

Inclusion Policy

IB-MYP

DE
JOHANWITT

MAKEN WE SAMEN
STAAT MIDDEN IN DE WERELD
BIEDT UITSTEKEND ONDERWIJS



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Review of the Inclusion Policy:

The inclusion policy will be reviewed and updated annually by Johan de Witt Scholengroep. This will be done by the MYP-coordinators, policy advisors and the Head of School, together with the rest of the IB-team.

- Written, December 2023 by Milou Segeren (policy advisor), Annelie de Graaf (MYP-coordinator), Gizem van Vianen (MYP-coordinator) and Ekram Dannouni (Head of School),

Introduction

Johan de Witt Scholengroep is an inner-city secondary school with locations in the centre of The Hague. The international city of peace and justice. The super diversity of the inhabitants of The Hague is reflected in the students of Johan de Witt. Our students have over 87 different nationalities. They all have different cultural backgrounds, come from different (socio-economic) environments and all have their own individual preferences. We believe our students deserve the best possible education. With the *Middle Years Programme*(MYP) of the *International Baccalaureate* (IB) we offer our students an international form of education.

At the Johan de Witt Scholengroep we offer three years of the MYP (MYP year 2-4) in a so called 'verlengde brugperiode'. This means that students with different school recommendation for secondary education (schooladvies) are in the same class for three years. Our aim is to help guide every student to the highest achievable and best fitting secondary education after three years in the MYP.

Mission Johan de Witt Scholengroep

Johan de Witt Scholengroep offers excellent education, so that every student can continue their way in society well equipped and with confidence.

Our education:

- Is of high quality.
- Is provided in a context-rich environment in which we learn and work together, with attention and respect for each other.
- Embraces and values differences.
- Matches everyone's needs, interests, achievements, and ambitions.
- Stimulates social involvement and actively contributes to (local) society.

IB Mission Statement

The international baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

Our Vision on Inclusion

The primary task of the Johan de Witt Scholengroep is to provide high-quality education. The Johan de Witt Scholengroep aims for students to obtain a diploma at the highest possible level. The support provided to students must meet the needs of the individual student: customisation. Educational support refers to all pedagogical and didactic measures with which we support students in their learning and/or

development process and try to prevent learning and/or development problems or try to solve them. The educational support must contribute to the student achieving their objectives, developing the necessary skills and qualifying them for the period after secondary education. We believe inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.

Education and Support

Characteristics of our Students

At the Johan de Witt Scholengroep we adopt an inclusive approach, whereby the school focuses on welcoming students regardless of their background and/or learning ability. The school aims to create an educational environment that is accessible to all.

Strengths in our Support

At the Johan de Witt Scholengroep we want every student to be able to graduate at his/her own level. That is why the educational support is designed with this in mind. Students are monitored in various ways throughout their entire school career at the Johan de Witt Scholengroep, so that it is clear what progress the student is making and how the student is developing. Based on this data, it can be determined whether more support is needed. The integrated approach of the Johan de Witt Scholengroep focuses on the following aspects:

- Systematic outcome-oriented work
- Education in a safe environment
- Addressing backlogs/gaps and creating advancement
- Providing additional education
- Wide range of arts and culture offerings (Kunstcampus)
- World Citizenship education (Wereldcampus)
- Offering enrichment modules (plusmodules)
- After-school sports program (Sportcampus)
- Close Collaboration with an extensive network of relevant partners (neighbourhood, local government agencies, primary education, vocational education, higher education, and university).

Support Structure

Within the Johan de Witt Scholengroep we distinguish between basic support, basic+ support, extra support and in-depth support. In principle, the basic support structure provides sufficient support for most students. However, sometimes slightly more is needed. For this purpose, the Johan de Witt Scholengroep has basic+ support. However, not all students will find this sufficient. For these students, the Johan de Witt Scholengroep offers extra support. Help is then called in from experts within the school, such as a school social worker or a remedial educationalist. If a student cannot be helped sufficiently with basic and extra support, this student can be given in-depth support. A suitable solution is then sought together with the partnership.

Limits to our Support

Area	Restriction
Cognitive development	<ul style="list-style-type: none"> • (very) severely disharmonised intelligence profile • (very) severe intellectual disability • memory problems
Learning	<ul style="list-style-type: none"> • (very) severe learning difficulties • (very) severe dyslexia • (very) severe dyscalculia • (very) severe learning disability • (very) severe motivation problems • (very) severe concentration problems • (very) severe absenteeism/ truancy • (very) limited perseverance
Behaviour	<ul style="list-style-type: none"> • extremely aggressive/angry behaviour • extremely quiet, lonely • extremely busy, not listening • irresponsible behaviour • behaviour dependent on medication • extremely volatile behaviour/extremely unstable • extremely impressionable • authority problems • (very) severe bullying problems • combination of learning and behavioural problems
Social-emotional development	<ul style="list-style-type: none"> • (very) severe fear of failure • (very) severe performance motivation problems • (very) severe emotional instability • (very) severe lack of self-confidence • extremely closed, extremely difficult to make contact with • autistic disability • psychiatric disorder
Physical situation	<ul style="list-style-type: none"> • long-term illness • deaf

	<ul style="list-style-type: none"> • blind • (very) severe language/speech problems • medication use (if the student cannot take responsibility for this) • absenteeism due to illness • dependence on medical treatment • dependence on third parties for physical care • addiction problems
Safety/absence	<ul style="list-style-type: none"> • aggression • sexually offensive behaviour

Ambitions and Goals

- Teachers guide students, following a common approach ('Johan de Witt systematics'), in their learning process in such a way that students develop increasingly autonomously.
- The school pays specific attention to students' language development within all subjects and courses.
- Students work towards the highest attainable level in a goal- and result-oriented manner. They acquire executive skills, which enable them to take control of their own learning and develop competences that enable them to move on to further education or work.
- At the Johan de Witt Scholengroep we share common values. As a result, we know what we can expect from each other - staff and students - we can have fun together and everyone accepts their own responsibility. In an open culture, a continuous dialogue ensures that these values remain 'alive' and that everyone endorses the school-wide manners and acts accordingly.
- At the Johan de Witt Scholengroep, everyone can continue to develop. There is an ambitious learning climate for students and staff, in which distinctive qualities are utilised as much as possible. Together, we ensure a pleasant, safe and inspiring working/learning environment.
- Our students believe in their own abilities and face the world confidently. They learn to defer judgement, are open-minded and empathetic. They can see and experience from multiple perspectives. They know their strengths and weaknesses and make choices for their future based on self-reflection.

Support Options

Our school has various support options available to our students. Below you will find an overview of the support available at our school.

Specialists

Within our school team, hours have been allocated for various positions to provide support to our students and meet their specific educational needs. The list below shows the specialists that can be used for students who need this.

Legend



Present at the school












Centrally available to the school through the board














Centrally available to the school via partnership or third parties

Specialist	At the school	Through the Board	Through third party
Domestic Violence Officer			
Radicalization Officer			
Special Education Advisor			
Dean/Career Counsellor			
Teacher-Coach less gifted students			
Teacher-Coach Special Educational			
Special Educational Specialist			
Learning Disabilities Specialist			
Expert in Dutch as a Second Language			
Expert in Mental & Behavioural Issues			
Behavioural Specialist			
Behavioural Scientist			
Dutch as a Second Language Teacher			
Support Coordinator			
Educational Psychologist			
Psychologist			

Math Specialist			
Language/Reading specialist			
Anxiety Reducation trainer			
Social Skills trainer			
Confidential Advisor			
Attendance Coordinator			
School Social Worker			
Special Education Coordinator			
High Dosage Tutoring Coordinator			

Facilities

The list below shows the facilities available to students who need them. These facilities tend to target groups of students with similar support needs.

Facilities	At the school	Through the Board	Through third party
Guidance in small groups (High Dosage Tutoring)			
Homework Help			
Homework Class			
Small Class			
Language Class			
Time-in/time-out facility (with supervision)			
Enhanced mentoring			
Summer School			
Vacation School			
Saturday School			
School and Surroundings			

Notes to Provisions

Homework Institute

The Homework Institute of the Johan de Witt Scholengroep is there for all students. Experienced teachers and tutors provide after-school homework assistance and tutoring at the Johan de Witt Scholengroep. We focus on teaching study skills and pay extra attention to subjects that students find difficult. The homework assistance consists of:

- scheduling homework with the student
- coursework rehearsal
- checking production work
- explaining the subject matter

High Dosage Tutoring (HDT)





The basic principle in HDT is that we support students in small groups of up to 4 students twice a day in mathematics or language. HDT is offered during class time. Students are selected based on reference tests. They practice for at least one period or longer if needed.







School and Surroundings

At the Johan de Witt Scholengroep, we organise "School and Surroundings" to enrich the learning process. This day includes workshops and projects, from science to art, that stimulate students' creativity and cooperation. The emphasis is on developing social skills and a continued interest in learning. School and Surroundings promotes diversity and emphasizes the unique abilities of each student. The aim is to create an inspiring learning environment and lay the foundation for continued personal growth and preparation for an evolving future.

Educational Offer

The list below shows the educational provisions available for students who have a need for it. The educational offer here refers to a methodology and/or approach that is integrated into the school's curriculum and curricula or can be integrated after a student's support need has been identified.

Educational offer	At the school	Through the Board	Through third party
Arithmetical Problems			
Extra Challenge			
Reading and Spelling Weaknesses and Dyslexia			
Dutch as a Second Language			







Study Skills, Planning/Organising or Learning to Learn			
Strengthening Social-Emotional Development and Well-being			
Preventive Signalling on Learning Development			
Preventive signalling on social emotional development and behaviour			
Subject-oriented support			
Subject specific exam training			

Physical Spaces

Furthermore, the physical spaces below are available within our school to meet specific support needs. These include the adaptations in our school that enable physical accessibility and thus participation in education for students with physical disabilities.

Protocols

The list below shows the protocols we use within our school. These are guidelines for action by which our school is prepared to act quickly in appropriate cases.

Protocol	At the school	Through the Board	Through third party
Anti-bullying Protocol			
Dyslexia Protocol			
Behavioural/Social Safety Protocol			
Protocol on Suspension and Removal			
Protocol Preventing Truancy and Absenteeism			
Safety Plan			

Organization of Support

To provide the desired support for our students, we have a support route within our school and we collaborate with external organisations.

Support Route

Support Structure

Within our education, we distinguish between basic support, basic+ support, extra support and in-depth support. In basic support, sufficient support is provided in principle for most students. However, sometimes slightly more is needed. For this purpose, the Johan de Witt has basic+ support. However, not all students will find this sufficient. For these students, the Johan de Witt has additional support available. Assistance is then sought from experts within the school. Two school social workers are present on location, and we can call in the help of several specialists in a variety of fields. Within support, all those involved around the student work together.

Teaching support staff

The teaching support staff (in particular: caretakers and security) have a lot of contact with students outside lessons. The Teaching Support Staff therefore have an important task to identify any problems (of any kind) early on. When issues are spotted by a member of the Teaching Support Staff, he/she will pass this on to the mentor of the student(s) concerned. Together, we ensure a safe school climate.

Parents

If parents have any questions, they can contact the mentor. Parents will also be kept informed by the mentor or team leader of any particularities or possible problems at school.

Subject teacher

The subject teacher provides education in accordance with the BIO Act. It is his/her task to supervise students in terms of subject content. The subject teacher monitors the students' progress in his/her own subject area. If the subject teacher suspects that a student needs more support, he/she will note this in the student monitoring system and discuss it with the mentor of the student concerned.

Mentor

The mentor is the pivot of educational support. The mentor monitors the student's progress and development. To this end, the mentor is in contact with and receives information from subject teachers, the team leader and parents. If a mentor signals or receives signals from Pedagogical Leadership Team or subject teachers that the student needs support, the mentor will discuss the student with the MYP coordinator. In consultation with the MYP coordinator, the mentor will complete an educational support plan (OPP). In consultation with parents and the student, the OPP will be used to discuss which support can be deployed.

MYP coordinator

The MYP coordinator is responsible for the quality and progress of the programme. If the student requires support, the MYP coordinator discusses this with the parent(s)/caregiver(s), the student, the mentor, and the Coordinator of Appropriate Education.

Appropriate education coordinator

The Appropriate Education Coordinator coordinates the support that is appropriate for the student. She communicates internally and externally about the student with the consent of parents/carers.

CZO

If a student needs extra or in-depth support, the route to the Central Care Support Organisation (CZO) follows. The CZO is a team of experts in the field of student support within the Johan de Witt. This team consists of the coordinators of Appropriate Education, Partnerships, school doctor, each with their own expertise, including:

- Pedagogy
- Learning disabilities
- School social work
- Intake & testing

CZO supports teachers and students with (educational) support issues. CZO mainly plays a role within the Johan de Witt's extra support, but also has tasks and responsibilities within basic and basic+ support.

School social work

School social work (SMW) works from school with the student, parents/guardians and the mentor. The main goal of school social work is to enable students to develop in a healthy way and follow education without hindrance. They do this by having a visible presence within the school. Discussions with school social work are low threshold. SMW supports the educational process, reduces absenteeism, and contributes to the student's well-being.

Management

The Johan de Witt management is responsible for all educational support. If a student requires extra support or needs to be referred to an external body, the management will always be informed.

Confidential advisor

There is a confidential advisor within our school. If parent(s)/carer(s) or a student request an interview, the ensuing conversation is confidential. Employees of the school also have the option of calling on specially trained confidential counsellors for employees. The confidential advisor works in accordance with the complaints procedure of Stichting VO Haaglanden.

In-depth support

If a student cannot be helped sufficiently from the basic and extra support, he/she can receive in-depth support. A suitable solution is then sought together with the student, parents/guardians, and the partnership.

Support Team

Our school works with a support team. A support team is an expert team that meets to discuss students who need extra support.

Our support team consists at least of the:

- Management, MYP coordinator
- Expert from the partnership
- School social worker
- Behavioural specialist / remedial educationalist

Our support team meets a minimum of 30 times a year.

Cooperation with Core and Chain Partners

Education Sector

The list below shows which education sectors our school collaborates with.

Education Sector
Higher Education (HBO/WO)
Senior Secondary Vocational Education (MBO)
Regular Primary Education (PO)
Regular Secondary Education (VO)
Special Primary Educaiton (SBO)
Special Education (SO)
Secondary Special Education (SVO)