

Inclusive primary education in South Limburg

School boards and their schools organise inclusive education for all pupils. Close to home and as inclusive as possible. School boards interpret this duty of care together. The collaborative partnership organises a comprehensive range of education and a suitable place for all pupils.

There are three primary education collaborative partnerships in South Limburg:

Westelijke Mijnstreek Region:	Beek, Beekdaelen (Schinnen), Sittard-Geleen and Stein.
Maastricht-Heuvelland Region:	Eijsden-Margraten, Gulpen-Wittem, Maastricht, Meerssen, Vaals and Valkenburg aan de Geul.
Parkstad Region:	Brunssum, Beekdaelen (Nuth and Onderbanken) Heerlen, Kerkrade, Landgraaf, Simpelveld and Voerendaal.

Special educational needs support policy

Each school has a special educational needs (SEN) support policy: a description of the educational needs support schools can offer pupils. You can find the special educational needs support policy on the website of the school and the collaborative partnership.

SEN support

SEN support consists of five levels:

- SEN support level 1: Teaching in the group
- SEN support level 2: SEN support in the group
- SEN support level 3: SEN support at school with internal experts
- SEN support level 4: SEN support at school with external specialists
- SEN support level 5: Extra support for special (primary) educational needs

All primary schools offer primary SEN support (special education levels 1 to 4). They do this themselves or with the help of network partners.

With a difference in insight about the use of SEN support in levels 1 to 4, the collaborative partnership seeks (provides) independent external advice.

SEN support level 5 is additional support at the special (primary) school. This requires a declaration of admissibility from the collaborative partnership.

Municipal support

Youth Support, Youth Healthcare and school social work fall under the responsibility and management of the municipalities. If a child needs municipal support at home or at school, this is deployed in addition to the special educational needs support. This includes (individual) support, treatment and personal care in the context of the Youth Act.

Care support

If a child needs care support under the Long-term Care Act (Wet Langdurige Zorg) or the Health Insurance Act (Zorgverzekeringswet), agreements are made with the parents about the use and scope of the support during school time.

Hub

If a school is not adequately able to meet the student's support needs, a hub is organised. The hub includes key partners (parents, school, paediatrician, school social workers, school attendance officer and municipal access) and incidental partners. Partners join to offer customised support as required.

Registration, duty of care and admissability to special (primary) education

Parents register their child in writing (at least 10 weeks before the desired placement) at a school of their choice. Registration does not automatically mean placement.

A school responds to a registration request. The agreement is that there are no verbal referrals. The collaborative partnership does not use a uniform registration form. Boards and schools use their own forms; these are on the school's website.

The placement period starts when a parent registers their child in writing at a school. Parents inform the school if they know or suspect their child requires support. The school of registration always requests information from the child's former school or nursery (with first registration). This information is required to assess whether the school of registration can offer the child the support they need.

This school decides, within six weeks of the registration, whether the child can be admitted. This period can be extended by four weeks. If the school cannot place the child, the school (or school board) looks for a suitable learning place at another school. This could be another primary school or a school for special (primary) education. It is important that there is a good balance between the child's abilities, the parent's wishes and the schools' possibilities.

If additional support is required in special (primary) education, an admissability process starts through the admissability officer of the collaborative partnership. The collaborative partnership determines whether and for how long a pupil can be admitted to special (primary) education.

If a pupil transfers to another school, the schools concerned - in consultation with the parents - ensure a good, smooth transition and transfer of information according to the agreements within the collaborative partnership.

Collaborative partnerships' information

For more information, go to www.passendonderwijszuid.nl (in Dutch)

Here you may also find the co-determination established in the collaborative partnership (Support Plan Board/ondersteuningsplanraad).

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