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Foreword

Amsteltaal is the newcomer school of Amstelwijs, the foundation for public education in Amstelveen, Ouderkerk aan de Amstel and Nes aan de Amstel. From 1 January 2027, Stichting Amstelwijs and Onderwijsgroep Amstelland will join forces to form the school group Amnis.

Amsteltaal has two locations: Amsteltaal-Noord and Amsteltaal-Zuid.

In this guide, we explain what the Amsteltaal team considers important when teaching children who speak little or no Dutch. In addition to all kinds of practical matters, you can read what the curriculum looks like, how pupil care is organised and exactly how the transfer procedure works.

This school guide is intended mainly for the parents and carers of our pupils, but also for trainee teachers, teachers in primary education and other interested parties. Would you like to know more about Amsteltaal? Please visit our website, www.amsteltaal.nl, or come and see us. You are most welcome!

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1. The newcomer groups

Amsteltaal started in August 2014 with one group. Amsteltaal currently has 12 groups: Amsteltaal-Noord has five groups and Amsteltaal-Zuid has seven. Pupils are placed, as far as possible, at the location closest to their home address. Some children can walk or cycle to school, but others come by car or have to travel part of the way by metro or bus.

The groups are organised as follows:

Amsteltaal-Noord:

- one Group 3/4 (Yellow), for pupils aged 6 to 8
- one Group 5 (Purple), for pupils aged 8 and 9
- one Group 6 (Blue), for pupils aged 9 and 10
- one Group 7 (Pink), for pupils aged 10 and 11
- one Group 8 (Green), for pupils aged 11 and 12

Amsteltaal-Zuid:

- one lower-school group, Group 1/2 (the Red Tulips), for pupils aged 4 to 6;
- three middle-school groups (the White, Green and Orange Tulips), for pupils aged 6 to 9;
- three upper-school groups (the Lilac, Yellow and Blue Tulips), for pupils aged 9 to 12.

For almost all subjects, teaching is differentiated, and from Group 4 onwards we work across groups. We aim for a maximum of 16 pupils per group.

Amsteltaal offers education five days a week, from 08:45 to 14:15. We use a continuous school day (pupils eat lunch at school).

The Dutch school system may differ from what parents and children are used to in their home country. In the Netherlands, school attendance is compulsory from the age of 5 (until the age of 16), but almost all children start school at the age of 4. The Dutch education system has different types of schools, based on religion or educational beliefs. In general, social interaction in the Netherlands is fairly informal, an independent (working) attitude is valued, and children are encouraged to express their opinions in a pleasant way. A great deal of attention is paid to social-emotional development, because this is seen as the most important condition for learning. Pupils who show a high level of involvement and motivation also learn more and faster. We encourage this by regularly varying the working methods in our educational programme. It is also typically Dutch that formal learning takes place mainly during school hours. After school, Dutch children are used to playing, doing sports or relaxing in some other way.

The pupils

The pupils at Amsteltaal come from all over the world: with an average of 160 pupils, we have more than 30 nationalities. These pupils have very diverse educational backgrounds. Some of our pupils are children of highly educated parents and knowledge migrants. They often grow up multilingual, because several languages are spoken at home and/or because they have previously attended an International School. For these pupils, Dutch is often their second, third or even fourth language. In addition, children of labour migrants and holders of refugee status attend our school. Since June



2025, we have been linked to the asylum seekers' centre (AZC) in Amstelveen. As a result, we also have pupils who have fled their country and who, for various reasons, have received no education, or only very little over a longer period. The differences can be considerable; in our language policy plan, we describe our pupil population in more detail.

The team

In the 2026 - 2027 school year, the Amsteltaal team consists of the following people:

Amsteltaal-Noord

Yellow: Masja Pantlin and Sonja Scholte

Purple: Nina van Mastwijk

Blue: Helma Tebbertman and Sonja Scholte

Pink: Sander Doorenspleet and Mirte Harms

Green: Koen Fris

Teaching assistants: Monique ten Heggeler, Meryem Almousawi and Rachel Landvreugd

PE teacher: Marit Huiberts

Special needs coordinator (IB): Daphne Engels

Management: Laura van der Hammen

Amsteltaal-Zuid

Red Tulips: Ankie Eekman and Jiska Noortman-Kroon

White Tulips: Maartje Keulers and Bianca Pleune-Duijzer

Green Tulips: Rick Mertens

Orange Tulips: Rita Nawmie and Bianca Dol

Lilac Tulips: Evelyn Visser and Chloë Marwitz

Yellow Tulips: Natasja Borgman and Chloë Marwitz

Blue Tulips: Helen O'Brien and Angelique Bos-de Rooij

Teaching assistants: Robert Palm, Monique van der Felz-Rempt and Joyce Kornelisse, Kateryna Lutsyshyn and Bianca Dol

PE teacher: Bob Titulaer

Special needs coordinator (IB): Sanae Dahoui

Administration (Noord and Zuid): Ira Elte

Management: Simone Rossing

All Amsteltaal teachers are trained in the didactics of teaching Dutch as a second language (NT2), by completing a post-higher-education NT2 course and/or through training in NT2 programmes and methods such as Met Woorden in de Weer, LOGO 3000, Wereld vol Woorden or Zien Is Snappen. Amsteltaal's teaching staff are also trained in trauma-sensitive teaching. Every year, the teachers attend regional and national study days organised by LOWAN to expand their subject knowledge. They also take part in meetings of the Newcomer Education Learning Network of the SWV Amstelronde (the regional partnership for inclusive education). Amsteltaal offers placements to



students of Pedagogy, teacher training (PABO) and/or the NT2 Master's, and to students on the MBO teaching assistant programme.

The school board

Amsteltaal is part of Stichting Amstelwijs. Eleven schools from Amstelveen, Ouderkerk aan de Amstel and Nes aan de Amstel belong to this foundation. (From 1 January 2027, Stichting Amstelwijs and Onderwijsgroep Amstelland will join forces to form the school group Amnis.)

Amsteltaal endorses the vision of public education held by Stichting Amstelwijs. Everyone is welcome at our school, regardless of philosophy of life, religion, political persuasion or background. There is mutual respect for one another and for each other's philosophy of life or religion. We pay attention to the norms and values of Dutch society.



2. Admission and transfer of pupils

Admission policy

Kindergarten children

In Amstelveen, the policy is that newcomers aged 4/5 are registered directly at a regular primary school.

The Central Information Desk (CIL) can advise and support parents with this. The CIL can be reached at info@poamstelveen.nl or on 06-82288072. The CIL also coordinates registration at the language schools. For more information: www.cilamstelveen.nl.

If it later turns out that a regular kindergarten class is not the right place for this newcomer, he or she can be registered at Amsteltaal. We then look at the child's specific educational needs and whether the Amsteltaal kindergarten class is the most suitable place. The starting point is that, after receiving extra support at Amsteltaal, the child moves back into regular Dutch-language education, preferably at the same school.

Younger brothers and/or sisters of older children who are placed at Amsteltaal can, if sufficient places are available, be registered directly for the kindergarten group.

Children aged 6 and over

Newcomers aged 6 or over must be registered with the Central Information Desk (CIL) of the Municipality of Amstelveen.

The criteria used for registration are:

- The child is 6 years or older and is 'school-ready', that is, meets the conditions for learning to read and write;
- The child lives in the Municipality of Amstelveen, Ouderkerk or Nes a/d Amstel;
- The child speaks little or no Dutch;
- The child's parents intend to settle in the Netherlands for a longer period and want their child to move on to regular Dutch-language primary education.

Some newcomers have already come into contact with the Dutch language, for example because one or both parents speak Dutch, or because they have already attended Dutch lessons at the International School or another school (for example, a reception class at an AZC). If there is doubt about whether Amsteltaal is the right place, the child is screened. This determines whether a child can be enrolled at Amsteltaal or whether regular education is a better fit.

The CIL offers parents help and information about placement at a (language) school. The CIL staff member can also answer parents' questions, for example about the Dutch education system and the procedure in Amstelveen. Transfer to regular education, after a period at the language school, is also coordinated by the CIL.



Registration and intake

After registration via the CIL, parents receive a welcome email from Amsteltaal. This email contains an information letter (available in the five most widely spoken languages) and an invitation to an introduction meeting and an intake interview. When registering, parents of prospective pupils complete a detailed questionnaire.

With this information, the Amsteltaal teachers gain a good picture of, among other things, the child's educational history, the languages spoken at home, the child's surroundings, talents and other particulars. Parents and child are invited for a tour and an information meeting. This meeting provides a great deal of practical and substantive information about the school, but also, for example, about after-school care, Dutch lessons for parents and the transfer to regular education after Amsteltaal. All parents receive an information folder with written information on all these topics.

In addition to the parents' meeting, the teacher holds an intake interview within 3 weeks of the start, based on the information in the registration form. The teachers do this themselves, so that they make first contact with the parents straight away and get a clear picture of the child. This helps them determine which starting tests are needed (for middle and upper school) and to set up the Individual Development Plan (IOP).

The starting situation

At the intake at Amsteltaal, it is never entirely clear what a pupil's exact educational needs are. Our pupils have widely varying educational backgrounds. They come from all kinds of schools with different types of education, and some pupils have little or no school experience. That is why we try to gain an impression of what each pupil needs within a short time and to respond to it. Our teaching is largely tailored to the individual needs of the pupil.

For technical reading, we listen to whether the children already know the Dutch sounds and can link sounds to letters. Maths is assessed at the start with the Bareka, a non-language-based maths test that gives us a good picture of a pupil's technical maths level. On this basis, we divide the pupils into instruction groups. These instruction groups are adjusted very regularly in order to offer tailored education as far as possible.

Transfer to further education

Transfer procedure

After about a year and a half at Amsteltaal, our pupils move on to a Dutch-language (primary) school. Pupils transfer to schools throughout Amstelveen, Ouderkerk and Nes aan de Amstel. We also work with a number of schools in neighbouring municipalities. To ensure that all children have an equal chance of a place at a school close to home, we work with a strict procedure, and the transfer is supervised by the CIL. It can also happen that families move (sometimes back to their country of origin) and look for a school elsewhere. If a family moves outside the Municipality of Amstelveen, Ouderkerk aan de Amstel/Nes aan de Amstel, the CIL cannot help with finding a school.



In recent years, several pupils have also moved on to Special Primary Education (SBO), Special Education (SO) or Secondary Special Education, because these pupils need intensive support over a long period, going beyond support with learning the Dutch language alone.

We explain the procedure below in outline:

After 26 weeks at Amsteltaal, advice is given on the recommended year group for the pupil and a transfer date to a primary school is proposed. Depending on your child's age and development, tests may be part of this process.

As soon as the advice is ready, you will receive an email from the Central Information Desk (CIL). This email contains the provisional advice and a list of up to three primary schools nearby with available places. Within the stated deadline, you must tell the CIL your order of preference for these schools. In your reply, please state whether a brother or sister already attends a primary school in Amstelveen or Ouderkerk aan de Amstel.

After the deadline, your child will, where possible, be assigned to the school ranked highest on your list. Children with brothers or sisters who already attend a school are given priority, but placement is not guaranteed. If more children apply than a school can accommodate, placement is based on the school's proximity. If no preferences have been given, your child will be assigned to a school that still has places available.

Once a school has been assigned, you will receive a confirmation email from the CIL. The assigned primary school will then contact you to arrange an introductory meeting and to complete the enrolment details.

Transfer to regular classes at the primary school

In principle, the provision in the newcomer groups is based on 39 weeks of education. Some pupils can move on sooner, and some pupils receive an extension, for example because they have not reached the final objectives.

Before a pupil leaves us, we contact the special needs coordinator (IB'er) of the receiving school to ensure a good handover. The receiving school receives the pupil's IOP and advice for further support.

We actively aim for a warm handover to the future teacher; in consultation with the receiving school, this can also take place by telephone. After the transfer, our Ambulatory Language Support Specialist (ATO'er) will support the transition and, if necessary, provide the school with intensive support.

Above all for vocabulary, the pupil moving on needs extra support in the new class. It is well known that settling into Dutch education requires attention for at least five years (Ruimte voor nieuwe talenten, 2017). We realise that this is not easy for the receiving teacher, because his or her NT2 expertise is often insufficient and because it is organisationally difficult to free up time in the timetable for a pupil with specific needs in what are already large classes. For this, schools can call on the help and expertise of Ambulatory Language Support Specialists (ATOs), (www.ato-amstelveen.com).

Especially with older children, the gap between a second-year newcomer and a Dutch-speaking peer is large. The difference can be around 2,000 to 3,000 words for a pupil in Group 3, but for a pupil in Group 7 it can be as much as 7,000 to 9,000 words. Without extra support for Dutch vocabulary, a



second-year newcomer will never get the chance to catch up. School language words are particularly important!

It often seems as if a child already speaks Dutch very fluently, because their everyday general language skills are well developed. Cognitive academic language skills (school language words) are considerably lower.

Transfer to secondary education

Pupils aged twelve or older may move on to secondary education. Futuris has International Transition Classes in Amstelveen that offer NT2 provision at VMBO/HAVO level. Occasionally, a pupil goes directly from Amsteltaal to secondary education.



3. The Amsteltaal curriculum

Amsteltaal offers a curriculum aimed at newcomer education, continuously optimised to prepare pupils for regular Dutch-language education. Subjects such as geography, history and science are not taught separately but are integrated into language and vocabulary teaching. Visual arts and music are also integrated into thematic education. Because of our cross-group teaching model, we do not offer a separate enrichment programme, but pupils can receive instruction at a higher level. This means that pupils can switch between instruction groups so that they are challenged at their own level.

Working with instruction groups

At Amsteltaal, we work across groups, because this allows us to serve as many pupils as possible at their own level. We work with different level groups for technical reading, spelling and maths. If necessary, the teaching assistant can also take on an extra instruction group.

Thematic language and vocabulary teaching takes place in the pupils' own group, in order to match the age group and the sense of belonging to the group as closely as possible.

When new pupils join a middle- or upper-school group, they are placed in the existing instruction groups. This may mean that a new pupil sometimes does not work at the right level for the first few weeks. The instruction groups are reviewed on average every three to four weeks. If a pupil makes rapid progress, he or she can move up to a higher level. And if the material turns out to be too difficult, a step back can be taken in consultation with the special needs coordinator.

Language and vocabulary

At Amsteltaal, we work every day on both spoken and written language skills. For this we use the thematic method Wereld vol Woorden and LOGO. We take a functional-communicative approach as far as possible. Pupils use the language they are learning directly in meaningful contexts: to exchange ideas, to make something or to learn something new. We work with themes from the Wereld vol Woorden method, combined with LOGO 3000 and Zien is Snappen. Within the context of the theme, we pay explicit attention to the building blocks of the Dutch language, such as sounds, words and sentences. All Amsteltaal groups work on the same theme at the same time, so that the whole school (including the hall and corridors) can be set up as a language-rich learning environment. Pupils are therefore stimulated from the moment they walk in.

Lower school

The theme lessons are based on topics relevant to kindergarten children. These may differ from those of the middle and upper school. The words from the BAK list and the LOGO 3000 materials form the basis, supplemented with words that are meaningful in the context of a (subject) lesson or current events.

In daily practice, this means that kindergarten children are offered a cluster or picture poster with new words five times a week. This is done following the Four-Beat approach (Viertakt) by Verhallen and Van der Nulft. In addition, we explicitly bring the words back in all other activities, such as reading aloud, handicrafts, maths, preparatory writing, short films, singing and (digital) games. This



way, the children hear the words many times a day and in different contexts. We also challenge the children to use the vocabulary both passively and actively.

Middle and upper school

All theme lessons are taught in the pupils' own group. The vocabulary offered is the same in all middle- and upper-school groups, but the activities are adapted to the age of the pupils. We aim to give pupils a basic Dutch vocabulary of 2,500 to 4,000 words in one school year, depending on their age and level. In daily practice, this means that we offer theme lessons of 90 minutes five times a week, with explicit attention to 10 to 15 new words. In every group, this is done following the Four-Beat approach (Viertakt) by Verhallen and Van der Nulft. In addition, the meaningful context of the theme offers plenty of opportunity to pick up extra words while doing and talking. Because of this context, pupils can also pick up extra new words themselves. Incidental and intentional learning thus go hand in hand. We work partly with the whole class and partly in instruction groups at three levels. We challenge pupils to use the language and words they learn straight away, for example in a describing or question game.

Each lesson day, the teachers decide at which level the activity is most suitable for which pupil. It may happen that a pupil does a word game at a higher level one day and is offered a grammar exercise at a lower level the next. In the instruction groups, attention is also paid to NT2 grammar, using the didactics of Zien is Snappen. The starting point is again that we offer grammar in a meaningful context. Ultimately, we would like children to be able to transfer what they have learned and apply it in another context. That is when real learning has taken place!

The many aspects of language

During lessons, we also pay attention to language functions and pragmatics: which language is appropriate in which situations? Pupils practise social language functions such as greeting people and asking for information. Through role play, children practise common language situations (asking the way, paying in a shop).

Cognitive language functions such as describing, comparing and reasoning are also covered. We aim for as much verbal interaction as possible between teacher and pupils and among the pupils themselves. For this we use, for example, pair conversations as well as language-and-thinking discussions. By giving pupils plenty of opportunity to speak within a safe and challenging context, they get every chance to experiment with language and their language-learning mechanism is activated. They learn language by using language. The interaction in such a small group gives the teacher plenty of room for targeted scaffolding and feedback. Pupils' home languages regularly receive attention in vocabulary lessons: which Dutch words are similar to words in other languages; what does a word sound like in your language? We are exploring how we can extend functional multilingual learning.

To stimulate written language production, we use language rounds, among other things. In a language round, spoken and written language are closely connected, enriching and supporting each other. Small steps are taken towards a written text (middle and upper school) or a language drawing. In a language round, children talk, listen, write and read aloud about things they observe, think and experience themselves. The child's own experience is the starting point, so that all children can take part at their own (language) level. Technical language skills such as spelling and grammar play a



subordinate role. The emphasis is mainly on language expression with (building up) vocabulary that falls within the context of the topic.

Of course, we do not only pay attention to spoken language development in the theme lessons. In creative lessons, maths and reading, music and PE as well, we pay explicit attention to Dutch words, and we encourage and help pupils to put their thoughts and ideas into words in Dutch. After all, everything is LANGUAGE.

Spelling

For a number of years, we have been using the STAAL spelling method. The STAAL spelling learning line emphasises demonstration (modelling) and constant repetition of spelling categories. The teacher's instruction is the core of the method, which prevents errors as far as possible. Several regular primary schools in Amstelveen work with the STAAL method, so there is often a continuous learning line for the pupils. Pupils have four spelling lessons a week of 25 minutes, taught to the whole group in instruction groups of up to 16 pupils.

Pupils who start at Amsteltaal cannot yet take part in the spelling lessons. For them, we developed preparatory STAAL lessons. In these lessons, skills are practised that are a prerequisite for joining the STAAL Spelling lessons. Every lesson includes instruction and guided practice of the following skills:

- auditory analysis and the use of a syllable-splitting card, increasing in difficulty;
- auditory discrimination, with an emphasis on differences between minimal pairs;
- how to write letters, words and sentences in an exercise book.

Once pupils have sufficiently mastered these skills and have also learned to read all the Dutch letters, they move on to the STAAL Spelling lessons.

Reading

Phonics

Phonics is the foundation of our teaching. Only by being able to distinguish sounds and pronounce them correctly can children understand and produce Dutch. For these reasons, all new pupils at Amsteltaal first receive phonics lessons before the technical reading lessons begin.

Every day, the pupil has phonics lessons at two moments, until all sounds have been covered. In total, this takes about two weeks. Each phonics lesson lasts around ten minutes. We practise the new sound briefly but intensively. This is often done in a playful way and with plenty of movement.

The material is offered following the NT2 didactics: from receptive and reproductive to productive. The pupils in the kindergarten group are taught a new sound every week, which is practised several times in a playful way. After our phonics programme, we check by means of a test whether our goals have been achieved.

Technical reading and reading comprehension

At Amsteltaal, we work on technical reading every day. We do this in the form of a reading circuit, in which attention is paid not only to the technical aspect but also to reading with understanding. The



reading circuit consists of three parts: instruction, working with technical reading software, and an independent activity such as a follow-up assignment, a reading game, or tutor or paired reading.

Children read for 20 minutes in an instruction group with the teacher. There, they initially receive instruction on the sound-letter link in Dutch, and gradually the children start to read words and sentences. The materials of Veilig Leren Lezen are used.

Children who have finished Core 11 continue with reading books from Estafette, with texts from Nieuwsbegrip, or with texts made by the teachers.

Independent reading (for pleasure) in self-chosen books from our school library is also part of the reading circuit. We have a range of reading, search-and-find, comic, picture and non-fiction books in different languages at school. We also encourage children to borrow books from the library or to bring books from home (in their own language).

We try to bring children to their exit level for technical reading within one year. When testing (AVI and DMT), our emphasis is on reading with few mistakes. We consider this more important, in the first instance, than a high reading speed.

Recently, our development focus has been on reading comprehension. We are following training on this and trying out which approach and texts work best for our target group.

We have a database for the different texts. All teachers look for different kinds of texts to add to the database. During the training, the teachers learned how to select texts at the right level. There is a database for every theme. This allows teachers to search effectively for a suitable text for the lesson.

We have a Reading with Understanding lesson at least twice per theme. During the theme lesson, different kinds of texts are offered. We differentiate at 3 levels. The children are given a text at their own level and answer questions related to it. Depending on which instruction group you are in, you work independently or together with the teacher. There are also questions with the texts.

In addition, the children in the upper school also do Nieuwsbegrip alongside thematic reading with understanding. This method is also used by many regular schools.

In Reading with Understanding, we consider reading pleasure important. That is why we choose different kinds of texts. Think of: informative texts, stories, songs, rhymes and poems. But sometimes there is also an argumentative text. Then a particular topic can be discussed.

Maths

Teaching maths to newcomers is a challenge! Maths education involves the use of language: both the language of instruction and mathematical language. Newcomers, especially in the first weeks, do not yet know enough Dutch to fully understand the instruction. Children have to learn specific mathematical language, such as number words and concepts like “more/less”, “almost”, “together”, “plus/minus”, et cetera. All of this language has to be taught explicitly.

Many of our pupils have already received maths education in their country of origin. The level of pupils joining us is very diverse. Sometimes pupils have learned calculation strategies that are unclear to us or that we even consider undesirable in the Netherlands. On the other hand, it happens that a child still knows too few strategies and solves all maths problems by counting (on their fingers or in



their head) or by written calculation. Skills in automatisisation and memorisation are sometimes lacking compared with what we consider desirable in the Netherlands. Learning to work with supporting materials and models, and the skill of working with tables, charts or graphs, often deserves extra attention because some pupils have not become familiar with these in their country of origin.

When they start at Amsteltaal, all pupils from Group 4 take a Bareka test. This test helps us get a good picture of the pupil's maths level. Sometimes a Group 3 pupil has such a high maths level that an exception is made and a Bareka test is taken. Based on the test result, pupils are placed in an instruction group at their own level. School-wide, we have room for approximately 12 level groups. Maths is on the timetable four days a week. Each group receives 4 x 25-30 minutes of instruction per week and works for 4 x 25-30 minutes on follow-up assignments. Because of the language aspect of the lessons, the pace per lesson varies.

At present, the maths lessons are planned and delivered on the basis of the LOWAN learning lines. The responsible teacher draws up a plan for their instruction group, in which the specific learning objectives are planned, carried out and evaluated afterwards. This is done using a universal goal planner that is used school-wide. The content of the lessons is the responsibility of the instruction teacher, and among other things two methods are available at school for this.

For the young pupils who are learning maths at Group 3 level, we use the Semsom method. This maths method pays a great deal of attention to learning mathematical language, learning through movement, and understanding. Within the method, much time is spent on repeating and automatising the calculation strategies taught. This is done by playing games in the digital Semsom environment, or by playing maths games independently or with a teaching assistant.

For older pupils who work at Group 3 level or above, we use the maths method Getal en Ruimte Jr. Here, a lot of attention is paid to the language aspect of maths. We apply "scaffolding" and intensive language support. In addition to the assignments in the maths book, additional practice material is offered where necessary. We use the digital software of Rekensprint Online, with which pupils can apply and automatise specific maths goals. We also have a sizeable repertoire of maths games that pupils can play together.

If, after the Bareka test, there is still uncertainty about a child's maths skills, we look, in consultation with the special needs coordinator (IB'er), at an alternative way to determine the right level. This helps us gain more information about maths knowledge, understanding and the use of strategies, so that we can then determine which support the pupil needs.

Social-emotional learning and citizenship

At Amsteltaal, we pay a great deal of attention to our pupils' well-being. We try to ensure the safest possible educational climate in our school. Newcomers are vulnerable because of the completely new context in which they have found themselves. In addition, they have to learn to deal with their multiple identities (Ruimte voor nieuwe talenten, 2017). We create safety through a clear daily structure and by giving pupils tailored education. In this way, these pupils feel competent and valued for who and what they are. We believe that children with possible trauma also benefit from this, and we work according to the principles of trauma-sensitive education.



The teachers at Amsteltaal work in a culturally sensitive and trauma-sensitive way. During thematic work, for example, we pay attention to things that may be different in the Netherlands from what the children were used to. This is not about right or wrong, but about 'different'; here we focus more on similarities than differences.

Once a week, the pupils have a whole-class lesson from the Vreedzame School for Newcomers (the 'Peaceful School' programme). These lessons pay specific attention to social-emotional development and democratic citizenship. The aim of the lesson then returns during the week at all kinds of other moments. The idea of the Vreedzame School is also that the school is a place for our pupils to practise skills and put them into practice. With everything we offer, we aim to enable our pupils to make the transition to regular Dutch education with (self-)confidence and to find their place in Dutch society.

At Amsteltaal, we offer the Rots en Water ('Rock and Water') training to pupils who need it in the social-emotional area. This training helps these pupils improve their social skills and physical resilience through movement and awareness. They learn to be strong (Rock) and to move flexibly with what happens (Water), depending on the situation.

Physical education

Pupils from the middle and upper school have PE twice a week from a specialist PE teacher; the lower-school group has it once a week. In PE lessons, attention is also paid to vocabulary where possible. You can learn many words by doing!

Creative arts and music

Creative activities link as closely as possible to the school-wide theme being worked on. These lessons also pay explicit attention to vocabulary. For the creative lessons, we use, among other things, the digital method *Laat Maar Zien* for support and inspiration.

For music lessons, Amsteltaal takes part in the programme 'Free as a Songbird'. In 'Free as a Songbird', newcomer children learn the Dutch language by singing. Vocabulary, pronunciation and sound formation run through the lessons as a guiding thread. The music method links up with our vocabulary method 'Wereld vol Woorden'.

The lessons were developed in collaboration with music teachers, music therapists and language professionals. When you have a song 'in your head', you automatically repeat certain words very often, in your mind or by singing. In this way, the children practise the language in a fun way throughout the week, which at the same time promotes fluency. Funny singing exercises deliberately focus on sound formation and pronunciation, because this is much easier when singing.



4. Pupil care: development and support

At Amsteltaal, we welcome children from all over the world. These pupils have widely varying educational backgrounds. They come from all kinds of schools with different types of education, and some pupils have little or no school experience. At the intake at Amsteltaal, it is never entirely clear what a pupil's exact educational needs are. That is why we try to gain an impression, within a short time, of what each pupil needs and to respond to it. We do this through an extensive intake and by administering starting tests. Our teaching is largely tailored to the individual needs of the pupil. Thanks to cross-group working and personal learning lines, our education matches each pupil well.

Inclusive education

What is specific to our school is that we have pupils who do not yet speak Dutch. These pupils are learning Dutch as a second or even third language and therefore usually do not have a language delay. Our educational programme is designed around relatively short-term intensive language support, with the aim that pupils move on to regular Dutch-language education after about 39 weeks of teaching. Pupils who need intensive support over a long period move on to a school suited to them as soon as they have basic Dutch skills. For suitable educational pathways when a pupil needs extra support, we work together with the Samenwerkingsverband Amstelronde (the regional partnership for inclusive education; see www.Amstelronde.nl for more information).

Action-oriented working

Amsteltaal works according to the principles of Handelingsgericht Werken (HGW, 'action-oriented working'), which allows teams to deal better with the differences between pupils. The focus is on making all pupils successful through differentiation in approach.

Principles of Handelingsgericht Werken:

- Pupils are not all treated in the same way; different approaches are used depending on individual needs.
- The focus is on positive aspects and offers prospects for change. We look mainly at growth and learning gains and continually ask ourselves: "what does this child need from us in order to develop as well as possible?"
- Cooperation between school and parents is essential, with both parties striving for the best for the child.
- Handelingsgericht Werken is a cyclical process in clear steps: observing, understanding, planning, implementing and evaluating. We work with high ambitions and evaluate learning results twice a year.

Key points of inclusive education at our school

Since pupils are not screened at the gate and we in principle accept all pupils who are eligible for language education, we offer broad basic support so that as many pupils as possible receive suitable education.

For this, we work with the following pillars:



- Inclusivity: We ensure that all pupils, including those with specific needs, can find a place at our school.
- Cooperation: We work closely with parents and care providers to offer the right support.
- Tailored provision: Our teaching is adapted to the individual needs of each child.
- Support plan: In our school guide, we describe how we shape inclusive education and which provisions we have.
- Duty of care: We are responsible for providing a suitable place in education for every pupil.

If Amsteltaal turns out not to be the right place, we will look together with parents for a suitable alternative place in education.

Kindergarten children

According to Amsteltaal's admission policy, all pupils aged 6 and over may join directly.

Kindergarten children are first registered at a regular primary school and also start there. If it turns out (after some time) that a regular kindergarten class is not the right place for this newcomer, he or she can be registered at Amsteltaal. We then look at the child's specific educational needs and whether the Amsteltaal kindergarten class is the most suitable place. The starting point is that, after the extra support at Amsteltaal, the pupil moves back into regular Dutch-language education, preferably to the same school where he or she started. If the kindergarten child is not eligible for admission to Amsteltaal, the referring school can follow the usual referral procedure with the regional partnership.

Support

Amsteltaal distinguishes between different types of support. We have broad basic support, to which every pupil is entitled. This consists of support levels 1 to 3.

In addition, we offer extra support (see support levels 4 and 5) to pupils who do not benefit sufficiently from our broad basic support. Because pupils must first receive 40 weeks of language education before they move on, we feel responsible for offering as many pupils as possible suitable education. Our team is trained to deal with large differences within the group and is able to offer differentiated teaching. In doing so, they take into account the diverse backgrounds of our pupils. Think of differences in language development, educational experience, culture and developmental level.

We can offer a suitable place in education to many pupils. We can adapt our teaching to suit, among others, pupils with the following difficulties:

- NT2 difficulties (Dutch as a second language);
- mild behavioural and learning difficulties, partly as a result of psychiatric disorders such as ADHD or autism spectrum disorder, reading, maths and spelling difficulties;
- pupils with DLD (developmental language disorders);
- a complex, stressful home situation;
- a very low learning level (IQ >55);
- visually impaired and/or hearing-impaired pupils (with specialised, ambulatory support).

However, there are limits to what is feasible. We cannot meet the support needs of pupils:



- with serious behavioural and learning difficulties as a result of psychiatric disorders such as severe ADHD, autism spectrum disorders or attachment problems;
- who structurally need one-to-one support and do not have sufficient skills to take part in a classroom setting;
- who are blind and/or deaf.

In doing so, we take into account at all times the workload and capacity of both the teachers and the group. For every application, we assess, as far as possible, whether the pupil can receive suitable education in the current setting. If it becomes clear fairly soon after the start that we cannot meet the pupil's support needs, we escalate to support level 4. In practice, however, it regularly turns out that the pupil has to stay at our school, because the special primary education (S)BO has no place available or because the pupil does not speak enough Dutch.

Support levels

Support takes place at the following levels:

Support level 1

The teacher is responsible for the organisation, delivery and evaluation of support level 1.

This is the basic provision for all pupils. We provide good-quality teaching in the classrooms, with effective use of the methods, aimed at the learning goals of newcomers, based on the LOWAN learning lines. There is sufficient time for instruction, strong classroom management, with structure, safety and a positive pedagogical approach to the pupils.

- Differentiation at three levels for the vocabulary lessons (beginner, intermediate and advanced).
- For maths, reading and spelling, pupils are placed according to their level. During instruction, the EDI model and the Viertakt (Four-Beat approach) of Verhallen are used.
- Aids such as wobble cushions, headphones, desk screens, a quiet workspace in the group, time timers, a traffic-light system, and a daily schedule on the board.
- We are a trauma-sensitive school. In every classroom and outside the classroom there is a check-in corner where pupils can learn to regulate their emotions.
- Observation, group discussions, analysis of results. We work in a results-oriented way.
- Cooperation with parents, with attention to everyone's background and home situation.
- Preventive use of support, such as pre-teaching, extended/extra instruction, compacting/enrichment or short interventions within the group.
- Suitable guidance for behaviour and social-emotional development through the Vreedzame School,
- Observation at group and pupil level.

Support level 2

The teacher is responsible for the organisation, delivery and evaluation of support level 2, if necessary with support/advice from the special needs coordinator or internal specialists.

Support level 1, plus where applicable:



- Short-term interventions; extra instruction or extended learning time in small groups or one-to-one, in addition to the basic instruction. Delivered by the teaching assistant.
- Specific aid or furniture for an individual pupil, where indicated.
- Use of adapted learning material specifically for an individual pupil.
- Motor remedial teaching by the PE teacher.
- Rots en Water ('Rock and Water') training, given by an internal certified Rots en Water trainer.

Support level 3

The teacher, together with the special needs coordinator, is responsible for the organisation, delivery and evaluation.

Support levels 1-2, plus where applicable:

- Pupils who do not benefit sufficiently from the provision at support level 2 can, after in-depth internal assessment, receive special support. This consists, for example, of a long-term intervention alongside the regular approach, such as Ralfi reading, extended learning time, guidance on executive functions, or the provision of the Orion expertise centre or the special primary school SBO De Bloeiwijzer.
- Long-term interventions are offered individually or in small groups outside the classroom by a teacher or teaching assistant, under the direction of the teacher and under the supervision of the **special needs coordinator**.
- The long-term intervention is recorded in an individual action plan. If dyslexia is suspected, special support is offered for at least two periods of twelve weeks, with an interim evaluation. This action plan is drawn up in consultation with parents and those involved, and can relate to cognitive, social-emotional or motor development, or multiple problems. Exceptions to this are support for already diagnosed dyslexia or dyscalculia, for which no action plan is needed.
- The assessment results and progress are recorded in the action plan in our pupil monitoring system, Schoolkr8.
- Cooperation with external parties, such as youth health care, the truancy officer, speech therapists, physiotherapists, neighbourhood teams or ambulatory support.
- Adjustments to the environment and/or teaching time, such as, for example, reduced learning time, the drawing up of an individual learning line or an adapted daily schedule.

Extra support

If Amsteltaal, in consultation with care partners, does not succeed in organising suitable education for the pupil and/or suitable support for the teacher from within the broad basic support, extra support from the Samenwerkingsverband Amstelronde is needed. Interventions put in place have not shown sufficient effect and the school is at a loss as to what to do next.

Care level 4 is also used when, within our inclusive approach, we encounter educational needs for which we do not know whether they fall within the support options of a regular follow-on school. We then look together with the regional partnership at the pupil's support needs and, if necessary, apply for an eligibility declaration for specialised education (S(B)O/(V)SO).



Support level 4

The teacher, together with the special needs coordinator, the management and, if applicable, internal specialists, is responsible for the organisation, delivery and evaluation.

Support levels 1-3, plus where applicable:

- For pupils who need more support than care level 3, the special needs coordinator makes a referral to the education specialist of SWV Amstelronde. This specialist is a fixed point of contact for Amsteltaal and plays an important role in the Support Team (OT), which determines which support a pupil needs.
- In a support team, the pupil's support needs are mapped out and the options for helping the pupil further in their development are explored. The support team consists of the following people: the pupil (where possible), the parent(s)/carer(s), the teacher, the education specialist of SWV Amstelronde, the special needs coordinator and, if applicable, other external parties involved. In preparation for the OT, the special needs coordinator draws up a growth document with all relevant information about the pupil and what the pupil needs to take the next step in their development. This information is recorded in Tommy, a secure system that allows the information to be shared securely with everyone involved.
- If it is decided during an OT that the pupil needs extra support, this support is organised in the form of an arrangement. An arrangement consists of a number of agreements and actions aimed at providing what a pupil needs. An arrangement can range from light and temporary to intensive and long-term or structural in nature. After a period of 10-13 weeks, an arrangement is evaluated by the support team and adjusted where necessary.

Support level 5

The teacher, together with the special needs coordinator, the management, SWV Amstelronde and any external parties involved, is responsible for the organisation, delivery and evaluation at support level 5.

When it is clear that a pupil needs more support than a regular school can offer, the support team may conclude that a different form of education suits the pupil better. At that point, an eligibility declaration (TLV) is requested from Amstelronde for S(B)O or (V)SO. With an eligibility declaration (TLV), issued by the education specialist of Amstelronde, the pupil can be transferred to a school where the educational needs can be met.

In addition to this support profile, we have formulated agreements that can be found in the following documents:

- Dyslexia protocol, Technical reading education at Amsteltaal,
- Maths education at Amsteltaal,
- DVS/SEO at Amsteltaal,
- School safety plan.



Development perspective plan (OPP)

Short and long interventions are described in an action plan in our pupil monitoring system, Schoolkr8. However, for pupils about whom there is more concern, such as pupils who are not going to reach the minimum target goals for several subjects and who show insufficient growth within our broad approach, a Development Perspective Plan (OPP) is drawn up. We do this as standard via the growth document in Tommy, because this allows us to share the information well with the receiving schools. This also applies to pupils who end up at care level 4 because of behavioural problems. This OPP includes adapted learning lines and educational goals. The special needs coordinator takes on a guiding and steering role in drawing up and evaluating the OPP, in cooperation with parents and teachers. From August 2025, parents and pupils have the right to be heard on the OPP. Because many pupils at our school do not yet have sufficient command of Dutch, we give shape to this right to be heard in a visual and language-supportive way. We also apply this visual support with parents. In addition, where necessary, we use interpreters to ensure that everyone involved is fully included and can properly understand the content of the OPP. In this way, both parents and pupils can contribute their thoughts and have a say on the OPP in an accessible way.

If you have questions about inclusive education or support, your child's teacher is your first point of contact. If the teacher cannot answer your questions, you can contact the special needs coordinator (IB'er) of Amsteltaal.

Samenwerkingsverband Amstelronde

The mission of Samenwerkingsverband Amstelronde (the regional partnership for inclusive education) is to provide good education to all pupils, with (educational) support and guidance available for both pupils and teachers. Help is given as quickly as possible, in the lightest possible form, as close to home as possible and in the most appropriate way. The partnership promotes that we organise the support needed to create a suitable provision that meets the educational needs of the pupils and the support needs of the teacher.

Basic support offered by Samenwerkingsverband Amstelronde

The quality of education at all schools of Samenwerkingsverband Amstelronde meets the requirements of the Inspectorate of Education's assessment framework, and is rated as satisfactory or good.

A quality framework for basic support is followed.

The schools use an action-oriented approach (HGW) and work in a planned way on support. There is a varied provision for pupils who learn both more slowly and faster than average, a preventive approach to behavioural problems, and support for pupils with dyslexia and dyscalculia.

Where necessary, the schools work together with parents and other organisations and specialists, including the education specialists of Amstelronde.

The support route from the regional partnership:

<https://amstelronde.nl/website/wp-content/uploads/ondersteuningsroute-liggende.pdf>



For more information or questions about Samenwerkingsverband Amstelronde, visit the website www.amstelronde.nl or contact the Education Desk (Onderwijsloket) of SWV Amstelronde. You can reach them by telephone on 020-6401917 on Mondays, Tuesdays and Thursdays between 10:00 and 15:00, or by email at info@amstelronde.nl

Monitoring our pupils

At Amsteltaal, pupils' development is closely monitored and supported. The teacher has primary responsibility for this, with support and monitoring from the special needs coordinator (IB'er).

If necessary, the expertise of educational psychologists or (child) psychologists from Stichting Amstelwijs or Stichting Orion can be called on. Group size is deliberately kept small (a maximum of 16 pupils) in order to give sufficient individual attention. When a pupil moves on to regular Dutch education, there is always a warm handover between the Amsteltaal teacher and the teacher at the new school. This ensures that the new teacher has sufficient information from the start to offer the pupil the right support and challenge.

Lower school (Group 1/2)

In Group 1/2, we monitor pupils using the learning lines for young children and observations in the classroom. Three times a year, the pupils are screened, new goals are set and goals achieved are evaluated. In addition, a parent meeting takes place three times a year to discuss the child's progress.

Middle school/upper school

We monitor pupils closely using our digital pupil monitoring system, Schoolkr8. All data and test results of the pupils are kept in Schoolkr8. Pupils take method-based tests throughout the year and method-independent tests three times a year. After the test periods, we hold meetings with parents to discuss the results.

Pupils join and leave throughout the year, so every pupil has an individual test schedule.

We do not have test weeks at Amsteltaal; pupils are grouped on the basis of their period of entry. At Amsteltaal, we do not adapt tests. During tests, we offer language support by explaining what words mean or by translating words, provided this does not affect the answers to the test. This approach ensures that our pupils understand the test questions well and receive a fair assessment of their skills, regardless of their language background. In addition, pupils who have only been at Amsteltaal for a short time may translate word problems into their own language in method-based maths tests.

Meetings with parents/carers

When a pupil starts at Amsteltaal, there is always an intake interview between the teacher, child and parents after a few weeks. During the intake, the questionnaire is discussed and the teacher tries to get as clear a picture of the pupil as possible. Three times a year, after each test period, parents are invited for a meeting. During these meetings, the child's development is discussed. In the upper school (from Group 6), the pupil is also present at the meeting, because we consider it important to involve the child in the conversation; after all, it is about his or her development. If necessary, the group teacher informs the special needs coordinator about the meetings and how they went. Where



necessary, the special needs coordinator is invited to the meeting with the parents. The teacher takes care of recording the meeting.

Internal and external consultation

Within Amsteltaal, we make use of various internal and external consultation moments/meetings:

Management and special needs coordinator: every week, the head and the special needs coordinator discuss the support needs within the school. Important agenda items are the care of pupils, the deployment of support and teaching assistants, and innovations within education.

Special needs coordinator and teacher: three times a year, a pupil discussion takes place between the special needs coordinator and the teacher. During this discussion, the pupil's development is evaluated and it is considered which further support the pupil needs.

Special needs coordinator and youth care worker: once every four weeks, the special needs coordinator consults with the youth care worker about pupils and families in need of youth or family support. Teachers, the special needs coordinator and parents can all call on the youth care worker. The youth care worker has an advisory role, can refer to external agencies and can set up a support programme within the school.

School doctor/nurse: the school nurse of the GGD (municipal health service) carries out a hearing and vision screening twice a year for five- and six-year-olds. Upper-school pupils are eligible for a periodic health check (PGO-10). With the parents' consent, the findings are discussed with the special needs coordinator and the teacher.

Care advisory team (ZAT): the ZAT meets seven times a year, chaired by the special needs coordinator. Participants include the truancy officer, the youth care worker and the school nurse (sometimes the school doctor) of the GGD. The aim is to coordinate care for pupils with complex care needs. Parents are asked in advance for permission to discuss their child, and they are informed afterwards about the matters discussed.

Orion Expertise Centre: the Orion Expertise Centre offers support and arrangements for pupils with intensive educational needs. They can set up a guidance programme within the group and instruct the teacher in this. There is regular consultation with the inclusive education consultant, the special needs coordinator and, if necessary, the teacher. Sometimes the consultant joins the support team (OT).

Core meeting: about three times a year, the core meeting takes place, in which the director of Amstelronde and education specialists consult with the special needs coordinators/management of the regional partnership. The meeting focuses on the progress of inclusive education and relevant developments.



5. Working with parents

We aim to involve parents in the school as much as possible. We do this in the following ways:

- The teachers hold an intake interview with parents in the first weeks after a new pupil has started.
- After the test and observation periods at 13, 26 and 39 weeks, parents are invited to a parent meeting. If a parent wants a meeting sooner or more often, he or she is always welcome to make an extra appointment with the teacher.
- Parents are invited to attend the joint celebrations and/or to help with them.
- Six times a year, we organise parent meetings on relevant topics.
- All parents are invited to attend a lesson in their child's (children's) group. To do so, they can make an appointment by email with their child's (children's) teacher(s).
- We ask a number of parents (with some knowledge of Dutch or English) to come along as helpers on school trips/excursions.
- We regularly publish a newsletter, which parents receive by email and which is also displayed in the central hall.
- Pupils who need extra care are regularly discussed with the special needs coordinator (care coordinator), teacher and parents.
- We provide information about Dutch language lessons for parents.
- Our parents' page on the website contains information on important topics.
- Via the parent app 'Parro', parents are kept up to date with messages and photos about what is happening in the classroom.



6. Practical matters

Break and lunch

In the morning, all pupils have a short break of about 15 minutes and eat fruit that they bring themselves. All children stay at school to eat lunch. We encourage healthy food, so no fizzy drinks or sweets. We also consider crisps and chips to be unhealthy food that does not belong at school.

Between 12:00 and 12:40, the children play outside for 20 minutes and eat together under the supervision of the teacher. Pupils must bring their own lunch.

The pupils in the kindergarten group play outside twice a day for about 45 minutes.

Sick... what now?

If a child is ill, the parent or carer must report the child sick via the Parro app before 08:25. The teacher and/or school management will keep in touch with the parent or carer, so that measures can be taken in good time if a learning delay arises.

Teachers are sometimes ill too. In that case, we try to arrange a replacement. Sometimes, however, this is not possible. Fortunately, it rarely happens that we have to send our pupils home, but should this be the case, we will always contact the parents/carers. So check Parro every day!

Arriving late

We expect all pupils at school at 8:35, so that we can really start the lessons at 8:45. The school door opens every day at 8:35, so that there is enough time to come in calmly, have a look in the classrooms and, if necessary, briefly discuss or ask something with the teacher. We consider it very important that all children are at school on time. If a pupil is late, this is very annoying for the teacher and other pupils, but also for the child. If your child arrives late, this is recorded by the teacher. If a child has been late three times, the teacher will invite the parents for a meeting. If it happens five times, parents are invited to look for a suitable solution with the head. After seven times, the truancy officer (Leerplicht) is informed. This applies for the entire period that the child is at our school. We hope that none of this will be necessary and that everyone arrives nicely on time!

Birthday treats

At the **Noord** location, no birthday treats are handed out. Of course, a birthday is celebrated in a festive way at school.

At the **Zuid** location, your child may hand out a treat on his/her birthday. We prefer healthy treats, also for the teachers. Keep it small! If too many treats are brought in, one thing will be chosen to hand out. What is left over will be sent home again.



Leave of absence

From the age of five, children in the Netherlands are subject to compulsory education and may not be absent without a valid reason. You can only request leave with a good reason, and the rules for this are strict!

It may happen that parents want to travel abroad outside the regular school holidays for a wedding or other important event. Parents must then consult the management well in advance (officially eight weeks) and fill in a form. This form, with the accompanying rules, can also be found on the Amsteltaal website.

If your child has to go to the dentist, doctor or hospital, you must also discuss this with us. We assume that your child will only be absent if the medical appointment really cannot be scheduled any other way. Absence must be limited to the time needed for the visit to the doctor, dentist or hospital.

You can also request leave for religious holidays. This is usually for one day and must also be requested officially.

After-school care

If parents are looking for care for their child(ren) after school, this is possible. Amsteltaal works with a number of childcare organisations in Amstelveen, where the care fits in with our school hours.

For Amsteltaal-Noord, the after-school care (BSO) partner is "KindZijn": www.kindzijn.com. For Amsteltaal-Zuid: Kinderrijk (www.kinderrijk.nl). They are located in the same building as Amsteltaal-Zuid. BSO Boon (www.bsoboorn.nl) is based at the De Meerkamp swimming pool and collects your child from school. Kids Aktief is based in the clubhouse of RODA '23 opposite our school (www.kidsaktief.nl). UniKidz is at various locations in Amstelveen (www.unikidz.nl). Enjoy Childcare is also in Amstelveen (www.enjoythewebsite.nl). If you are interested, we ask you to contact them directly. We do want to emphasise that Amsteltaal/Amstelwijs is in no way responsible for either the organisation or the quality of these childcare organisations. For any questions and/or comments, please contact the organisation concerned.

Voluntary parental contribution

Education in the Netherlands is free. Nevertheless, every Dutch primary school asks for a voluntary annual parental contribution. At Amsteltaal, this is € 55.00 per pupil for the entire period that your child(ren) stay(s) with us. With this money, we pay for excursions (library, school trip and Taaltrip) and celebrations such as Sinterklaas, Christmas and Easter. Of course, your child can take part in the activities even if the contribution has not (yet) been paid. You will receive a message from our administration about payment of this contribution.

All school supplies that your child needs (books, exercise books, writing and craft materials) are provided by the school. There is one exception: for hygiene reasons, we ask all children to bring their own headphones, with which they can work on the Chromebooks and other devices (this does not apply to the Red Tulips).



Complaints

Where people work together, things sometimes go wrong. As a parent, you may be dissatisfied about all kinds of matters concerning the school. Experience shows that complaints are best resolved when you contact the teacher, the special needs coordinator (IB'er) or the head of the school directly. For the full complaints procedure, see www.amsteltaal.nl/ouders/klachtenregeling-amsteltaal or the Amstelwijs website: www.amstelwijs.nl/klachtenregeling

At Amsteltaal, we have made the following agreements:

1. If it concerns an event in the group, the teacher is the first point of contact.
2. If, after one or a few conversations, you feel that what you discussed has not been dealt with or arranged properly, you can request a meeting with the management of Amsteltaal. This also applies if you want to discuss a subject that has nothing to do with the teacher or group.
3. There may be incidents or problems for which the steps mentioned above have not led to the desired result. In that case, you can contact the external confidential adviser (appointed by the school board). The confidential adviser's task is to provide you with procedural support and, if necessary, refer you on. The details of the external confidential adviser of Amstelwijs: Thomas Clyde Willems (020-2443 649 / interfair.nl/over-mij/)
4. If, after all the previous steps, you decide to submit a formal complaint, this must be done in writing. How this works can be read in the complaints procedure. It can be found on the Amstelwijs website: www.amstelwijs.nl.

Amstelwijs is affiliated with the National Education Complaints Committee (Landelijke Klachtencommissie Onderwijs) in Utrecht.

Telephone: 030-2809590

Email: info@onderwijsgeschillen.nl

Website: www.onderwijsgeschillen.nl

Privacy

At Amsteltaal, we handle our pupils' privacy with care. This is laid down in the privacy regulations of Amstelwijs, the school board to which our school belongs. These regulations can be found at www.amstelwijs.nl, under the 'parents' menu button.

We only use personal data when this is necessary for teaching and supporting our pupils, and for the organisation required for that, for example when moving on to a regular school. We receive most data from parents (for example at enrolment at the school).

In addition, teachers and support staff at the school record data about the pupils, for example relating to tests. Sometimes special categories of personal data are recorded when this is necessary for the proper support of a pupil, such as medical data (think of allergies, dyslexia, ADHD, autism, et cetera). Pupil data and their progress are stored in our (digital) administration system ParnasSys and in our pupil monitoring system Schoolkr8. These systems are secured, and access to this data is limited to staff of our school and the support office.



Parents have the right to view the data of and about their child(ren). If the data is incorrect, the information must be corrected. If the stored data is no longer relevant to the school, parents may ask for that specific data to be deleted. For the use of photos and video recordings of pupils, for example for Parro (parent platform) and the newsletter, we ask parents for permission. They can indicate this on the registration form, which must be completed at enrolment.

