

# **SEN AND INCLUSION POLICY**

**International School Elckerlyc, Leiderdorp, the Netherlands.**

## **Rationale:**

We are committed to providing an appropriate and high quality education to all the children at Elckerlyc. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

We are committed to inclusion, to develop cultures, policies and practices that include all learners. We have a sense of community and belonging.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.

This policy describes the way we meet the need of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognize that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognize that these may be long or short term.

We aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

We see the inclusion of children identified as having special educational needs, as an equal opportunity issue and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community. Our SEN approach looks at what additional provision we need to make for specific children.

## **Objectives**

1. To ensure the SEN Code of Practice is implemented effectively across the school.
2. To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with special educational needs.
3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
4. We aim to provide full access to the curriculum through differentiated planning by class teachers, SENCO, and support staff as appropriate.
5. To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as having SEN.
6. To ensure that pupils with SEN are perceived positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers.
7. To ensure that we are able to meet the needs of as wide a range of children as possible.
8. To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
9. To involve parents/carers at every stage in plans to meet their child's additional needs.
10. To involve the children themselves in planning and in any decision making that affects them.

## **Arrangements for coordinating SEN provision**

1. The SENCO will meet with each class teacher at least twice a year to discuss additional needs identified and to review IEPs.
2. At other times, the SENCO will be alerted to newly arising concerns through the D1 form; which is to be filled out by the classroom teachers.
3. The SENCO will discuss issues arising from these forms with the class teacher within one week of receiving the form.
4. Where necessary, reviews will be held more frequently than twice a year for some children.
5. Targets arising from IEP meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.
6. The SENCO department monitors planning for SEN and supports year group teams with curriculum planning.
7. The SENCO, together with the Director/Deputy Director, monitors the quality and effectiveness of provision for pupils with SEN, through classroom observation.
8. SEN support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by the SENCO and by LSA's throughout the school. This is funded from the school's annual budget and Rugzak money. The support timetable is reviewed annually, by the SENCO, and the management team, in line with current pupil needs, educational initiatives such as literacy and numeracy strategies, and the budget.
9. Support staff, class teachers, SENCO and outside agencies liaise and share developments in order to inform reviews and forward planning.

## **Identification and Assessment Arrangements, Monitoring and Review Procedures**

The school's system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional needs.

Based on the school's observations and assessment data and following a discussion between the class teacher, SENCO and parent, the child may be recorded as needing either:

1. Differentiated curriculum support within the class
2. Additional support through **SEN**:
  - In-class support:
  - 1:1
  - Help in small groups
3. Zorg/Zat intervention. See appendix 1

### **Differentiated Curriculum Provision**

In order to make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and strategies for accessing the curriculum.

Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher.

**Monitoring** of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

The child's progress will be **reviewed** at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

The school uses the definitions of adequate progress that is, progress which:

Closes the attainment gap between the child and their peers  
Prevents the attainment gap from growing wider  
Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers  
Matches or betters the child's previous rate of progress  
Ensures access to the curriculum  
Demonstrates an improvement in self-help or social or personal skills  
Demonstrates an improvement in the child's behaviour

Where a period of differentiated curriculum support has not resulted in the child making adequate progress OR where the nature or levels of a child's needs are unlikely to be met by such an approach, SEN support may need to be given.

SEN support would be indicated where there is evidence that:

There has been little or no progress made with existing interventions

Additional support is required to develop literacy or numeracy skills

Additional support is required for emotional, behavioural or social development

Additional support is required for sensory or physical impairments

Additional support is required for communication or interaction needs

There are likely to be two groups of children recorded as **SEN**:

1. Children, who have needs similar to other children with additional needs within the class, e.g. lack of phonic knowledge or phonological skills, spelling.
2. Children, whom we consider to have more severe or longer term needs that are likely to result in an application for further professional advice.

Where needs are similar, it is appropriate to support these children within a group, focusing on the common needs. However, there should be scope within the **SEN** plan for each child to have **individual target/s**.

Provision for their common needs may be in a small group as well as some individualised support for their more unique needs. Provision will run concurrently with differentiated curriculum support.

The group may be taught by a class teacher and also supported by a LSA where applicable.

The responsibility for planning for these children remains with the class teacher, **in consultation with the SENCO**.

## How does the SEN register work?

A child within SEN will have a file and be recorded in the SEN register with a code from 1 to 5 depending on the support they need and are given; this can result in an Individual Education Plan, (IEP).

This file will contain an individual record for the child and information about school-based observation and assessment, a summary of the child's additional needs and action to be taken to meet them, including any advice sought from outside agencies.

**Monitoring** will be carried out on a 6 monthly basis using the IEP evaluation form and significant achievements and difficulties will be recorded. The SENCO and teaching staff will look at the monitoring information on a half-termly basis and make adjustments to the provision for the child, if appropriate.

Individual Education Plans will be reviewed at least twice a year, although some pupils may need more frequent reviews. Ruzak pupils will have meetings on a more regular basis to coordinate all parties involved. The SENCO will take the lead in the review process. Parents/carers and wherever possible, their child, will be invited to contribute and will be consulted about any further action.

As part of the review process, the SENCO and school colleagues, in consultation with the parents/carers, may conclude that despite receiving an individualized programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions. Where this is the case a decision may be made, in conjunction with parents, to be in contact with the Zorg/Zat teams, this may result in the recommendation of alternative education.

There is a Student Tracking system in which all information regarding each individual student is recorded.

### **Zorg/Zat:**

The Zorg/Zat is a group of SENCO's from schools in the area as well as representatives from external agencies in the area. This group of professionals meets once every 4 to 6 weeks to discuss pupils with SEN needs.

Once the Zorg/Zat is involved this will include the involvement of **specialist services**. A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress.

A child receiving support from the Zorg/Zat will have an Individual Education Plan. **Monitoring** will take place and reviews will be at least on a termly basis. Provision will run concurrently with differentiated curriculum support.

### **School request for a Rugzak:**

For a child who is not making adequate progress, despite a period of support from SEN, and in agreement with the parents/carers, the school may request that the parents apply for a Rugzak to assist the school and pupil, so that the education can remain within mainstream education.

The school, together with parents/carers, are required to submit evidence to the relevant cluster; 1,2,3,4 who then makes a judgment about whether or not to meet the child's needs can continue to be met from the resources normally available to the school or if extra funding and help can and should be put in place.

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request, this can be assisted by a zorg arrangement.

### **A Rugzak:**

A child who has been awarded a Rugzak will continue to receive support through the SEN department, plus the additional support that is provided using the funds made available through the rugzak.

The Rugzak will be valid for three academic years after which it will need to be reapplied for.

### **The School's arrangements for SEN and Inclusion In-Service Training**

- 1 The SENCO attends regular Zorg/Zat meetings.
- 2 Meeting additional needs and Inclusion issues are targeted each year through the school's long-term goals.
3. In-house additional needs and Inclusion training is provided.
4. All staff has access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level.
5. Support staff are encouraged to extend their own professional development and the management team will ensure tailor-made training where this is appropriate.

**The use made of teachers and facilities from outside the school, including support services; please see appendix 1.**

- 1 Zorg team: To discuss mild SEN cases.
- 2 ZAT team to discuss more difficult SEN cases. This is a Special Needs Support Service to provide specific information, share resources and provide in-service training.
- 3 Clusters 1 to 4 providing help to SEN pupils meeting their individual criteria.
- 4 AED, education services offering support training and advice, through PAB (Preventative Educational Support) and RAB (Regular Educational Support). Help in applying for the Rugzak or specialist schools.
- 5 Onderwijs advies, offering diagnostic support to school and help with the application of the Rugzak or specialist schools.
6. The SENCO liaises frequently with a number of other outside agencies, for example:
  1. Social Services/ maatschappelijk werkers.
  2. Education Welfare Service/ Bureau Jeugdzorg.
  3. School Nurse/school verpleegster.
  4. Community Paediatrician/ school doctor
  5. Speech Therapy/Logopedie.
  6. Physiotherapy
  7. Occupational Therapy/Ergotherapie.
- 7 Parents/carers are informed if any outside agency is to be involved and permission from parents is obtained before any contact is made. Parents work in partnership with the school from the onset.

### **Arrangements for partnership with parents/carers**

- 1 Staff and parents/carers will work together to support pupils identified as having additional needs.
- 2 Parents/carers will be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all parents/ carers whose children are being recorded as having additional needs. The SENCO will attend this meeting if the school or the parent thinks this is appropriate.
- 3 At review meetings with parents/carers we try to ensure that the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents/carers go away from the meeting clear

about the action to be taken and the way in which outcomes will be monitored and reviewed.

- 4 IEP targets will include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process. All IEPs and reviews will be copied and sent to parents/carers after meetings.
- 5 Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request.
- 6 Parents/carers evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.
- 7 Regular communication between school and home will ensure that concerns are promptly acted on by both parties.

### **Links with other schools/Transfer arrangements**

Class teachers of children joining from other schools will receive information from the previous school; if there is an SEN issue the SENCO will telephone the school to further discuss the child's needs. Children transferring from Elckerlyc International School to new schools will have their last class reports to give the new school as well as a full SEN report if applicable; this will include copies of the IEP, if applicable. These reports give details of particular needs and additional provision made by the school. The SENCO will discuss these children with other schools on request

### **Links with Health and Social Services, Education Welfare Services and any Voluntary Organizations**

- 1 The school regularly consults health service professionals. Concerns are initially brought to the attention of the school nurse by the SENCO, and referrals will be made as appropriate. In groups 2 and 7 there are standard screenings by the GGD for all pupils; notice of these will be given to each parent/carer by the teacher.
- 2 Social Services and the Education Welfare Service will be accessed through the Zorg/zat or the visiting education welfare officer as appropriate. Class teachers will alert the SENCO if there is a concern they would like discussed.
- 3 There are many voluntary organizations supporting SEN, information is available. Parents/carers will be given details of these groups on request or as appropriate.

## **Inclusion Principles**

- 1 Staff at the Elckerlyc International School value pupils of different abilities and support inclusion.
- 2 Within the school, staff and pupils will be constantly involved in the best ways to support all pupils'. There is flexibility in approach in order to find the best placement for each child.
- 3 Within each class, teaching and learning styles and organization will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.
- 4 Where appropriate, links with the Lighthouse School for Special Educational Needs are made and children included into mainstream school on full or part-time basis. Liaison and planning between both schools takes place to ensure continuity and that needs are met appropriately. Review meetings take place, as above to ensure that the most appropriate provision is being made for the child.

### **Access to the Environment:**

Elckerlyc International School is a single site school, with Key Stage 1 and Key Stage 2 departments joined by the aula. The school is built on two levels with stairs from ground floor to first floor. Entrance to the building is through the main lobby, which is level and therefore suitable for wheelchair access. Classrooms are accessed by corridors from which there is also wheelchair access. (Excluding groups 2 and 3).

There are currently no shower, changing or laundry facilities.

Children requiring equipment due to impairment will be assessed in order to gain the support that they require.

### **Arrangements for providing access to learning and the curriculum:**

- 1 The school will ensure that all children have access to a balanced and broadly based curriculum, and that the s programmes of study are flexible enough to meet every child's needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)
- 2 Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.

- 3 Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning.
- 4 Schemes of work and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all pupils.
- 5 Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.
- 6 Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate and available.
- 7 The school will ensure that the hidden curriculum and extracurricular activities are barrier free and do not exclude any pupils.

### **Access to Information**

- 1 All children requiring information in formats other than print have this provided.
- 2 We adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support.
- 3 We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.
- 4 We use a range of assessment procedures within lessons (such as taping, role-play and drama, video, drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.

### **Admission arrangements**

- 1 Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs.
- 2 The International school Leiderdorp does have an admissions policy; this would have been given to you when your son/daughter applied to the school.
- 3 Prior to starting school, parents/carers of children with a Statement of SEN or Statement pending will be invited to discuss the provision that can be made to

meet their identified needs. Details from the previous school/s will be requested and contact made as necessary.

### **Dealing with complaints**

- 1 If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENCO, who will try to resolve the situation.
- 2 If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the director in writing or any other accessible format. The director will reply within 10 working days.
- 3 Any issues that remain unresolved at this stage will be managed according to the school's *Complaints Policy*. This is available, on request, from the school office.

## Appendices:

### The set up of the external agencies in The Netherlands:

#### 'Weer Samen Naar School' (WSNS).

##### **Care in the primary school:**

In every primary school differences between children are taken into consideration. Therefore there are more possibilities to support children at school.

##### **Weer Samen Naar School**

The association of the 'Samenwerkingsverband Weer Samen Naar School' in the region Leiden, helps schools by offering extra support.

##### **A helping hand:**

Your child is attending the International school Elckerlyc, and you have concerns about his/her development. Your child will be receiving extra support, from the school, but via the Senco you can ask if WSNS can offer more help.

##### **What does the WSNS do?**

WSNS is responsible, together with the school, to offer extra support for pupils within primary education. These are some of the ways the WSNS can help:

- WSNS offers professionals to advise and support teachers and SENCO's with matters relating to learning and behavioral problems.
- WSNS maintains the network of the 'zorgteams'. In the 'Zorgteams', schools discuss together the best way to help a pupil experiencing problems.
- WSNS helps pupils be assessed for their learning and behaviour problems.
- WSNS can help schools, within their remit, with funding for extra help to support identified pupils.
- WSNS organizes courses and conferences for teachers, SENCO's and the management of schools.
- WSNS helps to transfer a pupil to Special education, if needed via the 'Permanente Commissie Leerlingenzorg' (PCL).
- WSNS is jointly responsible to maintain Special Education.
- WSNS is a part of the network of care givers and educational institutions and is therefore able to give advice to parents and schools.

##### **More information:**

Look in the school or ask the SENCO guide. You can also get in contact with the coordinator of WSNS or look at the website: <http://www.wsnsregioleiden.nl>.

## **WSNS consists of:**

### **1/ VIA**

#### **What is VIA?**

VIA Leiden is an initiative from WSNS, Leiden.

VIA Leiden is an information point for all education questions about children from 3 ½ until 13.

VIA gives advice to parents, professionals and works closely together with all primary and secondary schools.

At VIA Leiden there are advisors that are working together with the primary schools.

Alongside that, VIA has a multidisciplinary team that works together with the outside school agencies; Zorg and Zat teams. WSNS and the PCL is part of VIA.

#### **What can VIA do?**

VIA Leiden is the start of all educational questions from parents and professionals in primary education. These questions can fall into the following categories:

1. **General advice questions:**

VIA Leiden can be approached for all general educational questions. These will be answered as quickly as possible by one of their staff.

2. **Licht ambulante Begeleiding (LAB) from VIA:**

This is the request for light intervention at school and will be requested by the SENCO with the permission of the parents. The LAB will be carried out by VIA at school. This help can be in the area of strategies, observations or video interaction.

3. **Zorgarrangementen**

These care arrangements are requested by the SENCO with the permission of the parents. The final agreement for the care arrangement needs to be given by the PCL

4. **Transfer to Speciaal basisonderwijs (SBO)**

Transfer to special education can be requested by the parents in conjunction with the school, together with VIA.

5. **Advies when there is doubt:**

VIA Leiden can advise by doubt to the correct education for a pupil.

6. **Advies by a crisis situation of a student.**

VIA Leiden can offer support on how to best move forward.

## **VIA has a Multidisciplinary team and partners:**

The power of VIA is that it enables the shortest route to defining and resolving educational situations, this is because they have contact with: adviseurs VIA Leiden, psychologists, school doctors, Bureau Jeugdzorg, and school-maatschappelijk werk, (Social workers).

There are also others partners available:

Special Educational Needs schools, AED (Ambulante Educatieve Dienst), Regionaal Bureau Leerplicht, (Truancy) Cardea, Pedologisch instituut)

## **2/ De Permanente Commissie Leerlingenzorg (PCL)**

Has an important role in the association of WSNS. The PCL is behind VIA. The PCL decides if a pupil is to go to Special Education, (SBO). If this is the case the PCL will issue a notification of approval. The PCL follows the guidelines put together by WSNS to agree to this decision of placement. All students with a placement will be placed in an SBO school. The PCL will judge the route taken by a pupil. The PCL remains an independent body and remains so when making any decisions. The PCL adheres to a privacy policy

### **The dossier**

The PCL has high expectations of what is to be included in the dossier of a pupil that is referred to them. A pupil will be assessed by the PCL, based on this information alone and there is in principal no contact with the pupil, parents or school.

### **Placement:**

Once the PCL has made a decision a pupil will be transferred to SBO (Special primary school) within 3 months. If the PCL has made the decision not to place the pupil in SBO then further advice can be obtained as to alternative possibilities.

## **3/ What is a special primary school, (SBO)?**

At the end of the 90's there was a joining of the Special Educational Needs Schools. These are now known as the SBO and are for pupils with learning problems and or behaviour problems.

Primary schools are able to accommodate the needs of most pupils in the classroom but there are always some pupils that would benefit from a more tailored form of education and they can therefore develop. These are small class sizes and the education is orientated on the needs of the pupils.

Special schools will also have the responsibility to advise and support mainstream primary schools with pupils in the school experiencing behaviour or academic problems.

## **4/ Care in the primary school:**

In every primary school teachers are aware that there are differences between each pupil and the way they learn. There is more and more available to give teachers extra help and support to accommodate those differences.

There are 10 sorts of special schools in The Netherlands and they fall within 4 groups of care agencies within the WSNS, they are known as Clusters 1, 2, 3 and 4.

Each Cluster has its own Special Schools as well as a help structure, for mainstream schools to have access to for individual pupils attending their school that is experiencing problems within a given cluster.

These Clusters are:

**Cluster 1;**

Visual handicap.

**Cluster 2;**

Deaf children, children with hearing problems, children with speech and language problems.

**Cluster 3;**

Children who have a mental handicap, physical handicap, are long term sick or have epilepsy.

**Cluster 4;**

Children that due to their behaviour, psychiatric problems or other limitations have problems within education.

Each of these Clusters is able to offer a 'Rugzak', a backpack. This is money given to the school to assist with maintaining the pupil within mainstream education. This money is mainly used for extra assistance in the classroom or for 1:1 training, where needed. This Rugzak is awarded for a period of 3 years and after this time it needs to be reassessed.

Schools such as The Elckerlyc are able to access each Cluster individually, via WSNS. Each Cluster will be able to advise the best way forward with each individual case within a particular area. Help can be offered in the following way:

- An advisor from each Cluster can offer 15 hours of advice to the school with a particular pupil.
- A 'Zorg arrangement' can be put in place, this is extra funding to assist in the near future, a pupil at our school. This can also be funds that are spent on getting help to obtain the 'rugzak'.
- Help with applying for the Rugzak.
- An advisor from the cluster will be made available to support school, parents and pupil once the Rugzak has been given.

At all times parents are involved with all the options open to the school and permission is given before school will make any enquiries. The Elckerlyc International school welcomes full parental participation at all times.

**5/ Zorg/ Zat team:**

This means 'Care and advice teams'.

The purpose of this team is to 'optimize the care of the youngsters and their parents by improving the team work between before school care, school and external care agencies'.

The Zorg/Zat teams are there to advise where there has been concern, in the areas of; care, help and support.

In these teams, schools work together with youth help organizations. These teams work together to help and guide children when a problem has been noted.

### **Why do we have Zorg/Zat teams?**

These teams have all the knowledge and experience to help in offering advice for a child whose development is being hampered by problems.

### **Which problems will need the Zorg/Zat to be involved?**

The Zorg/ZAT becomes involved if problems are signaled; this can be in the area of behaviour or social, emotional problems.

The Zorg/ZAT will also discuss bullying, child abuse, criminal behaviour.

What can you expect the Zorg/ZAT to do for you?

This team of professionals will advise the person, who has registered the pupil, on how to handle the problems they are experiencing.

Zorg/Zat will look at the reason for the problem with a pupil and offer practical tips and advice by offering support from one of the agencies attached to the Zorg/Zat.

When your child is directed to one of the extra care agencies the parents will be guided and informed.

### **Who are the members of the Zorg/Zat?**

Delegation from the primary education; pupils from 4 – 18.

School doctors and nurses.

Social workers.

Bureau of child care.

Truancy officer.

If necessary other professionals can be invited by the Zorg/Zat, to be involved in the discussions.

### **Other organizations:**

#### **MEE**

‘...someone who supports me.’

#### **What is MEE?**

MEE is an organisation located near you with specialists who can help answer questions on matters related to education, upbringing, housing, employment, social facilities, income, transport and leisure-time activities. MEE provides information, helps you make difficult decisions and can direct you to the appropriate agencies when necessary.

Operating independently of care providers and other organisations, MEE is able to focus solely on your needs. MEE is funded by the Dutch government and its services are available to you free of charge.

#### **Who is MEE for?**

MEE is for anyone with a handicap, functional disability or chronic illness. MEE is for people whose restrictions cause difficulties in their day-to-day lives and who cannot fully participate in social life. MEE is for both young and old, those directly involved as well as parents and care providers.

#### **What does MEE offer?**

MEE helps people in all facets of their daily lives. MEE gives information, advice and support. Below are a few examples of what MEE provides:

- Tips and advice, enabling people to live their day-to-day lives as independently as possible
- Holiday addresses with adapted facilities
- Assistance in applying for adapted housing and personal budgets
- Advice in raising a handicapped child
- Support in legal difficulties with municipalities, health insurance companies etc.
- Counselling for personal problems

### **How does MEE work?**

If you have a question or problem, just call, e-mail or visit an MEE office. MEE will work with you to find solutions, taking your restrictions into account. The MEE staff will help you make your own decisions.

The people at MEE have specialised knowledge in a wide range of subjects, including legal matters. When necessary, MEE can direct you to other agencies. The MEE staff knows their way around facilities and provisions in the region better than anyone else. A referral or indication is not required to obtain MEE support.

If it is hard for you to come to an MEE office, MEE staff can also come to your home.

### **What does MEE stand for?**

The MEE organisation is committed to treating everyone equally and with respect and to providing support in all areas of clients' lives, including sympathising with difficulties, helping find solutions, sharing laughter, accompanying clients when necessary and always working with clients to achieve optimum results.

### **Contact**

MEE has offices located throughout the Netherlands. If you would like more information about MEE or an appointment with MEE staff, please contact the main MEE organisation office listed below that is nearest you or go to [www.mee.nl](http://www.mee.nl).

### Checklist (stappenplan) t.b.v. aanmelding bij het Zorgteam/Zorgadviesteam:

**Naam leerling** :.....  
**Roepnaam** :.....  
**Geboortedatum** :.....

- Bespreking(en)* met ouders/verzorgers;
- Invullen van het Aanmeldingsformulier Zorgteam* of *Onderwijskundig Rapport*;
- Bespreking* van het aanmeldingsformulier Zorgteam/Onderwijskundig Rapport met ouders/verzorgers en *ondertekening/ondertekening toestemmingsformulier*;
- Digitaal opsturen* van het Aanmeldingsformulier Zorgteam/Onderwijskundig Rapport naar secretaris.

### Checklist (stappenplan) t.b.v. aanmelding bij een Zorgplatform:

- Bespreking(en)* met ouders/verzorgers;
- Invullen van het Onderwijskundig Rapport*;
- Bespreking en ondertekening* door ouders/verzorgers “ voor gezien” van het *Onderwijskundig Rapport*;
- Ondertekening* door ouders/verzorgers van het *Aanmeldingsformulier/Toestemmingsformulier*;
- Ondertekening* door ouders van het formulier *Jeugdgezondheidszorg*;
- Inbrengen en bespreken* in het *Zorgteam*;
- Na *toestemming* door het *Zorgteam* kunnen de formulieren rechtstreeks worden opgestuurd naar het *Zorgplatform*.