice a year the IEP is reviewed and new goals are set based on the student's progress.

The IEP is shared with parents in a review meeting.

In addition to the IEP, the teacher writes two weekly goals for students, breaking the IEP goals into smaller steps and focusing on behaviour skills that need to be acquired.

An annual report is written by the teacher about the student and given to the parents at the end of the Summer Term. This report contains a brief summary of subject matter covered during the year and the progress made by the student. It should be seen as complementary to the IEP.

### 6.2. School records

In addition to the Individual Education Plan and the teachers' planning and assessment records, there is a student confidential file kept in the school administration system. The student confidential file contains documents that are relevant to the education of the child and include the Admissions form, reports of meetings during the admissions process, reports from previous schools and assessment reports from external therapists. Copies of letters from the school to the parents and from parents to the school and documents pertaining to meetings with parents and other professionals working with the student are also kept in the confidential file. The file may also contain emergency medical information, such as medication that is being taken regularly or information about allergies.

The confidential file is accessible only to the professionals who are directly involved with the education and care of the student.



Information about students is only shared with third parties when consent has been given in writing by the parents on a Release of Information form.

The Lighthouse adheres to the Dutch Privacy Legislation (AVG) and any breach of the confidentiality is reported to the appropriate authorities.

### **6.3. Assessment**

The progress of children in the Early Intervention group is followed using an observational developmental checklist based on the 7 areas of the English National Curriculum Early Years Foundation Stage goals.

The IBer and class teachers assess students' reading, spelling and maths skills using observational tools, curriculum tools and standardised assessments.

Sometimes assessment by professionals, other than school staff, is necessary to get a clearer picture of the individual student's needs so that an appropriate educational plan can be put in place. Lighthouse Special Education has a skilled multidisciplinary team of professionals who work together to

provide a comprehensive assessment of a student, when required. Up-to-date assessments in English are held by the Lighthouse Special Education school.

Assessment reports are generally written in English.

Costs for assessment must be met by the parents and/or their medical insurance company.



### **6.4. Multidisciplinary therapy**

In addition to the education provided by the Lighthouse teaching staff, specialised assistance may be necessary for specific developmental, learning, or social-emotional problems. Multidisciplinary therapies are integrated into the students' daily schedule and are offered inside or outside the classroom. The therapists who work with students during the school day meet with the teachers to discuss the shared goals that will be included in the student's Individual Education Plan. The therapies during the school day are always complementary to the education program and support the students' learning.

In order for therapies to take place during the school day, parents must submit a referral letter from a medical specialist, indicating that the therapy is required. Parents are charged separately for these therapies, which may in some cases be claimed on medical insurance. The multidisciplinary therapy that is available at Lighthouse includes speech and language therapy, physical therapy, occupational therapy and sensory-integration therapy.

#### **6.4.1. Speech and Language Therapy (SaLT)**

Speech and Language Therapists are specialists in all aspects of communication: understanding language, expressing oneself and using communication skills to develop social relationships. The ability to communicate is essential to the learning process and to the acquisition of social skills.

Speech and Language Therapists work to assess and diagnose, as well as develop and

deliver a program to maximise the communication potential of the Lighthouse students. They also support children with swallowing, eating and drinking difficulties. The therapist works with the teaching staff and the parents to implement the individual program of the child.



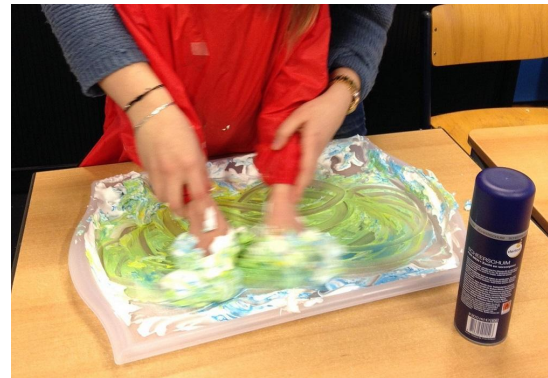
#### (OT)

Occupational Therapy helps students to achieve independence and confidence in all aspects and activities of their daily

life. Intervention is targeted towards those areas that interfere with the child's ability to function in daily life. These include fine motor skills, sensory integration and self-help skills.

Often, intervention is given in the form of fun activities that are specifically designed to facilitate and support the student's self-help, play and learning skills.

Therapy may be offered in individual or group therapy sessions, in the therapy room or in the classroom. The occupational therapist also gives advice and guidance to the teachers and parents of the student and her goals are included in the student's IEP.



#### 6.4.2. Occupational Therapy

#### 6.4.3. Physical Therapy (PT)

Physical Therapy helps students to achieve independence and confidence in all aspects and activities of their daily life. Intervention is targeted towards those areas that interfere with the child's ability to function in daily life. These include gross motor skills, fine motor skills, sensory integration and self-help skills.

Often, intervention is given in the form of fun activities specifically designed to facilitate and support the student's play, movement and learning skills.

Therapy may be offered in individual or group therapy sessions, in the therapy room or in the classroom. The physical therapist gives advice and guidance to the teachers and parents of the student and her goals are included in the student's IEP.

## **7. The Parents**

### **7.1. The Importance of Parent Involvement**

Parents are responsible for the education of their children. The school is a partner, with parents, in the education of students. This partnership succeeds when parents work with the school from the start of the Admissions process to the student's last day in school. The Lighthouse and Three Little Ships Preschool presumes that parents are prepared to be partners in the school program. The Lighthouse counts on the parents for an active and positive attitude towards helping with their child's assignments or homework.

During the year we organise a range of activities that parents are welcome to join. School staff may ask you to help with some of the following: class trips; the annual whole school trip; Sinterklaas (5th December); Festive celebrations; summer party; sports day.



### **7.2. Information to Parents**

#### **7.2.1. School Guide, Website and Parent App**

The school commits to regularly informing parents about the events and routines of the school. Parents are encouraged to review the school website for important school documents such as the School Guide, school inspection report and any school updates.

A parent handbook is made available to parents of students in The Three Little Ships Preschool at the beginning of the school year.

The School Guide provides answers to many questions and is a handy reference book throughout the school year.

#### **7.2.2. Parent consultations**

Parents may make an appointment with the teacher to discuss issues pertaining to the development of their child at any time. Teachers may be consulted briefly before or after

school, but not during lesson times. IEP meetings will be offered in the Autumn and Spring Terms to review a child's progress and discuss new IEP goals. A copy of the evaluated IEP and the newly revised IEP are given to parents.

### **7.2.3. Reports**

At the end of the school year, parents will receive a written summary report of their child's progress throughout the year. If a student leaves during the school year, then they also receive a short written summary of their child's progress.

### **7.2.4. Home-School Communication**

The Lighthouse/Three Little Ships parent app is the main method of communication with parents, both as a group and individually. Class teachers and the Head of School also use email to communicate with individuals and groups of parents. Parents should be aware that teaching staff are not expected to reply to emails in the evenings or at the weekends.

## **7.3. Parent-School Councils and Committees**

There are different ways for parents to have a say in the school's policies. Informally, parents can give suggestions or express complaints to the teacher, the Head of School, to the Director or to the School Board (Bestuur).

Parents of children in the Three Little Ships Preschool may join the Parent Committee. Parents of school-aged children may join the HSV international Department Parent Activity committee, the Participation Council (MR) and the Joint Participation Council (GMR).

### **7.3.1. Three Little Ships Parent Committee**

The Three Little Ships Parent Committee is an elected committee of parents that meets at least twice a year with the Head of school and the preschool coordinator to discuss school policy and developments.

### **7.3.2. Activity Committee**

The school has an Activity Committee consisting of parent volunteers. The main role of the Activity Committee is to help organise and run social events for the benefit of the whole school community.





### **7.3.3. Participation Council (MR)**

MR stands for the Dutch word Medezeggenschaps Raad. This literally means 'Right-of-Say Council'. In essence, the MR is a co-administration council and a combination of a traditional Parent-Teacher Association and a School Council. Dutch law requires every school to have an MR.

The MR plays an important role in the communication between parents, staff and school management by taking a critical look at proposals from the Board. The MR can advise or, in some cases, approve or disapprove a proposal before a decision is final. The Lighthouse MR is made up of one parent, one teacher, and the school leadership.

The MR limits itself to issues at a school level, looking after the interests of the different parties it represents and discussing their needs with the school leadership team.

### **7.3.4. Joint Participation Council (GMR)**

From 2007, school foundations that have more than one school under their responsibility, are legally obliged to have a General School Council (GMR). The matters that are discussed in the GMR affect the whole of the organisation, such as budget, annual report, school policies and personnel issues.

The GMR (Joint Participation Council) consists of a small group of representatives of parents and teachers from all the HSV schools. It is the direct communication partner of the Executive Director and Supervisory Board, and discusses the policy of the HSV Foundation. The GMR consists of two representatives (a parent and a teacher) from each school/department of HSV. Any matter concerning just one school remains the responsibility and authorisation of the individual association (MR).

The purpose of the GMR is to help ensure high quality education at the schools of the HSV Foundation. It goes without saying that to reach this, constructive cooperation is necessary between parents, teachers, directors and board members.



## 7. Financial Matters

### 7.1. In General

The existence of Lighthouse is based on the following:

1. Government subsidy
2. Contribution of the parents and/or their companies or employers

The Government subsidy is based on the number of students attending Lighthouse who were on roll on 1st of October in the preceding school year. This means that the subsidy is not stable. The subsidy is also small given the fact that the number of students on roll remains small. The voluntary contribution of the parents is very high in comparison with Dutch norms, but it is reasonable when compared with the school fee that parents of children with special needs have to pay in other local International Schools. The parental contributions cover most of the expenses to run the school and, in particular, the staff salaries. The personnel costs of the Lighthouse are significant because there is a high teacher-student ratio in order to meet students' complex needs.

There is no government subsidy or donation that subsidises the Three Little Ships Preschool.

### 7.2. Assessment Fee

The costs of assessment by the school's associated therapists in the school year are:

Articulation assessment	€200
Full Speech and Language Assessment	€600
Occupational/Physical Therapy Assessment	€600

Occupational & Sensory Assessment	€900
Psychological + (Play) observation screening	€700
Psychological + IQ Testing	€ 900
Psycho- IQ + Educational Assessment	€1100
Therapy	€80 /hour

These are subject to increase and updates will be posted on the school website.

### **7.3. Parental Contributions to Lighthouse Special Education**

After a child is enrolled, a contract is drawn up. After signing a contract, the parent is obliged to pay their contribution. This is essential in order for us to operate. Parents are required to sign the contract, committing to pay the full school contribution.

The contribution can be paid all at once or in three instalments:

1. Term 1 by 1st of June
2. Term 2 by 1st of October
3. Term 3 1st of February

The contribution for students in the Early Intervention Group aged 3 to 5 years old is €19,800 per school year.

The contribution for Lighthouse students aged 5 to 13 years of age is €24,200 per school year.

There is an additional fee if a student requires (full-time) additional individual assistance. Information about this level of assistance is available from the Admissions Department.

The cost of therapy is invoiced separately by the individual therapist and is the responsibility of the parent.

### **7.4. Notice of Withdrawal Lighthouse Children**

#### **Important Information:**

**The Lighthouse works according to a 40 week academic year and notice of termination of the contract must be made in writing by completing the Withdrawal Form which is available on the school's website. The contract will continue for 3 months from the date that the Withdrawal Form is received by the Admissions Department.**



The financial obligation to Lighthouse Special Education also continues for 3 months from the date that the Withdrawal Form is received by the Admissions Department.

If a student leaves the school during the school year, reimbursement will be on a pro rata basis following the 3 months termination period.

### **7.5. Accident Insurance and Liability for Damage or Loss of Property**

The students are insured against accidents during school hours, including one hour before and after school. Lighthouse Special Education pays the premium for this insurance. The school's student accident insurance is an addition to the parents' own insurance. This means that the school's insurance only covers medical care after an accident as far as it is not covered by the insurance of the parents. As a parent, you are responsible for paying the full amount to the medical institution. The risk of a fine for late or part payment cannot be claimed from the HSV.



Lighthouse is not liable for the loss of students' property, for damage to other children and adults, for damage to the school building or to school properties. We recommend that the parents take out personal liability insurance (WA verzekering).

### **7.6.**

#### **Transportation**

For some students, free taxi/bus transportation between home and school is available. A request should be made to the local Municipality where the student resides. The school will also have to complete a section on the school transport request form. In some cases, the student will have to have a medical examination. The Municipality decides on the eligibility of the student to receive transportation.



## 8. HSV International Department

There are close contacts with all the schools in 'The Haagse Schoolvereniging', but in particular with the International Department, because we both have English as the language of instruction. The Lighthouse is situated within the same location as the VHS International Department primary school and many of the Lighthouse students take part in lessons and activities with students from the International Department.

All schools are committed to creating an inclusive learning environment.



*August 2021*



### **8.1. International Schools in the Region**

The Lighthouse Special Education cooperates with other international schools such as the primary departments of the International School of the Hague (ISH), The European School, The British School in the Netherlands, The American School of The Hague and the Elckerlyc School International Department in Leiderdorp.

In some instances the Lighthouse may offer advice and support to the mainstream international schools. When they are ready, children from Lighthouse may transfer into mainstream education at one of the local international schools. Preparatory visits to the new school may take place by the student with the help of a Lighthouse teaching assistant.

### **8.2. International Day Care and After-school Care**

The HSV works with a number of After School Care providers, known as 'BSO' in Dutch. Most facilities offer childcare from the end of the day until 18:30. In the school holidays and on study days, care is offered from around 08:15 until 18:30. The children are collected from school either by bus or on foot at the end of the day. Parents contact these organisations independently and make their own arrangements.

Working parents are eligible to receive a monthly child care benefit from the Dutch Benefits Office of the Tax and Customs Administration. The amount is calculated based on the combined income and number of hours worked per month.

### **8.3. Other Paediatric Organisations**

Lighthouse students may be referred to other local paediatric institutions so that they and their families receive additional support. The Lighthouse cooperates closely with many Dutch support organisations, such as:

- paediatric psychiatric services (Parnassia Group/YOUZ, PsyQ, International Mental Health team)
- paediatric hearing and language services (Kentalis, Audiologisch Centrum),
- family support services (Centrum Jeugd en Gezin, Jeugdformaats)
- specialist centres (Integrale Vroeghulp, Centrum voor Autisme)

## 9. Practical Information

### 9.1. School Hours

The school hours are as follows:

<b>Weekly Schedule</b>	<b>Preschool*</b>	<b>Class 1 &amp; Class 2*</b>
Monday	08:45 - 14:45	08:30 - 15:00
Tuesday	08:45 - 14:45	08:30 - 15:00
Wednesday	08:45 - 12:15	08:30 - 12:15
Thursday	08:45 - 14:45	08:30 - 15:00
Friday	08:45 - 14:45	08:30 - 15:00

*\* There is a soft start from 08:15*

A morning snack is provided by the school for the preschool children. Lighthouse school children should bring a snack and drink from home.

Other than on Wednesdays, all students eat lunch at school, provided by their parents. Parents should send lunch and drinks into school. Food should be provided in unbreakable

containers, preferably that the children can open independently. Warm food should be provided in an unbreakable thermos container. Plates, cups and cutlery are provided by the school.

## **9.2. School holiday schedule**

The school holiday schedule is published on the school's website. The school follows the agreed HSV holidays. The school is generally closed for Dutch public holidays such as Ascension Day and Whit Monday and for 'Prinsjesdag'.

## **9.3. Early Closing**

Early closing days are published in advance on the school's website. The school closes at 12.30 on an early closing day.

## **9.4. Study Days**

The school is closed for students on 7 or 8 days annually, allowing for staff training and IEP planning. These dates are published on the school's website.

## **9.5. Parents' Consultations**

Parents' evenings are scheduled to coincide with the Parents consultations of the International Department and typically occur in November and March each school year.

Parents of Lighthouse Special Education are also invited to participate in IEP meetings, which will be scheduled after school on days in November/December and March/April.

The Leader for Learning and teaching staff are available for consultation meetings. Appointments with the Admissions Department or Head of school can be made through the school office. Parents can arrange to speak to the teaching staff before or after school time. It is not possible to talk with the teachers during lesson times.

## **9.6. Illness and Leave of Absence**

### **9.6.1. Notice of Illness**

It is important that parents always notify the school in case of illness or an emergency visit to the dentist or doctor.

School staff must be notified on the first day of the child's absence by telephone before 09.00 or by email to the class teacher. A note may also be written and given to the class teacher.

When a child that uses the Municipality (taxi) bus services is ill, the parents are required to notify the transportation company by telephone before the scheduled pick-up time.

### **9.6.2. Lateness**

Parents are kindly requested to call the school office when their child is going to be late.

Children who regularly arrive late at school are not only missing out on valuable learning time but are also not meeting the legal requirement of school hours laid down by the Dutch

Ministry of Education. Please be aware that lateness is monitored by the school attendance officers and parents who continue to regularly bring their children late to school could be fined by the authorities. The Attendance Officer (Leerplicht) regards lateness as truancy. The school therefore follows the below procedure to address lateness:

When a student is late three times within a short period, the school contacts the parents. This can be done by telephone or by letter. If the situation does not improve, the parents are invited for a meeting at the school. This occurs if the student has been late more than six times. If after this the lateness persists, the school will notify the Attendance Officer (after the student is late for the ninth time). The Leerplicht will send the parents a warning letter. After three weeks of taking attendance, the Attendance Officer contacts the school to check that the lateness has stopped. If so, the file is closed. If however the problem continues, the parents are invited for an interview with the Attendance Officer. Often families will be offered assistance, but in some rare cases a police report will need to be made.

### **9.6.3. Leave of Absence**

According to Dutch Law, school attendance is compulsory for children of five years and older. Exceptions to this rule are possible in special circumstances.

Families who wish to take their children out of school during term time must apply for leave of absence. Requests should be received in writing with accompanying evidence (invitation, appointment card etc) as early as possible and will be granted in the following cases:

When the child

- must visit a doctor or dentist
- attends an approved religious festival (no evidence required)
- is moving house
- must attend weddings, funerals or special anniversaries
- must return to their home due to serious illness of relatives

Families are entitled to take holiday leave in a situation where a family holiday during the normal school vacation is not possible. In such a case, a letter from the employer must accompany the appropriate form to support the application.

If families apply for leave for reasons other than those stated above, it must be done in writing on the Absence Request form at least eight weeks in advance. Please understand that the school's administration is only empowered to grant leave ONCE in any school year for a family. The maximum for any authorised leave is 10 consecutive school days.

The Director will take advice from the School Attendance Officer when necessary and parents can be fined for taking their child out of school without authorisation.

***Note: Leave of absence requests are not granted in the first two weeks of a new school year, nor for the convenience of flight bookings.***

### 9.7. Toys

Toys may not be brought to school, except when arranged with the class teacher. The School is not responsible if toys are damaged or broken when brought to school. War toys and war clothes are always prohibited. Interesting objects or books from trips or outings may be brought for show and tell.



## 10. Regulations Student Files and Privacy

According to Dutch Law, parents have the right to see the contents of their child's school file. This right can be taken away if it is deemed necessary to protect the child or if there is a threat to the freedom of others. The contents of the file should be accurate and complete. The file should only contain information relevant to the child's education. If a parent wishes to view their child's file they should make an application in writing to the Admissions Department and it will be made available.

Parent authorisation is needed for professionals from outside the school to access the information in the files.

The school inspector does not need permission to look into student files. When a school inspector visits school s/he always checks a sample of student files.

If parents think that the school has not dealt with their child's file in an appropriate way or they do not agree with the content of the file, there are three possibilities:

1. File a complaint with the Klachtencommissie (the address is in this school brochure)



2. File a complaint with the Authority for Personal Privacy (Autoriteit Persoonsgegevens <https://autoriteitpersoonsgegevens.nl/>)
3. Go to court.

### **10.1. The use of e-mail**

The school uses email as a useful tool for quick communication. It is valued as a tool to assist in the communication between teaching staff and parents.

The following guidelines should be followed in regard to e-mail communication:

- Always consider whether face to face contact would be more effective.
- School staff will do their best to respond quickly but cannot be expected to reply in the evening or at the weekend.
- The subject line of the e-mail is important and helps to prioritise responses.
- There are many situations where it is not appropriate to discuss issues with others or when the issue needs to be discussed directly with the class teacher or Head of school. Avoid copying others into emails to the school.
- Students within the school community, apart from your own child, should not be discussed by email with others.



### **10.2. E-Safety**

E-safety is an integral part of children's education in today's digital world and is embedded in their learning at school. We also want to help our parents and children improve their own understanding of e-safety issues so they can learn to use the internet and all digital media in a safe and secure way.

Most of us have been spending more time online, so here are a few tips for keeping your children safe online.

The best way to help keep your children safe online is to continue having conversations around online safety, regularly check phone and app settings together, and manage time online.

- Don't post any personal information online – like your address, email address or mobile number.
- Think carefully before posting pictures or videos of yourself. Once you've put a picture of yourself online most people can see it and may be able to download it, it's not just yours anymore.

- Keep your privacy settings as high as possible.
- Never give out your passwords.
- Don't befriend people you don't know.
- Don't meet up with people you've met online. Speak to your parents or carers about people suggesting you do.
- Get familiar with video chatting and live streaming.
- Think about age and content ratings.
- Remember that not everyone online is who they say they are.
- Think carefully about what you say before you post something online.
- Respecting other people's views, even if you don't agree with someone else's views doesn't mean you need to be rude.
- If you see something online that makes you feel uncomfortable, unsafe or worried: leave the website, turn off your computer if you want to and tell a trusted adult immediately.

### **10.3. Photography and social media**

Parents give permission to the Lighthouse and Three Little Ships to use photographic or video material taken in the classrooms, playground or therapy sessions for informational and promotional or fundraising purposes when signing the school contract.

The school may also post anonymous photographs (without a student's name) of important school activities and events on the school's websites and Twitter feed. Care will be taken that individual children cannot be identified by third parties outside the school.

At any time, parents can withdraw their permission for the use of photographs in writing to the Head of School and can also request that a specific photograph be removed from public view.

Parents who attend school events and take photographs or video should do so for their personal use only. Photographs and videos taken by parents should not be shared on social media.

### **10.4. Non Discrimination Code**

The Municipality of the Hague has a non-discrimination code for all persons within living in its City boundaries which can be found on their website:

<https://www.denhaag.nl/nl/bestuur-en-organisatie/beleid-en-regelgeving/antidiscriminatiebeleid.htm>

## **10.5. Complaint Regulation**

Since 1st August 1998 all schools in The Netherlands have been obliged to have a complaints procedure.

As a school, we aim to create a safe school environment with a happy educational climate. Any concerns or complaints should be able to be resolved by the class teachers, the Head of School or the Director.

The Lighthouse has a Complaints Protocol, which is available on request, that outlines the formal complaints procedure.

In the case of a serious complaint about the school, the school's confidential advisor can be contacted.

The school's confidential advisor may refer you to the school's external confidential advisor, who will talk further about the complaint and support possible further steps. The external confidential advisor is independent and any conversations are kept strictly confidential.

Details of the confidential advisors are on the school's website.

## **Important Contact Details**

### **11.1. Supervisory Board of the Haagsche Schoolvereniging**

Chair:	de heer C. Berendsen
Member:	mevrouw B. LeHaen
Member:	mevrouw A. Kil-Albersen
Member:	de heer J. Twiss Quarles van Ufford
Member:	de heer Prof. Dr. Jean-Pierre van der Rest (per 01-08-2021)

Correspondence address:

Van Heutszstraat 12

*August 2021*

2593 PJ, Den Haag

Telephone number: 070 3857685

Further information about the Supervisory Board, can be found at: [www.hsvid.nl](http://www.hsvid.nl)

## **11.2 Executive Director of the Haagsche Schoolvereniging**

Executive Director: de heer J.A. van der Vlugt

Correspondence address:

Van Heutszstraat 12

2593 PJ, Den Haag

Telephone number: 070 3857685

Email: [hvdvlugt@hsvdenhaag.nl](mailto:hvdvlugt@hsvdenhaag.nl)

## **11.3 Inspection**

Inspecteur van Onderwijs: Mevrouw Danielle Nicolaes

Correspondence address:

Postbus 2730

3500 GS, Utrecht.

Telephone number: 088 6696060

Further information about the Inspectorate, can be found at: [www.onderwijsinspectie.nl](http://www.onderwijsinspectie.nl)

