Overseas Schools Offering Support to Children with Special Needs 2014-2015

This list of schools offering Special Education and/or Gifted and Talented programs is compiled from information collected through the 2014-2015 Summary School Information forms submitted by posts, other materials available in A/OPR/OS, forms from previous years, as well as information from families who were successful in locating a school in a local community. The information is self-reported, may change from year-to-year, and is by no means conclusive or all-inclusive as school administrators may not report offering a special needs program. In addition, what is available one year may not be the following year due to staff changes. Therefore, the list is, by its very nature, incomplete and may not be reliable in some instances. It is to be used only as a starting point in the search for possible programs for children with special needs. In many instances, schooling for children with special needs in overseas locations is not comparable to that available in the United States. Parents should also be aware that many of the schools listed do not offer an American curriculum.

A school whose name appears in BLUE is assisted by the U.S. Department of State. The dates in parentheses after the name of the school denote the year the information was received.

Parents are strongly urged to follow the suggestions outlined below in their search for a suitable program for their child(ren):

1. Use this list only as a starting point in the search for a suitable program.
2. Be very familiar with your child's school records and the present school's recommendations for accommodations.
3. Contact the Child and Family Program at the Department of State (Tel: 202-663-1904) and inquire about medical clearance requirements.
4. Get in touch with A/OPR/OS Regional Education Officers for further information on any specific overseas school program. A list of the Regional Education Officers, their phone numbers, and e-mail addresses, is included.
5. Contact the school's administration directly and request explicit information on the educational programs presently available, admission criteria, etc.
6. Get in touch with the Community Liaison Office Coordinator at post for any possible background information on the school and possible other programs in the community.
7. Read the brochure Transitioning to an Overseas Assignment with a Child with Special Needs with information on special needs in the Foreign Service at www.state.gov/m/a/os/27909.htm.
8. Join FSSpecialNeeds - This Yahoo! group was created to bring together Foreign Service families to share information, stories and ideas about educating children with special needs while serving with the U.S. Government under Chief of Mission authority. FSSpecialneeds-subscribe@yahoogroups.com http://groups.yahoo.com/group/FSSpecialneeds/
The Office of Overseas Schools (A/OPR/OS) is staffed with regional education officers, each assigned oversight of a geographic region, who are well-informed about schools attended by U.S. government school-age dependent children. A/OPR/OS publishes a one page "Fact Sheet" on each overseas American-sponsored school assisted by the Department of State. It also publishes on CD-ROM and hard copy the "U.S. Embassy/Consulate Summary School Information Project," giving detailed information on over 500 overseas schools and preschools, including course offerings, special programs, programs for children with special needs, extracurricular activities, graduation requirements, etc. The CD-ROM is distributed to all posts worldwide as well as to several offices in the Department and to Government agencies with families posted overseas. A/OPR/OS maintains a resource center, staffed by a coordinator, with information on schools such as yearbooks, newsletters, school profiles, curriculums, and a few CDs and DVDs.

Families are encouraged to contact A/OPR/OS for information on educational opportunities overseas for their school-age dependent children.

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LEGEND

The following abbreviations and acronyms are used in this list.

A/OPR/OS  The acronym for Administration/Operations/Office of Overseas Schools
A/OS      Office of Overseas Schools
CIS       Council of International Schools
Coed      Coeducational
DoDEA     Department of Defense Education Activity
EC        Early Childhood Education
ECIS      European Council of International Schools
EI        Early Intervention
ELC       Early Learning Center
Forms     British educational levels: Forms I-V are roughly equivalent to U.S. grades 8-12
G         Grade(s)
HS        High school
IB        International Baccalaureate, two-year course of studies leading to an international diploma
IGCSE     International General Certificate of Secondary Education. Examinations for this certificate are taken at the end of the 10th grade.
K         Kindergarten
Mths      Months
N         Nursery
PK        Prekindergarten
Prep.     Preparatory
PS        Preschool
R         Reception, equivalent to U.S. preschool
YR        Year of compulsory education in the U.K.
Yrs       Years

Accrediting Associations:

AdvancED  An organization composed of the Southern Association of Colleges and Schools and North Central Association of Colleges and Schools
CIS       Council of International Schools
MSA       Middle States Association of Colleges and Schools
NEASC     New England Association of Schools and Colleges
WASC      Western Association of Schools and Colleges
SCHOOLS OFFERING SUPPORT
TO CHILDREN WITH SPECIAL NEEDS 2014-2015

<table>
<thead>
<tr>
<th>COUNTRY/CITY/SCHOOL</th>
<th>GRADES</th>
<th>ENROLLMENT</th>
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<tbody>
<tr>
<td>ALBANIA, Tirana</td>
<td>K-12</td>
<td>95</td>
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<tr>
<td>GDQ International Christian (2014)</td>
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<tr>
<td><a href="http://www.gdqschool.org/">http://www.gdqschool.org/</a> GDQ currently provides learning support for students who have been identified with learning disabilities and also for students who have not yet been identified but who exhibit similar learning characteristics and needs and are having difficulty meeting grade level expectations. GDQ currently serves nine K-8 students who need learning support; eight in the mild category and one student who receives support at the moderate level. GDQ is currently able to service student with learning disabilities, with mild mental/cognitive impairments, and mild emotional/behavioral disabilities. SEN teachers are qualified and support assistants are qualified or come with years of classroom experience of supporting children in this setting. Due to limited resources, assessments of children of learning disabilities would need to occur before a decision of acceptance was made. There is currently no one available to diagnose disabilities locally. However, assessments have been done by a team of educational psychologists in the past (from the states). If deemed necessary, GDQ would provide the opportunity necessary for testing.</td>
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<td>ANGOLA, Luanda</td>
<td>PK-12</td>
<td>805</td>
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<td>Lycée Française Alioune Blondin Bèye (2014)</td>
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<td><a href="http://www.lfluanda.net/">http://www.lfluanda.net/</a> The School has a speech therapist, but no special needs teachers</td>
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<tr>
<td>ARGENTINA, Buenos Aires</td>
<td>PK-12</td>
<td>811</td>
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<tr>
<td>Lincoln School (2014)</td>
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<tr>
<td><a href="http://www.lincoln.edu.ar">http://www.lincoln.edu.ar</a> Children with special needs may attend only with a personal aide. There is no one on staff to diagnose disabilities. Special needs teachers are employed and are available in the community to work with the student.</td>
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<tr>
<td>AUSTRALIA, Canberra</td>
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<tr>
<td>Post Comments–Special Education (2014)</td>
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<td>Government Schools: According to the ACT Government’s policy, Students with a Disability: Meeting Their Educational Needs, “ACT public schools are required to make reasonable adjustments for students with a disability at the time of enrolment and during the course of their education, ensuring that they have the support they need to successfully access and participate in the school curriculum, programs and activities in the company of their same-age peers.” These disabilities are outlined in the publication titled Disability Criteria for ACT Students- Interim 2004. (This is the most recent version.) This publication can be found at: <a href="http://www.det.act.gov.au/__data/assets/pdf_file/0009/17829/DisabilityCriteriaInterim2004.pdf">http://www.det.act.gov.au/__data/assets/pdf_file/0009/17829/DisabilityCriteriaInterim2004.pdf</a>. The areas which are included are: Intellectual Disability, Language Disorder, Physical Disability, Hearing Impairment or Deafness, Vision Impairment or Blindness, Pervasive Development Disorder (this includes Autism and Asperger’s Syndrome), Mental Health Disorder, and Chronic Medical Condition. If your child meets the criteria for a disability in the ACT, the first step would be to call the Manager of Disability Education, Lindi Abbott at 011 61 2 262072327. She will determine which Senior Counselor to assign the family. The Senior Counselor works with families on an individual basis to ensure the best placement for their child based on their needs and availability in their local public school. In order for them to best place your child, they need to have as much quality and current information as you have for the child, such as any medical and or psychological reports, cognitive and educational testing reports, and any additional</td>
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AUSTRALIA, Canberra (cont’d)
SPECIAL EDUCATION (cont’d)

information that you can provide. The Senior Counselors are also responsible for coordinating early intervention programs for children not yet school age. For more information, please contact the Student Support Section of the Education and Training Directorate at (02) 6205 6925.

You must have an ACT address before a placement can be made. If you are put in temporary housing upon your arrival to Canberra, you may use the US Embassy address to begin the process of reviewing your child’s information by a Senior Counselor. Information on your permanent residence must be provided as soon as possible, however. The embassy address in Canberra is: Moonah Place, Yarralumla, Canberra, ACT 2600.

ADHD and Learning Disabilities are not considered disabilities in the ACT. Parents who have a child that has been diagnosed with a learning disability or other health impairment not specified in the Student Disability Criteria, such as ADHD, need to work directly with the local school’s leadership team. All Government schools have a Learning Support Coordinator (Special Needs Coordinator), who will coordinate services within the individual schools. If a student from another school enters the ACT public school system with an Individual Education Plan (IEP) and supporting documentation, it will be reviewed and reasonable accommodations will be made for the student. The ACT public schools use the term Individual Learning Plan (ILP). Many schools have a Literacy and Numeracy Coordinator, and Learning Support Centers within the schools. Students will be assessed by the school’s Learning Support Staff and support will be catered by their local school’s leadership team. A student does not have to be diagnosed with a disability to have an ILP. A public school will consider accommodations and recommendation for a student with an incoming IEP from another school with coordinating documentation. From 2015, early intervention services will be provided by non-government organizations.

Government schools do not provide individual therapy, such as O.T., Speech or Physical Therapy. These services are coordinated through central placement in the Therapy ACT department at http://www.dhcs.act.gov.au/therapyact. The possible exception is with Specialist School programs that might have them in-house.

Non-Government Schools: Catholic Schools and Independent Schools are bound by the same laws protecting the rights of students with disabilities to ensure they have the access and support they need to participate in the school curriculum, programs and activities in the company of their same-age peers. They follow the same criteria of disabilities as outlined by the Australian Government.

Catholic Schools: A copy of the Archdiocese of Canberra and Goulburn, Catholic Education Office policy on Students with Disabilities—Identification and Support, can be found on their website, http://www.ceoacg.catholic.edu.au/, under the “Parents” tab,” General Policies”, and scroll down for “Students With Special Needs (Disabilities) Identification and Support”. The schools follow a fully inclusive model, which means that they do not have specific schools or units for students. If you elect to send your child to a Catholic School, you would apply directly to that school and meet with the principal to discuss your child’s needs. A representative from the Office of Catholic Schools would also attend the initial meeting with you. The Senior Officer of Learning Support is Patrick Kelly (patrick.kelly@cg.catholic.edu.au). Catholic Schools provide two levels of support. The first level supports students with a Disability that meet the criteria outlined by the Australian Government. The second level supports students with other needs. At this level, there does not have to be documentation. Support is based on the individual needs of the child.

Independent Schools: For additional information on independent schools in Canberra, you can go to The Association of Independent Schools website, www.ais.act.edu.au. The association represents the 17 independent schools in Canberra and there is a link to the various schools on their website.

Because independent schools must follow the same ACT guidelines and criteria for disabilities, there are learning support services available at all independent schools. It is important to note that independent schools do not receive the same amount of funding for learning support as government schools so their programs can be
SPECIAL EDUCATION

smaller. If there is an independent school that you are interested in, the best approach would be to contact the school directly to discuss your child’s specific needs to see what learning support is available for them. In some instances the larger the school, the better resources they have available. Smaller schools, however, are able to provide more personal approach to learning support.

One of the independent schools that many of the American students attend is the Canberra Girls Grammar School (CGGS). The CGGS provides student support at both the Junior and Senior schools. Bill Weigall, Head of Faculty-Student enrichment and support, oversees the specialized support program at the Senior School, while Heather Ablett, is the appropriate person to contact for more information about the Junior School Specialized Support program. There are different models of support from small group, teacher’s assistant support in the class, to study support. These services are provided based on the individual needs of the students. The best approach is to discuss your child’s needs during the enrolment interview and the best placement for your child will be discussed. It is also advised that you will be required to provide the Director of Admissions with copies of your child’s current school records and supporting documentation prior to the enrolment interview.

Canberra Grammar Senior School (Grades 7-12) has a Learning Support Department which can support students with disabilities, including AD/HD and ASD. Nathalie Ross is the Director of the Teaching and Learning Support Department. The school has Learning Support teachers and Learning Assistants who provide in-class support as well as provide support to teachers. In Years 7 – 9 there is a Strategies Class that teaches students academic strategies to support them in their other classes. Upon enrolment, a school counsellor will review any documentation you have for your child and work with you and a case manager to provide the learning support needed based on the needs of your child. The Director of Academic Education in the Primary School (grades Pre-K - 6) is Tracey Maynard. In the Primary School, Mrs. Maynard works with The Enrichment Team (TET), which includes the Counsellor, to monitor the academic performance of all students. The Enrichment Team teachers and teaching assistant/s work with class teachers to ensure that student learning is personalised, reflects students’ abilities and interests and is informed by the analysis of summative data and other formative information. During the enrollment process your child may be given a basic assessment. Parents should bring all school reports at that time, including any Individual Plans, to find the best placement for your child.

GIFTED AND TALENTED

Gifted and Talented (2014)

Government Schools: For the ACT Government Policy on Gifted and Talented Students, use this link: www.det.act.gov.au/publications_and_policies/policy_a-z . All government schools are required to have processes in place to meet the needs for gifted and talented students. If you are interested in specific information, you should contact the local primary school directly to see what their school offers.

There are some primary schools and high schools that have well-known programs. Please note that many are at full capacity so it might be difficult for out-of-area children to be placed. At the primary level, there is a self-contained program in the Northern area at Palmerston Primary School in the Gunghalin District (www.palmdps.act.edu.au), and Kaleen Primary School (www.kaleenps.act.edu.au) in the Belconnen District. In the Southern area, Curtin Primary School (www.curtinps.act.edu.au) has a program for gifted learners called Pathways for Accelerated Learners (PALS) and Garran Primary School (www.garranps.act.edu.au) offers an Accelerated Learning Program (ALP) for years 1-6.

At the secondary level, in the Northern area, Lyneham High has a program called Lyneham Enriched Academic Program (LEAP), which caters to gifted and talented students. For more information on their program, visit the school website www.lynehamhs.act.edu.au. Lyneham’s LEAP program has its own identification process, so even if your child has been identified as Gifted and Talented, they must go through the identification process.
AUSTRALIA, Canberra (cont’d)
GIFTED AND TALENTED (cont’d)
through the school. Alfred Deakin High has a subject based program called Unicorn Challenge Program. For more information on this program, visit their website http://www.adhs.act.edu.au.

There is an ACT Gifted and Talented Support Group website www.actgifted.net.au. Additional information on Gifted Education in Australia can also be found on the www.aussieeducator.org.au website.

Non-Government Schools-Catholic Schools: Each individual school has its own criteria and programs in the area of Gifted and Talented Education. The best approach is to get in contact with the local Catholic School you are interested in and discuss what kind of programs they offer in the area of Gifted and Talented Education. Many schools offer enrichment and extension programs that challenge students at a higher level.

Non-Government Schools-Independent Schools: Each individual independent school has its own Gifted and Talented Program. Many schools have enrichment and extension programs that also challenge students at a higher level. It is important that you bring your child’s academic record to the enrollment meeting with the school so they can be reviewed and the best placement for your child can be determined.

- Canberra Girls Grammar School (http://www.cggs.act.edu.au/) Upon enrollment, new students are given a Robert Allwell overall entrance/placement test. Based on the results, students can be identified as Gifted and Talented. The program is not structured, but based on the needs of the student, appropriate placement will be made. Students who perform well in specific areas of the test might be streamed into English, Math, or Science classes. This means that they are placed in a class with students whose achievement in the subject is the same as theirs. There are also extension programs which further challenge students. The Allwell tests are given in Years 6, 7, and 10 in order to continually monitor their placement. Additionally, there are teachers who track a student’s progress to be sure they are performing at the level they should be and if there are any gaps, intervention can be started. There are co-curricular activities designed for Gifted and Talented students. Jane O’Brien, Director of Teaching and Learning, is the person in charge of the department at Canberra Girls Grammar School.
- Canberra Grammar School (http://www.cgs.act.edu.au/) The Junior School does not have a structured Gifted and Talented Program, but it does provide enrichment and extension curriculum for students. These provide opportunities for students to broaden their knowledge in a particular area of study.

International Baccalaureate Programs-Government Schools: There are some IB Programs at the Primary School level for Government Schools. North Ainslie Primary School in the Northern Canberra (www.nthainslieps.act.edu.au) offers an IB program from Pre-K-Year 6. Gold Creek School (www.goldcreek.act.edu.au), also in North Canberra, is currently pursuing its IB PYP authorization and hopes to be authorized by the end of 2014. Red Hill Primary School (www.redhills@act.edu.au) in Kingston offers the IB Primary Years Program. Telopea Park School (www.telopea.act.edu.au), which is bilingual French –Australian School for grades K-10 offers the IB program for its students.

There are three Public Secondary Schools (Years 11 and 12) that offer an IB Diploma. There are two in the Southern area, Canberra College in Woden Campus (http://www.canberrac.act.edu.au/), and Narrabundah College (www.narrabundahc.act.edu.au) in Kingston. Narrabundah College offers the Secondary School French Baccalaureate Program for the Telopea Park School, as well as the International Baccalaureate Program. In the Northern area there is Melba Copland Secondary College (www.mcss.act.edu.au) in Melba in the Belconnen District that offers the IB Diploma program.

International Baccalaureate Programs Non-Government Schools-Catholic Schools: At this time, the Catholic Schools do not offer any IB programs.

International Baccalaureate Programs Non-Government Schools-Independent Schools:
- Canberra Girls Grammar School (www.cggs.act.edu.au) is an International Baccalaureate World School and offers both the IB Diploma Program in Years 11 and 12 and the Primary Years Program.
AUSTRALIA, Canberra (cont’d)
GIFTED AND TALENTED (cont’d)
- Canberra Grammar School (www.cgs.act.edu.au) is also an authorized IB World School offering the International Baccalaureate Diploma Program in Years 11 - 12. Canberra Grammar’s Junior School is a candidate school for the PYP with a view to be offering it in the next two years. For more information, contact Julian Jefferys, IB@cgs.act.edu.au.

AUSTRALIA, Melbourne
SPECIAL EDUCATION
St. Leonard’s College (2011) K-12 1,642
http://www.stleonards.vic.edu.au/ Mild emotionally disturbed and mentally handicapped at all grade levels. Mild hearing impaired, multiply handicapped, and orthopedically impaired at the middle school grade levels. Mild to severe learning disabled at all grade levels. Mild to moderate speech impaired at all grade levels. Mild visually impaired at the high school grade level. The school is handicapped accessible. They have staff that has been trained to administer psychological tests and diagnose specific learning disabilities. The school has learning support in the class, through small groups, withdrawal programs, special classes, and in-class specialists.

Wesley College (2011) K-12 1,495
http://www.wesleycollege.net/ Wesley is an “open entry” school, which means admission is non-selective. An interview, however, is required to assure the school can offer an appropriate program. The school is able to provide for some special needs students.

GIFTED AND TALENTED
St. Leonard’s College (2011) K-12 1,642
http://www.stleonards.vic.edu.au/ The school has a gifted and talented program at all grade levels. There is Year 6 entry testing. There is acceleration in math from Year 9 and enrichment, skill development in creative and critical thinking. From Years 7-9 there is the PRISM program which meets weekly for 45 minutes. There is an in-class specialist who meets with students once per week and rotating focus groups.

Wesley College (2011) K-12 1,495
http://www.wesleycollege.net/ Programs such as Wesley Individual Needs Gifted Students (WINGS), the Challenge Program and the Talent Development Program (TDP) offer students opportunities to extend and to foster their development, through a holistic program that integrates their natural talents and strengths, within a small group environment. Students from the junior and middle schools are given the opportunity to work with “like minds”. The aim of these programs is to: develop problem-solving strategies that build self-esteem; learn to challenge themselves and to understand their unique talents and individual learning style; and allow them to explore boundaries in a safe educational environment.

AUSTRALIA, Perth
SPECIAL EDUCATION
Christ Church Grammar School (boys only) (2013) PK-12 1,500+
http://www.ccgs.wa.edu.au/ Christ Church offers a self-contained as well as a resource and mainstream learning support program. Services are offered to eligible students including those with moderate intellectual impairment. The school’s Peter Moyes Centre, includes several classrooms within the main campus and provides a self-contained program for boys. The Peter Moyes Centre provides a service to students with a range of disabilities which vary in the level of support needed from low to high. These include severe language impairment, autism, Down syndrome, intellectual and multiple disabilities.
AUSTRALIA, Perth (cont’d)
SPECIAL EDUCATION (cont’d)

Presbyterian Ladies College (PK-K coed; 1-12 girls only) (2013) PK-12 1,100
http://www.plc.wa.edu.au/ PLC offers some services for children with special needs and has a “Learning Enrichment Center”. The school will consider admitting children with ADD or dyslexia children but probably not an autistic child. There is currently a child enrolled who is sight impaired. The admission of children with special needs is on a case-by-case basis.

Scotch College (boys only) (2012) PK-12 1,200
http://www.scotch.wa.edu.au/view/support-at-scotch/ The school staff includes a psychologist and speech therapist, and there are academic support teams who offer some services for special needs students. Admission of students needing learning support is done on a case-by-case basis.

Shenton College (2013) 8-12 1,200+
http://www.shenton.wa.edu.au/ The school has a Deaf Education Centre for deaf and hard of hearing students. All of the Deaf Education Centre facilities are embedded into Shenton College to construct an inclusive learning environment. In terms of admissions you must be living in the school catchment area to be able to attend.

GIFTED AND TALENTED

Presbyterian Ladies College (girls only) (2013) PK-12 1,100
http://www.plc.wa.edu.au/default.aspx Two years ago PLC began offering music scholarships for gifted students.

Scotch College (boys only) (2012) PK-12 1,200
http://www.scotch.wa.edu.au/view/support-at-scotch/ The school does offer a gifted program, with challenging extension courses appropriate for those students who are ready for higher academics.

Shenton College (2013) 8-12 1,200+
http://www.shenton.wa.edu.au/ The Shenton College Academic Talent Program is one of the select gifted and talented programs funded by the Department of Education and Training to provide special programs for academically gifted children. Students joining the Shenton ATP do so through the annual testing program administered by the Department of Education. There is a humanities and math/science stream, students join one or both of these depending on their test results.

AUSTRALIA, Sydney
SPECIAL EDUCATION

Post Comments-Education Handbook (2014) ---- ---- ---- When possible, children with special needs are mainstreamed into regular classes with the help of resource people. Mildly/moderately intellectually handicapped children who require special programs are taught in learning centers, which have been developed within some neighborhood schools. Programs in these schools concentrate on training in self-care, gross and fine motor skills, sensory experiences and language development. Some of these schools also provide a pre-vocational program preparing the students for workshop employment. For further information please refer to the NSW Schools website. This website will advise of the various levels of support in the public school system and will direct you to a listing of schools which cater for students with special needs: http://www.schools.nsw.edu.au/studentsupport/programs/disability.php.

Private therapy is also available for speech related issues. Assessment centers conduct testing to determine/verify conditions and therapies available.

Special Needs Learning Assistance Program (2014) ---- ---- ---- The New South Wales (NSW) Department of Education and Training (DET) provides a range of support provisions for students with additional learning needs.

Some of these provisions, including special class placement or funding support, require the student to have confirmation of a disability in accordance with NSW DET Disability Criteria. Other non-categorical provisions,
AUSTRALIA, Sydney (cont’d)
SPECIAL EDUCATION (cont’d)

...provide support for students without the need for a confirmation of a disability.

When possible, children with special needs are mainstreamed into regular classes with the help of resource people. Mildly/moderately intellectually handicapped children who require special programs are taught in learning centers, which have been developed within some neighborhood schools. Programs in these schools concentrate on training in self-care, gross and fine motor skills, sensory experiences and language development. Some of these schools also provide a pre-vocational program preparing the students for workshop employment. There are also special schools which address a variety of needs, when the local neighborhood schools do not provide sufficient support. However, parents must apply for places in these schools, and the waiting lists can be very long.

In general, the four factors for placement in a school are (not in any particular order):

A. Suitability  
B. Eligibility  
C. Location of home address  
D. Availability

The commitment by NSWDET is to place the child as close as possible to the home address. That, of course, is based on availability. A placement for a student can only be made when there is a home address. NSWDET have been accommodating with incoming Mission families when the family’s residence has not yet been identified. Special needs students would be provided with transport ONLY if the parents can prove they are unable to transport the child themselves. School transport is only for children with disabilities and therefore siblings could not ride with him/her assuming, that is, siblings were attending the same school.

For further information please refer to the NSW Schools website. This website will advise of the various levels of support in the public school system and will direct you to a listing of schools which specifically cater to students with special needs: http://www.schools.nsw.edu.au/studentsupport/programs/disability.php.

Post’s experience with NSWDET administrators has been positive. The staff prefers to deal directly with parents in order to best assess the educational options for the children. Please have handy the names of any medications, treatment plans and medical diagnoses currently in effect when communicating with the NSWDET staff.

Private Schools: Post has found that, for all types of schooling, private schools in Sydney are often more responsive to the needs of international families than public schools, and their curriculums can be more flexible. Because American students are arriving with a variety of educational backgrounds, this can be an important factor in deciding on appropriate placement for children.

Sydney has a large variety of private schools for children with special needs. A useful point of contact can be a Sydney-based physician or therapist who has specialized in the child’s area of need. These professionals are generally familiar with the schools in the area, and can often recommend schools which might be appropriate for a child’s situation. The RMO at the Embassy in Canberra should be able to provide contact information for physicians and therapists. The CLO office also maintains a list of schools and physicians recommended by Consulate families.

Recommendation: Some Post families have been entirely happy with the special needs support provided by the public schools, while others prefer a private school placement. In either case, it is important to start searching for a school and applying for places as soon as possible – a year to 6 months in advance. Waiting lists for both public and private schools can be very long, so it can happen that a special needs child may be placed in a less than ideal neighborhood public school while waiting for a place to open up at another school.
AUSTRALIA, Sydney (cont’d)
SPECIAL EDUCATION (cont’d)
The following information has been provided by parents at post. These are some of the schools they contacted as they searched for appropriate placement for their children; Post does not endorse any of these schools in any way and this is certainly not a complete list of available options – this information is provided as a possible starting point for parents. Special needs schools information. If you want your child to go to a public school system for special needs you can contact:

Janine McDermott
Disability Programs Consultant
NE Zone, Bondi Office
Sydney Region
(02) 9298 6922

Public Schools:
Rainbow Street Public School (telephone: 02-9398-1986)
Annandale Public School (02-9516-3711)
Leichhardt Public School (02-9560-9440)
Vaucluse Public School

Private special needs schools:
St Lucy’s School (02-9487-1277)
Musec School (Macquarie University Special Education Center) (02-9850-8691)
Woodbury (02-9639-6152)
Giant Steps: (02-9879-4971)
Arranounbai School (02-9452-3168)
Aspect South East Sydney for Autistic Children (02-9454-8359)

Blessed Sacrament Catholic Primary School (2014) K-6 169
http://www.bscliftingsgardens.catholic.edu.au/Pages/Home.aspx Learning support groups are provided for children who need additional support, but there is not a developed special needs program at the school.

Giant Steps (2014) K-12 81
http://giantsteps.net.au/ This school serves children with autistic spectrum disorder. The long-term goal is to assist children to mainstream into regular schools; to that end, the school offers an early intervention program to preschool children, and offers K-12 and young adult classes as well. There are 24 teachers, 18 therapists, and 31 aides to serve a population of 81 students.

Every day at Giant Steps teachers, therapists and educators work intensively on the children’s individual goals within a caring and supportive environment. They work with all age levels: in play steps (18 months -5 years), early learning (3-6 years), kindergarten to Year 6 (5-12 years) and secondary school (12-18 years) programs. Features of the school program include:

- A transdisciplinary approach where speech, occupational and music therapists work with special education staff in a collaborative team developing individual programs specific to each child’s needs and abilities within the NSW Board of Studies curriculum framework.
- The school is structured around class groupings and students engage in whole class, small group, paired, individual and whole school teaching and learning programs.
- Highly trained and committed staff.
- Individualized small group instruction by specialist teachers and educators.
- Programs and therapies soundly based on current research.
- Setting of individual goals and close monitoring of a child’s progress.
- Program adjustment based on each child’s need.
- Parent consultation and guidance in helping the child at home.
- Home visits, preschool support, community outings.
- Where appropriate, transition to the child’s next educational setting.
AUSTRALIA, Sydney (cont’d)
SPECIAL EDUCATION (cont’d)

Kesser Torah College (Jewish) (2014)  K-12  400+
http://www.kessertorah.nsw.edu.au/  Children referred for special education receive individualized programs after a comprehensive assessment. In the primary school, children are given the opportunity to follow their tailored program at least three times a week. They spend time with the special education teacher and with teacher’s aides and/or volunteer parents. Our teachers are trained in differentiating the curriculum in order to develop and encourage higher order thinking skills. English language and mathematics enrichment groups provide further avenues for children to explore their areas of strength and interest.

Students with special education needs in the high school are provided for in the following ways:
- Through the differentiation of outcomes and content in syllabuses which provide for the full range of students.
- Through the development of additional advice and programming support for teachers to assist students to access the outcomes of the syllabuses.
- Through the development of specific support programs for students with special education needs.
- Development of individualized Judaic studies and Hebrew programs.

Programs for assistance are individualized, differentiated and modified to support and link into the mainstream curriculum. This allows students a chance to succeed and develop a great sense of achievement while having their needs addressed.

Knox Grammar School (Boys only) (2014)  K-12  2,427
http://www.knox.nsw.edu.au/  The Team: the learning support team provides a broad band of support services that are designed to assist all students to reach their potential. The term special needs embraces a range of individual needs which include academic, emotional, physical, social or behavioral difficulties and may include boys with a disability, global or specific learning difficulty or those boys who are identified as Gifted and Talented. The team consists of trained special education teachers and trained teacher's aides. The team works collaboratively with our school counselor.

How the Program Works: Boys with learning difficulties, gifts and talents or behavior difficulties receive appropriate programs designed to realize their potential. Learning support staff works closely with the classroom teacher to assist with meeting the needs of individual boys. Parents are also an essential part of the team and where possible, are involved in goal setting and provision of support.

The learning support team also consults with other professionals, including those with expertise in occupational therapy, speech pathology, counselling and the administration of educational psychological assessments. These professionals provide additional insights and support to the team, parents, classroom teachers and boys.

www.redlands.nsw.edu.au/  “Learning Support” is provided for students who are finding it difficult to keep up with the pace of work, or who have been diagnosed with a specific learning difficulty which hinders their progress. Following individual testing and assessment, Individual Education Plans are developed. specialist staff works with small groups inside and outside timetabled lessons. In addition, individual support is provided on an as needs basis. Learning support is provided for Redlands students requiring additional support in numeracy and literacy, English as a second language (ESL) and intensive English course (IEC).

GIFTED AND TALENTED

Knox Grammar School (Boys only) (2014)  K-12  2,427
http://www.knox.nsw.edu.au/  Boys who are identified as gifted and talented receive a program designed to provide opportunities to work beyond the core curriculum. The program allows the boys to study not only at a higher level but also at greater depth and faster pace. Support may be offered to withdrawal groups allowing like minds to work and socialize together, or in-class allowing two teachers to work with each class group.
AUSTRALIA, Sydney (cont’d)

GIFTED AND TALENTED (cont’d)

There are also opportunities for boys to work together in clubs after school. Gifted students in Year 5 and 6 may be placed into a da Vinci class to provide enrichment and extension opportunities.

Reddam House (2014) K-12 800+
www.reddamhouse.com.au Tailor-made programs have been specifically structured to cater for gifted and talented students. Acceleration opportunities exist in mathematics, information processes & technology, software design & development and language courses, allowing students to sit for the relevant Australian examinations in Year 11 rather than in Year 12.

www.redlands.nsw.edu.au “Learning Plus” ensures the more highly capable students are stimulated and challenged through academic extension programs. This is additional to the differentiated programming that occurs within regular classroom activity, where academically able students are further extended by course work.

AUSTRIA, Vienna

SPECIAL EDUCATION

American International School of Vienna (2014) PK-12 772
www.ais.at The School can accommodate mild learning disabilities. Resource support is provided on a limited basis, and applications are reviewed on a case-by-case basis.

Danube International School of Vienna (2014) PK-12 560
www.danubeschool.com Additional learning support is paid for by parents and varies from one-to-one support to a single period per week.

International Christian School of Vienna (2014) K-12 227
http://www.icsv.at/ ICSV has a limited enrollment Student Learning Support Program run by a full-time special education teacher. ICSV offers services to students in primary through grade 8 that have pre-diagnosed mild learning, behavioral, social, and physical challenges or disabilities. Enrollment into the Student Learning Support Program is based upon the needs of each individual student and their projected ability to be successful with the supports available at ICSV. Students with identified needs are fully integrated into the regular classroom and receive in class and/or pull-out support depending on their individual needs. The student Learning Support Program also provides: consultation and support for teachers, parents and students; school based team support; educational assessments including the Woodcock Johnson, DRA and NWEA MAP tests; individual education plans or goals documents outlining the individual needs of each student, their goals, and strategies and supports to help them achieve their goals; ICSV also provides basic counseling services. Students with an individual education plan may also be provided with accommodations and/or modifications according to their individual needs.

Vienna International School (2014) PK-12 1,376
www.vis.ac.at There is a learning support program which aims to support the learning of all students, offering advice and help particularly for those who need extra support in accessing the curriculum and those who would benefit from extension work. The learning support department is staffed by counselors and qualified learning support teachers and is supported by a small team of educational support assistants. The majority of support provided takes place in the mainstream classroom but is flexible depending on the needs of the student.

BAHAMAS, Freeport

SPECIAL EDUCATION

Post Comments-Education Options in Freeport (2014) ---- ----
Most of the schools listed state that they are able to accommodate a child with special needs. If a child has a developmental disability (autism, cerebral palsy, Down’s syndrome, etc.) there is one Bahamian government administered school that can accommodate this type of student (The Beacon School). However, this school has limited resources for the many children who attend and quality could be of concern.
BAHAMAS, Freeport (cont’d)

SPECIAL EDUCATION (cont’d)

- Lucaya International School, PK through Year 13 [www.lucayainternationalschool.com](http://www.lucayainternationalschool.com), 242-373-4004
- Bishop Michael Eldon School, nursery through grade 12 [www.bmeswarriors.com](http://www.bmeswarriors.com), 242-373-4391 (primary), 242-373-3579 (upper)
- Mary Star of the Sea Catholic School, PK through grade 6 [www.mss.cec.edu.bs](http://www.mss.cec.edu.bs), 242-373-3456
- Sunland Baptist Academy, PK through grade 12 [www.sunlandbaptistacademy.org](http://www.sunlandbaptistacademy.org), 242-373-3700
- Alpha Omega Christian School, kindergarten through grade 12 242-352-4378
- Grand Bahama Catholic High School, grades 7 through 12 [www.chs.cec.edu.bs](http://www.chs.cec.edu.bs), 242-352-2544
- Freeport Gospel Chapel, PK through grade 6 [www.fgchapel.school.org](http://www.fgchapel.school.org), 242-374-3427

School for Children with Learning Difficulties
- The Education Center, All School Aged Children (PRIVATE) 1-242-352-7428

School for Children with Special Needs
- The Beacon School, All School Aged Children (PRIVATE) 1-242-352-8445

Schools for Children with Special Needs (2014) 1-242-352-7428

The Education Center: School director: Dr. Bonnie Franks. Phone contact: 1-242-352-7428.

This is a private facility. This school caters to school age children with learning difficulties, such as children who have difficulty with reading or classroom learning. The school feels that some children have learning difficulties that have manifested themselves in behavior problems in the classroom. There is no school website at present. It is located on East Sunrise Highway. All school aged children are served here except for preschoolers. They do not have the capacity to deal with children that have learning disabilities such as autism or cerebral palsy.


This school is a Bahamian government-run school in Freeport. It is the only school on the island that serves children with all types of learning disabilities, however they do not have any programs for the hearing or visually impaired child. They serve ages 5 through 21 years old. There are around 100 students currently enrolled in the school that follows the calendar of most other schools on island, having a break in the summer. The enrollment is open to non-Bahamians. Class size is 8-10 students, with 10 being the maximum number allowed per class. The school has been in existence for 35-40 years, with the current campus being in use since 1997. There is a speech/language therapist as well as a full-time nurse on staff. Children are able to participate in physiotherapy at the Rand Hospital that is nearly adjacent to the school. While this school has in the past served at least one member of the U.S. government dependent community, a parent is strongly encouraged to visit the school prior to making a decision as to the appropriateness of this facility for their child. Interviews within the Freeport community have yielded concerns with the school’s resources being stretched beyond what they should. The only fees for the school are for gym clothing and books, usually totaling less than $200. Insurance is also required, but current health insurance should be sufficient. There is no website. It is located on Frobisher Road in downtown Freeport.

BAHAMAS, Nassau

SPECIAL EDUCATION

Caribbean Center for Child Development (2014) 100+
[www.caribbeancenter.org](http://www.caribbeancenter.org) The Center was established in 2007 and has adopted a mission that states; “our mission and our strength lie in helping children with developmental delays and/or social and emotional challenges, from attention-deficit/hyperactivity disorder and learning disabilities to more severe challenges, such as autism, mental retardation, selective mutism and language delays. The clinical director and the development disabilities specialist work with a team of professionals in order to provide a myriad of services to meet the individual needs of each child. The specific services offered include: diagnostic assessments, individual and family therapy, speech and language therapy, occupational therapy, Lindamood-Bell...
BAHAMAS, Nassau (cont’d)
SPECIAL EDUCATION (cont’d)
interventions, developmental pediatrics and other services and therapies as needed. CCCD also uses current technology in their programs. There are on-line programs which are used to assist with the child’s development, including the cognitive working memory training. More than 100 students in the Bahamas are receiving services and support.

**Lyford Cay International School** (2014)  PK-12  350
http://www.lcis.bs/page There are student support services at the school with a Learning Enhancement Program that serves students with very mild learning issues and that are mainstreamed and work independently in the classroom. The School supports students that may need accommodations such as preferential seating, additional time for exams etc. In general services in this area are very limited.

**Windsor Preparatory School** (2014)  R-YR13  196
http://www.windsorprep.com/ Windsor Preparatory will provide special education programming for learners who have disabilities, so long as their needs can be appropriately remediated in the school's program. Upon application, parents are required to meet with the school’s principal to discuss their child’s specific learning needs and to discuss any necessary accommodations or modifications. Learner Success Plans will be created for those learners identified as having learning difficulties that interfere with or impede their academic performance in the classroom, as well as for learners who are at risk for not meeting their respective Year standards. Windsor Preparatory does not accept learners who have physical, emotional, or learning needs that cannot be appropriately remediated in the school’s program. Windsor Preparatory reserves the right to deny re-enrollment of any learner whose needs go beyond the scope of available services.

BAHRAIN, Manama
SPECIAL EDUCATION

**The Bahrain School** (DoDEA) (2014)  K-12  712
http://www.dodea.edu/Europe/Mediterranean/Bahrain/BahrainMHS/ Services are offered for mild hearing impaired, mild learning disabled and mild speech impaired at all grade levels through the regular classroom and a resource room. Remedial programs are available for math and reading, speech therapy, learning impaired, and communication impaired.

**The British School of Bahrain** (2014)  K-12  1,600
http://www.britishschoolbahrain.com/ The BSB provides an educational program for children who fall within the mainstream spectrum. Within this spectrum, they recognize that every child has his or her own particular learning profile and range of talents and abilities and they endeavor to meet a wide range of individual learning needs in the delivery of our curriculum through a variety of differentiation strategies. They require a good level of English proficiency for admission to the BSB and they do not currently provide any programs to teach students for whom English is an additional language who are at an early stage of acquiring English.

They have only limited resources to cater to students whose learning needs require significant support and, for this reason, they do not admit students with specific learning needs that fall outside the mainstream spectrum.

**The Children’s Academy** (2014)  3-12yrs  ----
http://www.childrensacademybahrain.com/ The Academy is an independent school for children with moderate learning difficulties who possess the cognitive skills to benefit from an academic program based on the British National Curriculum. It is affiliated with the Alpha Plus Group who runs independent schools in England.

GIFTED AND TALENTED

**The Bahrain School** (DoDEA) (2014)  K-12  712
www.bahr-ehs.eu.dodea.edu Bahrain School offers gifted education services at all grade levels. Students who perform or show the potential for performing at remarkably high levels of accomplishment when
BAHRAIN, Manama (cont’d)

GIFTED AND TALENTED (cont’d)

compared with others of their age, experience, or environment are referred to the school’s Gifted Review Committee. Referrals may come from the screening of school records or the nomination by parents or teachers. Multiple criteria are used for determining eligibility. The Gifted Review Committee considers all available information collected in a student profile of strengths folder. Data collected may include rating scales, classroom observations, student work samples, grade reports, test scores and anecdotal records.

BANGLADESH, Dhaka

SPECIAL EDUCATION

American International School Dhaka (2014) PS-12 759

http://www.aisdhaka.org AISD has limited special needs services. Mild learning disabled at all grade levels in the regular classroom and the use of a resource room. Mild speech impaired at the elementary grade levels. The school attempts to be inclusive to special needs students but it will not modify the curriculum. There is little to no pull-out services but depending on the needs of the child, an educational aid may be assigned (assessed on a case-by-case basis.) The school has a strong support system for students who are ESL. The city of Dhaka does not offer extensive support services. Contact the school early on, to determine if appropriate support services exist for specific needs. There is currently a speech therapist as well as a school psychologist on staff. It is important that the parents of special needs students begin communicating with the school well in advance of arriving at Post. The school may not accept a special needs student if it doesn’t feel the student can be successful at AISD.

French International School of Dhaka (2014) PK-12 150

www.efid.org No formal special needs program is offered. Students are evaluated on a case-by-case basis and will be considered for admission only if the student can be integrated into the regular classroom/curriculum. There is an opportunity to hire a special educational aid that would accompany and assist the student during the school day. Parents may be asked to pay for this service depending on the needs. There are no pull-outs but after school assistance may be possible. Please contact the school directly as soon as possible in order to be considered for special needs assistance/admission.

Grace International School (2014) PK-12 241

www.graceinternationalschool.org Grace International School offers a mild special needs program with little to no pull-out. Historically, they have accepted students on the autism spectrum and other special needs on a case-by-case basis. Parents should contact the school with specific information regarding their child’s needs in advance of application for admittance. There is no school psychologist; however, the current Primary School Head/Learning Coordinator has a strong background in special education. Children with limited mobility would find most of the three campuses challenging to navigate; staircases with no elevator or ramp accessibility are used for many required classes. There is also extra tutoring available for special needs—including ESL services. It is also possible for the school to obtain a full-time educational aid for children needing all day assistance. (The aid’s salary is generally paid for by the family; it is not included in school fees.)

International School of Dhaka (2014) PK-12 692

http://www.isdbd.org ISD offers special needs children an inclusive education with little to no pull-outs. The Advancement Center has a full-time school psychologist and there is some access to a local speech therapist. They will accept students with Down’s syndrome, ADHD and autism on a case-by-case basis. Parents should contact the school prior to arrival to ensure ISD can accommodate their special needs child. There is a strong ESL program in place and the school is also working with the Next Frontier program to strengthen their services for special needs students.
BARBADOS, Bridgetown
SPECIAL EDUCATION

The Codrington School (2013) N-12 137
www.codrington.edu.bb The school has some students with mild special needs; they facilitate some pull-out work for approximately 15% of the school day. They have two students with severe challenges; each of these students has a dedicated, full-time assistant funded by an external source.

Providence School (2014) PK-9 330
http://providenceschoolbarbados.com/ The School uses Individual Education Plans for students with special needs and students at the high end.

St. Gabriel’s School (2014) 3-11yrs 400+
www.stgabrielsschool.org The School caters to students with a wide range of abilities. This includes providing learning support (primarily in English and math) throughout the school for students with learning challenges.

BELGIUM, Brussels
SPECIAL EDUCATION

Post Comments – Schools in Brussels (2014) ---- ---- ----

What happens if my children are dyslexic or have ADHD/autism/speech difficulties, etc.? All Belgian schools have a support service whereby children who are so assessed will be given individual help with their specific difficulties. The extent of this support depends on the school, and the cost may vary. Many schools have free support help through an agency which specializes in such support, such as the CLB in Flanders. In some cases, for example speech therapy, you may have to pay, but costs may be reimbursed by the health insurance. Schools are best placed to advise how to go about having an expert assessment and what is possible within their support arrangements.

Resource Facilities for Children with Special Education Needs

- Exceptional Family Member Department, SHAPE
  Tel: (065) 44-5324

- Mental Health Clinic, SHAPE
  Tel: (065) 44-5801

- Community Help Service (CHS)
  Rue St.-Georges 102 Box 20 1050 Brussels
  Tel: (02) 647-6780 Fax: (02) 646-7273
  Help Line (02) 648-4014
  CHS offers a full range of diagnostic and remedial services by an English-speaking professional staff. Counseling, testing and evaluation procedures are carried out and the appropriate referrals for ongoing help can be made. There is a charge for services.

- Community Liaison Office (JAS/CLO) /Joint Administrative Services
  U.S. Embassy
  37-40, Blvd. du Regent
  1000 Brussels
  Tel: (02) 811-4688, 4191 and 5225 E-Mail: CLOBrussels@state.gov Office Hours: 9:00 a.m.-4 p.m.
  DPO address: PSC 82, Box 138 DPO AE 09710
  This office has been set up to help USG newcomers to Brussels both before and after their arrival at post. Please call or write to the office if you have specific questions concerning your child. Whenever possible, up-to-date and individualized information will be sent to you. In addition, the Overseas Briefing Center, the Family Liaison Office and the Office of Overseas Schools have a fairly wide range of up-to-date school brochures.
BELGIUM, Brussels (cont’d)

SPECIAL EDUCATION (cont’d)

The British School of Brussels (2014)  
http://www.britishschool.be/  
The School requires copies of full assessments and IEPs to be sent before a family applies to BSB. A decision will be made from the documentation that is sent to see if they have an appropriate educational program and the interview and assessment with the relevant Head of School and the Head of Additional Educational Needs. http://www.britishschool.be/Studentsupport/Additionaleducationalneeds/

Brussels American School (DoDEA) (2014)  
http://www.brus-ehs.eu.dodea.edu/  
Speech/language therapy and special education services for students with mild to moderate learning disabilities and English-as-a-second language instruction are available. Brussels American School is fortunate to have a wide array of expertise in its multi-disciplinary team of support specialists. These specialists assist parents and teachers with the health, social, emotional, and academic concerns of students, as well as serving on the Case Study Committee (CSC). Contact with these support specialists can be made by calling 02/717-9552. The procedure for processing an initial referral (presenting problem) from a parent, teacher, or student is simple. If the problem concerns a student who is having learning difficulties, which cannot be attributed to student motivation or adequate preparation, then a conference between the parents and teachers is held. Concerns are then discussed by the CSC Team. Testing may or may not be recommended. If testing is needed, it will be administered by a multi-disciplinary team to enable CSC personnel to diagnose the problem. The parents are then invited to the CSC meeting to discuss eligibility. The student’s records, teacher observations, and test results are discussed. If the student is declared eligible for special education and related services the committee, with input from the parents, will discuss an appropriate program to meet the student’s needs.

The International School of Brussels (2014)  
Currently, the School offers a wide variety of special needs programs ranging from mild to intensive support classrooms. ISB staff has expertise in a range of aspects of learning including learning disabilities/dyslexia, developmental disabilities, autism spectrum disorders, language acquisition and literacy, speech language/communication problems, sensory integration, motor and physical disorders, and exceptionality in the area of gifted and talented education. Presently they have limited support for students with emotional and behavioral needs. An ISB Individualized Diploma is granted for students graduating from the school’s special education program. The Learning Support Program is one of the most comprehensive offered in Brussels. There are currently over 100 students in this program. The ISB website includes a full list of services offered.

St. John’s International School (2014)  
www.stjohns.be  
Support services are available for students K–12. Most students needing learning support are within the mild category (Cf. ECIS definitions). A small number of students fall into the moderate category. Support is provided within the mainstream classroom by keeping class sizes small, by push-in of professional support staff where needed, and by pull-out for differentiated learning as necessary. Such pull-out never constitutes more than 10% of the scheduled classes. Support services offer literacy support, mathematical support, organizational skills, monitoring performance, assistive technology, and homework assistance. Further support consists of the availability of a counselor in each section of the School to offer individual guidance and social skills support. A speech therapist and an occupational therapist are present on site; speech and occupational services are charged separately. The Infirmary is available during school hours. A school psychologist may be consulted as recommended or requested. Psycho-educational testing is administered externally. A diagnosis of a learning disability may lead to special arrangements such as accommodations for testing and exams (extra time, the use of technology, a scribe, a reader); as well as curricular modifications. Some specific courses are designed for learning support primarily in English language and mathematics. On the secondary level additional support courses may be offered if sufficient need in social studies and applied sciences. No intensive (severe) support is offered at St. John’s with the exception of the occasional student within an autistic spectrum or with a more serious learning disability. In such a case the family provides an aid
BELGIUM, Brussels (cont’d)
SPECIAL EDUCATION (cont’d)
to accompany the student and curricular modifications are granted. Hence for students with learning challenges on a mild level and to a limited extent on a moderate level, support services are available. No special support is available for the mentally handicapped, multiply handicapped, speech impaired, hearing impaired, orthopedically impaired, sight impaired, and emotionally disturbed student, except for rather mild forms of any of these. At St. John’s the number of learning support students varies between 15 and 20 percent. St. John’s employs special needs teachers at the school (the present student/teacher ratio for support services of 20:1 is aligned with the ECIS recommendations) and offers professional development for mainstream teachers.

BELIZE, Belmopan
SPECIAL EDUCATION
QSI International School of Belize (2014) K-10 20-30
www.qsi.org Due to its small size, QSI International School of Belize can accommodate mild to less than moderate special needs students. If it is found that a child needs more support than what is available in the QSI regular education classroom, the child would only be admitted if special services or an assistant, if appropriate, is paid for by the parent or sponsoring company/embassy.

BENIN, Cotonou
SPECIAL EDUCATION
QSI International School of Benin (2014) PK-8 27
http://www.qsi.org/schoolpages/bnn/home In most cases, current QSI teachers can meet the needs of students, even those with mild learning needs and those who are gifted/talented. However, there is nobody on staff qualified to diagnose learning challenges. They work in conjunction with families and professionals to determine student’s individual needs. These issues are addressed in the admission process. If special needs are needed, the school evaluates its current professional staff for necessary resources. If the school is not equipped to aid the students, they work with the family to provide those services, typically on-site. Families may pay extra for these services.

BERMUDA, Hamilton
SPECIAL EDUCATION
Post Comments - Special Education Services (2014) ---- ----
All the private schools offer assistance for only mild case special needs for extra help that include reading, arithmetic and other academic studies within the curriculum of the institution.

- Bermuda High School Girls: www.bhs.bm There are no programs offered for children with special needs, only for mild cases.
- Mount St. Agnes Academy: www.msa.bm For the elementary and middle levels, there is a resource room for mild learning disabled. There is one special needs instructor. For the high school level, resources for mild and moderate learning disabled are within the regular classroom.
- Saltus Grammar School: www.saltus.bm All levels of elementary, middle, and high school accommodate students with mild learning disabilities within the regular classroom and a resource room. There are two teachers dedicated to extra help support at the lower primary. Two center for learning staff assist children with learning difficulties in the upper primary. There is a program for mild speech impairment for the elementary level within the regular classroom and a resource room.
- Somersfield Academy: www.somersfield.bm There is a Student Assistance Program with Benedict Associates (outside counselors) whom are referred to families when appropriate.
- Warwick Academy: www.warwickacad.bm Children are assessed on a regular basis though there are no programs for special needs children.

Children of federal employees are entitled to a special needs education allowance; this is not available while residing within the United States but is provided for families who reside overseas. This includes parents hiring a specialist to work with their child during school hours. Most educational institutions, including those mentioned
BERMUDA, Hamilton (cont’d)

SPECIAL EDUCATION (cont’d)

above, welcome hired specialists to attend class with your child. For the Bermuda public school system, the Bermuda Department of Health provides services for children from birth to 18 years of age through a program called Child Development Program (CDP). The service providers work with children in all public schools, as well as home visits, involving speech, physical and occupational therapy, psychological services, and a development evaluation that is completed at 2 years of age.

Bermuda contact information for special needs:

GOVERNMENT SERVICES

Child Development Program of Bermuda
Tynes Bay House
37 Palmetto Road, Devonshire, DV05
Telephone: (441) 295-0746
Fax: (441) 295-5051
Contact: Sherri Lee Bucci, Coordinator, at slbucci@gov.bm
Website: www.moed.bm

List of Child & Adolescents Services and Programs:
www.gov.bm/portal/server.pt?open=512&objID=505&mode=2&in_hi_userid=2&cached=true

Speech Language Services: Provides speech, language and hearing assessments and services to children from the age of two. Telephone: (441) 278-6429

Bermuda Ministry of Health, Seniors and the Environment
Continental Building
25 Church Street, Hamilton, HM 12
OR
P.O. Box HM 380, Hamilton, HM EX
Telephone: (441) 278-4900
Dr. Cheryl Peek-Ball, Chief Medical Officer: 278-4900

AUTISM & PERVERSIVE DEVELOPMENTAL DISORDERS (PDD)

Bermuda Autism Support and Education (BASE)
(Registered Charity #590)
P.O. Box FL93, Flatts, FL BX
Telephone: (441) 534-0306
Email: basebda@yahoo.com and Website: www.bermudaautism.com

Tomorrow's Voices - Bermuda Autism Early Intervention Centre
(Registered Charity #816)
27 King Street, Hamilton, HM19
Telephone: (441) 297-4342
Fax: (441) 297-2342
Email: info@tomorrowsvoices.bm
Website: www.tomorrowsvoices.bm

GIFTED EDUCATION

Centre for Talented Youth – Bermuda
Riquette Bonne-Smith, Executive Director
21 Woodlands Road, Suite 1124, Hamilton, HM09
Telephone: (441) 296-7259
Fax: (441) 296-7381
Email: info@ctybermuda.bm and Website: www.ctybermuda.com/
**BERMUDA, Hamilton** (cont’d)

**SPECIAL EDUCATION** (cont’d)

**LEARNING DISABILITIES**

*Learning Disabilities Association Bermuda (LDAB)*

Formerly known as: Bermuda Overcoming Learning Disabilities – B.O.L.D.

(Registered Charity #397)

P.O. Box HM 350, Hamilton, HM BX

Email: info@ldab.org

Website: www.ldab.org

*Bermuda Resources for the Advancement of Children with Special Needs (BRACSN)*

Tinee Furbert – founder

20 Redkiln Road, Hamilton Parish CR02

Telephone: (441) 704-5636

Website: www.bracsn.com (currently not working)

**THERAPEUTIC SERVICES**

*Function Junction – Pediatric Occupational Therapy Services*

Jill Davidson – owner, occupational therapist

#1 Edgehill Drive, Paget

Telephone: (441) 336-5455

Website: http://functionjunction.bm

Email: info@functionjunction.bm

**AUDIOLOGY SERVICES**

*Bermuda Hearing Services*

Lisa Cano-Roland - audiologist

“Ralmar”

15 Point Finger Road, Paget, DV 04

Telephone: (441) 236-1043 or (441) 236-1088

Fax: (441) 236-1074

Facebook: Bermuda Hearing Services

Email: bdahearingservices@gmail.com

**EDUCATIONAL ASSESSMENT & EVALUATION**

*Dr. Janet Kemp, psychologist*

Assessment & Intervention for Children, Adults & Families

International Center, Suite 411

26 Bermudiana Road, Hamilton, HM11

Telephone: (441) 293-1538

Email: janetkemp.bda@gmail.com

Profile: Dr. Janet Kemp came to Bermuda in 1975 to teach at Sandys Secondary School as an English teacher. Concerned about the poor reading skills of her students, she pursued a Master's Degree in Reading Education at Harvard University and convinced of the serious need for intervention, completed a doctoral degree in Teaching, Curriculum and Learning Environments, also at Harvard University. At the same time, she decided to qualify as a school psychologist so that she could apply her skills in a practical way, and again pursued an advanced graduate degree in School Psychology from Boston State College. Dr. Kemp returned to Bermuda in 1981 and worked at the Ministry of Education for six years as the Senior School Psychologist responsible for Pupil Services. In 1987, Dr. Kemp assumed the part-time position of school psychologist at The Reading Clinic - a non-profit facility offering educational and psychological services including specialized tutoring for children with dyslexia - eventually becoming its director. She retired from the post in 2009 and now runs a part-time private practice offering testing and consulting services. Dr. Kemp has served on a number of professional and community organizations,
BERMUDA, Hamilton (cont’d)
SPECIAL EDUCATION (cont’d)
including the Board of the Centre of Philanthropy, the Bermuda Debate Society, the Women's Advisory Council, and the Board of the Women's Resource Centre. She has also served as a member of the Bermuda College Board of Governors (1988 - 1998).

Dr. Guy Fowle
Assessment for Children, Adults & Consultations
(psychological, neurodevelopmental, school placement, attention deficit disorder, behavioral, emotional)
54 Serpentine Road, Pembroke, HM08
Telephone: (441) 292-9308 Fax: (441) 292-3254
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BerCon Ltd.
10 Church Road (P.O. Box SN236), Southampton Parish, SNBX
Telephone: (441) 504-1890 Fax: (441) 236-5083
Email: info@bercon.bm and Website: www.bercon.bm
Info: BerCon Ltd., established in 2001, is an educational consulting firm that specializes in providing individualized educational. It offers support that addresses early intervention and language development, school success and parent-teacher education. The team of consultants include: speech/language pathologist, language interventionist, occupational therapist, physiotherapist and educational psychologist. BerCon Ltd. supports a neurodevelopmental approach.

The Association of Diagnostic & Psychological Services
Assessment; ADHD Services; Intervention; Consultation; Therapy for Children, Families & Adults
Registered Clinical Psychologists & Consultant Pediatrician:
Dr. Alicia Hancock, Dr. Steven Hancock, Dr. Bente Lundh, Dr. Tina Arorash
2 Addendum Lane South, Pembroke, HM07
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DYSLEXIA
The Reading Clinic
Julie Dunstan, Executive Director
54 Serpentine Road, Pembroke, HM 08
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Email: jddunstan@readingclinic.bm
Note: http://www.royalgazette.com/article/20121023/NEWS05/710239910

COUNSELING AND FAMILY THERAPY
The Family Centre
Early intervention services to children who are suffering from family-based problems such as abuse, neglect and other emotional challenges. Specialized programs and prevention initiatives.
25 Point Finger Road, Paget DV04
Telephone: (441) 232-1116
Fax: (441) 236-0607
Email: info@tfc.prevention.bm
Website: www.tfc.bm
Article: http://bermudasun.bm/main.asp?SectionID=72&SubSectionID=892&ArticleID=61489
BERMUDA, Hamilton (cont’d)
SPECIAL EDUCATION (cont’d)

Benedict Associates Ltd.
Emporium Building
69 Front Street, Hamilton, HM 12
OR
P.O. Box HM 2200, Hamilton, HM JX
Telephone: (441) 295-2070
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Email: Jennifer.Benedict@logic.bm
Website: www.benedict.bm

BOLIVIA, La Paz
SPECIAL EDUCATION

American Cooperative School (2014) PK-12 448
http://www.acslp.org/ Mild learning disabilities only. There is no staff on site trained to diagnose students with disabilities. Students with mild learning disabilities or 504 Plans must submit assessments diagnosing the disability, an IEP, or 504 Plan when applying to ACS. It is advisable for parents to contact ACS admissions to discuss availability of special education service in advance of accepting a posting in La Paz. There is one special education teacher employed by ACS to provide instruction in the elementary school.

Highlands International School (2014) PK-12 210
www.highlandsinternational.org Highlands has a special education teacher on staff who works with students both in their mainstream classrooms and through pull-out. The special education teacher also works with the mainstream classroom teachers to provide accommodations that the school and parents agree upon for the student. They do not diagnose learning disabilities, but they do work with several experts in the area who are qualified to do so.

According to their admissions policy:
Section 10. Learning Disabled Students:
   a) A learning disabled student is described by HIS as a student at any level of intelligence with a severe discrepancy between intellectual ability and academic achievement.
   b) Learning disabled students must be able to function and participate independently in the mainstream classroom.
   c) Determination of the school’s ability to meet the needs of the learning disabled student’s ability to function in the mainstream classroom will be based on one or more of the following:
      • Recommendations made by a qualified professional
      • Observations and recommendations of previous educators
      • Academic records and progress notes from previous school years
Section 11. HIS is unable to admit students classified as mentally, emotionally, and physically handicapped. (Guidelines listed below.)
   a) Mentally retarded as defined by the American Association on Mental Deficiency:
      Mental retardation refers to significantly sub-average general intellectual functioning existing concurrently with deficits in adaptive behavior, and manifested during the developmental period (up to 18 years of age).
   b) Emotionally disturbed as defined by HIS as a condition that adversely affects educational performance by exhibiting one or more of the following characteristics:
      • An inability to learn that cannot be explained by intellectual, sensory, or health factors
      • An inability to build and maintain satisfactory interpersonal relationships with peers and teachers.
      • An inappropriate or pathological behavior
BOSNIA and HERZOGOVINA, Sarajevo

SPECIAL EDUCATION

QSI International School of Sarajevo (2014) PK-12 121
http://www.qsi.org/schoolpages/bhz/home/ The School does not offer a program for special needs students. However, within their small classes they are able to help most students with mild needs become successful. All IEP’s and testing needs to be sent to the Director, prior to assignment, in order to determine if students will be successful at QSIS with the services they can offer.

BOTSWANA, Gaborone

SPECIAL EDUCATION

The Learning Centre School (2014) PK-Form 5 486
http://tlcsonline.com/ The Learning Centre School is known for its ability to help students with special needs. They have a program called Content Mastery where students are pulled out for the class in which they are struggling until they can return at class level. They have the ability to help with students with moderate disabilities as well. They do their best to support those within the classroom structure. They have an independent learning class for standard one age children who are severely affected. Currently, their range of students includes those in the autism spectrum, downs syndrome, and students with traumatic brain injuries. They do not promise to accommodate every student but rather assess based on their capabilities with staffing as well as the ability to care physically for the child. Students in their special education program must be properly evaluated by an education psychologist before entering the program. They work alongside a psychologist and/or psychiatrists to help monitor every student. They are capable of being flexible with their program to help in the best way they can. They have specially trained special needs teachers in the school.

Maru-a-Pula (2014) 7-12 700
www.maruapula.org Maru-a-Pula offers mild services for special needs students, using a mainstreaming approach. They help students with mild learning disabilities, such as ADD, dyslexia, etc. This assistance is rendered through consultation with outside specialists; they employ no special needs teachers. They accommodate orthopedically impaired students. Currently, they have two students with cerebral palsy; one uses a walker and is assisted by a privately funded aide. Their Director of Forms 1 and 2 is on the Executive Committee of Support 4 Learning (SNASOB) and maintains close relationships with educational specialists in Gaborone. Extra time is available for students who require it in all forms including IGCSE and A-Level.

Northside Primary School (2014) R-YR7 532
http://www.northsideschool.net/ Mild to moderate emotionally disturbed and learning disabled; mild hearing impaired, orthopedically impaired, speech impaired and visually handicapped students can be accommodated. There is access for the physically handicapped (i.e. ramp); the teachers and administrators have been trained to work with the learning disabled. There is staff trained to administer psychological tests and diagnose specific learning disabilities. All programs are school generated.

Thornhill Primary School (2014) R-YR7 638
www.thonrhillprimary.ac.bw The Special Educational Needs Department is fully committed to meeting the needs of their pupils as well as ensuring that all pupils are valued equally and that they make progress. Their success is based on their belief that there has to be a strong partnership between parents, children, staff and other professionals. The school can accommodate mild emotionally disturbed, learning disabled, multiply handicapped, and orthopedically impaired at the elementary school grade levels. There is no access for the physically impaired.

Westwood International School (2014) K-12 526
www.westwoodis.com Mild emotionally disturbed, learning disabled, mentally handicapped at all grade levels. Mild multiply handicapped and visually handicapped at the elementary grade levels. Mild speech impaired at the elementary and middle school grade levels. There is individual support for the learning disabled. The school is accessible for the physically handicapped.
BRAZIL, Belo Horizonte  
*SPECIAL EDUCATION*  
**American School of Belo Horizonte** (2011)  
http://www.eabh.com.br/  
Student study teams are organized to assist any student who is having difficulty with EABH’s academic program. These teams are composed of administrators and teachers who are involved with the student. Parents are called in frequently to meet with the student study team to exchange ideas and formulate a remediation plan. You will be informed if we feel that the student study team will be necessary for your son's/daughter's progress. Mild learning disabled only.

BRAZIL, Brasilia  
*SPECIAL EDUCATION*  
**Affinity Arts** (2014)  
affinityarts@gmail.com  
Affinity Arts is an inclusive school, however at the moment, they do not have a specific program for children diagnosed with special needs. However, because Affinity Arts’ focus is music and the arts, children receive an intense array of stimulus throughout the day that holds their interest which leads to development. The program is dynamic and fast paced with art and music offered at a daily basis. As a result, students that leave Affinity Arts are ready for the most advanced schools around the world. Students with mild special needs do well in the school especially because of the focus on music and the arts. However, students that require a greater amount of care and attention, i.e., moderate and severe, may need additional help because of the intense nature of the school. Since their main program is preschool, their staff does not diagnose cases. If a student with special needs would like to enroll in Affinity Arts, a professional with the correct training is hired by the parents to offer the needed support, if this is deemed necessary. The specialist will work with teachers to develop strategies with the teachers and parents for developing a guided program.

**Brasilia International School** (2014)  
http://www.brasiliainternationalschool.com/  
BIS accepts students with mild special needs on an individual basis. Students with special needs are mainstreamed as much as possible. However, these students may be provided with the following services for all or part of the school day based upon the student’s IEP: a paraprofessional as a learning support assistant (LSA), direct instruction by a qualified teacher or special education teacher. BIS also allows outside resource professionals to conduct therapy sessions on campus (i.e. speech therapy). BIS employs a certified special needs teacher. Students with identified special needs must apply and be accepted in advance.

**Escola Americana Brasilia** (2014)  
http://www.eabdf.br/  
The American School of Brasilia offers a highly academic program for preschool through grade twelve students. An integral part of this academic program is the Special Services Program, which provides support for students with mild learning disabilities.

The goal of Student Support Services is to provide programs and services for students with specific learning needs and exceptionalities whose needs they can meet with their current structure and available programming. Currently, EAB is able to support students on a continuum of services for mild learning challenges and students needing extra assistance in specific academic areas. EAB’s current support team is comprised of: reading specialist, advanced services coordinator, school counselors, and learning specialists. EAB’s model of service is a least restrictive environment including, but not limited to, a mixture of push-in and pull-out support for students based on students’ specific needs. The school staff works cooperatively with outside professionals, such as speech and language, occupational, and physical therapists and psychologists, to best meet the needs of all students. These services may be found in the Brasilia community, usually in Portuguese, with a few local therapists who may speak limited English.

The student support team looks at each admission case individually to determine if student needs can be successfully met at EAB and in Brasilia. The Student Services Program at EAB serves students with mild learning disabilities who can, with support, succeed in the regular educational program. The team uses the Response to Intervention model to determine appropriate support for each student. The team also utilizes
BRAZIL, Brasilia (cont’d)  
*SPECIAL EDUCATION* (cont’d)  
school assessment data and reports, as well as works with families if more evaluation data is needed to make educational decisions with the best intentions to help students be successful in school. If a student is eligible for support, a Student Success Plan may be written to document specific support needs.

All parents applying on behalf of their child will submit a special services form (included in the EAB application packet) to their child’s current school. Before a child can be considered for admission, this form must be completed and submitted to EAB, accompanied by any Individual Education Plan (IEP), 504 Plan, or student support plan that exists in the child’s records.

EAB offers advanced services for students who demonstrate exemplary knowledge, skills or talents. The Advanced Services Office provides online learning opportunities for students who have been recognized using EAB’s criteria of MAP results, teacher recommendation, and past academic achievements. EAB collaborates with Johns Hopkins Center of the Talented Youth, K-12 Virtual Academy, Oklahoma State University, and Pamoja Education.

**Escola das Nacoes/School of the Nations** (2014)  
K-12  
857  
The School is opening a new Learning Support Center. The main goal of the LSC will be to provide pedagogical assistance to the regular classroom teachers, so that they can better promote differentiated instruction to their students considering their individual needs. The School handles each student and his or her educational needs individually through an Individual Education Plan and through differentiated instruction.

**GIFTED AND TALENTED**  
**Escola Americana Brasilia** (2014)  
PK-12  
630  
[http://www.eabdf.br](http://www.eabdf.br)  
EAB offers advanced services for students who demonstrate exemplary knowledge, skills or talents. The Advanced Services Office provides online learning opportunities for students who have been recognized using EAB’s criteria of MAP results, teacher recommendation, and past academic achievements. EAB collaborates with Johns Hopkins Center of the Talented Youth, K-12 Virtual Academy, Oklahoma State University, and Pamoja Education.

BRAZIL, Recife  
*SPECIAL EDUCATION*  
**American School of Recife** (2014)  
N-12  
367  
[www.ear.com.br](http://www.ear.com.br)  
Limited support is available for children with mild special needs. A school psychologist and counselor are employed by the school to assist teachers and students with documented learning difficulties, and language learning support services are available.

**Centro Internacional de Educação e Cultura** (2014)  
PK-9  
101  
The School does not offer a special needs program for the severely impaired, but does work with mild to moderate special needs cases under professional assistance available locally.

BRAZIL, Rio de Janeiro  
*SPECIAL EDUCATION*  
**The British School** (2014)  
PK-12  
2,224  
[www.britishschool.g12.br](http://www.britishschool.g12.br)  
For students with special needs, there is pull-out support to assist the educational growth of students with mild to moderate needs. Teachers work one-on-one with these students as needed. Additionally, there is a child psychologist on staff at the school and the school works with testing and diagnosis of moderate to severe disabilities. The School does not have a speech therapist at the school. This is something they will work with the child to acquire, get the testing and documentation necessary. However, there is no therapist there during the day and the expectation is that such support will occur after school hours. Additionally, it is worth noting that there is an elevator in the building for ADA access.
**BRAZIL, Rio de Janeiro (cont’d)**

**SPECIAL EDUCATION (cont’d)**

**Escola Americana do Rio de Janeiro** (2014)  
PK-12  
820  
http://www.earj.com.br/  
There is pull-out support to assist the educational growth of students with mild to moderate needs. Teachers work one-on-one with these students as needed. Additionally, there is a child psychologist on staff and the school works with testing and diagnosis of moderate to severe disabilities. The school does not have a speech therapist at the school. This is something they will work with the child to acquire, get the testing and documentation necessary. However, there is no speech therapist there during the day and the expectation is that such support will occur after school hours. Depending on the level of needs, the school may not be able to support the child, but they are willing to review on a case-by-cases basis.

**Our Lady of Mercy** (2014)  
PK-12  
562  
http://www.olmrio.com/  
The school offers pull-out as needed for disabilities to meet the needs of the students. They recently hired a special needs teacher from the U.S. started with the school in August of 2013. This teacher can provide assessments and work with students directly. In the past they have served students with a variety of disabilities. They do not have a speech therapist on staff, but make arrangements privately with parents for them to come to campus and work with students as needed.

**Rio International School** (2014)  
PK-12  
240  
www.riointernationalschool.com  
The School does not have any psychologists or special needs teachers on staff. However, they work with them collaboratively and have knowledge of these teachers within the community. Where applicable these specialized staff come to the school and work closely with the classroom teacher to meet the needs of the child. The small class size facilitates the ability of teachers to work with the needs of each child. The building is not ADA accessible.

**GIFTED AND TALENTED**

**Our Lady of Mercy** (2014)  
PK-12  
562  
http://www.olmrio.com/  
The School has a history of providing advancement for gifted children. They will pull that student out and allow them to join the grade level appropriate for their level. In extreme cases of gifted students they have allowed students to skip ahead, but this involves meetings with specialists, standardized testing, and parents as well as a psychologist to determine it is in the best interest of the child.

**BRAZIL, São Paulo**

**SPECIAL EDUCATION**

**Associação Escola Graduada de São Paulo** (2014)  
PK-12  
1,212  
www.graded.br  
Mild hearing impaired, learning disabled, orthopedically impaired, speech impaired, and visually handicapped students can be accommodated at all grade levels. There is access for the physically handicapped (i.e. ramp). They have staff that have been trained to administer psychological tests and can diagnose specific learning disabilities. All academic services are provided with the expectation that the student will be mainstreamed and that they will be able to meet grade level requirements. The curriculum is NOT modified.

**Chapel School – Escola Maria Imaculada** (2014)  
PK-12  
714  
http://www.chapelschool.com/  
Chapel does not have programs for children with special needs, but does differentiate for students within the classroom. Steps are created to make accommodations according to professional diagnoses.

**Pan American Christian Academy** (2014)  
PK-12  
329  
http://www.paca.com.br/  
For elementary students with learning disabilities, they provide a mild level of services while maintaining them in a regular classroom and providing a resource room. They do not have specialists on staff. Faculty has received training to work with learning disabled students and can network with reliable, trustworthy specialists to help diagnose proper educational plans for the student. They currently work with a couple of students who have mild learning disabilities. They have access ramps for physically handicapped students. For students with diagnosed disabilities, they ask incoming parents to submit an IEP.
BRUNEI, Bandar Seri Begawan
SPECIAL EDUCATION
International School Brunei (2014) PK-YR13 1,152
http://www.isb.edu.bn/ The School can accommodate mild emotionally disturbed students and mild learning disabled. The School has some services for students with special needs at various stages on the autism spectrum. ISB also has had physically handicapped students and is able to provide accessibility for wheelchair-bound students. However, this is limited until the move into the new building in the summer of 2015.

BULGARIA, Sofia
SPECIAL EDUCATION
American English Academy (2014) PK-12 117
http://aea-bg.com/ An assistance program is offered for students with special needs; however, there are no students enrolled at AEA with a special need above the designation of mild. Students with learning disabilities are provided with specialized plans which are carefully prepared by the Director and all teachers involved. The student is then placed with a qualified staff member who assists with assignments, class work, homework, and coping skills.

Anglo-American School of Sofia (2014) PK-12 436
www.aas-sofia.org There is no formal provision for children with learning disabilities. The School’s smaller class sizes afford differentiated instruction opportunities for students who may benefit from additional support. There is a learning resource team staffed with two teachers and an assistant to help provide additional support where needed. A local speech therapist, occupational therapist and physio-therapist work with a handful of students. This is done via private arrangement with parent and therapist but meetings may take place on campus.

BURKINA FASO, Ouagadougou
SPECIAL EDUCATION
International School of Ouagadougou (2014) PK-12 234
www.iso.bf ISO has a growing Special Needs Department. They have a staff member who is trained and certified to diagnose disabilities, make recommendations on how the school can accommodate student needs and/or recommend further testing. They can accommodate most students with mild disabilities in a combination mainstream/pull-out program. Next year a total of 25 hours of pull-out support will be available. They also have an ESOL program that is compulsory for students who speak limited English - primarily a pull-out program. After that, if sufficient progress has been made, they will reduce pull-out support and concentrate more on in-class support. All elementary classrooms have full-time teacher aides who can also help with this support. The school counselor holds regular Student Support Team (SST) meetings. Initial meetings are called when one or more teachers have expressed a growing concern for a student’s academic and/or social emotional growth. All staff working with the student get together to brainstorm ways to help improve the situation.

BURUNDI, Bujumbura
SPECIAL EDUCATION
Bujumbura International Montessori School (2014) K-7 474
bujamontessori@yahoo.co.uk Currently there are three students attending the school with special needs; Down syndrome, and severe ADS. They don’t consider themselves experts with working with children with special needs but they are aware that extra care is necessary with these students. The students with Down’s syndrome are integrated within the regular school program and the student with ADS is set up with a one-to-one ratio with a teacher. The school is trying to get an expert to come and train the current teachers on how to care for these children.

École Belge Burundi (2014) K-12 507
http://www.ecolebelge.edu.bi/ No formal programs; however, special needs students are not turned away. They currently have a case where the parents of a child with special needs hired someone to stay with the child during the school day.
BURUNDI, Bujumbura (cont’d)

SPECIAL EDUCATION (cont’d)

The King’s School (2014) PK-12 585
http://www.thekingsschool.edu.bi/ The school does not have a formal program to care for children with special educational needs. However, arrangements can be made in exceptional cases. They are looking to create a program for mild cases in the future. In the case of physical disabilities, they will do their best to accommodate.

CAMBODIA, Phnom Penh

SPECIAL EDUCATION

The Giving Tree Preschool (2014) N-9 yrs. 255
www.thegivingtreeschool.com Children with special needs (learning disabled, speech impaired, hearing impaired, orthopedically impaired) are welcomed into their school. They all have a shadow person employed by the families assisting and supporting them inside and outside the school. Their teachers this year undertook two trainings (3 hours and 2 hours) on how to identify and use tools to manage special needs children in the class. However, their teachers are not specialists and therefore, they refer to a center of specialists called “Indigo Center” for diagnosis. “Indigo Center” provides the following services: clinical psychology, speech and language therapy, occupational therapy, support work, counseling for parents and marital therapy. It is the only center available in Phnom Penh. Their teachers evaluate the need for further assessment/observation of a child with the support of the school head teacher. They refer the parents to an Indigo specialist team who intervene in the classroom for observation. If needed, they provide personalized programs, and can intervene regularly in the classroom for one-on-one work, depending on the parents’ will. There are currently 5 special needs children within the school.

www.ican.edu.kh The School will accept students with mild learning disabilities.

International School of Phnom Penh (2014) PK-12 692
www.ispp.edu.kh A multi-disciplinary team works together to identify needs and then to design and deliver an effective support program for individual students. They focus on using students’ strengths to help them develop confidence, a sense of self-advocacy and a desire to maximize their learning. The elementary and secondary campuses each have a student support teacher. These teachers work collaboratively with other teachers, parents, external specialists, when needed, and the administrative team to determine the best way to meet the needs of all students.

Learning support at ISPP is flexible and based on the particular needs of the students in their community. For each student, an Individual Education Plan is created that clearly identifies goals and strategies for achieving them. The plan establishes the intensity of the intervention and determines the appropriate setting for implementation. In all cases, students develop an understanding of their own profile and are encouraged to use this self-awareness to maximize their learning.

Support may take on a variety of forms: one-on-one, small group or in-class. The support teacher monitors, assesses and documents student progress relative to the targeted goals. The aim is to provide a tailor-made program that best meets the needs of the individual, taking advantage of the expertise and strengths of all those associated with the ISPP community. They value individual growth and development and do their best to provide all students with the type of support that ensures their success.

Kindercare (2014) 2-7yrs. 215
CAMBODIA, Phnom Penh (cont’d)
SPECIAL EDUCATION (cont’d)

Northbridge International School Cambodia (2014)  PK-12  420
http://www.nisc.edu.kh/  NISC provides Special Education Needs (SEN) services on a limited basis to students whose needs can be met in an inclusive classroom setting.

NISC believes that children are best supported in the following ways.

1. An Inclusive classroom environment which:
   - Honors each individual’s unique needs.
   - Increases access to engagement in learning by removing barriers.
   - Builds on the student’s identified strengths.
   - Is based on mutual understanding, respect and compassion.

2. Differentiated instruction which utilizes:
   - Diverse and relevant assessment that informs teaching and learning.
   - A range of flexible student groupings and re-groupings.
   - Tasks that cater to all learning preferences and modalities.
   - An element of choice for students.
   - Learning experiences that nurture the innate curiosity of children, their sensitivity, creativity and sense of fun.

3. Open and ongoing communication with parents. Parents are equal partners in developing and monitoring each student’s school experience. There is an ongoing and honest flow of information between the family and the school.

4. A collaborative team approach. Appropriate NISC staff; classroom teachers, specialist teachers, administrators, counselors, nurse, and family members work collaboratively to:
   - Identify and assess the student’s difficulty in learning.
   - Plan, implement, monitor and evaluate programs.
   - Maximize the student’s educational potential.

Raffles Montessori (2014)  18mths-7 yrs.  250
www.rmispp.edu.kh  The School will accept children with mild learning disabilities; however, an assessment will need to be completed with a child psychologist prior to acceptance. There are two teachers that are qualified to teach those with special needs.

CAMEROON, Douala
SPECIAL EDUCATION

American School of Douala (2012)  PK-10  133
http://www.asddouala.com/  ASD believes that special needs children should be integrated into the school community as much as possible. With this in mind, they assess each case individually to determine whether or not they can meet the student’s needs. They do not currently employ special needs teachers, but do have two classroom teachers with experience in working with special needs children. There are opportunities locally to diagnose disabilities. The school does have a lot of stairs, which could be a consideration for some students.

CAMEROON, Yaoundé
SPECIAL EDUCATION

American School of Yaoundé (2014)  PK-12  147
www.asoy.org  The American School of Yaoundé has a limited learning resource support program. Students with mild learning difficulties documented in an incoming evaluation will be considered for admissions to ASOY. A current IEP, recent evaluations and the ASOY application must be submitted for consideration. The Director, counselor and the student support team (SST) maintain discretionary authority in determining the extent to which the school can meet student needs within the realm of available resource. The SST will determine appropriate goals and services and develop an Individual Education Plan (IEP).
ASOY strives to enable their students to achieve optimal success, and is committed to providing rich educational opportunities, differentiated instruction, and appropriate accommodations that address diverse learning styles and needs of their students. To ensure successful progress for students, and to the greatest extent possible within their resources, they will work to provide appropriate strategies, interventions, and accommodations for students experiencing academic, emotional, and/or social difficulties that interfere with their learning and performance.

CANADA, Calgary
SPECIAL EDUCATION
Post Comments – Education Opportunities (2014)  
Calgary public schools provide service and support to children with special needs as guided by the Standards for Special Education from Alberta Education. The province defines special education as “education of students with mild, moderate, or severe disabilities and/or those who are gifted and talented.” For specific information on services, parents may contact the principal at the school(s) of their choice or email the Special Education Department of CBE. Private, separate and charter schools will need to be contacted directly for information on special education programs. With the exception of DSEPS, private schools are not required to enroll students with special education needs. However, Calgary Academy and other private schools also offer excellent opportunities for children facing a variety of educational challenges.

CANADA, Halifax
SPECIAL EDUCATION
Post Comments (2014)  
Halifax has facilities for the education of the mentally handicapped (grades 1-9), the physically handicapped (grades 1-12), and the mentally disturbed and those with behavioral difficulties (grades 1-9). Transportation is provided if necessary and, in very special cases, teaching in the home. A school for the blind (grades 1-11) is also located in Halifax. An effort is made to keep visually handicapped children within the regular school system, particularly at the high school level.

CANADA, Montreal
SPECIAL EDUCATION
Post Comments (2014)  
As far as programs for children with special needs, the school options are limited. Quebec is trying to integrate and mainstream special needs students into the regular classroom. The availability for assistance within a classroom is available, but depends on what the school is willing to offer. Public schools are more equipped to take on students with special needs than private schools. If assistance is needed it is highly suggested that parents contact the school directly to find out what services are provided. There is also a specialized school for the deaf in Montreal. Please note, that to receive special needs assistance in the public school system the child will go on a waiting list to have the Individualized Education Plan (IEP) reviewed. Also, more private schools are now employing school counselors and resource room teachers to help out those students who are bright, but may have some learning disabilities.

CANADA, Ottawa, Ontario
SPECIAL EDUCATION
Post Comments – School Information (2014)  
Children with special needs may find difficulty having established American Individual Educational Plans (IEP) accepted by local school districts, and services to your child may be postponed until the local school affords an evaluation. Special programs for learning disabled, physically handicapped, and gifted children do exist on a very limited basis in most school districts; however, not all schools provide all programs. In some cases, a teaching aide may be available to assist a special needs student, but it is incumbent upon the family to find an appropriate aide based on the needs of the child. These needs should be discussed individually on a case-by-case basis with the school principal or board. If assistance is needed it is highly recommended that parents contact the schools directly to find out what services are provided.
There are several private schools that offer programs for children who have behavioral, intellectual, physical, or other challenges as well as programming for gifted children and children needing alternative education options. Since placement may depend on the age of the child and the nature of the disability, advance contact with the school is advised.

The following are some of the special needs schools or traditional schools that offer special needs assistance in the Greater Toronto Area:

**PRIVATE SCHOOLS** (In alphabetic order)

- **Arrowsmith School**, Toronto (alternative school/grades 1-12/coed)  
  Arrowsmith is known for its’ work with students with learning disabilities. The school curriculum applies the principles of neuroplasticity to strengthen the weak cognitive areas that are the underlying sources of learning disabilities. The students participate in a series of cognitive exercises, designed to address difficulties in: reading, writing, mathematics, comprehension, logical reasoning, visual and auditory memory, non-verbal learning, attention, processing speed, dyslexia and other recognized learning disabilities.

- **Brighton School**, Toronto (alternative school/grades 1-12/coed) - [http://www.brightonschool.ca/](http://www.brightonschool.ca/)  
  Brighton is for students in both elementary and high school who learn best in small groups; have an uneven academic profile; have a learning disability diagnosis; or have difficulty with attention, anxiety, motivation, memory, language, reasoning, spatial or sequential ordering or graphomotor functions.

- **Chisholm Academy**, Oakville (traditional, academic/grades 7-12/coed)  
  Chisholm Academy is a traditional day school offering a spectrum of programs for children who are gifted, of average ability or who have learning, attentional (AD/HD), or processing deficits. It also provides services for students with difficulties resulting from head injuries (ABI). Individual Education Plans are developed for each student based on their unique learning style and needs.

- **Don Valley Academy**, Toronto (traditional, academic/grades 9-12/coed)  
  Don Valley Academy aims at preparing students for the rigor of post-secondary studies through a personalized plan for each child. The School offers full-time or part-time programming in addition to classes offered at the child’s primary school, and one-on-one tutoring classes.

- **Dragon Academy**, Toronto (alternative/progressive/academic/grades 7-12/coed)  
  [info@dragonacademy.org](mailto:info@dragonacademy.org)  
  Dragon Academy was founded to provide an alternative program of individualized educational growth through question-based discussion and analysis. The Dragon Academy offers a full program of academic classes for 7th -12th grade. Class size is kept small and the school follows a mission to use the city of Toronto itself and its’ vast resources as the learning environment. Dragon Academy fosters skills mastery and critical thinking, and uses teachers as mentors.

  FTW and Bright Start accept children with learning disabilities such as autism, attention deficit disorder (ADD), and developmental delay, as well as children who are gifted, have Down syndrome, and/or language delays.

- **Kohai Educational Centre**, Toronto (special needs school/grades preK-12/coed)  
  [http://www.kohai.ca/](http://www.kohai.ca/)  
  Kohai offers programs for children with Asperger’s, autism, behavioral issues, Down syndrome, those in need of learning differences support (ADD/ADHD), and special needs support. Students are grouped according to chronological age, language, and life and work skills. Kohai uses a behaviorist approach to learning and supports a continuous evaluation process. All tasks are analyzed and broken down into small teachable, reachable steps for each student.
SPECIAL EDUCATION (cont’d)

- **Oakwood Academy**, Mississauga (special needs, traditional, academic/grades Jr.K-8/coed)
  [http://kidscancentre.com/oakwood](http://kidscancentre.com/oakwood) The School uses the Developmental Individual Differences Relationship-based (DIR®) model. They offer a transition program which is a one-to-one program to help children transition to the regular academic classes. Academic classes are also offered for grades 1-8.

- **Shoore Centre for Learning**, Toronto (alternative school/grades 7-12/coed)
  [http://www.shoorecentre.com/](http://www.shoorecentre.com/) Shoore Centre’s area of expertise is autism spectrum disorders. Shoore also offers programs for patients with acquired brain injury (ABI) who are preparing to be reintegrated into the regular school system.

- **Wildwood Academy**, Oakville (alternative school/grades 2-8/coed)
  [http://wildwoodadmin.wix.com/wildwood-academy](http://wildwoodadmin.wix.com/wildwood-academy) The School specializes in teaching students with ADHD and/or learning disabilities. They offer PEERS Social Skills training as part of the curriculum. Coupled with the Emotional Intelligence Program, a team of teachers trained at UCLA guide the students through the programs on an on-going basis to reinforce these strategies which teaches students how to effectively engage in a variety of social scenarios.

- **WillowWood School**, Toronto (traditional, academic, special needs/grades 1-12/coed)
  [http://www.willowwoodschool.ca/](http://www.willowwoodschool.ca/) WillowWood provides support for many kinds of learners, including ESL, those with learning disabilities, gifted, etc. Individualized programming allows students to work at their own pace and on specific areas of delay. Students are able to advance or remediate as needed, in specific areas, so a student excelling in English but struggling in math can work at two grade levels at the same time.

- **The YMCA Academy**, Toronto (special needs, alternative school/9-12/coed)
  [http://www.ymcaacademy.org/](http://www.ymcaacademy.org/) An alternative high school serving youth with learning disabilities and learning style differences. Small class sizes, Individual Education Plans and life skills counseling, as well as support for students in their pursuit of university, college or workplace level courses is available.

Other traditional, academic local private schools not mentioned above also offer limited special needs support. The following site offers detailed information on local private schools, both special needs alternative schools and traditional academically focused schools that offer special needs assistance. You can sort the list in various categories, such as location, type of special needs programs offered, traditional day school vs. alternate school, etc.: [http://www.ourkids.net/special-needs-schools.php](http://www.ourkids.net/special-needs-schools.php).

**TORONTO DISTRICT SCHOOLS**

Toronto District Schools offer special education programming. For the 2013 Special Education Report, click the following link: [http://www.tdsb.on.ca/Portals/0/earlyyears/docs/specialeducationreport.pdf](http://www.tdsb.on.ca/Portals/0/earlyyears/docs/specialeducationreport.pdf). Concerns have been noted in the areas of insufficient therapy hours per student, special needs students being told to stay home because there is not enough staff coverage that day and overall spending per student being at significantly lower rate than in Fairfax County, VA.

One’s residency must be established prior to registering a child in the Toronto District Schools. As a living quarters allowance post where each family finds their own permanent housing from which their residency is drawn, this option is very challenging. In addition, it should be noted that Toronto District Schools have a history of teacher strikes which can seriously impact learning for all children involved, and disrupt programming for children with special needs who are often sensitive to changes in their schedule.

Post strongly advises that all prospective bidders who have children with special needs contact the Regional Medical Officer as well as the Office of Overseas Schools prior to their bidding.
CANADA, Vancouver, British Columbia
SPECIAL EDUCATION

Post Comments (2014)  
http://www.vsb.bc.ca/programs (click on Special Education under the heading Program Listing by Student Group) Special education services are provided in all public school districts by law. Learning disabilities do not receive funding for services in public schools. There are several private schools for students with special needs in the area that do address learning disabilities. Individualized Education Plans (IEPs) are standard practice and the name is the same. In the public schools, a student’s designation can be changed without speaking to families, so close communication with teachers is important. Private schools usually meet with parents for any changes to an IEP or designation, but it is important to ask questions about the process when considering a school. For planning purposes, post uses tuition at Collingwood for determining the post education allowance.

CHILE, Santiago
SPECIAL EDUCATION

Post Comments – School Information for Santiago (2014)  
Resources for learning disabled children at schools in Santiago are limited. Some special education reading programs are offered and some other remedial help is available, but NONE of the schools is equipped to handle problems beyond the mildest learning disabilities. Tutors are available in many subjects, and this expense may be reimbursable under the education allowance (See FAM 271, 274.12, and 276.9). If your child has special education requirements, you must contact the State Department's Office of Overseas Schools or your agency before accepting an assignment to Santiago. It is NOT recommended that you accept this assignment if you have a child who has moderate or severe emotional or learning problems.

The International Preparatory School (2014)  
www.tipschile.com There is a learning specialist at school and also on call, to work with children with mild learning disabilities.

International School Nido de Aguilas (2014)  
http://www.nido.cl/ The School's curriculum and instructional programs anticipate that all students admitted can meet achievement standards with little or no special assistance beyond the normal classroom. At the elementary and middle school levels, additional limited support is available for students who have content or skill deficiencies in relation to the school’s academic expectations. This takes the form of both "pull-out" and "push-in" services from specially trained teachers. As the campus is located on a spacious hillside, with many elevations and distances between buildings, it is difficult to accommodate students with physical handicaps. The school does not provide services for mentally handicapped, speech, hearing, sight impaired, or emotionally disturbed children. Finding community services, in English, for these needs is limited. Full English-as-a-second language support is provided at the elementary and middle school levels.

CHINA, Beijing
SPECIAL EDUCATION

3e International School (2014)  
www.3einternationalschool.org Children with special needs are considered on a case-by-case basis to ensure that all their needs can be met if admitted.

Beijing City International School - BCIS (2014)  
www.bcis.cn BCIS provides learning support for those students who require additional assistance in mastering the curriculum. Acceptance into the school for children with special needs is made on a case-by-case basis. The determination is based on whether the School has sufficient expertise and resources to accommodate the student. BCIS personnel do not diagnose disabilities.
<table>
<thead>
<tr>
<th><strong>CHINA, Beijing (cont’d)</strong></th>
<th><strong>SPECIAL EDUCATION (cont’d)</strong></th>
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<tbody>
<tr>
<td><strong>The British School of Beijing</strong> (2014)</td>
<td>1-18yrs</td>
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<tr>
<td><a href="http://www.nordangliaeducation.com/our-schools/beijing/shunyi">http://www.nordangliaeducation.com/our-schools/beijing/shunyi</a></td>
<td>In BSB Shunyi, the Inclusion Department consists of a Leader of Inclusion, Special Educational Needs Coordinator (SENCO), Special Educational Needs (SEN) teacher and counselor. The SENCO in collaboration with the Leader of Inclusion plays a key role in determining the strategic development of the special educational needs policy, support and provision in the school to raise the achievement of children with special educational needs. The SENCO will coordinate additional support, Individual Education Plans (IEPs) and Action Plans for pupils with special educational needs and liaise with their teachers and other professionals who are involved with their education. The Counselor supports children’s needs when they are going through a difficult time; this can be emotional, social, or behavioral. For children it can be difficult to talk about their problems with their family, teachers, or friends and they might prefer to talk to someone that isn’t a part of their life. The counselor gives them the chance to share their feelings in a safe and non-judgmental environment. By using different therapy, such as play and art therapy, the feelings of the child will be explored. The school has a few SEN certified teachers that work with a small portion of students as part of the mainstream program.</td>
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<td><strong>Dulwich College Beijing</strong> (2014)</td>
<td>PK-12</td>
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<td><a href="http://www.dulwich-beijing.cn">www.dulwich-beijing.cn</a></td>
<td>The School accepts students with learning needs on a case-by-case basis. Mild needs are supported either through in-class or pull-out sessions. Students needing extra support are requested to hire a shadow at their own expense. They do not have services for severe learning needs that may require professional services such as speech or physiotherapy.</td>
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<tr>
<td><strong>International Montessori School of Beijing</strong> (2014)</td>
<td>N-6</td>
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<tr>
<td><a href="mailto:admissions@msb.edu.cn">admissions@msb.edu.cn</a></td>
<td>The School has one full-time and one part-time experienced special needs teacher who are trained to diagnose disabilities. All learning support students must be identified during the admission process and will undergo observation and testing by their learning support teachers upon whose recommendation the academic head makes their decision regarding future enrollment.</td>
</tr>
<tr>
<td><strong>International School of Beijing</strong> (2014)</td>
<td>PK-12</td>
</tr>
<tr>
<td><a href="http://www.isb.bj.edu.cn">www.isb.bj.edu.cn</a></td>
<td><strong>Learning Support Policy:</strong> In support of the mission, purpose, and philosophy of ISB, as existing space and resources allow, students with mild learning differences will be admitted in accordance with the School’s admissions policy. This might include students with learning disabilities, ADHD and some high-functioning students on the autistic spectrum. However, placement in the learning support program is not based on diagnoses. <strong>Description of Services:</strong> At this point, the School does not have self-contained classes for students who require a separate curriculum. Most services are provided through a push-in, inclusion model, with the exception of first and second grades in which a pull out model is utilized more frequently. Presently, they have ten learning support teachers, one speech and language pathologist and a director of student support services who also covers the school psychologist position. The school tends to use a modified response to intervention model (RtI) as the referral identification process. The modification is that they use standardized assessments as well as curriculum based to inform intervention. Decisions regarding admission and services for a student will be made on a case-by-case basis within the policy parameters. The School does not have an educational program for: a student with moderate to severe learning needs; a student who requires a self-contained learning environment; a student with moderate to severe cognitive, developmental, physical and/or emotional needs/disabilities; a student who exhibits a continual pattern of behavior in the classroom that is disruptive to the learning process; the student support team generally consists of an administrator or designee, counselor, learning support teacher, and classroom teacher who interacts directly with the child.</td>
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</table>
CHINA, Beijing (cont’d)
SPECIAL EDUCATION (cont’d)

Lycée Française International de Pékin (2014) N-12 991
http://www.lfip.net.cn/ The School currently has 4-5 mentally handicapped or sight impaired students. These students’ families engage a personal assistant (with the help and agreement of the school) to assist their child in classes. The School also has several dyslexic students; 2 external speech therapists assist them after school.

Side By Side (2014) 5-15yrs ----
www.sidebysidebeijing.com Their program is solely for students with special needs and learning difficulties. They consider students with a variety of special needs, though are unable to admit those in wheelchairs, or with moderate to severe medical needs. Their special education students usually have autism, are mentally challenged, have Down syndrome, or global delay. Side by Side also offers one-on-one learning support and one-on-one music therapy for students who go to international schools and have learning, behavior, emotional or communication difficulties.

They refer students to an external therapy center for diagnosis, speech and language therapy, occupational therapy and/or physical therapy if it is required.

Side by Side’s staff consists of one qualified special education teacher (Australian, certified in Australia) who is also the owner; one qualified music therapist/special needs support worker/social worker (German, certified in Germany); and one Chinese assistant (trained at Side by Side for four years).

Their current special education program has five full day students, one English-French Canadian, one Dane, one New Zealander, and two Americans. Their program does not use grade levels, but has an age range of 5 to 14 years old. Their learning support and music therapy one-on-one clients range for 5 to 15 years old.

Western Academy of Beijing (2014) N-12 1,557
www.wab.edu Learning Support Program: Students are eligible for admission if it is believed that WAB can meet their emotional, social, physical and academic needs. WAB can offer places at each grade level to a limited number of students with mild learning difficulties. For these students, assistance is provided by their Learning Support Center, both in and out of the classroom as appropriate, usually in small groups and occasionally on an individual basis.

Since WAB does not have separate classes for children with learning difficulties, a primary consideration in offering a place will be the student’s ability to access the regular curriculum with limited support. WAB also takes into account the number of other students requiring learning support in the grade level applied for, and the level of resources needed to support the applicant. Thus, while WAB recognizes the value for all children of the social learning which can occur through contact with a peer group, places cannot be offered to students who need extensive program modifications, an alternate curriculum or constant support. In accepting students with learning difficulties, WAB usually also adheres to the school admissions policy of placing students by chronological age and educational background, so the ability to function with a group of similarly aged students is an important factor.

WAB is also able to accept some students with minor physical disabilities, although expertise with any type of adaptive communications systems is not available. In accordance with the general admissions policy, the school reserves the right (in consultation with the parents) to conduct all necessary assessments and obtain copies of all previous reports and records. The School will offer a provisional place only to those students who they believe can benefit from the educational program it provides.

Yew Chung International School of Beijing (2014) PS-12 754
www.ycis-bj.com YCIS Beijing aims to assist children of foreign personnel as much as possible. However, there are limits to the range of services provided, resources obtainable, teacher and specialist expertise available in YCIS Beijing. For this reason, YCIS Beijing can only accept students with mild learning difficulties, i.e.
CHINA, Beijing (cont’d)
SPECIAL EDUCATION (cont’d)
those children who can work successfully in a regular classroom environment with minimum support. They do employ a SEN teacher to work with students, in-class and in a withdrawal capacity.

The School reserves the right (in consultation with the parents) to review all prior school reports, recommendations, and external assessments, and conduct an interview to determine the student’s level of need/s. The School will only accept students whom they believe will be successful in the YCIS Beijing program. Should a special educational need/s be identified after entrance (or a more serious need develop), the School reserves the right to review the placement.

GIFTED AND TALENTED
The British School of Beijing (2014) 1-18yrs 1,100
http://www.nordangliaeducation.com/our-schools/beijing/shunyi For their gifted and talented students they offer a range of additional lessons and challenges to allow them to maximize their potential through their high performance learning curriculum.

Dulwich College Beijing (2014) PK–12 1,444
www.dulwich-beijing.cn The Gifted & Talented Team works closely with teachers and parents to observe, assess and provide for students who are performing, or who demonstrate the potential to perform, beyond their age peers. A range of curriculum modifications are employed in the regular classroom in response to assessed group or individual needs. Enrichment and extension opportunities are provided beyond the classroom for students to access broader and deeper learning in areas of individual strength. Students are also introduced to programs that exist beyond DCB that may be of personal benefit. They are creative and flexible in their approach to meeting the highly individual needs of their gifted students, always considering equally the social-emotional, physical and academic elements for each child.

Western Academy of Beijing (2014) N-12 1,557
www.wab.edu Enrichment Support Program: WAB believes that while all their students have strengths that must be valued and promoted, there are students whose educational needs are different from their age peers due to the nature of their gifts. To ensure that the needs of students identified as gifted are appreciated and supported, the WAB curriculum provides a flexible range of options to assist gifted students to maximize their potential. Learning experiences within the classroom are regularly differentiated, and in collaboration with WAB’s gifted support services, strategies such as flexible grouping, curriculum compacting and extension and enrichment of the core curriculum are offered, as appropriate. In order to facilitate appropriate provision for gifted students, WAB will assess the students’ levels of ability and achievement. Multiple criteria are used whenever possible.

CHINA, Chengdu
SPECIAL EDUCATION
Chengdu ISC International School (2014) PK-12 342
https://cdischina.com/en The School currently does not have a special needs program or dedicated special needs teacher. It does have a parent volunteer who is a qualified special needs teacher who consults for the school. They do have a Student Services Office where they have 2 full-time school counselors and an assistant. One of their counselors can do special needs testing and is also qualified to counsel emotional issues. They also have students who have physical disabilities and their school building is designed to accommodate wheelchairs. However, they can only accommodate students who can operate independently.

Leman International School (2014) PK-10 163
www.lis-chengdu.com LIS employs a full-time school counselor with special education experience to better serve any LIS students who have learning disabilities or special needs. The school counselor also provides professional advice and psychological counseling to students who may need assistance. The school counselor has more than 20 years working and management experiences in counseling and has obtained relevant qualifications.
**CHINA, Chengdu (cont’d)**

**SPECIAL EDUCATION (cont’d)**

**QSI International School of Chengdu** (2014)  
PK-12  
388  
http://chengdu.qsischool.org/  
The School employs a full-time special education teacher. The primary responsibility of their special needs teacher is to serve IEPs from incoming students and to create plans for students who they later find out have learning disabilities. Their special needs teacher works in the mainstream classroom and also pulls students out. They have a very small special education program and must be flexible. They do make it clear to incoming families that services are limited in Chengdu. Speech and occupational therapy is almost non-existent. There is a U.S. trained psychiatrist in Chengdu who does meet with a few students from QSI Chengdu. Please contact the school well in advance if you have a child with special needs. The answer may vary on how much they will be able to accommodate.

**CHINA, Guangzhou**

**SPECIAL EDUCATION**

**American International School of Guangzhou** (2014)  
PK-12  
978  
http://www.aisgz.org/  
AISG has a limited learning support program for students with mild learning differences. Some specialist services are not available in Guangzhou, and families are often referred to Hong Kong for specialist services. The needs of students with learning difficulties should be discussed with the Admissions Office prior to submitting an application in order to determine whether the necessary support is available at AISG and in Guangzhou. This includes speech/language therapy and occupational therapy. Also, please note that AISG facilities are not barrier-free. Students enrolled in our learning support program are invoiced an additional US$500 per semester ($1000 annually).

**The British School of Guangzhou** (2014)  
PK-12  
760  
http://www.nordangliaeducation.com/our-schools/guangzhou/  
The School does not have any full-fledged facilities for special needs students. Enrolled students with mild learning needs can be catered to in areas of reading, writing, or speaking. A speech therapist as well as a special needs coordinator is on site at the school to assess issues and work with current students.

**CHINA, Hong Kong**

**SPECIAL EDUCATION**

**Autism Partnership School** (2014)  
4.8yrs-Adolescents  
72  
http://apschool.edu.hk/main/  
The Autism Partnership School is a non-profit private primary school which can care for up to 72 primary students. The School caters to Cantonese and English-speaking children from age 4 years 8 months. As the only school in Hong Kong specialized in treating children with autism, the school accepts students at a varying ages and levels of functioning. There are typically 8-10 students per class with a ratio of at least 1 teacher to every 2 students. Teachers have a minimum of 5-6 years teaching and in-field experience. The School is specially designed to cater to the needs of children with autism spectrum disorder (ASD) and uses the Contemporary Behavioral Therapy (CBT) approach to teaching. The curriculum for primary one to six covers core subjects of English, math, general studies and computer studies, supported by visual art, physical education and music. The School strives to teach skills which are meaningful and functional to the students.

**The Harbour School** (2014)  
PK-8  
60  
www.theharbourschool.edu.hk  
The School’s learning support team provides individual or small-group instruction to learners who have identified specific learning disorders in academic areas such as reading, writing, or mathematics, as well as to those who have difficulty in social or behavioral skills. The number of hours per week may vary from one-half hour to several hours, and is determined in cooperation with parents and teachers. The program is not just for those children who are identified with special needs, but for any child who needs a smaller and more individualized environment than what exists in some of the larger schools in Hong Kong. The Harbour School works closely with the Children’s Institute of Hong Kong which provides an educational program for autistic children. The Children’s Institute is located in the same facility as the Harbour School and the children from both programs interact.
CHINA, Hong Kong (cont’d)
SPECIAL EDUCATION (cont’d)

Hong Kong Academy (2014) PK-12 470
www.hkacademy.edu.hk HKA has extensive resources to support students with special needs, including a Learner Support Centre with dedicated staff, as well as a full-time occupational therapist and a full-time speech and language therapist.

Hong Kong International School (2014) PK-12 2,648
http://www.hkis.edu.hk Hong Kong International School offers very limited support to the special needs children of current teaching staff only.

International Christian School (2014) PK-12 ----
www.ics.edu.hk ICS has a special needs program called Bridges, which accepts students 6-16 years of age. The average IQ range of a Bridges student is 60-75. Students admitted to Bridges will have intellectual, adaptive behavioral development, and achievement delays that adversely affect their learning and educational performance to such a degree that they cannot receive a standard course of study. The Bridges curriculum focuses on functional academics, communication, socialization, and the application of Bible principles. The school integrates Bridges students in the general student population for non-academic classes. Students enrolled in Bridges may complete the program leading to a certificate of completion rather than a standard high school diploma.

The International Montessori School (2014) 3-12yrs 300
www.montessori.edu.hk IMS will accept children with learning and development difficulties into the classroom. For children with special needs, IMS requires a therapist or psycho-educational evaluation to assist in the application process.

The Peak School (2014) K-5 360
The Peak School offers very limited support for special needs children. Parents are required to pay for an education assistant (EA) specifically for their child.

CHINA, Shanghai
SPECIAL EDUCATION

Post Comments (2014) ---- ----

Special Education Options: Each of the international schools is able to accept cases with very mild special needs. Please contact the admissions director early in the process to find out if the school is able to accept your child.

- The Essential Learning Group–http://www.chinaelg.com/ This school specializes in autism, developmental delays, and moderate to severe learning disabilities. They offer services and work with schools. One service offered is helping to determine which school is right for/will accept your special needs child.
- Olivia’s Place–http://www.oliviasplace.org/home This school serves special needs children–with physical, occupational, speech therapies, behavioral therapy, educational psychologists, etc.
- Rainbow Bridge International School–www.rbischina.org This school can offer help for mild learning disabilities and the physically handicapped. There are no ramps for wheelchairs at this time.
- SHINE Academy– http://www.shineacademy.asia/ This school opened in the fall of 2013. SHINE Academy partners with Olivia’s Place to provide services in occupational, speech and physical therapy. They also offer a “Special Needs Track” for a variety of special needs, including but not limited to autism, dyslexia, dyscalculia, Down syndrome, pervasive developmental disorder-not otherwise specified (PDD-NOS), global delays, dysgraphia and speech delays.

The British International School, Puxi Campus (2014) PK-12 1,480
http://www.nordangliaeducation.com/our-schools/shanghai/puxi/ If the School feels it is able to meet the child’s individual needs as part of their core curriculum, they would be considered on a case-by-case basis.
CHINA, Shanghai (cont’d)
SPECIAL EDUCATION (cont’d)
Shanghai American School (2014) PK-12 3,253
www.saschina.org The School’s level of service: mainstream with pull-out less than 10%. Needs which can be serviced: learning disabled, orthopedically impaired depends upon the individual case. There are staff members on each campus who can diagnose disabilities. One campus has a privately contracted company to provide some services. There are special needs teachers at each campus to work with students. Students with speech impairments see therapists in the community.

Shanghai Community International Schools (2014) N-12 1,368
http://www.scis-his.org/ SCIS strives to provide students with the opportunity to pursue academic and personal excellence in a warm and nurturing environment. Tailoring instruction to meet the needs of the student instead of having the student fit the educational program is a philosophy they strongly endorse.

Essentially, differentiated instruction is the hallmark of good teaching practice and one they unequivocally support. Their teachers are recruited based on their ability to accommodate the various learning styles of their students in order to ensure a high degree of success. Currently, SCIS schools can accommodate students with mild learning needs. SCIS has multiple student counselors per campus to support student-learning needs. Students who require intensive support (i.e. academic, speech and language, OT and PT) are referred to one of their partners in the community. Support services may be provided on site at one of our campuses if warranted. Furthermore, in June 2013, the Board agreed to move to a more inclusive program in order to better serve the needs of our current students and future students. SCIS has a school psychologist on staff to support students and teachers. Students who require intensive support (i.e. academic, speech and language, OT and PT) are referred to one of their partners in the community. Support services may be provided on site at one of their campuses if warranted.

The admissions team reviews each applicant and decisions for acceptance are made on a case-by-case basis. In some cases, students may be denied admission to SCIS if there is sufficient evidence to support the need of additional services outside what the school can provide.

Shanghai Community International Schools (2014) N-12 1,368
http://www.ycis-sh.com/en/ Limited resources are available for students with minor special needs.

CHINA, Shenyang
SPECIAL EDUCATION
QSI International School of Shenyang (2014) PK-8 25
http://www.mil.qsi.org/schoolpages/syg/home/ QSI does not offer special education services per se. Student placement is based on academic assessment conducted upon entry. Specific learning needs are met though appropriate student placement programming. It is recommended that students that have learning difficulties such as a learning disability (LD) have a psycho-educational assessment prior to registering in QSI Shenyang. The assessment results along with its recommendations for teaching strategies should be forwarded to the school well in advance of registration to determine if the school can adequately meet student academic, behavioral and health needs of the student. Most staff members have special education qualifications but are not able to legally diagnose a disability. QSI school services include:

- Learning disabled - Depending on nature and severity of the disability.
- Mentally handicapped - Unable to serve
- Multiply handicapped - Unable to serve
- Speech impaired - Depending on nature and severity of the disability.
- Hearing impaired - Depending on nature and severity of the disability.
- Orthopedically impaired - Unable to serve
- Sight impaired - Unable to serve
- Emotionally disturbed - Unable to serve
CHINA, Shenyang (cont’d)
SPECIAL EDUCATION (cont’d)
Shenyang International School (2014) PK-12 230

www.syischina.com Although SYIS is not equipped to meet the academic needs of students with severe learning challenges, they do work with families of students who have mild learning challenges, developing appropriate academic programs for such children on a case-by-case basis. In the past, such students have included a middle school student with diagnosed Asperger’s Syndrome as well as a lower elementary student with another mild form of autism. Their current student body includes several students with specific learning challenges (both diagnosed and undiagnosed). One of these students came to them with an IEP, and he is currently receiving instruction in the mainstream class with the help of a full-time aide (recruited by the school and paid for by the parents). SYIS does not have any personnel at present who are trained in diagnosing learning disabilities or who are designated as special needs teachers. However, all of their teachers this year are receiving professional development training in providing modifications and accommodations within the mainstream class setting in order to meet the academic needs of struggling learners. Their present school facilities include a four-story building for elementary and middle school students and a two-story building for high school students. The School does not have elevators for students with orthopedic impairments. However, they are planning to relocate to a new, more accessible facility within the next few years.

COLOMBIA, Barranquilla
SPECIAL EDUCATION
Colegio Karl C. Parrish (2014) N-12 773

www.kcparrish.edu.co The School identifies itself as a school for students who are able to achieve in a regular classroom. Enrolled students who exhibit mild learning difficulties may be assigned to a pull-out program in the school’s Optimal Resource Center (ORC) during part of the school day at an additional cost to parents. Specialized personnel teach these students with the goal of enabling them to manage their difficulty so they can rejoin the regular program. Additional trained staff members have batteries of tests available to diagnose students and recommend outside treatment or support. English-speaking special needs teachers are not available in the community. Wheelchair access ramps connect buildings. The School employs a full-time doctor to care for students with manageable medical issues, dispense approved medications, and provide first-aid.

COLOMBIA, Bogota
SPECIAL EDUCATION
Post Comments—Special Needs (2014) ---- ----

Bogota does offer a few schools with various special needs services. Before considering Bogota as a post it is best for each family to verify what school in Bogota might be able to meet the needs of their child - each school listed offers assistance with different classifications of support. To get assistance with finding the best school for special needs, it is recommended that families contact the Regional Education Officer in the Officer of Overseas Schools and the post’s Regional Medical Officer Psychologist beforehand.

Colegio Nueva Granada- Programs and some services for children with special needs are available at Colegio Nueva Granada, through the Learning Center. However, the School stresses the fact that they cannot accommodate all children with special needs. Their Learning Center serves students with learning disabilities offering pull-out and inclusion programs, as well as occupational and speech/language therapy. They provide limited psycho-educational screening. The School has referral resources of professionals such as psychiatrists, neurologists etc. Sensory motor integration is available as part of the curriculum in K-4, aiming at strengthening motor and perceptual skills. Spanish-as-a-second language is available at all grade levels.

When transferring between schools it is important for documentation to be complete. Transcripts should be sent directly to the school. Parents are advised to hand carry the following documentation, if applicable: all former psycho-educational evaluations (including copies of all testing), former and current IEP, speech/language and occupational therapy evaluations, hearing and eye exam results, and teacher evaluations. The parents must engage in dialogue early with counselors/psychologists at Colegio Nueva Granada prior to arrival to ensure transition is as smooth as possible.
COLOMBIA, Bogota (cont’d)
SPECIAL EDUCATION (cont’d)

**Knightsbridge International** - The School has a number of students who require differentiation and modifications in the instruction. They are all mainstreamed in the regular classroom. The psychologist shares with the teachers a summary with recommendations provided after testing to be used in the classroom (use of technology, extra time, small assignments, etc.). The school has a great connection with the Learning Center located in Bogotá. They refer students to them and they work closely with their psychologists, their school based psychologist, the family and teachers to serve students with special needs. The School’s students with special needs are helped with differentiation as well as the RTI model. They have an MDT (Multi-disciplinary committee) that meets weekly to discuss IEP’s and what intervention is taking place in the classroom. They review all accommodations and or modifications being made in the classroom and make suggestions to teachers and report to parents the findings every 3 weeks.

At Knightsbridge Schools failing a grade is not an option unless they see that a child needs more time in the emotional aspects of his/her life because of immaturity. They provide their students with “opportunity days” so that students can stay with their teachers and get additional support in the different areas after school. This helps cut back on tutoring and helps the school intervene in areas of weakness for their students. These “opportunity days” do not have an additional cost to parents.

**Colegio Gran Bretaña** - Has a small special needs program and is an option for many children requiring these services. CGB is available to provide support services in four areas; learning support, gifted and talented, speech/language therapy and occupational therapy by its employed staff members. CGB is able to provide support services to the learning disabled, mildly mentally handicapped (dependent on the severity of the handicap), speech impaired, language delayed, mildly hearing impaired (students who do not require sign language or an adapted curriculum), students needing fine and gross motor skills training and support as well as the gifted/talented. CGB is equipped with series of ramps and there is an elevator in the secondary school for students who are in wheelchairs. All students suspected of a learning disability, a need for speech/language therapy, occupational therapy or psychiatric cares are referred to an outside certified specialist for an evaluation and diagnosis.

**Colegio Anglo-Colombiano (2014)**

http://www.anglocolombiano.edu.co/ Special needs students are supported with shadow teachers. The school has successfully supported students with autism, Asperger’s, and down syndrome.

**Colegio Gran Bretaña (2014)**

http://www.cgb.edu.co/ The Educational Achievement Department (EAD) at CGB is available to provide support services in four areas; learning support, gifted and talented, speech/language therapy and occupational therapy by its employed staff members. CGB is able to provide support services to the learning disabled, mildly mentally handicapped (dependent on the severity of the handicap), speech impaired, language delayed, mildly hearing impaired (students who do not require sign language or an adapted curriculum), students needing fine and gross motor skills training and support as well as the gifted/talented. CGB is equipped with series of ramps and there is an elevator in the secondary school for students who are in wheelchairs. All students suspected of a learning disability, a need for speech/language therapy, occupational therapy or psychiatric cares are referred to an outside certified specialist for an evaluation and diagnosis.

**The Counseling and Emotional Guidance Department (CEG) provides support to students:** The CEG employs three full-time psychologists. In addition to participating in the admissions process, they design and implement prevention programs in the areas of eating disorders, substance abuse, and anti-bullying. They also play an important role in the school’s PSHE curriculum (Personal, Social and Health Education), along with providing group and individual support with social skills and integration. One of their central programs is “Adaptation Workshops” for newly arrived expat families, students and teaching staff. Individual counseling is offered as well as liaising with outside professionals. One of the three psychologists is also the Career and
COLOMBIA, Bogota (cont’d)
SPECIAL EDUCATION (cont’d)

University Guidance Counselor, offering orientation and assistance for university admission in Colombia, the USA, Canada, the UK and Europe, primarily.

Students requiring mild learning support are provided service using the co-teaching model where a learning support specialist is actively teaching alongside the regular classroom teacher. Students needing a moderate level of support i.e. direct learning support, differentiated concept reinforcement or concept review; typically work in small groups within the classroom under the supervision of a learning specialist or in small group pull-out sessions with a learning specialist. In a limited number of special cases, students requiring a more intensive level of support, academic, behavioral or a combination of both are required to have a full time shadow and this person is hired privately by the parent and guided by the EAD and/or the Counseling and Emotional Guidance Department (CEG).

Speech/language therapy and occupational therapy are provided at CGB through a variety of models as well. The majority of our students requiring intensive therapy in either or both of these areas are seen by external therapists with whom our on-site S/LT and OT serve as a liaison; conducting bi-monthly meetings, with the external therapist(s), the parents and the classroom teacher, in which the student’s progress is discussed and classroom support strategies are developed when appropriate. A small number of students at CGB receive in-class support or direct support in a small group pull-out setting. In rare cases S/L support is provided on a one-on-one basis using the pull-out model of service delivery. CGB staff does not provide one-on-one occupational therapy.

Colegio Nueva Granada (2014) PK-12 1,820
www.cng.edu Learning Center Ani de Acevedo provides services which include complete psycho-educational assessment, remediation, academic support, language therapy and/or occupational therapy. They also serve students with special needs who need a shadow with them in the classroom. Psycho-educational assessment is offered at the Learning Center in order to identify students with learning disabilities, learning difficulties or any other condition which may be affecting their ability to learn. The students are usually referred by their teachers; however, in some occasions parents are the ones who initiate this process. The evaluation is conducted during school hours and the results are shared with teachers, parents and the student. The results include a diagnosis as well as recommendations for parents and teachers. The recommendations may include referral to specific programs such as Learning Center support, occupational therapy, language therapy or tutoring. Outside resources may also be recommended such as further assessments or treatments by psychiatrists, neurologists, family counseling etc.

Primary and elementary students placed in the Learning Center are usually involved in a pull-out program, although in some cases inclusion is also provided. Some students come before school so that they are not actually pulled out of class. Schedules are agreed upon between the classroom teacher, parents and the learning center specialist. Based on the student’s specific needs, the Learning Center professionals develop an Individual Educational Plan (IEP) which includes their short and long term goals and special classroom recommendations. While the student is in the primary and elementary school emphasis is placed on interventions designed to strengthen specific functions or remediate weak areas, with partial support given specifically in academic areas.

In middle and high school the emphasis shifts to direct academic support and development of strategies to cope with specific learning disabilities. Additionally if the student has a specific developmental delay in language or motor skills, he/she will be served by specialized therapists in the area of weakness.

In the middle and high school the learning center class is one of the exploratory subjects the students can choose from. Students receive credits towards their high-school or bachillerato diploma as with any other subject and classes take place during school hours. Based on the student’s specific needs, the learning center professionals develop an Individual Educational Plan (IEP) which includes their short and long term goals and special classroom recommendations. While the student is in the primary and elementary school emphasis is placed on interventions designed to strengthen specific functions or remediate weak areas, with partial support given
specifically in academic areas. In middle and high school the emphasis shifts to direct academic support and development of strategies to cope with specific learning disabilities.

Additionally if the student has a specific developmental delay in language or motor skills, he/she will be served by specialized therapists in the area of weakness.

The Inclusion Program is a group of psychologists and learning specialists who help students diagnosed with severe learning disabilities function in the least restrictive environment. Their job is to think, design and develop alternative teaching strategies suitable to a diverse population of students in order to help them achieve their potential. The support provided can be full or part time depending on the subject and the difficulties the student experiences. Depending on the child’s needs, their job is to become their social translators, clarifiers, accommodators, facilitators, material providers and emotional regulators. They do not attempt to “cure” the learning disabilities the students present.

Certified occupational therapists provide therapy to develop sensory motor integration, functional motor output and adequate perceptual responses of students who present immaturity and deficits in these skills. Occupational therapy is provided as a pull-out program during school hours. Specially designed exercises and activities are implemented to help students improve sensory motor integration, fine and gross motor skills, and perception. Students are referred for occupational therapy when they present deficiencies in their attention span, following several instructions at the same time, maintaining an adequate posture, gross and fine motor skills, visual perception, and visual motor integration. Difficulties in any of these areas might be the cause of poor academic achievement. Occupational therapy evaluates the abilities and weaknesses of the student and provides treatment in order to mature the underlying causes of these difficulties. Processing sensory information adequately and producing the right motor and perceptual responses are fundamental skills. They need to become automatic in order to facilitate higher order cognition required for academic achievement. Students with learning disabilities need training of specific skills as well as remediation of weak foundations. If these skills do not reach adequate maturational levels it will be reflected in poor development of learning abilities. During occupational therapy sessions students practice exercises that improve sensory processing, and develop better muscular strength, coordination, and balance. They also learn visual-motor abilities that promote visual perception and handwriting. In the end, an overall improvement will be reflected in their self-esteem, academic and social performance.

GREAT KIDS CORNER is the latest innovation the Learning Center has to provide sensory modulation for our students. When sensory input is not integrated or organized appropriately in the brain, children experience the world differently. They are not always getting an accurate, picture/sensation of the relationships between their bodies and the environment, and this “misperception” produces various degrees of difficulties in: neurodevelopment, information processing, and behavior. Children must be able to perceive, interpret and process information accurately so that they can behave accordingly to each daily situation and read the environment properly. The purpose of this program is to modulate the child’s sensory profile in order to acquire adequate social behaviors and accurate interpretations of environmental cues, using interconnectivity of visual, auditory and somatosensory stimuli. This corner is being used by some students to enhance their learning and promote adequate social interactions.

Our objectives are: to identify children’s sensory profile, to decrease or develop tolerance to stimuli (visual, auditory, tactile), to increase their attention and memory span, to develop the child's capacity to plan their movements and behaviors (motor planning), to achieve sensory balance in our students. They are using the DIR/Floortime scale to determine the child’s sensory profile. They also close each session evaluating the child’s reactions to stimuli. Every two weeks they assess their attention and memory span using different assessment protocols. To check if the students are transferring the stimulation to their learning environment, monthly they meet with the homeroom teachers and the intervention team. Every trimester they will reevaluate each child’s
COLOMBIA, Bogota (cont’d)
SPECIAL EDUCATION (cont’d)
goals using the DIR/Floortime scale in order to assess if the intervention has been successful. This room is one of a kind in educational institutions and they are very privileged to have it here at CNG.

Spanish Support Services: The staff is made up of special education teachers and psychologists who offer remediation and intervention programs in Spanish to students with learning disabilities. SSP support is provided as a pull-out program during school hours. Intensive and explicit instruction is tailored to the educational needs of the students following an IEP. This support is provided in small groups and one-to-one settings. They do not cure learning disabilities. They help students become lifelong learners by acknowledging their strengths and learning styles so that they can compensate their weaknesses. The Spanish Support Service (SSS) serves children in the primary and elementary schools. The purpose of this program is to help native Spanish speaking children who have difficulties learning how to read and write in their mother tongue, or who need more time in this process. Once the child decodes in his/her own language, it is easier to make the transition into the second one. Other students who benefit from SSS are those who present learning disabilities and require individual support on a pull-out basis.

Fast ForWord: A learning acceleration program based on over 30 years of neuroscience research, designed for education institutions. The Program develops the cognitive skills that enhance learning. The strengthening of these skills results in a wide range of improved critical language and reading skills such as phonological awareness, phonemic awareness, fluency, vocabulary, comprehension, decoding, working memory, syntax, grammar, and other skills necessary to learn how to read or to become a better reader. For your English language learners, the Fast ForWord program builds strong cognitive academic language and literacy skills, including the essential skill for reading for meaning. Participants work on the Fast ForWord program 5 days a week for approximately 8-12 weeks.

SL Reading Assistant: Scientific Learning Reading Assistant Expanded Edition acts as a patient, non-judgmental listener, which provides support to all students as they improve their English oral reading skills, essential for English language proficiency. Reading Assistant software combines advanced speech verification technology with scientifically-based interventions to help students strengthen their reading fluency, vocabulary and comprehension. Students listen to a model fluent reading of the passage, preview vocabulary, and read the passage orally. After reading, students review problematic words they did not understand and playback their reading. Reading Assistant is for students who have attained basic word recognition and decoding skills and are now building vocabulary, fluency and comprehension. This includes students as young as preschoolers, all the way up to adults.

Read to Succeed: The Read to Succeed Team is made up of learning center specialists, teachers and shadows committed to increase the literacy levels of the students. They help struggling readers and writers reduce the achievement gap and develop a joy of reading. Read to Succeed is offered before or after school, in addition to the regular Language Arts class. They intervene by combining best teaching practices in literacy, instruction and developing a motivating and challenging environment. They don’t remediate moderate to severe learning difficulties related to literacy. Read to Succeed is a second chance for struggling readers. This program is offered in addition to the regular language arts class four times per week. The theoretical background is based on brain research, best teaching practices and the recommendations of the scholars in the field. Guided reading, PWIM (Picture Word Inductive Model) and mini-lessons are the instructional strategies implemented. Students move in and out of the program in an average time of 20 weeks. The decision of when a student is ready to exit the program is based on triangulation of data: formative assessment, performance based assessments, and teacher’s judgment. Criteria for referral is primarily based on the teacher’s impression that a student is performing below grade level expectations in reading and writing, supported when possible, with assessment data. Besides teaching students how to become good readers and writers, Read to Succeed develops thinking and collaborative skills. Read to Succeed can be offered to multilevel students and across grade levels. This program is also available in Spanish “Lectura Exitosa” which is offered in this modality to primary students only.
COLOMBIA, Bogota (cont’d)

SPECIAL EDUCATION (cont’d)

**El Camino Academy** (2014) PK-12 293

http://www.eca.edu.co/ El Camino Academy provides primarily inclusion, or mainstream, special education services with mild pullout. The School does service one student with a moderate level of services, which includes individualized classes and inclusionary teacher support and collaboration. The School also services a student who receives mainstream support through a personal aide. El Camino Academy primarily services students who have been diagnosed with mild learning disabilities and Attention Deficit/Hyperactivity Disorder. The student to whom we provide a moderate level of services has been diagnosed with cerebral palsy and ADHD. There is staff trained to diagnose disabilities on site, but the school does not have the equipment to make those diagnoses. The school outsource evaluations due to the limited need for such testing. El Camino Academy currently has two teachers trained to service students with special needs.

<table>
<thead>
<tr>
<th>Number of students receiving special education services 2012-13</th>
<th># of WISC* Students</th>
<th># of MEP^ Students</th>
<th># of Students with regular LC support</th>
<th># of Students with support with teacher classroom adjustments</th>
<th># of students with reported outside therapies</th>
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<td>Elementary School</td>
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<td>0</td>
<td>13</td>
<td>16</td>
<td>0</td>
</tr>
<tr>
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<td>2</td>
<td>5</td>
<td>16</td>
<td>0</td>
</tr>
<tr>
<td>High School</td>
<td>10</td>
<td>3</td>
<td>7</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>5</td>
<td>25</td>
<td>41</td>
<td>0</td>
</tr>
<tr>
<td>% of Enrolled Students</td>
<td>7.4%</td>
<td>1.7%</td>
<td>8.4%</td>
<td>13.8%</td>
<td>0%</td>
</tr>
</tbody>
</table>

* WISC (Wechsler Intelligence Scale for Children) used to determine eligibility for Special Educ. Services.
^ MEP (Modified Education Plan) developed for students eligible for Special Education services.

**Gimnasio Moderno** (2014) PK-12 1,008

http://www.gimnasiomoderno.edu.co/ The program is called “Aula Alterna”, and it’s used to help make admissions, and in the monitoring and accompaniments for students with special learning needs. The program assesses each case and determines the relevance of external intervention and the need to support one-to-one and within the group. The program serves learning disabilities, cognitive disabilities, physical disabilities, emotional problems, low sight, speech difficulties and autistic spectrum disorders. The program refers students to external specialist for diagnosis and therapeutic monitoring. The program is coordinated by a teacher with a M.D. in Education and who is trained in different areas of the issue. The admission process consists in interviews with parents, observations of the applicant in their environment and at school, diagnostics and documentation review, and finally a discussion and decision in the Institutional Admissions Committee.

**Knightsbridge Schools International** (2014) PK-12 1,008

http://knightsbridgeschools.com/ The School has a number of students who require differentiation and modifications in the instruction. They are all mainstreamed in the regular classroom. The psychologist shares with the teachers a summary with recommendations provided after testing to be used in the classroom (use of technology, extra time, small assignments, etc.). The School has a great connection with the Learning Center located in Bogotá. They refer students to them and they work closely with the Learning Center’s psychologists, their own school based psychologist, the family and teachers to serve students with special needs. Their students with special needs are helped with differentiation as well as the RTI model. They have an MDT (multi-disciplinary committee) that meets weekly to discuss IEP’s and what intervention is taking place in the classroom. They review all accommodations and or modifications being made in the classroom and make suggestions to teachers and report to parents the findings every 3 weeks. At Knightsbridge Schools failing a grade is not an option unless they see that a child needs more time in the emotional aspects of his/her life because of immaturity. They provide their students with Opportunity Days so that students can stay with their teachers and get additional support in the different areas after school. This helps cut back on tutoring and helps them intervene in areas of weakness for their students. These Opportunity days do not have an additional cost to parents.
COLOMBIA, Bogota (cont’d)  
GIFTED AND TALENTED  
Colegio Gran Bretaña (2014) PK-12 546  
http://www.cgb.edu.co/  
CGB’s Gifted and Talented Program is currently under review to assess and decide on the best and most effective way to identify this particular population of students. The gifted and talented coordinator provides services through a co-teaching model in Y3-Y6, participating in the planning of lessons and providing extended learning opportunities during class time. CGB’s gifted and talented students actively participate in the Johns Hopkins University Center for Talented Youth Search during which a selected group of students sit a series of exams and those with qualifying scores are offered the opportunity to either attend summer programs in the U.S., sponsored by JHU, or enroll in on-line study courses, developed and conducted by professors at Johns Hopkins University.

COLOMBIA, Cartagena  
SPECIAL EDUCATION  
Colegio Jorge Washington (2014) N-12 763  
www.cojowa.edu.co  
COJOWA’s Learning Center team supports students with special learning needs through a multi-tiered approach. Professionally trained staff, psychologists, and reading specialists accommodate and modify the general curriculum to provide required remedial instruction and support individual student needs. Assistance is provided to eligible students through an inclusion model within the child’s classroom or via a pull-out model for direct individual intervention.  
**Philosophy:**  
- Create a positive learning environment for students who lack the skills needed to meet academic standards.  
- Intervene in the development of strategies for adequate skills and habits in the learning process.  
- Develop positive self-esteem that allows students to confront their learning difficulties.  
- A child with learning disability gains self-confidence to be able to work independently.  

**Common Characteristics:**  
- Poor attention span.  
- Poor reading & writing skills, omits letters and words, constant reversals, poor spacing, cannot put ideas together.  
- General low language ability and verbal expression.  
- Poor motor skills and/or concepts.  
- Behaves erratically: one day works well, the following day cannot.  
- Poor math skills and/or concepts.

Corporación Educativa Colegio Británico de Cartagena (2014) PK-12 700  
http://www.colbritanico.edu.co/  
The School offers educational programs to support students with poor academic performance, as well as monitoring mechanisms, and inter- institutional support activities.  
They work with children with difficulties (as they are related below) that are supported by the guidance of the psychologist and by other people that provide external help to them. Also the educational process is meant to help students with deficiencies in the acquisition of a second language, English or Spanish, and work is done within the regular classroom or offered as a classroom support.  
The CBC does a special leveling process for elementary students that come from "Calendar A", without enough English notions. The school organizes a group of approximately 10 children, in order to make a language immersion in the instruction and ensure their academic success.  
The main difficulties that they find in children that go to the Learning Centre are:  
1. Espasmofoemia (stuttering): Lack of fluency in expressing their ideas; dyslalias such as the tendency to substitute phonemes due to the difficulty in pronouncing and environmental dyslalias which is the tendency to substitute phonemes because they constantly hear in their household a mispronunciation. To assess these children, written evaluation and additional varied work and manual labor is applied. More time for the
development of certain evidence is provided, as they are generally insecure children and with a low self-esteem, that need time to think and write their answers. Mainly emotional bonds are used, making them to feel more self-confident.

2. Children with deficits in reading comprehension: Characteristics of this deficit: difficulty decoding graphemes and words in general, very slow reading, with a very narrow conceptual range, confused and skipped letters, syllables or words, reversed words, no punctuation respect, etc.
   For these cases the evaluation is organized under the following criteria:
   - Explain verbally what is asked when writing.
   - Use short questions, precise and repetitive linguistic clauses.
   - Make clear questions to the child.
   - Give previous examples.
   - Read tests aloud before students begin to do them.

3. Children with deficits in written expressions: Characteristics of this area: Unreadable or defective legibility, tendency to contaminate words, poor performance when doing some graphemes, omission of letters or syllables in words, phoneme confusion, etc. Usually misspellings added.
   In these cases the evaluation considers:
   - Oral Evaluations
   - No lower score because of letters missing or spelling.

4. Children with deficit in calculation:
   We can distinguish two types of difficulties in the calculation area.
   a) Difficulties in reading and writing numbers, especially in the serialization of these.
   b) Difficulties to perform operations and solve word problems.
   In these cases the evaluations considers:
   - Giving instructions with examples.
   - Assessing the development of the problem from the exact result.
   - Using various items.
   - Giving the opportunity to overcome grades through guides or accompanying exercises.
   - Giving more time to think and analyze.
   - Giving feedback in test correction.

Purpose of the differentiated assessments:
   - To grant the child the opportunity to demonstrate through different routes, roads and processes what he/she has learned.
   - To increase positive self-esteem and motivation of students by school learning.
   - To promote personal confidence, feelings of competence.
   - To avoid dropping school failure.
   - To show respect for individual differences and attention to diversity.

The Shadow: when the integration of the student in the classroom is more difficult because it requires a permanent individual attention from an adult, the concept of shadow”” is allowed and recommended. The "shadow" is a special teacher that is always (or when needed) next to the child, primarily to help the teacher to teach and to help students succeed academically and socially. It is an extension of the teacher, providing care to those who need a particular attention. Shadow supports the student to be on task, to enhance social and academic experience. Effective shade will make it fun to socialize with other students, naturally, without creating jealousy and it can strengthen teacher’s directions.
CONGO, DEMOCRATIC REPUBLIC OF THE, Kinshasa

SPECIAL EDUCATION

_The American School of Kinshasa_ (2014) K-12 308

[http://www.tasok.net/](http://www.tasok.net/) The School does accept some students with very mild learning disabilities, but TASOK does not have a special needs teacher or department. The School does offer ESL support.

COSTA RICA, San Jose

SPECIAL EDUCATION

Post Comments –School Contact Information (2014) ---- ----

_AIS_ offers a learning support program that can serve children with mild/moderate learning disabilities. _The Lincoln School_ offers a limited special needs program for children with mild learning disabilities. _Country Day School_ offers a limited special needs program for children with mild learning disabilities. _The Lighthouse International School_ offers limited accommodations for mild special needs. _Service Ensuring Academic Success_ (SEAS) is a small privately owned elementary school (Pre K- 8th) located in the Gauchipelin area in Escazu, about 10–15 minutes from most embassy housing. Enrollment for school year 2013-2014 is 24 children. Student teacher ratio is 8–1 or 6-1. SEAS specialized services include speech and language, dyslexia, assistance in reading/writing, occupational therapy for fine and gross motor skills development, autism and Aspergers support, as well as a wide range of learning disabilities and developmental delays. After school activities include karate, yoga, cooking, and special tutoring or therapy. SEAS follows a U.S. school calendar.

_American International School of Costa Rica_ (2014) PS-12 257

[www.aiscr.org](http://www.aiscr.org) The Learning Support Program at AIS provides support and instruction to students with special needs. Level of services can range from mild to moderate with students receiving support during 6% to 43% of their weekly class time. The structure of the support can be pull-out for remediation, support in the general education classroom, or direct instruction in a deficient area of study. The students are identified with mild to moderate learning disabilities, for example: dyslexia, attention deficient disorder, or mild cognitive deficiencies in specific areas such as working memory or comprehension. Other areas of specialization such as speech therapy or occupational therapy are not provided by staff members but recommendations and providing a place for therapy at school are available. Testing and diagnosis are made by an accredited psychologist or psychiatrist outside the school using cognitive testing and educational evaluations. Parents are free to choose a specialist or use a list of specialists who have worked with AIS students in the past. The LSP staff is certified in special education or psychology with varying degrees of certification is more specific areas such as Barton Reading Program and Language Therapy.

_Country Day School_ (2014) ELC-12 857

[www.cds.ed.cr](http://www.cds.ed.cr) Mild learning disabled students can be accommodated at all grades levels within the regular classroom and through the use of a resource room in grades 1-5. The school is accessible for the physically handicapped student. The School has staff that is trained to administer psychological tests and can diagnose learning disabilities.

_Lighthouse International School_ (2014) PK-9 231

[http://www.lighthouse.ed.cr/en/](http://www.lighthouse.ed.cr/en/) The School can accommodate mild emotionally disturbed, learning disabled, orthopedically impaired, and speech impaired in regular classroom settings. The school is accessible to the physically handicapped. Staff is trained to diagnose specific learning disabilities, but refers to parents to local professionals.

_Lincoln School_ (2014) PK-12 1,328

[www.lincoln.ed.cr](http://www.lincoln.ed.cr) There is access for the physically handicapped. The School has staff trained to administer psychological tests and diagnose specific learning disabilities.
COSTA RICA, San Jose (cont’d)
SPECIAL EDUCATION (cont’d)
Marian Baker School (2013) K-12 213
www.mbs.ed.cr Mild emotionally disturbed, learning disabled, orthopedically impaired, and speech impaired at all grades levels can be accommodated within the regular classroom or through a resource room. The school is accessible for the physically handicapped student. The School has staff that is trained to administer psychological tests and to diagnose specific learning disabilities. A team of administrators, student support specialists and teachers receive recommendations from classroom teachers; evaluate MAP scores, class work, grades and assessments of each child. It is then determined how to best help each child best reach their fullest potential.

Services Ensuring Academic Success (SEAS) (2014) PK-8 22
http://www.seascr.com/ SEAS is the only school in the area that provides complete diagnostic and treatment services across the spectrum of mild/moderate learning disabilities to gifted and talented. Services are customized according to assessments, classroom performance, and determinations from Academic Team meetings which include the family. They follow the United States Federal guidelines and laws for Individual Education Plans, which are transferable to any U.S. school. They also are experienced in creating and following 504 Plans. Their special education team is employed by SEAS and fully U.S. credentialed and licensed in the areas of speech language pathology, occupational therapy, and special education.

They are prepared to provide services for children with mild-moderate disabilities including, but not limited to:
- Learning disability/dyslexia
- ADHD
- Speech and language impaired
- Fine motor/sensory impaired
- Social thinking/Aspergers
- Visually impaired
- Anxiety

Depending on the determinations made by the team for the Individualized Education Plan (IEP), students have options to receive services in both pull-out and mainstream models. The entire academic team works closely together and knows every student in the school well. The student receives truly wrap-around services in a milieu of knowledge and support. Students receive their academics in a two-pronged approach so that gaps in knowledge have a higher potential of being reduced. This means they receive grade level instruction/exposure as well as specialized instruction to fill in any gaps or enrich strengths they may have. The school is primarily regular education students, which creates opportunities for a variety of learning models.

GIFTED AND TALENTED
American International School (2014) PS-12 257
http://www.aiscr.org/ The School offers an enrichment program. Initially, students must meet the following criteria in order to be eligible for the enrichment program:
- Have a minimum average grade of 93 (E) in language arts, math, and science for the last academic year.
- MAP scores need to be on the 80th percentile or above on at least 2 subject areas (language is divided into 2 areas: reading and language usage).
- Have a score of 110 or above on the Woodcock Johnson Cognitive Test.
- Have been enrolled at AIS for at least one semester.
- Does not require any special or significant accommodations.
- Have a positive attitude towards the learning process.

Students that meet all criteria are invited to participate in the enrichment program. Participation is not mandatory, but parental notification and consent are required.
COSTA RICA, San Jose (cont’d)

GIFTED AND TALENTED (cont’d)
Lincoln School (2014) PK-12 1,328
www.lincoln.ed.cr The School has gifted and talented programs available: math enrichment (grades 1-5) and LRC, ESL, SSL. The admission procedure is based on the following requirements: teacher recommendation, academic performance (math–science), Stanford Test results/end of year test, Tomas Achievement Test, math enrichment. Programs are focused on certain adjustment to regular curriculum, creativity, higher thinking, higher order thinking. Depending on the program, this is how often students are involved in it: math enrichment and students in grades 3-5 participate in a daily program. Drama, music, computer, art, math, Suzuki Violin Program: once a week, for one period (40 minutes).

CROATIA, Zagreb

SPECIAL EDUCATION
Post Comments – Information on Additional Schools (2014) ---- ---- ----
École Française de Zagreb: Students with special needs are accepted on a case-by-case basis, but there are no dedicated/trained instructors. Their facilities are not handicap accessible. Deutsche Internationale Schule in Zagreb: Students with special needs are accepted on a case-by-case basis, but neither the French nor German school has special education dedicated or trained instructors. Their facilities are not handicap accessible.

American International School of Zagreb (2014) PK-12 265
http://www.aisz.hr/ The School has programs for children with mild learning disabilities in elementary, middle and high school grades. There is no trained staff at the school that could administer psychological tests or diagnose specific learning disabilities. The teachers and administrators received training on how to work with gifted/talented children, learning disabled and dyslexia. AISZ differentiates the curriculum assessment and instructions for students identified as gifted or with learning disabilities. The school has 1.5 learning resource teachers on staff to provide support for students with mild learning disabilities and reading recovery.

CUBA, Havana

SPECIAL EDUCATION
Centro Educativo Español (2014) PK-12 188
http://www.ceehabana.com/ The School can accommodate mild emotionally disturbed, mild to moderate learning disabled, and mild to moderate speech impaired. The School is not accessible to physically disabled students.

École Française de la Havane (2014) PK-12 195
http://www.ecolehavane.org/ The School can handle mild learning disabled and mentally handicapped students and is wheelchair accessible only at the elementary grade levels. The middle school and high school campuses are not accessible.

International School of Havana (2014) PK-12 395
www.ishav.org Mild to moderate learning disabled at all grade levels. Mild mentally handicapped at the high school grade level. Mild speech impaired at the elementary grade levels. Mild to severe emotionally disturbed students can be accommodated. The School has staff that is trained to administer psychological tests and to diagnose specific learning disabilities. The School is accessible for the physically disabled.

CURAÇAO, Curaçao

SPECIAL EDUCATION
International School of Curaçao (2013) PK-12 442
http://www.edline.net/pages/intl_school_of_curacao Policy on Special Needs of Students at ISC: ISC’s academic program values each student’s learning style in the classroom and provides differentiation within the curriculum. One of the beliefs that are part of ISC’s mission is individuality - students receive instruction that meets their learning needs.
SPECIAL EDUCATION (cont’d)

At times, a student’s needs may require more accommodations, modifications, and interventions based on academic and/or medical difficulties. ISC’s admission policy states that the School admits students with medical, physical, or academic needs with the provision that complete medical and/or psycho-educational reports (with recommendations) are available to the School, and it is considered that the School can meet the needs of these students. These students can receive support from their student services program, including socio-emotional support and interventions, and/or be required to receive additional support outside of school.

Learning disabilities may also arise at any time throughout a student’s school life. Such disabilities may be detected after a student has been accepted to ISC. Learning disabilities range in severity and affect the acquisition, organization, retention, understanding, or use of verbal or nonverbal information. In order to ensure that all students benefit from the educational experience provided at school, interventions must be in place to assist students who could possibly have a learning disability interfering with their learning. Academic interventions, accommodations, and modifications are available for any student diagnosed with a learning disability or suspected of having learning problems.

Aim of the policy

The aim of the Policy on Special Needs of Students at ISC is to provide a framework of the School’s policies on services offered to students with special needs including referral, identification and assessment, interventions and planning, and monitoring of student progress.

Referral process

In cases where a learning disability becomes apparent, or when performance is inconsistent or effortless, the following process will be followed:

- Student is pre-referred by the classroom teacher to the director of student services.
- Student is referred by the director of student services to the school psychologist.
- The school psychologist will initiate process by contacting parents after a thorough revision of referral, observation of student, and revision of student records.
- The director of student services and/or school psychologist will present data collected at the Student Support Team (SST) meeting.
- Care should be taken to ensure that developmental differences are not automatically seen as disabilities. However, further assessment should be done if the student shows a number of characteristics normally associated with a learning disability.
- Teachers and parents can refer a student directly to the school psychologist and/or high school counselor if there are any concerns regarding the emotional well-being of a child or if there are behavioral concerns noted within the classroom or at home.
- The school psychologist and high school counselor will keep these referrals confidential and after meeting with the child and/or parent will decide if the particular case needs to be brought to the attention of the SST.

Identification and assessment

- A timely and specialized assessment process is recommended to the parent/s, which should include, but is not limited to,
  - Continuous educational assessment
  - Detailed health assessment (hearing, vision, physical and neurobiological)
  - Psycho-educational assessment
  - Language assessment
  - Social, family history
  - Assessment of observed behavior in a variety of settings
The parent/s will have the option to have the student tested at ISC by the school psychologist during school hours at a specified cost. The option to go to community psychologists is also available to all parents.

Identification procedures for students suspected of having learning disabilities should be done in the student’s native language whenever possible. Otherwise language of instruction, English, should be used.

Assessment results will be discussed with parent/s and relevant information is shared and used for further interventions and planning with parent consent.

**Interventions and support planning**

- Assessment results, including learning styles, strengths, interests, needs, and socio-emotional development, will dictate the most effective educational program for the student.
- Results of medical and psycho-educational reports should be translated into instructional expectations and interventions to meet the needs of the student. This information is confidential and shared only with staff that is directly involved with the student.
- If medication is recommended by the psychologist, psychiatrist, or medical doctor it is the expectation of the school that parents will accept this recommendation for the benefit of the student. ISC, with the assistance of the school nurse, will monitor the intake of medications and report any noted irregularities to the parents. Medication benefits have to be apparent or a new medical assessment will be recommended.
- Regarding medical and physical disorders, the school nurse and Student Support Team will maintain communication with the student’s physician in order to ensure that ISC is meeting the needs of the student.
- Students referred to the SST may receive recommendations for enrollment into the learning resource program, reading program, ESL program, and/or highly able program after they have been assessed.
- Program planning for student, once learning disability is determined, will fall under the responsibility of the school psychologist, learning resource teachers, and class teacher.
- The director of student services will be responsible for monitoring progress once the plan is in place by receiving feedback from classroom teacher, school psychologist, parents, and others involved in the student’s academic life.
- Student Support Plans (SSP) will include goals for improvement in all or some of the following areas: reading, writing, mathematics, organizational skills, memory skills, functional skills and others.
- Students with a diagnosed learning, medical, or physical disability are eligible to receive accommodations during class tests, standardized tests, and exams. Accommodations for IB exams are provided after approval is obtained from IBO through the IB coordinator.

**Monitoring student progress**

- Monitoring of student progress is an essential part of the support provided for students with special needs at ISC. Students enrolled in any of the student services programs will receive quarterly progress reports from their specialist teacher/s.
- When a student receives modifications and/or accommodations in their regular academic program for any subject, this will be indicated on the quarterly class report card by placing the code M next to the subject.
- ISC expects interventions to benefit student learning and will do the utmost to implement educational modifications and accommodations needed. If it becomes apparent that a student is not showing adequate progress, the Student Support Plan can be modified or changed, or other educational options may be discussed with the parents.
- Students with severe disabilities will be serviced at ISC for as long as ISC can meet their needs. Parents will be informed consistently of their progress and if needed, ISC will discuss alternative educational options for these students.
The American International School in Cyprus (2014) PK-12 292

www.aisc.ac.cy The primary goal of the Learning Support Services Department is to provide additional assistance to students who are in need of academic support. This may include support for students with mild learning disabilities, as well as support for students whose native language is not English. The Learning Support Services Department also monitors student progress and ensures that qualifying students receive the necessary accommodations/modifications in their classroom settings. This often involves regular communication and ongoing collaboration with subject and classroom teachers.

**PROCEDURES & ASSESSMENT TOOLS:** All support services are individualized to fit the needs of each student. In order to determine whether support services are appropriate for a particular student, each candidate student must undergo a variety of diagnostic assessments.

**ELL:** For ELL students, the in-house assessment tool used at AISC is the LAS Links Test. Student scores, along with parent and teacher input, are used to determine whether a student might benefit from ELL support services. During the school year, assessments are ongoing to ensure services are adjusted appropriately for student growth and success.

**Learning Disability:** For candidate LD students, the Woodcock Johnson Achievement Test III and the Diagnostic Reading Assessment are used as screening tools. The results of these assessments, along with parent and teacher input, are then used to determine whether a student would benefit from a formal psycho-educational evaluation, administered outside of the school. Formal documentation, typically in the form of a psycho-educational evaluation, is a requirement for any student receiving services based on a diagnosed learning disability. This documentation is necessary to justify any modifications/accommodations provided to the student, as well as to inform the development of an Individual Education Plan for the student. It must be noted that even in the presence of a learning disability, all students must be able to function academically in the regular education classroom.

**TYPES OF SERVICES:** The School recognizes that the needs of each student are different. As a result, AISC offers several different formats in which support services can be delivered. These services include inclusion, resource and sheltered settings. Below is a brief description of each setting offered:

- **Inclusion:** The student is joined by a support services teacher within a mainstream classroom (e.g. English, math) and support is provided within that classroom setting. Although the support services teacher may occasionally pull the student out to re-teach or review concepts, the majority of support is provided within the classroom.

- **Resource Room:** The student attends a one-to-one or small group support session in a separate classroom. During this time, students may receive instruction developed by the support services teacher. Alternatively, students may also receive subject-specific support in areas where the student is experiencing weakness.

- **Sheltered Instruction:** This setting is reserved for middle school ELL students who are not yet ready to join the mainstream English classroom. These students attend a sheltered ELL class in place of the regular English class. The instruction is intensive and is intended to bring English proficiency levels up to a level where students can join their peers in the mainstream English classroom.

**The Junior School (2011)** PK-7 520

www.thejuniorschool.com Mild orthopedically impaired and speech impaired at the elementary grade levels. The school is handicap accessible.

**The Senior School (2012)** 7-11 340

www.theseniorschool.com The School has an inclusion manager who organizes the provision for special needs students. Students with ADHD or specific learning difficulties are supported in class through differentiated materials or are occasionally withdrawn for one-to-one support lessons.


**CYPRUS, Nicosia (cont’d)**  

**GIFTED AND TALENTED**  

*The Junior School* (2011)  
PK-7  
520  
www.thejuniorschool.com  
Children are selected for the program by teachers. The focus of the program is on critical thinking. Students meet twice a week.  

*The Senior School* (2011)  
7-11  
340  
www.theseniorschool.com  
Children are selected by their teachers. They meet twice a week.  

**CZECH REPUBLIC, Prague**  

**SPECIAL EDUCATION**  

*International School of Prague* (2014)  
PK-12  
830  
www.isp.cz  
ISP has one learning support teacher and one teaching assistant per section, as well as a school psychologist (elementary school counselor). The policy is that ISP can accommodate mild learning disabled students through the mainstream where appropriate although pull-out may also occur on a case-by-case basis.  

*Park Lane International School* (2014)  
PK-YR8  
252  
http://www.parklane-is.com/  
Pupils with specific learning difficulties are catered to in accordance with their Individual Educational Plans. Teaching and learning are suitably differentiated across the spectrum. Learning needs are met within the whole class/group context with some individual support lessons where necessary. They do not have an onsite educational psychologist but do have a fully qualified speech therapist. The layout of their school makes it difficult (if not impossible) for them to cater to children with major physical impairments.  

**GIFTED AND TALENTED**  

*Park Lane International School* (2014)  
PK-8  
252  
The School has an established scholarship scheme for gifted students entering Year 7 (the beginning of the secondary school). Applications for the scholarship scheme must be received by the end of March. Selection tests and interviews are generally held in early April.  

**DENMARK, Copenhagen**  

**SPECIAL EDUCATION**  

*Copenhagen International School* (2014)  
PK-12  
808  
http://www.cis.dk/page.cfm?p=308  
See website for details. For further information please contact:  

Dr. Karen Watts, Director of Student Support Services,  
Chartered Psychologist (B.P.S)  
Tel +45 39 46 33 00 Ext. 364  
KarenWatts@cis.dk  

**DOMINICAN REPUBLIC, Santo Domingo**  

**SPECIAL EDUCATION**  

*American School of Santo Domingo* (2014)  
PK-12  
144  
http://www.assd.edu.do/  
The school provides: shadow teachers (paraprofessional); testing accommodations; case management; referrals for academics; psycho-educational, psycho-social testing; SSL; and ESL.  

*Ashton School* (2014)  
PK-12  
458  
http://tas.edu.do/ashtonweb/  
The Ashton School can be categorized as having a moderate program. They offer differentiated instruction and accommodations for all students within the classroom (mainstream). There are several highly trained specialists in the areas of reading and math for added student support and pull-out in the lower grades (elementary). Differentiated instruction and classroom accommodations continue throughout middle school and high school, without a pull-out program. They serve the learning disabled, speech impaired and mild emotionally disturbed students. Teachers, counselors and school psychologists meet three times a year for formal discussions and the making of action plans. Needs range from tutoring or remedial services, accommodations during exams, medication follow up, and pull-out programs. In order to keep objectivity, the School refers to external evaluations with a list of specialists if the student requires it.
DOMINICAN REPUBLIC, Santo Domingo (cont’d)

SPECIAL EDUCATION (cont’d)

Carol Morgan School (2014)  PK-12  1,100
www.cms.edu.do  The School has an Optimal Learning Center which helps support students with a variety of special needs from mild learning difficulties to ESL. They offer some assessments of ESL locally but require outside evaluations in most cases. There are special needs teachers available in the School to help students with accommodations. There is an additional fee for these services.

Colegio Bilingue New Horizons (2014)  PK-12  1,298
http://www.gcnewhorizons.net/  The School’s department of special needs offers constant support to children with special needs. Based on the psychological, physical, social, and/or cognitive needs of the student, the school can offer programs. Psychologists support teachers and students on a regular basis through classroom observations, evaluations, and meetings with teachers, students, and parents. Students with special needs can be identified promptly and an adequate support/remedial program provided. Regarding special needs programs for learning disabilities, speech, hearing, sight impaired, and emotionally disturbed students there is a staff member trained to work along with the psychology department, parents and external professionals in order to offer the appropriate approach. The services provided by the psychology department for children with special needs promote an inclusion program. Adjustments regarding physical and/or emotional situations (such as accidents that require a cast, illness or death of relative, family issues) are made to assess students’ performance and keep him/her involved in the learning experience.

The Community for Learning (2014)  PK-12  398
www.tcfl.edu.do  Part of TCFL’s mission is to focus on the individual needs of each student. As an institution they do not believe in tracking or in labeling special needs students on either end of the spectrum. TCFL does not have the resources to provide for any needs beyond mild learning disabilities; as a fairly small school, TCFL does not have special needs teachers or a specific program designed for special needs students. Students with mild, diagnosed learning disabilities attend classes like any other TCFL student; however, parents must be willing to provide outside support if needed (counseling, special classes, etc.) TCFL accepts ADHD and ADD students but limits the number to two (2) per class.

My Little Preschool (2014)  PK-K  203
http://www.mylittleschool.edu.do/en/about_us.html  The School has specialists in the community who work and support their students with all types of needs, such as psychologists, speech therapists, motor skills specialists, behavior specialists, social and occupational therapists. The School works along with the specialists and the families to support their students and guide them whenever necessary.

St. George School (2014)  PK-12  748
http://www.stgeorge.edu.do/  Learning disabled students are required to have a formal diagnosis from an external specialist. After they are diagnosed, the School contemplates the accommodations it can provide for these cases according to each student's specific requirements. The School provides mild/mainstream/pull-out for up to 20% of the school day. The School does not have a high population of children with special needs. They do provide support to students who need moderate to severe help with ESL or SSL through the services provided by our Language Enhancement Program. They can provide some accommodations to students with learning disabilities, and those who have emotional issues and are being treated by a psychologist or a psychiatrist. If the case is too severe they would probably recommend another school setting. They have three psychologists on campus and an occupational therapist. They do not provide a formal diagnosis. They do primary intervention and if more is needed suggest a variety of specialists that can help in the matter. They have mainstream teachers who are also special needs teachers. If the teacher’s schedule allows for it they will assign them to work with students who require help. There are special needs teachers available in the community. They also have an occupational therapist in primary school who is in charge of organizing the needs of special case students and if necessary will work directly with them. Admissions procedures are the same for all students. However, if notified of a student's special needs before administering admission evaluations, these are taken into consideration.
ECUADOR, Quito
SPECIAL EDUCATION

Academia Cotopaxi (2014) PK-12 570
www.cotopaxi.k12.ec Mild learning disabled at all grade levels in the regular classroom and through the use of a resource room. The School is accessible for the physically handicapped student but it is limited in some areas. The School has differentiated instruction. The School has staff who are trained to administer psychological tests and diagnose specific learning disabilities.

Alliance Academy International (2014) K-12 567
www.alliance.k12.ec Mild emotionally disturbed, hearing impaired, learning disabled, mentally handicapped, multiply handicapped, speech impaired, orthopedically impaired, and visually handicapped at all grade levels. Moderate learning disabled at the elementary and middle school grade levels. They have a National Institute for Learning Disabilities educational therapy resource specialist. The School is handicap accessible—the elementary and high school have elevators and the middle school has ramps. They have remedial classes and resource classrooms, as well as a reading specialist.

The British School (2014) N-YR13 302
www.britishschoolquito.edu.ec Mild hearing impaired, learning disabled, mentally handicapped, multiply handicapped, orthopedically impaired, speech impaired, and visually handicapped at all grade levels can be accommodated. Mild emotionally disturbed can be accommodated at the elementary grade level only. The school is partially handicap accessible. The School has staff who are trained to administer psychological tests and diagnose specific learning disabilities.

Colegio Americano de Quito (2014) N-12 2,360
http://www.fcaq.k12.ec/index.php?lang=en Mild emotionally disturbed, multiply handicapped, speech impaired, and visually handicapped at all grade levels. Mild to moderate learning disabled at all grade levels. Moderate orthopedically impaired at elementary and middle school grade levels. The school can accommodate the deaf/blind at all grade levels. There is specialized resource staff who work both in the mainstreamed classroom and the resource room. The school is handicap accessible.

EGYPT, Cairo
SPECIAL EDUCATION

The American International School in Egypt (2014) PK-12 1,600
http://www.aisegypt.com AIS Egypt does not offer programs for students with special needs. The School does accept students with mild learning disabilities and has a staff of specialists to offer assistance in reading, language arts and math for grades PK-8.

Cairo American College (2014) PK-12 939

GIFTED EDUCATION

Alliance Academy International (2014) K-12 567
www.alliance.k12.ec Alliance provides push-in classroom support. Admission is determined formally and informally through observation and ability tests. The School provides enrichment and adjustments to the regular curriculum and instruction. Creativity and critical thinking are an important component.

Colegio Americano de Quito (2014) N-12 2,360
http://www.fcaq.k12.ec/index.php?lang=en Students are provided with differentiated learning and accelerated learning programs within the regular classroom.
EGYPT, Cairo (cont’d)
SPECIAL EDUCATION (cont’d)
Maadi British International School (2014)  PK-8  313
www.mbisegypt.com  MBIS is a mainstream school with limited SEN provision. A SEN coordinator leads a small team of learning support assistants. Children with SEN are judged on an individual basis.
Current SEN needs being met include:
- Cerebral palsy
- Autism
- Global delay
- Asperger syndrome
- Dyspraxia
An educational psychologist assesses children, as appropriate.

New Cairo British International School (2014)  K-12  719
http://www.ncbis.net/  While NCBIS tries to be as inclusive as possible, their academic programs have to be accessible to the students, or they simply cannot accept them. Having said that, they provide partial and medium English support, but do not go above 10% of a year group, so that they can give every student full opportunity to progress with the human resources they have.
They have the service of a SENCO in both primary and secondary school (special educational needs coordinator) and both ladies have a support team for mild learning disabilities including but not exclusively dyspraxia, dyslexia, mild downs syndrome and certain memory issues. Withdrawal takes place in English classes and there can be up to one-on-one support where deemed necessary. Their secondary SENCO can also diagnose learning disorders and make recommendations to exam boards for exam dispensation like lap top use, use of a scribe or reader, and extra time allowance. They will not accept a child needing more than mild pull out, but might have a learning assistant sitting in classes with a child for most of the day, to provide support and assistance, but not separately teach.

EL SALVADOR, San Salvador
SPECIAL EDUCATION
Colegio Internacional de San Salvador (2014)  PK-12  331
www.intschoolsansal.com  Programs for children with special needs are limited. The School works with community resources to support the student and their family. In the past this support has included pull-out programs, tutors and “shadows”.

Escuela Americana (2014)  PK-12  1,569
http://www.amschool.edu.sv/  The Trojan Learning Center, TLC, offers a program designed to provide educational services to students with diagnosed learning disabilities, attention deficit disorders, and other struggling learners. TLC is a pull-out program where students receive individualized instruction in a small classroom setting for 100% of the time. The student teacher ratio is no more than 4:1 in the lower school and middle school, and 8:1 in the upper school. They do not serve students with an intellectual disability, multiply handicapped, speech and hearing impaired, orthopedically impaired, sight impaired, or with an emotional disability. Escuela Americana employs a doctoral level school psychologist with certification in the United States and El Salvador. TLC currently employs two qualified U.S. trained special needs educators and others who work under the direction of them. It is difficult finding qualified special education teachers in the community. However, there are a number of people who have private practices helping students with special needs.
ESTONIA, Tallinn
SPECIAL EDUCATION

International School of Estonia (2014) K-12 130
http://www.ise.edu.ee/ The School’s special needs teacher provides services for students with mild learning needs. There are no school-based services for speech, physical or occupational therapies. They have experience working with families to tailor programs when the families can provide financial support for shadow assistants and other support services. The School is not fully handicap accessible for students with mobility limitations.

Tallinn European School (2014) PK-9 97
http://www.est.edu.ee/ Special educational needs, as determined by Tallinn European School, are changes and adjustments needed in the ordinary study organization due to the pupil’s high mental and physical abilities, learning and behavioral difficulties, health condition, physical disability or a long period away from studies. There are no general programs for children with special needs. The admission of a pupil with special educational needs and the selection of support methods offered by the school will be decided separately, deliberating the circumstances related to every respective pupil, the positions and wishes of the parents, the availability of the necessary support services and financial implications. In cooperation with parents, Tallinn European School, taking into consideration the school's resources, attempts to find the best solutions for integrating and supporting pupils with special educational needs. Different forms and levels of support are provided, designed to ensure appropriate help for pupils experiencing difficulties and having special educational needs at any point in their school career, to allow them to develop and progress according to their potential and to be successfully integrated. Support is flexible and varies as the pupil develops and his/her needs.

GIFTED EDUCATION

International School of Estonia (2014) K-12 130
http://www.ise.edu.ee/ The School’s special needs teacher provides services for gifted and talented students. Screening for gifted and talented students uses a four-pronged assessment and selection process.

ETHIOPIA, Addis Ababa
SPECIAL EDUCATION

Post Comments – Education in Addis Ababa (2014) ---- ----
None of the schools at post have facilities for handicapped children. Facilities for learning disabled children are limited and parents should contact the school personally for more information.

International Community School of Addis Ababa (2014) PK-12 828
http://www.icsaddis.edu.et Mild emotionally disturbed, hearing impaired, learning disabled, speech impaired, and visually handicapped students can be accommodated at all grade levels. The School is not accessible for the physically disabled.

LionHeart Academy (2014) PK-4 20-50
Sheryl@Lionheart-edu.com LionHeart works with local learning specialists to develop services that support mild to moderate medical and learning disabilities. They are best equipped to support children in the mainstream classroom with caregiver support. Contact the School to make sure they can support your child.

FIJI, Suva
SPECIAL EDUCATION

Post Comments (2014) ---- ----
The School is willing to do in class adjustment for mild learning/emotional disabilities. No testing is available. Support given is a mixture of in/out of class learning support (individual/small-group). Facilities are extremely limited in Fiji and all staff used at the School are employed directly by the School. Parents are invited to meet with staff prior to enrollment to see how the needs of the child can best be met. An occupational therapist with experience in assessing educational visits the school up to four times a year to undertake a variety of assessments, although it is said that scheduling is sporadic. Any further testing and assessment tends to take place overseas. At the moment there is no set program for severely disabled or handicapped kids.
FIJI, Suva (cont’d)
SPECIAL EDUCATION (cont’d)

International School Suva (2014) PK-12 527
www.international.school.fj There is an in-school special needs program. Students are highlighted by the classroom and subject teachers and are then further assessed by the teachers in the learning support departments. Support given is a mixture of in-class and individual and small-group withdrawal. Facilities for special education are limited in Fiji and all staff used at the school are employed directly by the school. Parents with children with special needs are invited to meet with staff prior to enrolment to see how the needs of the child can best be met. An occupational therapist with experience in assessing educational needs consults with the school via email. Any further testing and assessment tends to take place overseas.

FINLAND, Helsinki
SPECIAL EDUCATION

Espoo International School (2014) 7-9 206
www.espoo.fi/espoointernationalschool The School is not equipped to work with special needs children. Some mild learning disabled students may be accommodated on a case-by-case basis. The School is not accessible for the physically disabled.

International School of Helsinki (2014) PK-12 357
www.ish.edu.hel.fi The School offers support for mild to moderate learning disabled at the elementary and middle school levels mixing regular class inclusion with pull-out time in the resource center. The School can accommodate mild speech impaired students at the middle school level. They have two full-time specialists for learning support in both the lower and upper schools. They also have two full-time teachers dedicated to EAL in the lower school and the upper school.

Komeetta School (2014) 1-6 310
http://www.espoo.fi/komeetankoulu The School is able to accommodate some learning disabled students utilizing a three step support system: common, intensified, and special support.

FRANCE, Paris
SPECIAL EDUCATION

Post Comments (2014) ---- ---- ----
Unlike public schools in the United States, private overseas schools do not need to meet the educational needs of every child who wants to attend. Therefore, it is your responsibility to select an appropriate school with staff members to address that need. Paris has limited programs for children with special needs.

American School of Paris (2014) K-13 800+
www.asparis.org ASP accepts students with no English until the age of 8 and has extensive support programs for English language learning and other support services from kindergarten through grade 12. Information on learning support services can be found at the following links: http://www.asparis.org/page.cfm?p=1862 and English-as-an-additional language services can be found at http://www.asparis.org/page.cfm?p=2128.

International School of Paris (2014) PK-12 700
www.isparis.edu/ The International School of Paris offers a holistic education, intended to educate the ‘whole person’. Each student is offered a broad, balanced range of academic subjects supported by a strong personal and social education program, counseling services, and a learning support team. For more information on the learning support team and school counseling click the following link: http://www.isparis.edu/page.cfm?p=496.

Marymount International School (2014) 3-14yrs ---- ----
www.marymount.fr/ The Resource Center provides learning support for students with mild to moderate learning difficulties. The Individual Learning Center (ILC) is for children whose needs cannot be met within the regular classroom.

SPRINT – Special Needs Resource Website (2014) ---- ---- ----
**GAMBIA, THE, Banjul**

**SPECIAL EDUCATION**

Marina International School (2014) K-12 940  
Marina School has special learning support teachers qualified to teach special needs children. The school policy provides for adequate attention for every child, especially those with special needs. And there is a mild 20% to moderate 20-50% daily pull-out, for special needs children depending on their condition. Children with conditions such as dyslexia and ADHD are part of the student body. Marina School can give referrals but have no staff on site trained to diagnose disabilities.

Trankil Academy (2014) K-6 94  
[www.trankilacademy.westarts.com](http://www.trankilacademy.westarts.com)  
The School’s program allows for special needs children to be catered for and Trankil boasts of being one of the very few schools in The Gambia that have teachers trained in this regard. Individualized instruction is essentially each child having a personal tutor. This allows every child to progress at his/her own pace at his/her own level. Special needs children, be they learning disabled or gifted and talented, are wholly mainstreamed. Upon admission, a needs assessment is conducted and a program of study is designed specifically to meet the needs of the child or overcome the disability.

**GEORGIA, Tbilisi**

**SPECIAL EDUCATION**

QSI International School of Tbilisi (2014) PK-12 115  
Mild to moderate learning disabled students can be accommodated in the elementary grade levels. The school is not accessible for the physically handicapped.

**GERMANY, Berlin**

**SPECIAL EDUCATION**

Berlin-Brandenburg International School (2014) PK-12 713  
[www.bbis.de](http://www.bbis.de)  
With a broad range of language, learning, and counselling services, the Student Support Services (SSS) Department fosters an environment in which all BBIS students are able and motivated to learn at their full potential. In response to diverse student abilities, interests, attitudes, and goals, Student Support Services provides an inclusive educational environment for each and every student which addresses their individual academic, social, emotional, health and behavioral development and needs.

**School Psychology:** BBIS employs a school psychologist who is available for psycho-educational assessments and consultation. When parents or teachers have questions or concerns about a student’s academic performance or classroom behavior, the school psychologist, with permission of the student’s parent or guardian, provides evaluations and consultation. The school psychologist works closely with teachers and other Student Support services staff to develop individualized plans for each student identified as benefitting from such specific interventions. With a wide network of international therapists and health professionals nearby, in Berlin, the school psychologist can also provide contacts for outside referral, should these be required.

**School Counseling:** The School’s counseling program at BBIS is designed to help students, parents, and teachers develop positive learning experiences. By providing proactive in-class workshops for all BBIS students and counselling support for students with specific social or emotional concerns, the school counselors aim for all children and young people at BBIS to experience a positive and fruitful learning environment. The counselors achieve this by working with students, both in and out of the classroom, on topics such as friendship, solving conflict and stress management. Small groups and short-term individual counseling provide a forum for students with greater need of individual intervention. By addressing social and emotional barriers to learning, the school counselors help BBIS students acquire important coping skills to succeed academically and become an integral member of the school community.

**Careers and College Counseling:** All high school students have access to college and career guidance in order to help them prepare and make informed choices as they prepare for their steps beyond the BBIS environment.
GERMANY, Berlin (cont’d)
SPECIAL EDUCATION (cont’d)

**Learning Support:** Teachers and assistants provide instruction that is specifically designed to meet the needs of students with learning disabilities within the mainstream classroom. Learning support teachers have studied special education theory and are trained in designing individual educational programs for students with learning and emotional disabilities. These dedicated educators manage each student’s special learning program to ensure the curriculum is suitably adapted or modified according to the student’s specific needs. Support is provided to students across all grade levels in a variety of ways and settings including coteaching with the mainstream classroom as well as pull-out small group or individual instruction. The School’s commitment to ongoing professional development in areas such as learning disabilities, multiple intelligences and differentiated instruction ensures that all teachers strive to meet the needs of our diverse student population.

*English-as-an-additional language* (EAL): At BBIS, many students require support in acquiring the English skills necessary for success in school. The teachers of the EAL program provide English language instruction and educational support to students with limited English skills to enable them to access the academic mainstream curriculum and participate in the cultural and social life of the school. Through a broad program that incorporates a mix of teaching methodologies and pedagogical strategies, students quickly acquire the English language skills in speaking, listening, reading, and writing which promote academic success.

**Health Services:** A school nurse is available to provide help and advise on all health related issues. The school nurse is able to administer initial first-aid, is responsible for medication administration and the care of chronic conditions for students during school time.

**Berlin British School** (2014)  
www.berlinbritishschool.de The School has a learning support coordinator who is responsible for monitoring and managing a child’s additional provision. This encompasses English-as-an-additional language (EAL) and special educational needs (SEN).

**Berlin International School** (2014)  
http://www.berlin-international-school.de/index.php/en/ The School has both pull-out and push-in support for ESL/SN students. Varied amounts of individual support are given (case-by-case assessment). The School has a team of student support specialists, able to diagnose social, emotional, language and learning related challenges. All students take entrance exams and the admissions team take care to ensure all placements take into consideration the specific learning needs of the applicant.

**Berlin Metropolitan School** (2013)  
http://metropolitanschool.com/en/home.html The School aims to build an inclusive culture of learning. To this end, they have a SEN (special education needs coordinator) who is currently building their SEN K-12 program. This individual is also responsible for the overall head of pastoral care within the secondary school system. The position of head of pastoral care aims to ensure students can feel happy and safe in their time at school, so as to maximize their learning. In this way pastoral support, be it delivered by a primary class teacher, through the head of house in secondary, or with support from the student wellbeing coordinator, is pivotal to the success of every student. Pastoral support is important to them because they want to know their students as individuals and give them the support they need to flourish. Student Wellbeing Coordinators: where more help is needed to meet their aim to maximize learning and participation by securing safety, happiness and a sense of belonging, BMS has student wellbeing coordinators who can advise colleagues, counsel students and otherwise support families.
The John F. Kennedy School is dedicated to create a supportive learning environment for all students, including those with special learning needs of a nature that can be addressed by the school. The school provides accommodations and resources in keeping with our rigorous dual language program, and as broad as possible within staffing limitations. JFKS does not offer a full special education program, and in individual cases it is sometimes determined that the special needs of a student would be more effectively met in a monolingual or smaller setting. However, students with special needs do attend JFKS and are supported with a variety of strategies and resources.

**Elementary School:** In the elementary school JFKS is able to effectively help students with dyslexia, dyscalculia, attention deficit disorder, perception processing disorders and milder forms of Asperger’s disease. The school is also able to serve hearing and sight impaired or physically or mentally handicapped students, if outside support is provided by the school district, the child’s parents, the health insurance company or the employer of the child’s parents.

Services for students with special needs are managed by the school administration and the guidance department, which consists of three American counselors, one each for grades entrance–5, grades 6–9, and grades 10–12. There are two kinds of students with special needs at JFKS: 1. There are students with milder forms of learning disorders, who have been identified by the teachers and tested by in-house staff, and 2. there are students with diagnosed special needs, who have been tested by the German-speaking Berlin School Psychological Service or by English-speaking, registered and certified psychologists. Both groups of students are served in-house with JFKS staff, and in some cases these students receive additional services outside of school, coordinated by the guidance department.

Students with special needs are discussed regularly in the class conference, which consist of all of the teachers who teach a particular child, along with the guidance counselor and one of the principals. Centrally organized class conferences traditionally take place at the beginning of the school year, at the end of the first semester, 8 weeks before the end of the school year and then 4 weeks before the school year ends. Class conferences may also be called whenever teachers observe a dramatic change in a student’s performance, when an in-house tester discovers a special need or when parents provide the school with written documentation of a diagnosed disorder. Students, with diagnosed and documented special needs and whose psycho-educational report is less than three years old, are eligible for accommodations. The class conference decides which accommodations are appropriate for the particular student, these are documented and the parents receive a copy of the accommodations page. A copy is also given to each of the student’s teachers.

Within the elementary school itself, there are three rooms providing remedial assistance. For English mother tongue students there is reading lab, for German students there is “Leseladen” and for math students there is math lab. Depending on the individual needs, the student may spend one to four hours per week in one or two of the rooms. All three rooms are manned by a certified and experienced special needs teacher and an instructional aide.

Additionally students with less severe special needs have the opportunity to participate in English help, German help or math help, two times per week. This remedial instruction is taught by one of the homeroom teachers during one of the religion instructional hours and one hour after school. It is meant for students needing short-term assistance to overcome a specific subject-related deficit. The school’s on-site learning therapist meets as needed with individual special needs students one hour per week, while the guidance counselor will meet with small groups of students, such as those with attention deficit disorder. There is a homework help program after school for grades 3 and 4, where a bilingual teacher is available to help the students complete their homework successfully. In grades 5 and 6 there are two opportunities per week to receive additional help with homework.
SPECIAL EDUCATION (cont’d)

The guidance department plays an important role in helping parents find the appropriate services for their children outside of school. The School has close contacts with English-speaking psychologists, with organizations offering “Ergotherapie” (occupational therapy for children), with speech therapists and with the “Rechenzentrum”, which offers therapy for more severe for cases of dyscalculia. Additionally the School keeps a list of available tutors in the school community, in the event that a child needs extra assistance on a regular basis with homework. These additional services are coordinated by the counseling team, but the issues of transportation to and from, fees, and setting up of weekly appointments remain the responsibility of the parents. Where language is an issue, the counselors are all bi-lingual and able and willing to help with arrangements.

High School: In the high school at JFKS services and accommodations for students with special learning needs are provided in accordance with Berlin School Law and standard procedures in the United States. Accommodations for the MSA (Middle School Abschluß, end of 10th grade examination) and Abitur exams are determined by Berlin regulations; AP (Advanced Placement) exam accommodations are regulated by the College Board.

Files of students with special needs (language, math, AD(H)D, milder forms of Asperger Syndrome, physical disabilities) from the elementary school of JFKS are managed by the middle school counselor (grades 6-9), who is responsible for:

- making teachers aware of students with special needs at the start of the school year,
- making sure that psycho-educational and other evaluations are up to date, and counseling parents if more information/evaluation is necessary,
- calling and facilitating grade level class conferences early in the school year, at which supportive measures and accommodations are decided upon and documented (a principal is present and signs the accommodations form for each student, and parents are informed by letter from the principal), and
- maintaining the accommodations file in Haus Reil.

New students with identified special needs are required to submit current psycho-educational or other evaluations, in order to receive accommodations, and are handled according to the above procedure (middle school counselor grades 6-9, high school counselor grades 10-12).

English Mother Tongue / German Mother Tongue – Reading and Writing: Mother tongue language teachers are responsible for identifying students with reading and writing difficulties (or consulting with other teachers who have concerns about a student’s reading and writing) and referring them to a specially trained member of the staff, or via the school counselors to outside services for more evaluation. Limited remedial language support is offered contingent on available teacher hours; students and parents are urged to seek remedial services or learning therapy outside of school to support student success. There is currently an English speaking learning therapist on staff in the elementary school, who is able to work with high school students by private arrangement.

Math: In 7th grade all students are assessed early in the school year and those whose skills are not on grade level must attend math lab, which is taught by JFKS math teachers. Depending on teacher availability, extra teachers offer math support for other grades during the lunch hour. The math department also offers extra math activities for gifted math students.

General: A homework help group is offered Monday-Thursday from 15:00-15:45. Participation is by arrangement with the supervising pedagogical assistant, in the form of a contract also signed by parents. The purpose of this group is to provide a structured homework setting; occasionally older students are available for subject help, depending on schedules.

A new program for study skills and organization support will be initiated for second semester of school year 2012-13, designed in particular to help students who struggle in these areas. Students will be referred through the school’s counseling services.
GERMANY, Berlin (cont’d)
SPECIAL EDUCATION (cont’d)

Staff and Program Development: It is a JFKS goal to provide improvement of services for students with special needs due to increased recognition of the importance of support for these students in German public schools. This is also in accordance with the mandate of the Berlin School Law to help all students reach their full learning potential. JFKS provides regular and ongoing professional development opportunities for its teachers in the areas of special learning needs, differentiation of instruction and use of the most up to date ways to support these students. The school has also sought and received additional funding from the Office of Overseas Schools to broaden its special needs program.

GERMANY, Bonn
SPECIAL EDUCATION

Bonn International School (2014)  PK-12  750
http://www.bonn-is.de/  BIS has a Learning Support Department that offers academic support services (special education) for students with mild disabilities using both a push-in and pull-out small group support model. The students at BIS with special needs have learning disabilities, autism spectrum disorder/asperger’s syndrome, attention deficit hyperactivity disorders, language and auditory processing disorders, and some mild intellectual disabilities. They refer to local related service providers for the students in need of speech and language evaluation and therapy, occupational therapy and for regular on-going psychological support, as needed. BIS does not currently have the staffing and programs to support students with serious emotional disturbance, hearing or sight impaired, or multiple handicaps.

BIS employs 4 full-time special needs teachers who work exclusively with BIS students, and 1 full-time school psychologist, who is trained to diagnose disabilities for BIS students in the learning support program if needed. Admissions of students with special needs is considered on a case-by-case basis only if the disability noted falls in the ‘mild’ category as determined by the school support team and principals, and documents submitted at the time of admission, such as an IEP, psycho-educational evaluation, medical reports, etc. reflect the need for minimal academic support. The student must be able to access the IB curriculum within the mainstream setting, as BIS does not currently offer any self-contained classes.

GIFTED AND TALENTED

Bonn International School (2014)  PK-12  750
http://www.bonn-is.de/  The Gifted and Talented (GAT) Program at BIS centers around in-class differentiated instruction and enrichment support and individual student program planning with the learning support teacher who is responsible for identifying and supporting this population. This specialist teacher is also responsible for providing consultation, guidance, curriculum planning and support to the teachers and parents of students who have been identified with this special need.

GERMANY, Dusseldorf
SPECIAL EDUCATION

International School of Dusseldorf (2014)  PK-12  1,058
http://www.isdedu.de/  Mild learning disabilities: pull-out six periods in nine day cycle by full-time learning support specialists. Individual Education Plan for each student. Mild learning disabilities: ex. dyslexia, ADHD.

GERMANY, Frankfurt
SPECIAL EDUCATION

Frankfurt International School (2014)  PK-12  1,747
http://www.fis.edu/  FIS is only able to admit students with mild learning differences. It employs learning specialists to support these students both in and outside of class. Students with special learning needs and/or identified learning disabilities must submit their testing results and Individual Education Plan (IEP) along with their school records as part of the admission process to determine if the school can support their needs.
GERMANY, Frankfurt (cont’d)
SPECIAL EDUCATION (cont’d)
Metropolitan School Frankfurt (2014) PK-8 410
http://www.m-school.de/ MSF is unable to offer programs for children with significant learning disabilities who require specialist teachers or those who have severe behavioral or emotional difficulties. The school may refuse admission to a child they feel would be unable to benefit from the curriculum offered. Currently, they do not offer a special program for SEN children since they do not have the required school license to do so nor do they have specialized SEN teachers. However, students with mild and temporary learning difficulties are being taught in smaller groups and/or in a one on one teaching environment. In certain cases they help find external professional support e.g. speech therapy or psychological support.

Mosaikschule (Mosaic) (2014) 6-18yrs 140
www.mosaikschule.de/ Mosaikschule is a local German government school specifically designed for students with serious special needs issues. The school accepts students from ages 6-18. The school has 140 students, 21 classrooms and 22 countries represented. They keep class sizes to no more than 8. The classes are mixed ages since they group usually according to ability. Often there are age differences that benefits the students as the younger ones learn from the older ones and the older ones learn from teaching the younger ones. When new students arrive they are evaluated based on the advance information provided to the school and a two week evaluation period in their new classroom. The school serves students with a wide spectrum of disabilities but most have mental challenges. Instruction is in German, as required by German law, but they also use sign language and pictures. School hours are 0830-2pm and it is a public German school; therefore, tuition and transportation are free to Frankfurt families. There is a small fee for lunch and sometimes for breakfast. They use an 8 seat van to transport students from home to school and back. You do have the option to drive your child each day and it’s about a 10 minute drive from the Siedlung. There is open communication between parents and teachers via a journal each day. Parents are free to contact the teacher via phone if desired. If the child is able to they will use a communicator/ recorder to let the child verbally tell the parents how their day went. The classrooms and group work kitchens are designed to facilitate the life skills learning process. Their day begins with circle time which includes a review of the day of the week, year and weather. They also review what the group learned the day before. As an example provided, morning activity may find the group having breakfast with each student assigned a portion of how this works from setting the table to clearing the table, washing the dishes, drying them and so on. The school focuses on life skills, but depending on the child, they also teach German language and Mathematics for day to day use. The students receive two breaks – one as a whole school group in the morning and then by class in the afternoon.

PLEASE DO NOT contact the Director of the School directly. No one in the School speaks English. Work through the CLO. CLO has a book provided by Mr. Walter, school director, highlighting the activities of the school (written in German) and brochures which they will keep in their CLO Education library.

GERMANY, Hamburg
SPECIAL EDUCATION
International School Hamburg (2014) PK-12 710
www.ishamburg.org The level of services for special needs students is limited to mild special needs students. This means that all students are mainstreamed and can receive up to four 40-minute lessons per week (10% of the school day) in addition to any services provided outside the school day, such as speech or occupational therapy. They currently provides services for students with mild learning issues (dyslexia, dysgraphia, dyscalculia, ADHD) as well as some mild speech and hearing difficulties (often referred to outside specialists) and mild emotional/social issues. The school is not equipped to accommodate severe physical or emotional disabilities. Parents contract with speech and occupational therapists independently, they are not members of the school. There are two qualified members of staff who conduct educational/psychological testing but do not make diagnoses. Staffing consists of four learning support teachers (one of whom coordinates the department) and two full-time counselors. Contact Heide Morgen directly at hmorgen@ishamburg.org to discuss special learning arrangements.
Student Support Services is a department spanning the whole school. It offers support to students and works closely with parents, staff and external care providers. The following support services are available at the school:

1. **Counseling Support**: The LIS School Counseling Program is a preventative and developmental educational program that helps students build empathy, self-confidence, self-expression and self-discipline. Students and counsellors work together to enhance student resourcefulness, productivity, competencies and interpersonal, decision-making and conflict-resolution skills. The goal is to strengthen students' own unique capabilities while guiding them as they discover and develop interests and abilities. The School’s counselors seek to assist students in meeting their personal potential while meeting the high standards set by Leipzig International School. Students can be referred to counseling services by teachers, parents or themselves. Our counselors follow an open door policy so they can support individuals on a drop-in basis.

2. **Learning Support**: The purpose of the learning support program at LIS is to respond to the diverse learning needs of all students. This includes students who encounter mild to moderate difficulties, as well as students who may require greater academic challenges than those provided within the regular curriculum. Students experiencing a specific learning deficit need support in acquiring skills and strategies that will enable them to succeed with the regular curriculum. Through ongoing observation, assessment and evaluation, learning support specialists and classroom teachers work together to ensure that students' learning needs are met. Learning support services may include withdrawal (individual and/or small group intensive instruction), in-class support by a learning support specialist, and differentiation by classroom teacher after consultation with learning specialist and monitoring student progress.

3. **Medical Support**: The purpose of the school nurse is to notify, educate, and provide first care in a safe welcoming environment to the students, faculty and visitors of our school. The nurse's office (room 015) is located on the ground floor of the main building just a few doors down from the school office. The nurse's office hours are Monday-Friday from 08:30 till 17:00

4. **Child Welfare/Protection** (CWP): The purpose of Child Welfare and Protection is the protection of children and the prevention of ill-treatment or neglect in accordance with school policy and all pertinent legal requirements.

In addition, we are closely affiliated with the following:

- English-as-a-second language (ESL)
- German-as-a-second language (GSL)
- Personal, Social, Health Education (PSHE)
- University Admissions/Careers Advice

The following services are available to students through outside agencies, who are closely affiliated with the school: speech and language therapy; occupational therapy. In addition, they work with a network of therapists and agencies, including an educational psychologist, child psychologists, child psychiatrists, pediatricians, social workers and family therapists.

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**GERMANY, Munich**

**SPECIAL EDUCATION**

**Bavarian International School** (2014)  
PK-12  
990  
www.bis-school.com  
BIS: “The Bavarian International School has a learning support service for all grades in dealing with children with learning difficulties. For students who do not speak English or need further development in academic English, the School provides additional English support through an extensive English-as-an-Additional Language (EAL) program.”
GERMANY, Munich (cont’d)
SPECIAL EDUCATION (cont’d)
BIS: “Mild emotionally disturbed or hearing impaired students in the elementary school grades can be accommodated in the regular classroom. Mild to moderate learning disabled students at the elementary school grade levels and mild to moderate at the middle school grade levels can be accommodated in the regular classroom with additional support from the Learning Support Department. Mild speech impaired at all grade levels and mild to moderate speech impaired students at the elementary school grade levels can be accommodated in the regular classroom. The School is accessible to the physically handicapped. They offer class support, individual support through learning support rooms staffed with 4 full-time learning support teachers, volunteer parent support, a visiting speech pathologist, and two full-time counselors. Counselors, special needs staff, principals and the director examine incoming paperwork of students with special needs very carefully to ensure optimal placement/support.”

Munich International School (2014) PK-12 1,177
www.mis-munich.de Academic Support Services at MIS strive to provide a match between a child’s educational needs, and services available. The School is able to support a wide variety of learning needs. However, depending on the severity and scope of the learning disability, they reserve the right to re-evaluate on a regular basis whether MIS is able to meet a child’s educational needs and to discuss the child’s future at MIS with the parents. Academic support is offered for students in early childhood-grade 12 with identified mild special needs. Parents and teachers may request a student to be referred for services. The academic support teachers work collaboratively with classroom and subject teachers to provide an optimal learning experience. They establish: student’s academic strengths and weaknesses; appropriate learning strategies; appropriate teaching strategies; the need for a psycho-educational and/or pediatric evaluation. A full psycho-educational assessment is required in order for students to receive the following support in the middle and senior schools: development of an Individual Educational Plan or Monitor Support Plan; academic support during the school day; qualification for special accommodations for external exams.

Support Programs: junior school: small group instruction in the Learning Centre and support in the classroom; middle school: study skills class is offered five times a week for grade 5 and three times a week in grades 6, 7 and 8. This is not a self-contained program; according to the needs of the students, the academic support teachers provide support within the classroom. Senior school: academic support classes for students in grades 9 through 12. These classes occur three times a week for grades 9 and 10. Grades 11 and 12 academic support students are timetabled to receive support once or twice a week. Academic support students receive small group support from subject teachers when the schedule allows. Directed studies: a course focused on approaches to learning from the Middle Years Program curriculum, with practical application through core subject tasks. This course is staffed by student support services and meets three times a week with students.

GHANA, Accra
SPECIAL EDUCATION
American International School (2014) PK-12 202
www.aisghana.org The School offers a special education program for students with mild learning disabilities such as auditory processing disabilities, visual processing disabilities, and dyslexia. They do not offer any programs for mentally handicapped, multiple handicapped, speech impaired, hearing impaired, orthopedically impaired, sight impaired or emotionally disturbed students. They have trained staff that pull out students from the classroom as well as push in to help them in the mainstream classroom. They hire in a trained psychologist to complete diagnostic testing on site. Student admission into their special needs programs are made based on formal testing, past school records, and formal and informal observations.
GHANA, Accra (cont’d)
SPECIAL EDUCATION (cont’d)
Lincoln Community School (2014) PK-12 701
www.lincoln.edu.gh Lincoln Community School (LCS) offers learning support services to students with mild learning needs. They look at individual cases to determine if they will benefit from placement in their school. They do not offer services to students with:

- Moderate to severe learning disabilities.
- Moderate to severe visual, hearing or motor disability.
- Mental retardation.
- A pattern of emotional or behavior problems.
- Significant mental health disabilities.

LCS Definition: Mild Learning Disabilities
- One or two deficits (one and one-half standard deviations from the mean) in cognitive areas (e.g., short term memory, auditory processing, visual processing, abstract reasoning, long term retrieval, arithmetic, processing speed, sequencing).
- Students can compete effectively in the regular instructional program with no more than 80 minutes per day of remedial and/or compensatory resource instruction.
- Students tend to “close the gap” in reading, writing, arithmetic and/or language delays.
- Students compensate daily basic skills remediation beyond elementary school.
- Students use their cognitive strengths effectively to overcome their limits and find success in the classroom.

LCS Definition: Moderate Learning Disabilities
- Three or more deficits in the cognitive areas constitutes a moderate to severe disability.
- Students can compete effectively in the regular instructional program with no more than 120 minutes per day of remedial and/or compensatory resource instruction.
- Students tend not to “close the gap” in reading, writing, arithmetic and/or language delays or show limited progress.
- Students do need daily basic skills remediation beyond elementary school.
- Students do not use their cognitive strengths effectively to overcome their limits and find success in the classroom.

Pupil Support Personnel: At present, the Elementary School Student Support Team comprises of, 5 learning support specialist and a teaching assistant, an EAL teacher a teaching assistant, and a school counselor. LCS does not offer the services of educational and psychological testing, occupational therapy, speech language therapy or physiotherapy, but may be able to recommend some specialists in these areas. The Learning Support department collaborates with specialists and therapists as available within the community when specific needs arise.

GREECE, Athens
SPECIAL EDUCATION
American Community Schools of Athens (2014) PK-12 831 www.acs.gr There is an Optimal Learning Program (OLP) available to students with mild learning disabilities.


Do you have staff who are trained to administer psychological tests and diagnose specific learning disabilities? – yes

Have your teachers and administrators received training working with: Gifted and talented? Learning Disabled? – yes. Do you have children who are both gifted/talented and learning disabled: - no.
GREECE, Athens (cont’d)
SPECIAL EDUCATION (cont’d)

International School of Athens (2014) PK-12 369 http://www.isa.edu.gr The Centre for Counseling and Learning Services of The International School of Athens (ISA) operates with the cooperation of highly-qualified personnel. It has been designed to meet the needs of all ISA students and parents by offering, quickly and effectively, academic support and planning as well as psychological counseling. The Centre provides all the necessary services for the emotional security and stability of the students within the school as well as supporting their psychological well-being, academic development, and future educational and professional advancement. The Centre provides:

- Educational and psychoeducational
- Counseling services
- Resource, learning differences services
- Career planning, testing and counseling services
- University placement services
- Seminars, lectures, and parenting groups

For more information contact the Director of the Centre, Counseling Psychologist Dr. Gina Thanopoulou, E-mail: ginath@isa.edu.gr.

St. Catherine’s British School (2014) PK-13 1,108 http://www.stcatherines.gr/ In the Nursery (3-4 yr. olds) the School currently has 47 children and in Reception (4-5yr olds) they have 72 children in three classes. Before the children enter the School, the parents fill in a Unique Child booklet and discuss the contents with the teacher. This covers the children's development, phobias, allergies, interests, position in the family etc. This is a good starting point for the teachers to plan the first few weeks. All staff has regular training in identifying special needs and the School has a big learning support department. If children are seen to have a learning difference in the classroom setting, they inform the learning support department, and meet with the parents to discuss the child. They have specialists such as occupational therapists, speech therapists etc. to refer the parents to, depending on the need. They also facilitate the therapy sessions during the school day for the EYFS children where appropriate. They have Individual Educational Programs drawn up by the class teacher and the head of learning support, for children who are gifted and talented or for those children who have a learning difference. They work closely with parents and therapists to ensure consistency for the child.

Lower School: St. Catherine's British school is a predominantly mainstream British international school. Although there is an entry test children take from Year 3 upwards, as part of the admissions process, they are a non-selective school. In the lower school, most of the children on the learning support register have mild learning differences and are supported in class by the class teacher and their learning support assistants. These differences may be in the form of: cognition and learning needs, social, emotional and mental health, communication and interaction needs and sensory and/or physical needs. They believe that children have full entitlement to the curriculum and wherever possible, they support children with learning differences in class. When deemed necessary, some children are pulled out from class for a lesson to work on skills that will help them to fill in the gaps they have in their learning. This might be a remedial spelling, phonics or reading program. Children with gaps in their mathematical knowledge may be pulled out to recap the basic skills or to reinforce a particular concept. Very often the support for children who are withdrawn from class is done so in small groups. Children with more severe learning differences may have a shadow teacher to support their learning.

In the Upper School, St. Catherine’s offer a comprehensive range of support with a very strong inclusive and pastoral bias. The majority of special needs students receive mainstream support and pullout of up to 20%. The support is tailored to assist the student within the curriculum framework. They support students with learning disabilities (autism and dyslexia, for example) and who are sight impaired.

They have an experienced team of SEN teachers who liaise closely with our in-school counsellor, other pastoral staff and peripatetic educational psychologists.
GREECE, Athens (cont’d)
SPECIAL EDUCATION (cont’d)
St. Lawrence College (2014) PK-13 669

http://www.slc.gr/ St. Lawrence College’s Learning Support Unit, also known as the Resource Room, provides a warm, nurturing environment for children with mild to moderate learning difficulties. The specialist teacher works with pupils individually or in small groups for a frequency determined by the nature and severity of their difficulty. Withdrawal from mainstream classes is kept to a minimum though is assessed on a pupil by pupil basis. This would typically be withdrawal of 15-20% and only very rarely in excess of 25%. Children diagnosed with specific learning difficulties such as dyslexia, dyspraxia, dysgraphia or dyscalculia and children with broader attention deficit conditions can find specialized help at St. Lawrence College. Within the resource room of the school, children receive intense individualized instruction in English and mathematics, as well as support in all subject areas. They are taught academic skills, social skills and learning strategies that are essential for success in mainstream classes.

While the School does not offer diagnostic services for the testing of pupils’ learning difficulties, the school does have an excellent working relationship with a diagnostic center in southern Athens which incorporates regular visits to the school for the educational and child psychologists from that diagnostics center. Parents of children who have special educational needs are requested to discuss their child’s educational needs with the Headmaster and/or the Deputy Head as well as with the School’s special needs teacher. Parents are requested to acquire professional documentation of their child’s learning difficulty and condition. The most important goal of the program is to find and capitalize on pupils’ abilities in order to facilitate learning. The School believes that with encouragement and support, every child is capable of reaching his or her potential.

GUATEMALA, Guatemala
SPECIAL EDUCATION

Post Comments (2014) ---- ---- ----

All three principal schools offer limited assistance in providing for special needs. Equity offers the most for elementary range with some special instruction for reading and math. Their math instruction is based on the Saxon math program, which is an excellent curriculum for math education. Colegio Maya will work with students as needs arise. On occasion, Colegio Maya has declined to accept some special-needs student if it was felt that they lacked the resources to deal with a particular situation. Parents with SN students should contact the school before applying to discuss whether the school can accommodate their specific needs. The school has one learning resource teacher for elementary grades. At this time Colegio Americano does not provide SN assistance but will assist students in areas where they need help if the student is currently enrolled at school. Colegio Monarch offers programs for all levels of SNs. They are able to offer programs for children who fall under the category of autism spectrum disorders and higher-end concerns with attention deficit or hyperactivity disorders. The school is developed under the guidance of the Monarch School in Houston, Texas. It is a therapeutic day school for children and adolescents with neurological differences. They provide, through a multidisciplinary team, an innovative and therapeutic education based on individualized programs that respect and challenge the capacities of each student. Students are assigned his/her own personalized curriculum, driven by individual, pivotal objectives that serve to move children through developmental stages while also strengthening cognitive development. They ONLY serve students with SN. Admission is via an interview with the parents, psycho-educational evaluation through outside providers, an interview with the student and the student visits to class anywhere from 1 to 4 times. Locally there are a few additional schools specifically designed to assist special needs students:

- **Educare**: (7830-3350/51) in San Lucas Sacatepequez. A Montessori–like bilingual school accepting children from 3-4 years of age. This is located far from Guatemala City. The director is Milagros de Martinez milamarev@gmail.com
- **Colegio Kipling**: (2476-2052) in Zone 11. Offers neurotherapy. Owned by Pedro and Mila Samayoa /Child Psychologists. ceKIpling@gmail.com/ rudkip@gmail.com.
GUATEMALA, Guatemala (cont’d)
SPECIAL EDUCATION (cont’d)

The American School of Guatemala (2014) K-12 1,505
http://www.cag.edu.gt Each section of the school has a group of counselors to help with the emotional needs of their students as well as learning needs, however they do not have special services for more complex needs. In early childhood and elementary, they do have special service specialists to help with cases like ADHD or language needs.

www.antiguais.org AIS offers since last school year (2013-14) the Support Program, which is designed to address the academic, social and emotional needs of the students. This program is based on the Home School Connection Program created by Dr. Marta Julia Sellers in Boston, MA. The main goal of the program is to help the students adapt to the school environment. Students’ needs are addressed on a case-by-case basis. The individual support provided may include: students with learning disabilities, mild impairments, social issues, family issues and second language support. This process begins with the admissions procedure to ensure that each student is placed at his/her level regardless of age or previous education. AIS does not offer a pull-out program (except for second language acquisition), but addresses students’ needs by using differentiated instruction.

Bibliotech–Specialized Tutoring Academy (2014) K-12 92
maria.prem@bibliotech.com.gt They are a specialized tutoring academy providing the tutoring necessary for children in grades K-12. Students work with one of the six homeschool programs they use: Keystone Middle School and High School, Calvert School, Verticy Learning, University of Nebraska High School, IEAL and Colegio Hebron. Kids work with us from 8:00 am till 1:30 pm daily. Students are grouped in groups of 5 to 6 children. All mathematics and science classes are taught in a one-to-one basis.

The Academy is the Keystone Flex School in Guatemala since 2005. Regarding the Keystone Program, they offer the online high school and middle school programs. They offer 170 teacher supported online high school and middle school courses. All work is graded in the US and the Academy provides the local tutors to help them accomplish, learn and develop the needed skills for each of the courses. The Keystone program provides a high school diploma accredited, licensed and approved by the following organizations:

- Middle States Association of Colleges and Schools: Commission on Secondary Schools
- Northwest Accreditation Commission
- State Board of Private Licensed Schools, Commonwealth of Pennsylvania
- Homeschool.com Seal of Approval
- Better Business Bureau

The Keystone Program provides a complete core curriculum at each grade level, plus many electives and advanced courses for expanded learning opportunities:

- Core Curriculum: The Keystone Curriculum covers all core subjects including math, science, social studies and language arts. With more than 40 courses in the core subject areas, Keystone offers a solid foundation for the student’s education.
- Electives: Students have the opportunity to take any of the 50 courses offered including computer programming, business courses and six world languages
- Advanced Courses: The program offers more than 20 advanced courses for grades 8–12. high school students looking for more challenges can take Honor or Advanced Placement (AP) courses.

All students attend an art class once a week and P.E class three times a week. The following after school clubs are offered once a week: cooking, music, choir, multimedia, handy man, sports, and drama. The Academy offers PSAT an SAT prep courses after school hours. Students have a daily work schedule for each of the assigned subjects. Homework assignments depend on daily work completion. 100% of our graduates continue with higher education.
GUATEMALA, Guatemala (cont’d)
SPECIAL EDUCATION (cont’d)

Cayala Learning Academy (2014) K-12 12
http://www.cayalalearningacademy.com/ Cayala Learning Academy is a very small individualized learning center that maintains a ratio of 5 students to 1 teacher; therefore, students receive a great deal of individualized attention from their teachers. This can benefit all students with special needs. Based on a placement test, the students can choose the curriculum that best fits his/her needs. For elementary and middle school students, the program that they work with offers specialized curriculum that is geared towards students who are struggling with reading or writing, or students who have a learning disability.

At Cayala Learning Academy both lead teachers have experience working with students who have special needs. One teacher has her Masters in special education. Therefore, at Cayala Learning Academy they are trained and able to work with all levels of students. However, if a student requires more individualized attention than a 5-to-1 ratio for a physical or mental disability, then a shadow teacher may be needed. Cayala Learning Academy can help arrange for a shadow teacher, but this would need to be provided for by the parent.

At the moment they do not have someone on site to diagnose a disability, but they are able to refer students to an appropriate psychologist. Based on a psychological examination, they can design an Individualized Education Plan (IEP) for that student which will be necessary in order to receive appropriate services for the next post.

Colegio Interamericano (2014) PK-12 1,080
http://www.interamericano.edu.gt/ Due to the curriculum that the School offers and that requests students to obtain both the national diploma as well as the high school diploma their services regarding the attention to special needs students are defined as mild. However, as part of their methodology they offer differentiated opportunities within the classroom and particular attention hours for those who need reinforcement or enrichment. The School attends mostly learning disabilities such as ADD-ADDH. They have one case of a sight impaired student. They have had students who were/are orthopedically impaired ranging from mild to moderate. Each level has a counselor, a professional that supports the program and analyzes the cases. It is customary that the school does not diagnose a disability but it usually recommends a professional from a core of known professionals within the field. The elementary level does have special needs teachers to help those who struggle with the fundamentals such as reading and writing.

Colegio Maya (2014) PK-12 333
http://www.cm.edu.gt/ The School has a learning resource center which is available for students with mild to moderate learning differences. English-as-a-second language services are available as needed.

Colegio Monarch Guatemala (2014) PK-12 27
http://colegiomonarch.edu.gt/en Monarch classrooms are designed so that each child receives the individualized attention he or she deserves. Knowing that each child develops uniquely as a result of the stimulation he or she receives cognitively, socially and emotionally, the Monarch team carefully evaluates a student’s strengths and needs in those areas and then individualizes his/her academic and therapeutic curriculum.

For 7 school hours daily, students receive an intensive program, covering the four core areas with major emphasis on academic competence through the training of executive functions, relationship development and self-regulation. Students are placed in the classroom that best fills their needs according to their developmental level, their current functioning and their academic situation.

Novice students (our first developmental level) receive therapeutic interventions during the day in a structured and consistent environment. This includes: sensory integration to build up self-regulation; therapeutic play based on the Developmental-Individual Differences-Relationship (DIR/Floortime) Model to increase social abilities; relationships based on affection and promotion of intentional communication through different systems and techniques like PECS, sign language and some behavioral verbal therapy.
GUATEMALA, Guatemala (cont’d)
SPECIAL EDUCATION (cont’d)
As they move up in the system into an apprentice level, the teacher starts promoting and mediating relationships with others in small contexts, as they gradually learn how to communicate and coordinate actions. At this level, students start taking ownership of their actions, reflecting on them and creating, with support of an adult, future plan to follow when they need to modify their behaviors.

Students in our higher level, challenger, are working on interdependence. They are learning to work as a team, in a respectful community where everyone has something unique and valuable to contribute. They keep learning about their strengths and challenges, they put their strengths at the service of others. At a business level, they are finding ways to be productive with them; they are learning to trust their team and ask for help when something is hard.

Equity American School (2014) PK-12 153
www.equity.edu.gt The School has programs in place that attend to students with mild to moderate special needs. These students remain in the regular classroom. If it is recommended that they have an in-school tutor, they make arrangements for that student to have a place where he/she can receive this service. It is usually during the first part of the morning. In these cases the in-school tutor is employed by the parents, but must fit the Equity profile for an educational professional employee. Shadow teachers, usually psychologists, must also fit the school’s profile for a professional employee even when they are employed by parents.

The School can only give service to students with learning disabilities such as: ADD, ADHD, dyslexia, and Asperger syndrome. They do not have special needs teachers; they work closely with the child’s team of professionals and the parents. Their small classrooms and their safe and healthy social environment make it possible for us to have one or two special needs student per grade, depending on the needs.

GIFTED AND TALENTED
Post Comments (2013) ---- ----
Colegio Americano: offers enrichment, higher order thinking and creativity.

GUINEA, Conakry
SPECIAL EDUCATION
American International School of Conakry (2014) PK-12 59
http://www.aisconakry.org/ AIS Conakry is able to work with students with mild learning challenges. They do not have a special needs teacher on staff. With their small class sizes, teachers are able to modify curriculum and instruction for children with mild learning challenges. They have a student support teacher assistant who works with students who are experiencing difficulties. The program for each student will be developed to meet their individual needs. The School works with a child psychologist in town, and has an ESL specialist on staff.

HAITI, Port-au-Prince
SPECIAL EDUCATION
Morning Star Christian Academy (2014) PK-12 319
www.mscahaiti.org Morning Star Christian Academy has a pro-active English-as-a-second language (ESL) program. Any students that are not fluent in the English language are pulled out of the regular classroom for individualized instruction in English for one hour per day by a special ESL teacher. They have programs for children with mild learning and physical disabilities. They make accommodations for those students with orthopedic impairment. They currently have no trained staff to deal with students with hearing, sight, or emotional impairments. There are no members on current staff that are specifically trained to diagnose disabilities. They have a standardized admissions procedure for all students which involves diagnostic testing in English, social studies/science, spelling, and mathematics.
HAITI, Port-au-Prince (cont’d)
*SPECIAL EDUCATION* (cont’d)

**Quisqueya Christian School** (2014)  PK-12  300

[website](http://www.quisqueya.org) Limited special needs program. Staff is available for students with learning disabilities. The School has a literacy specialist on staff, and QCS brings in visiting school psychologists from the United States to help with assessment. The School counselor oversees Individualized Educational Plans.

**Union School** (2014)  PK-12  ----

[website](http://www.unionschool.edu.ht) The Learning Center is the special education program servicing students with special needs from grades 3-12. The program runs parallel to the mainstream program, with modification, and instructional strategies to address student’s needs based on the IEP. To be eligible for the service the students must be identified as a student with particular needs (based on psycho-educational evaluation). Placement in the program is determined by performance on standardized tests, teacher recommendations, academic performance and psycho-educational evaluation. There are several local qualified psychologists in Haiti who can evaluate. The program services students with needs in the areas of: visual/auditory perception deficit/spatial relation (LD); behavior deficit (ADD, HD); and emotional disorder. Based on the student’s need and in the least restricted setting, the student maybe placed as:

- Full-time: student attending special education classes for all core subjects and integrating in mainstream classes for electives.
- Part-time placement: student attends special education class for subject/s in need of modification (student working below grade level).
- Mainstream with assistance: student attends mainstream class with a shadow to help support and provide accommodation.

**Remedial Program:** Reading-based on Measurement of Academic Proficiency results, a diagnostic test, students scoring two to three years below grade level in the areas of reading receive remedial classes. The program provides individualized instruction in reading targeting the fundamental skill needed to achieve a level of proficiency appropriate for the grade level.

HONDURAS, Tegucigalpa

*SPECIAL EDUCATION*

**Academia Los Pinares** (2014)  PK-12  803

[website](http://www.pinares.org) Very limited services are available for students with mild special needs, mostly ADD-related needs. Two resource teachers work with elementary students. A proposal is currently being considered to add a resource teacher for secondary.

**American School of Tegucigalpa** (2014)  PK-12  1,157

[website](http://http://amschool.org/) Services are provided for students with special needs in the following areas: learning disabilities, speech impaired, and ADD. Their students fall into the categories of mild and moderate. On staff, they have 2 diagnosticians, 5 counselors, 11 special needs teachers and a speech therapist. Some of the special needs teachers also work in the community providing services for students, on a private basis.

**DelCampo International School** (2014)  PK-12  1,367

[website](http://www.delcamposchool.org) Children with specific learning needs are serviced within the classroom by the general education teacher with minimal accommodations based on the recommendations from the division psychologist and principal. These students work entirely with direct goals from the homeroom teacher or aid in 1st and 2nd grade. When students present a specific learning need that requires more significant accommodations and/or modifications to the curriculum or require one-on-one instruction, students are referred to the Academy division (DCIA). At the Academy instruction is more individualized and specific for children with special needs. Students work in a smaller classroom (12 students maximum) and receive support from both the homeroom teacher and the special educator. Additional professionals work with the students as needed. These additional services have an additional cost but include speech therapy, occupational and physical therapies, and behavior supports or shadows. If there are additional services required, there are highly qualified professionals that they refer to outside of school.
HONDURAS, Tegucigalpa (cont’d)
SPECIAL EDUCATION (cont’d)

Escuela Internacional Sampedrana (2014) N-12 1,421
http://www.seis.edu.hn/website/ Special Needs Program in Elementary: EIS has on site specialists to diagnose disabilities (psychologists and special education teachers). EIS has a well-structured Student Support Team that provides assistance to special needs students, teachers, and parents. The team is composed of counselors, learning center teachers, psychologists, reading specialists, special educators. Admission to the program: students are assessed entering into nursery (2½-3 years) to obtain relevant information about the students’ mother language, vocabulary, academic, social and emotional skills. The School has a program for struggling students in all areas from toddlers to 12th grade. Learning center programs. Special Needs Program in High School: The majority of the students they provide services to are in the learning disabled range (math, language, processing speed, etc). They also have other not-otherwise specified disabilities, such as Asperger’s and neurological such as ADD and ADHD. The level of services varies for each individual student. Even though they try to mainstream to the maximum extent possible, each particular case will vary. Some students will just require 20% of services, while others require 50%. They have both pull-out services and push-in services as well. The high school special needs coordinator holds a Master of Arts in special education from an accredited U.S. institution and a special needs administration license. With a multi-disciplined team, they are able to diagnose disabilities after a thorough psycho-educational evaluation. High school only has one special needs coordinator who also teaches students under the program.

GIFTED AND TALENTED
American School of Tegucigalpa (2014) PK-12 1,157
http://amschool.org/ To enter the gifted and talented program, students must test two years above their current grade level in the areas of reading and/or math on the NWEA’s Measures of Academic Progress (MAP) or on the Teachers College Reading Assessment measure.

Del Campo International School (2014) PK-12 1,367
www.delcamposchool.org Currently, gifted and talented students are serviced within the DCIS classroom and receive enrichment courses in a specific area at The Academy division. Students are identified through an evaluation available at the school.

HUNGARY, Budapest
SPECIAL EDUCATION


Greater Grace International School (2014) PK-12 157
www.ggis.hu They have no onsite staff trained in diagnostics, but are willing to help modify individual programs where students are able to function in a normal classroom setting. They are willing to work with offsite NILD scheduling. The School is not accessible for the physically handicapped.

International Christian School of Budapest (2014) K-12 245
www.icsbudapest.org The School’s Supplemental Services department primarily serves students with special learning needs and speech/language disorders. Most of the students served have mild to moderate needs. Depending on the needs of their students and the availability of staff, services offered may include resource and tutoring, individualized intervention for specific learning disabilities including dyslexia, speech therapy, occupational therapy, and sensory integration therapy. However, there are also some services available for mild needs among mental and physically handicapped, orthopedically impaired, developmental disorders, and emotionally disturbed. The majority of their staff hold or are pursuing graduate degrees in the areas of special education, education, speech pathology, or educational psychology.
INDIA, Chennai
SPECIAL EDUCATION
American International School-Chennai (2014) PK-12 931
www.aisch.org Counseling: There are five AISC counselors serving grades PK-12. The counselors follow the International Model for School Counseling Programs with a focus on foundations, delivery, management, and accountability of systems. The counselors provide support to all students, parents, and professional staff. Key tasks include student class placements, facilitating Student Support Team (SST) referrals, guidance lessons in grade classrooms, admission and exit transition programs for students, college counseling, individual and small group student counseling, student social and behavioral support, parent education, family guidance, and faculty support.

Learning Resource Center (LRC): AISC has a Learning Resource Center Team comprised of four trained special education teachers, a speech/language pathologist and a school psychologist.

Mild Support: mild support is provided by trained professionals in a balanced service delivery model of consultative-collaborative support, accommodations, small group instruction, in-class support and/or direct intervention. An ILP (Individualized Learning Plan) is developed and goals are written and monitored.

The dimensions of mild support include:
- Consultative support for general education teachers and/or parents
- Assessing and monitoring student performance through collecting and analyzing data
- Provide targeted literacy and math support and instruction
- Specialized small group instruction (both in and out of general education classroom)
- Organization and study-skill development
- Speech and language support
- Provide targeted counseling support
- Develop, implement and monitor behavior support plans

Moderate Support: moderate support - an intensive service delivery model provided by trained professionals in whom students with more specialized needs are supported in a combination of small group instruction, in-class support and/or direct, evidence-based intervention. An ILP (Individualized Learning Plan) is developed and goals are written and monitored.

The dimensions of moderate support might include:
- Assessing and monitoring student performance through collecting and analyzing data
- Specifically designed interventions in literacy and mathematics
- Assistive technology
- Formal accommodation (e.g. extended time for summative and standardized testing.)
- Curricular modifications – when required and appropriate
- Targeted speech and language support and interventions
- Specialized small group instruction (both in and out of general education classroom)
- Organization and study-skill development
- Provide targeted counseling support
- Develop, implement and monitor behavior support plans

INDIA, Hyderabad
SPECIAL EDUCATION
Indus International School Hyderabad (2014) 1-12 321
www.indusschoolhyd.com The School is an all-inclusive school. They have a qualified SEN (special education needs) department for children that require extra learning support, and for children who are academically gifted. They have staff trained to diagnose learning disabilities, and will work with families to find para-professionals if one-on-one support is needed.
INDIA, Hyderabad (cont’d)
SPECIAL EDUCATION (cont’d)

International School of Hyderabad (2014) PK-12 275

www.ishyd.org Learning Support and Extension: ISH works towards bringing out the best in every student. To support and enhance the differentiated instruction that goes on in the regular class room, the learning support team works with students with special educational needs like English language learners and high achieving students who need greater challenges. Extension work is provided to ensure that every child is spurred on and feels challenged sufficiently.

ESL Support (English Language Support)
- Elementary School: ESL is delivered in two ways:
  1. Intensive – students attend ESL classes for an average of three sessions per week in order to consolidate their listening, speaking, reading and writing skills. Student numbers in these classes are kept to a maximum of three, in order for them to reach their full potential. Often the classes are one to one with the ESL teacher.
  2. ESL in the mainstream – ESL teacher support is provided in class where clusters of ESL students benefit from language support. The ESL teacher develops an Individualized Education Program (IEP) for high need ESL students, after the class teacher and the ESL teacher make an informal assessment. This gives students a sense of confidence to tackle further learning. ESL support is provided until the child can participate in grade work through differentiated instruction. During this phase, ESL staff provides curriculum support within the classroom in terms of planning and implementing the program.
- Secondary School: ESL is also delivered in two ways:
  1. Intensive – students attend an ESL English class in their year level for an average of five lessons per week in order to consolidate their listening, speaking, reading and writing skills. Student numbers in these classes are kept to a minimum. There are usually less than five students per class.
  2. ESL in the mainstream – ESL teacher support is provided in mainstream English classes and in subjects such as science, geography and history, where clusters of ESL students benefit from language support. This is organized according to students’ needs and teacher availability.

Student Counselor ISH offers some counseling for students who wish to or need to talk through issues in a supportive, non-judgmental environment. Students experiencing learning or behavioral difficulties may be referred to the counselor.

College Counselor ISH has a dedicated college counselor who advises high school students and their parents/guardians about choosing courses, identifying colleges that will be a good match for the student’s skill and interests and applying to colleges.

Special Needs Department: ISH has two trained special needs teachers who are able to provide moderate level of service for special needs students. School in the past has successfully helped students with ADHD, autism and Dyslexia.

Mosaica International School of Hyderabad (2014) PK-12 72
www.mosaichyderabad.com All staff are provided with regular CPD to ensure they are able to cater to students with differing special needs. They have a member of staff who has been trained as a special education needs coordinator.

INDIA, Mumbai
SPECIAL EDUCATION

Post Comments – International Schools in Mumbai (2014) ---- ---- ----
- American School of Bombay has limited resources for children with special needs. If your child does have special needs, please get in touch with ASB as soon as possible to see if their Student Support Services Department can support your child’s needs. In 2014, the school began a program for gifted children in cooperation with the Johns Hopkins Center for Talented Youth. Admission to this program is by exam only.
INDIA, Mumbai (cont’d)
SPECIAL EDUCATION (cont’d)

American School of Bombay (2014) EC-12 752

http://www.asbindia.org Student Support Services’ philosophy is based on the belief that every child learns at a different pace and in different ways. The goal is to provide services for students with specific learning needs and exceptionalities whose needs can be met with their current structure and available programming. Currently, they can support students on a continuum of services for mild learning differences, mild language difficulties, and students needing extra assistance in specific academic areas. Their current SSS department is comprised of: school psychologist (EC3-grade12), academic support specialists (EC3-5 and grades6-12), reading specialist (EC3-grade5), school counselors (EC3-grade5, grades6-8, and grades9-12), and EAL specialists (grades1-5, grades6-8, and grades9-11). Their models of service include a mixture of push-in/pull-out support for eligible students based on their specific needs. Families with children with special needs should contact the office of admission prior to bidding on posts to ensure ASB’s SSS program will be able to meet their child’s needs.

INDIA, New Delhi

SPECIAL EDUCATION

American Embassy School (2014) PK-12 1,440

http://aes.ac.in The School accepts students with learning differences that demonstrate a history of academic and behavioral success. The administration must be sure that any exceptional needs of the student, including can be met by the services in-place at the School at the time of application. This includes both students with physical, emotional, and/or learning disabilities as well as students with exceptional cognitive abilities. Applicants that have exceptional needs must submit any documentation, including educational/ psychological evaluations, speech/language evaluations, occupational therapy evaluations and Individualized Education Plans, that would help the admission office to determine if the AES can support the applicant’s needs. The Admissions Committee (principal, assistant principal, school counselors, school psychologist and the director of admissions) review the documentation to determine admissibility. Once reviewed, the Admissions Committee may seek additional information and then provide the applicant with a recommendation. Any items that are overlooked or are sent incomplete will delay the process. The length of the review process will be determined by the willingness of the parents/guardians to provide complete and accurate information in a timely manner. Students with special needs admittance is decided on a case-by-case basis. Apply early if your child has special needs. This is a private school and students are not guaranteed admission just because they are with the US Embassy.

- **ELEMENTARY SCHOOL**
  - **School Psychologist**: The elementary school has a school psychologist to assist with identification of learning differences, the design of appropriate individual programs, and to provide consultation and support to students, parents, and faculty.
  - **Learning Center**: provides special help for students who are experiencing minor learning problems. A formal referral process provides the teacher and parents an opportunity for input into decisions for children with additional special needs. Parents are invited to meet with the counselor if they have concerns about their child’s learning issues or performance.
  - **Guidance Program**: guidance and counseling services are available for all students. Their counselors support the teaching of problem solving, conflict resolution and collaborative group skills through consulting with teachers and working with small groups and classroom groups as needed. In addition, the counselors work closely with classroom teachers and individual students in order to address specific individual concerns. The counselors are available to meet with parents regarding their child’s academic, social and emotional needs.

- **MIDDLE SCHOOL**
  - **Academic Support**: The academic support course is designed to supplement the general education program in assisting students whose academic needs require additional support beyond the classroom setting alone. Academic support and classroom teachers collaborate to develop and implement appropriate programs for academic support students. The collaborative process includes the evaluation of strengths and needs and identifying specific strategies to enable students to be successful in the
SPECIAL EDUCATION (cont’d)

regular curriculum. In cases where the needs are such that they significantly impede the learning process, compensatory modifications are implemented in the regular academic program. Independence and responsibility are essential to academic success. Therefore, the academic support teacher is not only charged with the task of teaching discrete academic skills, but also thinking strategies, self-advocacy, and self-initiative. This approach enables students to take personal responsibility for maximizing their learning potential and educational opportunities. Promoting students’ positive self-images as capable learners is key to this task.

- **Study Skills**: Study skills is designed as a work lab as well as an opportunity to help students develop their academic skills. Through mini lessons, group discussions, class routines, and the opportunities that arise through academic work students consider and practice the following skills: the use of the agenda as an organization/planning tool, workable organization of notebooks/binders, planning long-term assignments, listening skills, note taking skills, memory techniques, understanding of individual learning styles, and test taking and research skills. Communication occurs on behalf of study skills students with both classroom teachers and the counselor and additional help is given as needed. Students are placed in study skills because of teacher or parent recommendations, as a way to provide extra support to ESL or new students, and occasionally due to schedule conflicts.

- **HIGH SCHOOL**
  - **High School Student Support Services**: The High School Student Support Team (SST) provides support services for students based on their specific needs. The SST is comprised of the principal, assistant principal, academic support teacher, counselors, school psychologist, and an English-as-an-additional language (EAL) teacher, classroom teachers and/or health office staff as appropriate. The team meets on a weekly basis to discuss student concerns and progress. Interventions may include, but are not limited to, counseling, academic support class, an individualized learning plan, EAL support class, informal and/or formal assessments, classroom accommodations, referral to outside resources, home-school communication, and/or learning strategies. Areas of identified need may be in the areas of academics/learning, social/emotional concerns, EAL, and/or exceptional cognitive, physical, and/or artistic abilities. Referrals to the SST may be made by parents, students, and/or faculty. Referrals are initially directed to the student’s high school counselor. Student Support Team staff from the middle school and high school communicate and meet throughout the students’ eighth grade year to assist with plans for continuous support during the transition to high school. The high school Admissions Review Team meets on a weekly basis and is comprised of the Director of Admissions, Principal, Assistant Principal, academic support teacher, counselors, school psychologist, and the ESL teacher if appropriate. A plan for support is developed for students who are admitted to AES with identified educational needs.

**The British School (2014)**

The special education needs program (SEN), English-as-an-additional language program, counseling, university/college guidance and health services are all offered under the umbrella of Student Support Services. The team members help students through the use of a variety of strategies working together to address each student’s unique needs and ultimately helping them to enhance their opportunities for learning. The services are designed to assist students both in managing curriculum requirements and in participating fully in school life. Mild level of services are provided for children with special needs. Staff is available on site to diagnose disabilities. Special needs teachers have been employed by the school.
INDONESIA, Jakarta
SPECIAL EDUCATION

Australian International School (2013) PS-12 800+
www.ais-indonesia.com Mild to moderate emotionally disturbed and speech impaired. Mild to severe hearing impaired, learning disabled, mentally handicapped and multiply handicapped. Mild visually handicapped. They offer learning support, speech and language therapy, literacy intervention, occupational therapy, behavior modification, and alternative learning centers. The School is equipped to accommodate the physically disabled. They have staff that have been trained to administer psychological tests and can diagnose specific learning disabilities.

British International School (2013) EC-Y13 1,374
www.bis.or.id Mild emotionally disturbed, mentally handicapped, and speech impaired at all grade levels. Mild to moderate hearing impaired and learning disabled at all grade levels. The School is not accessible for physically disabled students. They have staff that have been trained to administer psychological tests and can diagnose specific learning disabilities.

Jakarta International School (2014) EC-12 2,600
www.jisedu.or.id Limited services available. Mild hearing impaired students can be accommodated. The school is not accessible for the physically disabled. The staff has been trained to administer psychological tests and diagnose specific learning disabilities.

INDONESIA, Surabaya
SPECIAL EDUCATION

Surabaya International School (2014) PK-12 320
www.sisedu.net A special needs teacher is not provided for students with learning differences at SIS. Teachers meet with the counselor, administrator, and parents in order to develop plans to help these children to be successful academically and socially at SIS.

IRELAND, Dublin
SPECIAL EDUCATION

Post Comments (2014) ---- ----
While special education in Ireland can be good for the moderate, severe or profoundly disabled child, the services are difficult to access and the wait lists are long. Arriving in Ireland, one can expect to wait from a minimum of 3 months up to one year before school attendance is approved. If you have a child with autism, the wait can be even longer. Private therapy and ABA is available but the costs are very high and it is not always possible to find services in your area. There are private companies that offer therapy services, but they frequently have a long wait list or will only accept children with specific disabilities (typically the higher end of functioning).

Local Special Education Services: The American Embassy is located in Ballsbridge. Most Embassy families live south of the Embassy in the catchments area of St. Michael’s House or St. John of God’s. Both organizations supply special education services and should be contacted as soon as you know that you will be posted in Ireland. It may be possible to shorten the time that your child must wait for services to begin. If you find that one organization is easier to work with, let GSO know that you prefer housing in that specific catchment area.

St. Michael’s House - www.smh.ie
St. John of God’s - www.sjog.ie
St. Michael’s House and St. John of God’s offer a variety of services. They have special needs schools where children with mild, moderate, severe and profound disabilities attend together. If your child has mild to the higher end of moderate needs, or other learning difficulties, you can opt to enroll them in a regular school in a special class or mainstreamed with support. The special class offers higher numbers of adults to help your child. Wait lists for these classes are, at present, long.
IRELAND, Dublin (cont’d)

SPECIAL EDUCATION (cont’d)

Post-Supported and Local Schools: Many Embassy children attend St. Andrews College, www.st-andrews.ie, a private/fee-paying school located in Blackrock, approximately 15 minutes from the Embassy. On occasion, the school has educated students with Asperger’s, autism and Down syndrome and will consider having special needs children attend. They currently have students with dyslexia, dyspraxia and general learning difficulties. St. Andrews will work with parents and the Ministry of Education to ensure that required services are offered. These special services, supplied and paid for by the Ministry of Education, can range from a learning resource teacher (whom the student visits several times per week for a 1:1 up to 1:6 student to teacher ratio session) to an assistant in the classroom to help the student throughout the day. The wait for these services can be quite long. As well, it should be noted that the learning resource teacher currently has a heavy case load of students.

Many Embassy children also attend International School Dublin, www.internationalschooldublin.ie, a private school also located in Blackrock, approximately 15 minutes from the Embassy. International School Dublin is open to students with special needs and will work with parents on a case by case basis.

The Embassy is aware of one local school for autism, The Red Door, www.thereddoorschool.com. The Red Door has a wait list of two to three years, so it is not a feasible option for children from the Embassy. However, there is a new St. Michael’s House School (Ballinteer) that opened in 2009. This school has several classes dedicated to students with autism. These classes also fill quickly and have wait lists.

Summary: In conclusion, Ireland is not the best option for a posting for a family with special needs. While you can find services, the wait is frequently long. Ireland is being flooded with immigrants and the strain on the schools is showing. If a posting in Dublin is your only choice, come prepared. Previous families with a special needs child have brought their own teacher so that their child’s program was not interrupted. Some useful websites to research special needs education in Ireland: www.scoilnet.ie; www.sess.ie; www.disability.ie. Dublin’s Health Unit, DublinHealthUnit@state.gov, can provide more information on local speech, language, and occupational therapists in Ireland. They can also help you manage your Special Needs Educational Allowance (SNEA), administered by the Office of Medical Service’s Child and Family Program. If you are not yet a member of FSspecialneeds Yahoo group, post recommends joining-FSspecialneeds-subscribe@yahoogroups.com.

International School of Dublin (2014) PK-6 49
http://www.internationalschooldublin.ie/ Students with SEN are taken on a case-by-case basis. There are no special needs teachers employed by the school. The Head of School is currently responsible for children with SEN. The IB program is not necessarily suitable for children with severe SEN so their needs are assessed prior to the parents making an application. Parents of children requiring a one-on-one support assistant need to pay additionally for this service themselves.

St. Andrew’s College (2014) PK-12 1,268
www.st-andrews.ie The Support for Learning department is staffed by six special needs teachers (SNA’s), one full-time learning support teacher and seven resource teachers. Learning Support: Priority is given to pupils whose achievement is at, or below, the 10th percentile on standardized tests of reading or mathematics. Learning support classes are available to students who meet the Department of Education and Skills criteria for exemption from Irish language. These students attend learning support for 3 classes per week. Resource teachers: Resource teaching is provided to students who have been identified formally by a psychologist, psychiatrist, speech and language therapist or other appropriate professional as having special educational needs. Number of hours allocated depends on the levels of difficulty that he/she is experiencing. This means from 1-5 class periods/week. Hours are allocated by the Department of Education and Skills. The SFL department caters for a wide variety of special needs. Students are granted hours by the National Council for Special Education (NCSE), which are used by the school to support them in a range of ways including one-to-one withdrawal, small group classes and in-class support. Eligibility: To qualify for learning support-criteria as above. To qualify for resource teaching–hours must be granted by NCSE, based on official diagnosis.
IRELAND, Shannon  
**SPECIAL EDUCATION**  
Holy Family Senior School (2014)  
2-6  
365  
http://www.hfss.org/ The School will meet with the parent/guardian of the child and with the SEN (Special Education Needs Coordinator) to discuss the child’s needs and the schools suitability or capability in meeting those needs. They have seven full-time SNAs (special needs assistants) along with our special education teaching team to assist with but not limited to difficulties with speech and language and dyslexia.  
St. Flannan’s College (2014)  
7-12  
1,206  
http://www.stflannanscollege.ie/ The School has a trained special needs teacher to asses and help students with learning difficulties. Dedicated classes equipped with special facilities are available for students with specific learning needs.  

ISRAEL, Tel Aviv  
**SPECIAL EDUCATION**  
Tabeetha School (2014)  
K-12  
330  
http://www.tabeethaschool.org/english/ Mild hearing impaired, learning disabled, orthopedically impaired, and speech impaired students can be accommodated. The School is not accessible for the physically handicapped. The School has staff who are trained to administer psychological tests and diagnose specific learning disabilities.  
Walworth Barbour American International School in Israel (2014)  
PK-12  
609  
http://www.wba.is/ The psycho-educational evaluation and any existing IEPs must be submitted ahead of time so that the admissions committee can make an initial assessment of whether WBAIS can meet the child’s needs. Note: experience has shown that in cases where a student has special needs, it is highly advised that prior to applying and accepting a post in Israel, information about the child be shared with the counselor for an initial review and screening. Special Note: Parents, if you have a child with special needs, please understand that the School has limited resources and capabilities for handling children of such needs. It is in your best interest to contact the school prior to bidding, if possible, in order to discuss whether the school can accommodate your child. Please make sure to have all records available. The School has a resource center, support for students with learning disabilities, counseling services, ELL, writing assistance in high school, math labs, and an English enrichment program.  

ITALY, Milan  
**SPECIAL EDUCATION**  
Post Comments – Education Options (2012)  
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Many special needs are not supported by schools at Post and it is best to check with them individually to see what they can or cannot support.  

ITALY, Naples  
**SPECIAL EDUCATION**  
Post Comments – Education Options (2013)  
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Naples Elementary School (DoDEA) (PK-6)  
http://www.naples.eu.dodea.edu/ The School has an extensive special needs program for mild to severe special needs students in resource as well as self-contained classes. The faculty of 106 include 42 classroom teachers, 11 specialist teachers, 2 foreign language teachers, 3 learning impaired teachers, 1 emotionally disturbed teacher, 3 speech and language teachers and 1 hearing impaired teacher. There is 1 librarian, 1 ESL teacher, 4 reading teachers, 1 gifted teacher and 1 school nurse.  
Naples High School (DoDEA) (7-12)  
http://www.naples.eu.dodea.edu/ As an Area 3 school it supports an extensive special needs program for mild to severe special needs students in both resource and self-contained classes.
ITALY, Rome
SPECIAL EDUCATION

Post Comments – Schools in Rome Guide (2014)

• **AMBRIT International School** (3-14yrs) [www.ambrit-rome.com](http://www.ambrit-rome.com) Mild to moderate learning disabled and speech impaired students can be accommodated in the regular classroom or through a resource room. Mild emotionally disturbed and orthopedically impaired students can be accommodated in the regular classroom. The School is accessible to the physically handicapped student. There is staff trained to administer psychological tests and diagnose specific learning disabilities.

• **American Overseas School of Rome** (PK-13) [www.aosr.org](http://www.aosr.org) Mild to moderate hearing impaired students can be accommodated in the regular classroom or through a resource room at all grade levels. Mild learning disabled students and mild speech impaired students can be assisted in the regular classroom or through a resource room at all grade levels. Moderate learning disabled students can be accommodated in the regular classroom or through a resource room at the elementary and middle school grade levels. Moderate speech impaired students can be assisted in the regular classroom and through a resource room at the elementary grade levels. A speech therapist is currently on staff. There is staff trained to administer psychological tests and diagnose specific learning disabilities. The school is not accessible to the physically handicapped.

• **Core International School** (3-11yrs) [www.coreinternationalschool.it](http://www.coreinternationalschool.it) An experienced learning specialist is available to make full assessments on both learning and behavioral problems producing an education program which is followed through in school, either in small groups or individually. Help is available in teaching English-as-a-second language from the age of 4 years. Speech and language therapist is available for consultations and individual help. Mild learning disabled, mentally retarded, and physically handicapped can be accommodated. Qualified help is available for children with special needs and ESL.

• **Marymount International School** (PK-12) [www.marymountrome.com](http://www.marymountrome.com) Mild to moderate learning disabled and speech impaired students can be accommodated in the regular classroom in the elementary and middle school grade levels. Mild learning disabled high school students can also be accommodated. The School is accessible to the physically handicapped student. They have staff that has been trained to administer psychological tests and to diagnose specific learning disabilities. A speech therapist is currently on staff.

• **The New School** (PK-12) [www.newschoolrome.com](http://www.newschoolrome.com) Mild to moderate learning disabled and speech impaired students can be accommodated in the regular classroom in the elementary and middle school grade levels. Mild learning disabled high school students can also be accommodated. The School is not accessible to the physically handicapped student. The School can refer students to personnel who have been trained to administer psychological tests and to diagnose specific learning disabilities.

• **Rome International School** (K-12) [www.romeinternationalschool.it](http://www.romeinternationalschool.it) Mild to moderate hearing impaired students can be accommodated in the regular classroom or through a resource room at all grade levels. Mild to moderate learning disabled students and mild speech impaired students can be accommodated in the regular classroom or through a resource room at all grade levels. Mild to moderate speech impaired students can be accommodated in the regular classroom and through a resource room at the elementary grade levels. A full-time specialist is on hand to assist children with learning difficulties and to conduct diagnostic tests where appropriate. Two ESL teachers are employed to provide intensive English language lessons to children who arrive from overseas with limited English. The School is not accessible to the physically handicapped.

• **St. George’s British International School – La Storta** (PK-12) [www.stgeorge.chool.it](http://www.stgeorge.chool.it) There are specialist departments for S.E.N. (special education needs) and E.A.L. (English-as-an-additional language). Extra tuition in preparation for Italian state exams is available at the school.

• **St. George’s British International School – Nomentana** (3-11yrs) [www.stgeorge.chool.it](http://www.stgeorge.chool.it) Mild emotionally disturbed students in elementary and middle school grades can be accommodated in the regular classroom. Mild learning disabled, orthopedically impaired, and visually handicapped students at all grade levels can be accommodated in the regular classroom. Mild to moderate speech impaired students in the elementary and middle school grade levels can be accommodated at the elementary and middle school grade levels. The School is accessible for the physically handicapped student. They have staff that is trained to administer psychological tests and to diagnose specific learning disabilities.
A number of facilities exist in Kingston for educating the handicapped, although equipment and staff are limited. These schools have limited space and each should be explored for specific needs. Day programs are offered by the Jamaica Association for the Deaf, the Salvation Army School for the Blind, the Step Center, and the Mona Rehabilitation Center for the physically handicapped. Carberry Court Special School has day and boarding programs for the severely mentally handicapped. None of these programs meets U.S. standards. Kingston is not a special needs post.

American International School of Kingston (2014) PK-12 256
http://www.aisk.com The services presently offered would be student support to students with English-as-an-additional language (EAL) students, mild learning disabilities, ADHD, and slower paced learners. These services are divided into direct and indirect services:

- **Direct Services** include remediation, push-in and/or pull-out services, intervention planning/programming and is mostly provided at the elementary school level.

- **Indirect Services** are also provided at the elementary level includes collaboration with teachers and parents, monitoring of progress.

At the middle school/high school level, services provided are defined as indirect services, where there is collaboration with teachers to ensure that the children are getting the required accommodations on tests and exams. In the middle school, however, there is some push-in support, where a staff member will help a student in particular subjects to ensure that they are getting the full content and understanding of the topic.

At present, pull-out is being done approximately 10% of the day for the elementary students.

The services that can be offered at AISK would include students with mild learning disabilities and slower paced learners, children with ADHD and some students with speech impairments, that are receiving external services. There are 2 trained EAL teachers; 2 special education teachers and 1 psycho-educational consultant (M.Ed. Educational Psychology) with training and experience in the identification of school based learning challenges inclusive of learning disabilities, slower paced learners, mild intellectual disabilities, gifted learners and developmental delays. In the community, there is the MICO Care Centre, Jamaica Association for Children with Learning Disabilities, and other private practitioners on an approved list of AISK. Tutoring is also available in the community for specific subject areas.

Gifted Education

- **American International School of Kingston (2014)** PK-12 256

Once a child applies to come to AISK, they will follow the regular procedures of submitting the application, if they are interested in gifted placement; they will be expected to submit a psycho-educational evaluation, past reports, recommendations, and do MAP testing, which is done internally. The Kaufman KTEA 3rd Edition measures student academic skills in areas such as reading, writing and math.

JAPAN, Nagoya

Nagoya International School (2014) PS-12 338
http://www.nagoyais.jp/nis Admission based primarily on English language proficiency and it is recommended only for students with sufficient academic ability, interest, and motivation to benefit from the program. NIS requires the applicant to be sufficiently mature for their age and for continued enrollment, satisfactory progress needs to be demonstrated. At application time, parents must specify in writing any individual needs or medical difficulties that their child may have. All supporting documents, transcripts, and current recommendations must be presented to show what has been done in previous schools to support academic achievement and/or social/emotional well-being. A student’s admission to and continued enrollment at NIS are based on the full disclosure of school records. No special needs programs or educational support services (other than ESOL) and elementary school reading support are available for students outside the regular classroom.
JAPAN, Osaka-Kobe
SPECIAL EDUCATION
Canadian Academy (2014) K-12 582
www.canacad.ac.jp The School can handle mild to moderate learning disabled, and mild to moderate orthopedically impaired. The school is accessible to physically disabled. Staff cannot diagnose specific learning disabilities.

St. Michael’s International School (2014) PK-5 137
www.smis.org Mild emotionally disturbed and mentally handicapped students can be accommodated. Mild to moderate learning disabled students can be accommodated. The School is partially accessible for the physically handicapped. They have staff that is trained to administer psychological tests and diagnose learning disabilities.

GIFTED EDUCATION
Canadian Academy (2014) K-12 582
www.canacad.ac.jp Admission procedures (including identification instruments used): application with required documentation; admission team reviews grade reports; references; writing sample; MAPs testing; and personal interview. Focus of program: enrichment, acceleration, adjustments of the regular curriculum, creativity, critical thinking or higher order thinking, advanced level work in traditional academic content areas. Differentiated instruction and assessment based on student needs with no adjustments in curriculum or expectations and includes creativity and critical thinking or higher order thinking. How often are students involved in the program (e.g., once a week for one hour, twice a week for ½ hour, as appropriate for their individual needs)? As required based on the student’s action plan.

JAPAN, Sapporo
SPECIAL EDUCATION
Hokkaido International School (2014) PK-12 194
www.his.ac.jp HIS cannot admit students with profound learning difficulties. HIS may be able to accommodate students with mild special needs. Continued enrollment at HIS is always dependent upon a student's satisfactory achievement, behavior and effort. HIS teachers have been trained in differentiated instructional techniques to work with students who can work in a mainstreamed classroom environment. HIS has two teachers on staff with special education backgrounds who can help to provide a limited degree of accommodation in keeping with above statement that states our commitment to support students with mild special needs. HIS implements common Individualized Education Plans for those students with specific needs.

JAPAN, Tokyo
SPECIAL EDUCATION
Post Comments – School Notes and School List (2014) ---- ----
If your child has special needs considerations, it is important to contact the Office of Overseas Schools for guidance as most schools in Tokyo do not offer special needs programs, and if they do, spaces fill very quickly. Parents should also contact schools directly to inquire if their school can offer the support and/or extension that is needed for your child.

At present, the following schools are able to provide support for mild learning disabilities in a resource center type program: The American School in Japan (ASIJ) (very mild), The American School in Japan’s Early Learning Center (ASIJ-ELC), AOBA- Japan International School (AOBA-JIS), The British School in Tokyo (BST), Camp Zama’s Arnn Elementary School and Zama Middle School/Zama American High School, International Secondary School (ISS), International School of the Sacred Heart (ISSH), K International School (KIST), Mitsui Gardens International Preschool, Montessori School of Tokyo (MST), Seisen International School (SIS), St. Mary's International School (SMIS), Tokyo International School (TIS), and Yokohama International School (YIS) It is IMPORTANT to contact the schools with clear and honest information about what your child's special needs are for guidance as to the appropriate placement.
JAPAN, Tokyo (cont’d)
SPECIAL EDUCATION (cont’d)
For children with moderate to more severe special needs there are programs available at the following three schools: International Secondary School (ISS), Gregg International School (GIS), and Yamato International School (Yamato-IS). Again, it is IMPORTANT to contact the schools directly to ascertain if your child's needs can be met at one of their schools.

- **The American School in Japan** (K-12) [www.asij.ac.jp](http://www.asij.ac.jp)/ Limited learning support offered, in consultation with the Student Support Team, for speech/language difficulties (reading, writing, word study, dyslexia, and math) and learning and study strategies. Special programs offered: English language learner, speech and language (and hearing) support, and counseling and guidance programs for elementary, middle, and high school.

- **The American School in Japan, Early Learning Center** (3-6yrs) [http://www.asij.ac.jp/elec](http://www.asij.ac.jp/elec) A speech and language pathologist/learning support specialist works with children who have specific needs in these areas and conducts a portion of the language/phonemic awareness program.

- **AOBA-Japan International School – Suginami Campus** (K-12) [www.aobaonline.jp](http://www.aobaonline.jp)/ Some (mild) learning support offered, in consultation with the Student Support Team under the director of learning support Ms. Kristine Bordner (Kristine.bordner@aobajapan.jp). The school offers a three-tier continuum of services approach to assist in developing the academic, behavioral and social development of students identified in need. The school has a strong English language support program. The school does not have any psychologists, counselors, or speech therapists on staff. The school can accommodate for some physical handicaps.

- **The British School in Tokyo** (PK-12) [http://www.bst.ac.jp](http://www.bst.ac.jp)/ Some (mild) learning support offered as short “booster-style sessions” that runs for a few weeks within the main classroom. The head of learning support, in consultation with parents, and on a case-by-case basis, offers an IEP program for children requiring special needs support. Support programs offered are English as an additional language (EAL), special educational needs (SEN), and very able and talented (VA&T). SEN assists those who need help with communication, language, literacy, numeracy, and behavior management.

- **Camp ZAMA** (DoDEA) Arn Elementary (K-6) and Zama Middle School /Zama American High School (7-12) [http://www.arnn-es.pac.dodea.edu](http://www.arnn-es.pac.dodea.edu/) and [http://www.zama-hs.pac.dodea.edu](http://www.zama-hs.pac.dodea.edu/) Concern and effort are made to individualize instruction as much as possible. The Case Study Committee (CSC) coordinates all special education services within the school. Pupil personnel services include ESL, learning development, school nurse, speech and language clinician, school psychologist, counselors, and adolescent substance abuse counseling services. The School accepts children with academic and/or behavioral difficulties.

- **Gregg International School** (PK-8) [http://gis-i.com](http://gis-i.com)/ ESL lessons. The School can accept mild learning disabilities on a case-by-case basis. An aide MAY be allowed within the classroom. School offers a small, caring and low stress environment.

- **International School of Sacred Heart** (PK-12) [www.issh.ac.jp](http://www.issh.ac.jp)/ The School can support those with mild learning difficulties, or mild to moderate speech impairment, at the elementary and middle school grade levels, and mild to moderate visually-impaired at all grades. ESL classes offered. Shadow teacher is available. The school does not have the facilities or resources to accommodate children with moderate or severe special needs.

- **International Secondary School** (5-12) [www.isstokyo.org](http://www.isstokyo.org)/ A majority of students at ISS get additional support. ISS accepts students with mild to moderate learning disabilities, autism/ASD, ADD/ADHD, at-risk, and behavioral issues. They work with outside specialists, such as occupational therapists, speech therapists (soon on staff), reading specialists, and learning support specialists, and ABA therapists. The general staff are certified in special education. Students with learning differences could receive the following: IEPs, academic counseling, small classroom environment, individual instruction, classroom accommodations/modifications, pull-out services, social skills training, homework support, one-on-one class time, and supervised study periods.
JAPAN, Tokyo (cont’d)
SPECIAL EDUCATION (cont’d)

- **K. International School** (K-12) [www.kist.ed.jp/](http://www.kist.ed.jp/) Language support is offered. There is a part-time certified student welfare counselor available for counseling and college guidance with a dedicated counseling room. The School can support mild learning disabled, orthopedically impaired, and speech impaired at all grade levels. An assessment or diagnosis service is not available. Financial support is available through the school support program.

- **Mitsui Gardens International Preschool** (18mths-5yrs) [http://mitsuigardenspreschool.com/](http://mitsuigardenspreschool.com/) Support is given on a case-by-case basis, for those with mild to moderate difficulties, whether cognitive or physical, through an individualized program designed to meet the needs of the child.

- **Montessori School of Tokyo** (PK-6) [www.montessorijapan.com/](http://www.montessorijapan.com/) Generally, classrooms can accommodate a limited number of children with relatively mild special needs (developmental, behavioral, and academic), and have assisted those with mild learning disabled and mentally handicapped in the elementary grade levels, but at this time the school is not accepting new students with exceptionalities.

- **Seisen International School** (PK-12) [www.seisen.com/](http://www.seisen.com/) The Student Support team is made up of the admin team, counselors, nurse, and a learning specialist to assist those having difficulty with academics. Various parts of the developed action plan might include 1:1 ratio or small group pull-out instruction, inclusion or push-in instruction, or a variety of teaching strategies, accommodations, and modifications. College guidance is provided, and a nurse is on staff.

- **St. Mary’s International School** (boys only) (K-12) [http://smis.ac.jp/](http://smis.ac.jp/) The School offers an ESL program, and has special needs specialists on staff. Counselors include an academic support counselor, elementary and middle school counselor, and high school/college guidance counselor. There is a nurse available.

- **Tokyo International School (TIS)** (PK-8) [http://tokyois.com/new/](http://tokyois.com/new/) The School has two learning support teachers on staff who assist with a range of learning (reading, writing, and spelling) difficulties from dyslexia, dyspraxia, ASD spectrum, and ADHD. ESL is offered. The school does not have the facilities or personnel required to serve the educational needs of students who have significant physical or emotional challenges, or learning difficulties that may hinder their success in the classroom.

- **Yokohama International School** (PK-12) [www.yis.ac.jp](http://www.yis.ac.jp) Student Support Services team (that includes a school counselor) assists with health and well-being programs, social-emotional programs, school-wide themes, personal counseling, and peer helpers. They provide extra academic support, English-as-an-additional language, English for academic purposes, the mother tongue program, and college counseling. Two learning support teachers on staff provide support both within-class and out-of-class, and in individual and group sessions, for those children who find school challenging. Some children might already have an IEP, and others might have difficulties but are not [yet] identified with a learning difficulty.

JAPAN, Yokohama
SPECIAL EDUCATION

**Saint Maur International School** (2014) PK-12 467
[http://www.stmaur.ac.jp/](http://www.stmaur.ac.jp/) Students at Saint Maur International School come from culturally diverse backgrounds with a wide range of abilities. The School has a small percentage of students with special learning needs and they recognize that these children need more support of a specific nature in order to access the school curriculum.

The Student Learning Support Department provides students with a nurturing, carefully structured learning environment designed to accommodate each individual's learning needs. The student learning support coordinator plans the support for each student, in close consultation with the student learning support committee, classroom/subject teachers and parents. An Individual Educational Plan or intervention plan is created to track student progress and developments. Frequent review meetings, involving all relevant parties, also aid in tracking progress.
JAPAN, Yokohama (cont’d)
SPECIAL EDUCATION (cont’d)
Even though the availability of their special needs services is limited, they still offer a range of support programs to help each student succeed; for example, there is the after-school academic support. This is a free tutoring session where various subject teachers offer their expertise to students after school each week day.

Also, to keep track of students’ progress and prevent them from falling behind, they have the advisory program. Each secondary homeroom is assigned an advisory teacher who works with students and parents to provide that extra push in assessment tasks. All teachers and staff at Saint Maur International School are committed to working in collaboration with parents and, when necessary, external agencies to develop the most appropriate program of education for each student.

**Yokohama International School** (2014) PK-12 640
[http://www.yis.ac.jp/](http://www.yis.ac.jp/) The Learning Support Department works in collaboration with the counselors and the English-as-an-additional language (EAL) teachers to support students in the areas of academics, behavior and social and emotional development. Learning support services range from observations and consultation with staff and parents to a range of individualized and group instruction for students with various learning needs. Counseling service include social and emotional support as well as academic and college guidance.

JERUSALEM
SPECIAL EDUCATION
Anglican International School of Jerusalem (2014) PK-12 250
[http://www.aisj.co.il](http://www.aisj.co.il) The School can accommodate some mild special needs including: mild emotionally disturbed, mild hearing impaired, mild speech impaired, and mild to moderate learning disabled.

Jerusalem American International School (2014) PK-12 133
[www.jerusalemais.org](http://www.jerusalemais.org) The School can accommodate some special needs including: mild emotionally disturbed, mild to moderate hearing impaired, mild to moderate learning disabled, mild speech impaired, and mild visually impaired. The School has many stairs and no elevators, so students requiring wheelchairs cannot be accommodated.

JORDAN, Amman
SPECIAL EDUCATION
Post Comments - Additional Special Needs Information (2013) ---- ---- ----
In addition to the programs offered by ICS and ACS, there is also Al-Masar School, a school/therapeutic program available in Amman for children with special needs. Al-Masar is located on Baqoura Street in Khalda, about 20 minutes from embassy housing. Al-Masar began providing services in 2006. It operates three programs: day school (51 students), early intervention (16 students) and session-based for therapy and learning support services (students in the other two programs receive these services, as well as another 213 students attending mainstream community schools).

There are 63 staff members: 6 administrative, 28 teachers, 20 therapists, and 9 support personnel. Therapy options include speech therapy, occupational therapy, physical therapy and hydrotherapy. Many of the staff has also received training from an applied behavior analysis specialist and a special education teacher who is on staff at Al-Masar School.

Al-Masar School is licensed by the Jordanian Ministry of Education to provide its services for students ages 4-21, suffering from developmental disorders, neurological dysfunctions and/or learning difficulties in the mild range. The school is open from 8:00 am to 2:30 pm. Each student’s attending hours are determined according to his or her individual needs and capabilities. The School also offers an optional summer course.
JORDAN, Amman (cont’d)
SPECIAL EDUCATION (cont’d)

American Community School (2014) PK-12 760
http://www.acsamman.edu.jo  ACS does not offer support for deaf, blind, visually handicapped, emotionally disturbed, mentally handicapped, speech impaired, or orthopedically impaired students. It offers service to those who are mild to moderate learning disabled in the classroom and in the resource room.

It is essential that a student entering ACS be able to succeed in the regular classroom. Limited services are available to children with learning difficulties. Students with mild learning difficulties will be considered for enrollment as long as ACS can responsibly serve their learning needs. ACS will not generally admit students with moderate to severe learning difficulties.

ACS defines students with mild learning difficulties as: those students who require additional support in the areas of reading, writing, mathematics, language processing and organizational/study habits, in order to access ACS’ academic curriculum/program. Students with mild learning difficulties are within one year of grade level expectations and do not require modification to the mainstream educational program. (Modification means a change in the curriculum in terms of content, goals, expectations, or level of performance.)

International Community School (2014) PK-13 620
http://www.ics-amman.edu.jo  ICS accepts a limited number of children with mild to moderate special needs. They are taught in mainstream classrooms: children with learning difficulties, children with physical disabilities, children with social or emotional problems, children with a gap in their education due to moving around different schools, and gifted children. Class/subject teachers plan work at different levels to match the ability/experience of all children. In primary school, teaching assistants ensure that the children are accessing the curriculum to the best of their ability. In primary, children are grouped according to ability for literacy and numeracy. In secondary, children are grouped according to ability for mathematics. Learning Support Assistants (LSA) offer full or part-time additional support, in all or just a few subject areas. They meet regularly with class/subject teachers to feedback on the progress and achievements of the children they support. For more information please contact Sheena Nolan.

King's Academy (2014) 9-12 479
http://www.kingsacademy.edu.jo  King's Academy seeks to admit students who are bright, motivated, creative and inquisitive. As part of its non-discriminatory admissions policy, King's Academy will consider students who meet these qualifications, regardless of whether or not they have diagnosed special needs that require specific accommodation. The School will use its resources to help those students reach their full potential. The services provided to each student will vary according to the individual's needs, admission to King's would be granted only where the student's needs do not exceed the school's ability to accommodate them, a decision that the School will make. In the case of an admitted student, a team that includes the parents and appropriate faculty members will use information about the student's specific disability and functional limitations to develop a student action plan. Student action plans include annual goals, as well as a set of accommodations to be provided in class and during exams. Student support also includes sessions with academic support on a regular scheduled basis for skill building and re-teaching curricula. One of many resources for academic support on campus, the Learning Center (LC) complements the work of faculty and advisors by serving as an open and informal resource for all King’s Academy students, whether they are struggling with English terminology in their science courses, experiencing difficulties with a research paper or simply grappling with a heavy workload. Available by appointment and office hours, the LC has three core objectives: to assist students with study habits and organization, to hone students’ writing and English skills so they can articulate themselves with ease and fluency and to provide support for students through academic strategies across all disciplines. The LC offers one-on-one tutoring (with faculty members, advisors and fellow students from all disciplines), group study, standardized test assistance and special needs learning programs. Upon the referral of their teachers or of their own initiative, students can arrange regular tutoring hours or seek assistance on an ad hoc basis.
KAZAKHSTAN, Almaty

**SPECIAL EDUCATION**

**Almaty International School** (2014)  
PK-12  541  
http://www.almaty.qsischool.org/  
The desire of AIS is to provide success for every child. At this time, AIS does not have the resources to provide for children who have special needs outside the regimen of the regular classroom. It is important that parents deciding to enroll their children fully disclose to the school the nature of their child’s learning, including those with Individual Education Plans (IEP’s), so they can make an assessment of each child’s need. If outside funding can be arranged, it is possible to provide extra services for that particular child, but this must all be agreed upon in writing prior to enrolling a child with special needs.

**Haileybury Almaty** (2014)  
K-13  580  
http://www.haileyburyalmaty.kz/  
The School has a special qualified and needs-trained coordinator to assist children with special learning and behavioral needs, as well as gifted and talented pupils.

**Tien Shan International School** (2014)  
K-12  147  
http://www.tienshanschool.org/  
The School has a teacher/coordinator assigned to work LD students. The School also has access to LD teachers able to perform diagnostic tests. The School has programs to accommodate mild emotionally disturbed children high school aged, mild hearing impaired children of all ages, mild and moderate learning disabled children of all ages, mild speech impaired children of all ages, and mild visually impaired children of all ages.

KAZAKHSTAN, Astana

**SPECIAL EDUCATION**

**Haileybury Astana** (2014)  
PS-10  418  
Haileybury currently cannot accommodate children with severe learning disabilities, although mild learning disabilities can be accommodated. Please contact the School’s administration for more information. The School has both EAL (English-as-an-additional language) and learning support programs, access to which is determined by performance on entrance, tests, prior reports and teacher-referral.

**Miras International School** (2014)  
K-12  404  
The School enrolls only those students for whom there are appropriate educational programs. The School admits learners with mild-learning difficulties only; on a case-by-case basis in compliance with the SEN Policy. The school does not have the facilities to admit learners with severe physical disabilities. The state of the students’ health is considered when being enrolled. The following medical contra-indications are hindrances to enrolment:

- Declination in the psychological development of the child;
- Diseases connected with abnormalities of the nervous system;
- Various chronic diseases which may cause difficulties in mastering the material and the handling of an increased leaning load.

There are mainly local members of staff who are trained to administer psychological tests and diagnose specific learning disabilities, and to work with both gifted/talented and mild learning disabled children. There are several trained specialists in the school:

- Doctor and 3 nurses (Russian speaking)
- 2 speech therapists (Russian speaking)
- 5 psychologists
- Subject teachers with experience on SEN.

**QSI International School of Astana** (2014)  
K-12  191  
http://astana.qsischool.org/  
At this time QSI offers programs for children with special needs at extra cost. Please contact the school directly for details.
KENYA, Nairobi
SPECIAL EDUCATION
Post Comments – Information on Special Needs (2014) ---- ---- ----

Braeburn School at Garden Estates: www.braeburn.com The School offers schooling for mainstream students from ages 2-18 in their units referred to as early years, primary, high school and college. They can accommodate students with physical disabilities. They follow the National Curriculum of England, which they offer in a child-centered environment. They have a special needs staff to help educate students with mild learning disabilities both in the mainstream and out and also offer OT, PT and speech and language therapies. They are willing to consider other students with disabilities on a case-by-case basis.

International School of Kenya: www.isk.ac.ke This PK-12 schools offers mainstream or integrated programs for students with mild specific learning disabilities. They also offer inclusion and remedial support from qualified learning disabilities teachers. Occupational, speech and language and physical therapies are not offered by the school, but there is a limited list of recommended therapists in private practice. Counseling services are available within the school environment, and the contacts of recommended counselors in private practice are also available. Students with mild hearing disabilities can be accommodated but parents must provide the necessary equipment, such as audio transmitters for teachers to wear. Unfortunately the campus is not currently accessible to students with physical disabilities who cannot manage stairs, stepping-stones or steep inclines. The school offers both the International Baccalaureate Diploma and a North American Diploma in the form of an ISK High School Diploma or an ISK High School Honors Diploma. ISK must be contacted in advance as they accept students on a case-by-case basis.

Kenya Community Center for Learning: http://newkccl.com The students at this school range in age from 11 to 21. All have special needs, what they refer to as the “Borderline Child”, i.e. not severe but moderate. They currently have two autistic students, one Down syndrome, one cerebral palsy; they also have children with ADD, ADHD, communication disorders, blindness, and then a range of pervasive developmental delays. They expect students to be ambulatory, toilet trained and self-fed. They will accept a student with an aide who assists with toileting. Students are grouped by mental ages, which results in a primary, a middle and a senior class plus the class for autism. Students work to pass the GED test. Functional or life skills are also taught. OT/PT/speech and language are outsourced but delivered at the school. Assessments can be done by outside consultants. The physical facilities are very limited and might not be acceptable to some U.S. parents.

My School: Tel: 254-20-3560467 or 3740442 This early childhood school offers a Montessori education to children who are 1½ to 6 years of age. They prepare children to enter year one at another school of the parents’ choosing. Classes do not exceed 15 students, most are smaller. The School accepts students with mild to moderate special education needs. They have on staff two special needs teachers who provide tutoring and specialized instruction, helping teachers to modify instruction for students. They currently have a blind student as well as those with learning challenges. Of the 60 students enrolled, approximately 10% are special needs.

The Rosslyn Academy: www.rosslynacademy.co This international Christian school offers education to students grades K-12. They accept students with mild learning disabilities who can be accommodated in the mainstream classes. The school follows the U.S. curriculum.

School of the Nations: www.schoolofthenations.net/beta/prep This international Christian school offers a Montessori education to nursery and kindergarten students under the age of 6. The British National Curriculum is followed for students in years 1-7. The school is expanding and expects to offer a program through grade 12 in a few years. Students with learning disabilities are integrated into the classrooms. There is a trained special needs teacher and two trained Montessori aides who work with special needs students both in and out of the classroom. Students who cannot be easily accommodated in the classroom work on literacy and numeracy at their own pace with the special needs staff and are mainstreamed for music/art/PE/sports, etc. OT, PT and speech and language therapies are available at the school. Consultants are outsourced to advise on best practice for meeting needs of individual students. Currently enrolled are students with learning disabilities, Down syndrome, mild autism, ADHD and dyslexia.
KENYA, Nairobi (cont’d)
SPECIAL EDUCATION (cont’d)

West Nairobi School: www.westnairobischool.org This Christian K-12 school follows the American system, including aspects of our federal special needs law as much as possible for students who are on IEPs. The director of the school is a former special needs teacher in the U.S. and has hired many U.S. teachers (thirty on staff this year). They currently have ten specials needs students in grades K-8. Of these, three are multiply handicapped moderate special needs students, including one with Down’s syndrome; four other students have autism and the rest are learning disabled. They believe in least restrictive environment; all but three students are included in mainstream classrooms. The others are integrated for art/music/PE and any other non-academic subjects such as theatre and community service. It is their plan to expand this program into the high school. They also offer a pre-K (K4) program for 4 year olds. The school provides transportation by ten busses.

Eva Naputuni Nyoike Consultants / Acorn Special Tutorials
www.acorntutorials.org BSc Special Education, MSc Education with emphasis on special needs education. Consultant and expert in the following areas: educational assessments and evaluations, formulation and follow up of individualized educational and treatment plans incorporating a multidisciplinary team according to student’s needs for appropriate and effective learning, placements and referrals to the appropriate schools, programs and services, auditory Integration Training AIT (Berard Method), cognitive stimulation and remedial intervention, early intervention program, metabolic disorders consultation, child and adolescent counseling, home schooling guidance and support, and professional development.

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KOREA, Busan
SPECIAL EDUCATION

Busan Foreign School (2014)  N-12  204
www.busanforeignschool.org Response to Intervention: Tier One-teacher differentiates instruction within the classroom; Tier Two-interventions are put in place with additional time and instruction, may involve support service teacher or ELL teacher; Tier Three-more intensive interventions put in place with an additional teacher.

Support Services: Trained personnel to support students with mild special needs within the mainstream. Children with more intensive needs hire a private special education teacher as needed. English Language Learners: Three tiered program-entry, beginning, developing- with ELL certified teachers. The School can accommodate emotionally disturbed children, learning disabled, orthopedically impaired, speech impaired, and visually impaired students.

Busan International Foreign School (2014)  N-12  466
http://www.bifskorea.org/ The School, at the present time, provides support to students with the following challenges: learning, organizational, and social. Children who are shown to possess an exceptional talent in a particular field will, wherever possible, receive additional support by the school. Due to the small class sizes, such support can often be provided within the general education classroom. When this is not possible, such support may take the form of promotion to a higher grade for all or particular lessons.

Special Education Procedure: The child is observed by a trained special education teacher (learning support specialist) and information is gathered. The learning support specialist will conduct informal assessments when necessary. The results of the observation(s) and informal inventories will be shared with the team of teachers and the child’s parents. Once the support team (teachers and parents) determines that the child would benefit from having extra support, the learning support specialist will start the services. The School uses the model of response to intervention (RTI) prior to proceeding with the special education process. The team will monitor the child’s progress and hold a regular meeting to discuss the child’s progress. When the child is not making
sufficient progress within the RTI model support, a referral to a special education evaluation is made. When the child is identified as having challenges that affect his/her learning, then the IEP is developed.

- Parents are invited to the School for discussions with the team of teachers and principal when necessary.
- A probable differentiation in the curriculum result, within the capabilities of the School to provide this.
- Further records will be kept to document future development.

**If full testing is considered necessary:**

- The parents are requested to attend a meeting with the team of teachers.
- It will be recommended that the child receives further testing from the school as well as necessary outside agencies to determine the extent of possible learning challenges. For the evaluations conducted by outside agencies (e.g. educational psychologist, speech and language pathologies), the fee and any other costs are paid by the parents.
- The results of the tests are discussed with the team of teachers and child’s parents as soon as possible.

Depending upon the conclusion of the testing, the school will either review its ability to offer the necessary level of support or help to provide an Individual Education Plan outlining:

i. Any action to be taken.

ii. Staffing needs.

iii. Resources required.

iv. Any special programs.

v. Any necessary medical arrangements.

vi. Arrangements for monitoring and assessing progress.

vii. Arrangements for review.

The School will bear in mind the effect of any IEP upon teachers and other students before agreeing to its implementation. Any additional costs will be borne by the parents.

**KOREA, Seoul**

**SPECIAL EDUCATION**

**Dulwich College Seoul** (2014)  
PK-12  
543  
www.dulwich-seoul.kr  
Mild emotionally disturbed, hearing impaired, learning disabled, orthopedically impaired, speech impaired, and visually handicapped students can be accommodated. The School is accessible for the physically handicapped. The School has staff that is trained to administer psychological tests and can diagnose specific learning disabilities.

**Korea International School** (2014)  
PK-12  
1,298  
www.kis.or.kr  
Mild hearing impaired, multiply handicapped, and orthopedically impaired at all grade levels. Mild to moderate learning disabled, mentally handicapped, speech impaired and visually handicapped at all grade levels. The School is accessible for the physically handicapped. The School has staff that is trained to administer psychological tests and can diagnose specific learning disabilities. Student support services provides students identified with special needs with academic intervention and classroom support.

**Seoul American Elementary School** (DoDEA) (2014)  
K-5  
1,060  
http://www.dodea.edu/Pacific/Korea/USAGYongsan/SeoulAmericanES/index.cfm  
Mild to severe emotionally disturbed, learning disabled, mentally handicapped, and learning disabled students can be accommodated. Mild hearing impaired and visually impaired students can be accommodated. The School is accessible for the physically handicapped. The School has staff that is trained to administer psychological tests and can diagnose specific learning disabilities.
KOREA, Seoul (cont’d)
SPECIAL EDUCATION (cont’d)

Seoul American High School (DoDEA) (2014) 9-12 640
http://www.dodea.edu/Pacific/Korea/USAGYongsan/SeoulAmericanHS/index.cfm Mild to severe emotionally disturbed, learning disabled and speech impaired students can be accommodated. Mild hearing impaired and mentally handicapped students can be accommodated. The School is accessible for the physically handicapped. The School has staff that is trained to administer psychological tests and diagnose specific learning disabilities.

Seoul American Middle School (DoDEA) (2014) 6-8 445
http://www.dodea.edu/Pacific/Korea/USAGYongsan/SeoulAmericanMS/index.cfm Mild to moderate speech impaired and learning disabled students can be accommodated. Mild to severe emotionally disturbed students can be accommodated. The School is not accessible for the physically handicapped. The School has staff that is trained to administer psychological tests and can diagnose specific learning disabilities.

Yongsan International School of Seoul (2014) K-12 970
http://www.yisseoul.org/ The School can accommodate mild emotionally disturbed, learning disabled, and mentally handicapped students. The School is accessible for the physically handicapped and has staff that is trained to administer psychological tests and can diagnose specific learning disabilities.

The Student Learning Center uses both a push-in model, assisting students in their academic classrooms, and a pull-out model, when students come to the SLC for services. Least restricted environment (LRE) is the consideration for where SLC programming for students take place. These are the learning environments/classroom models (based on need and availability) SLC currently offers:

- Regular classroom–consultation
- Regular classroom–student contract (e.g. behavioral contract)
- Regular class with modifications (e.g. tests read by SLC staff, quiet work space, and additional time)
- Regular class with inclusion support from SLC staff
- Math resource class
  - Middle school (offered when there is a substantial demand for remedial math class)
  - High school (will consult with instructor)
- Learning support study hall-middle/high school
- SLC–reading/writing and math labs - individual or small groups come to SLC for remediation during school day

**Description of SLC Levels of Service:** These numbers, 0-4, indicate the level of service a student receives, once accepted into the SLC. These support numbers are confidential. Only those individuals who have a direct educational interest in the student will have access to the number. This will include administrators, SLC staff, and the student’s teachers.

**Level 0 (Free):** Level 0 students receive consultation services only. Classroom teachers, in conjunction with the SLC, monitor student progress. These students typically receive 1-2 hours of service per month. This level may include the following types of students:

- Students who are falling behind in class
- Students who have a medical diagnosis and need some classroom modifications
- Students who have recently been exited from ELL services

**Level 1 (1 million won per year):** Level 1 students receive support in the SLC resource area or in the classroom with SLC staff to support a specific academic subject. These students may also demonstrate behavior issues. These students receive between 1-3 hours of service per week.

**Level 2 (2 million won per year):** Level 2 students demonstrate some marked deficits in the area of math, writing, or reading. Achievement is typically inconsistent but mostly below class average. Level 2 students may receive extra support through supervised SLC study halls (middle/high school), or SLC individual or small group resource time. These students receive 3-5 hours of service per week.
KOREA, Seoul (cont’d)
SPECIAL EDUCATION (cont’d)

Level 3 (3 million won per year): Level 3 students demonstrate academic achievement significantly below class expectation. They may have been diagnosed with a learning disability in the areas of reading, writing, and/or math. The level 3 students may require a psycho-educational evaluation to determine specific deficits or disabilities. These students typically receive 5–10 hours per week of specialized services.

Level 4 (4 million won per year): Level 4 students require significant modifications in order to be successful at YISS. They receive a combination of SLC services and regular classroom modifications. These students have been diagnosed by a medical professional to have significant educational and/or behavioral needs. Level 4 students typically work towards improving reading, math, and social skills and will receive between 10–20 hours of service per week. Only elementary students without other schooling options will be considered.

GIFTED AND TALENTED

Seoul American Elementary School (DoDEA) (2014) K-5 1,060
http://www.dodea.edu/Pacific/Korea/USAGYongsan/SeoulAmericanES/index.cfm The School has a gifted/talented program. Admission procedures: a team meets to review the results of standardized tests, cognitive ability individual assessments, teacher recommendations, parent recommendations, and student work. The focus of the program is on enrichment, creativity, critical thinking, and higher order thinking. Students participate for 120 minutes per week through weekly inclusion and monitoring.

Seoul American High School (DoDEA) (2014) 9-12 640
http://www.dodea.edu/Pacific/Korea/USAGYongsan/SeoulAmericanHS/index.cfm Admission is through testing (Inview Test and Naglieri) and screening. The focus is on enrichment and critical thinking, developing higher level of extension of thinking. Students meet every other day for one period per semester.

Seoul American Middle School (DoDEA) (2014) 6-8 445
http://www.dodea.edu/Pacific/Korea/USAGYongsan/SeoulAmericanMS/index.cfm The School has a gifted/talented program. Admission procedures: baseline data from standardized testing, classroom grades and teacher/parent request and recommendation. The focus of the program is on creative, critical and higher order thinking through adjustments to the regular curriculum. Students participate every other day based on the A/B day schedule.

KOSOVO, Pristina
SPECIAL EDUCATION

International Learning Group (2014) PK-5 115
www.ilg-ks.com ILG is currently able to provide programs for children with mild to moderate learning disabilities. In the past year they have worked with an international learning disabilities consultant who has provided testing, diagnosis, and assisted teachers with Individual Education Plans for children with mild learning issues. ILG would not have the capacity to work with severe learning disabilities 50-100% pull-out. There is one teacher on staff who has experience with special needs.

Prishtina High School (2014) 6-12 90
http://www.prishtinahighschool.org/ The physical plant includes a five story main building that is not serviced with a lift. The School’s administration and staff provide a modified 504 plan so that students with learning disabilities and emotional concerns can be offered accommodations and modified curriculum/instructional services. The School’s staff includes a licensed psychologist who provides assessment services, counseling and advises faculty about accommodations for mainstreamed students. The School does not provide pull-out services.
KUWAIT, Kuwait

SPECIAL EDUCATION

American School of Kuwait (2014) PK-12 1,859
http://www.ask.edu.kw Services are available for mild special needs students: emotionally disturbed, learning disabled, orthopedically impaired, speech impaired, and visually handicapped. There are limited support programs. Resource teachers give children extra help if needed. The school is willing to work with students that may need extra help in any class. The school has counseling classes for many different issues, such as: bullying, making friends, time management, etc. The school allows teachers to tutor students outside of normal school hours. ASK is not designed nor accredited to educate students with special needs.

The English School (2014) PK-8 615
www.tes.edu.kw/ TES will accept special needs students if they understand the student’s needs and can educate them effectively without detracting from the education of their peers. However, they do not have special education teachers on hand.

KYRGYZSTAN, Bishkek

SPECIAL EDUCATION

Education Complex Ilim (2013) 1-11 60
www.ilim.kg The School makes individual programs for learning disabled students.

European School in Central Asia (2014) 2-15yrs 100
www.esca.kg The School currently has no special programs for special needs children. They also have no on-site special needs teacher or any other professional hired to diagnose disabilities. They have a child psychologist on hand to observe and give advice on a case-by-case basis. Their facilities would also be challenging for a physically handicapped student as they currently have a second floor with only stair access.

Hope Academy of Bishkek (2014) PK-12 150
http://hopeacademykg.com/ The School has a special needs program with one full-time teacher and three volunteer specialists in ESL and speech therapy areas. The program is a pull-out program with a weekly schedule tailored for each child. They have a special needs diagnostician scheduled to arrive.

QSI International School of Bishkek (2014) 2-18yrs 102
www.qsi.org They do not provide a special education program. They do, however, have paraprofessionals in all classrooms from ages 2 to 11 who provide special and individual help for students. They provide intensive English classes for students who do not speak English when they enroll. If a student needs special help in specific areas they are usually able to meet those needs.

Silk Road International School (2013) K-11 450
www.sris.com.kg The School has a trained teacher to teach students with special needs in primary school. They have a special pull-out intensive program for students with learning disabilities.

LAOS, Vientiane

SPECIAL EDUCATION

Vientiane International School (2014) PK-12 450
www.vislao.com The present special education needs program at VIS includes: specific learning difficulties, mild language and communication disorders, emotional and behavioral difficulties, mild sensory impairments, mild medical conditions, and mental health conditions.

Continuous communication, collaboration and commitment are central to SEN and learning support at VIS. The learning support team at VIS includes: special education needs/learning support coordinator, primary and secondary heads, PYP, MYP or DP coordinators, school counselor and parent(s), and teacher and teacher assistant(s).
LATVIA, Riga
SPECIAL EDUCATION

**The International School of Latvia** (2014) PK-12 329
[http://www.isl.edu.lv/](http://www.isl.edu.lv/) The International School of Latvia currently serves students through the Learning Resource Center who have a mild to moderate diagnosed learning disability. The level of support depends upon the needs of the student and range from in-class support coordinated with the classroom teacher to individual or small group instruction outside the classroom. They have also utilized one-to-one assistants when needed. The current staff is not able to diagnose disabilities but local resources can be utilized to assist with this. On-site speech, occupational, or physical therapy is not currently offered. The school has one full-time learning resource teacher with a background in special education. Admission of students with disabilities is reviewed by the admissions committee who considers each student on a case-by-case basis.

**International School of Riga** (2014) PK-9 230
[http://www.isriga.lv/en/](http://www.isriga.lv/en/) Applications for students with special needs will be considered on a case-by-case basis.

LITHUANIA, Vilnius
SPECIAL EDUCATION

**American International School of Vilnius** (2014) PK-12 242
[http://www.aisv.lt/](http://www.aisv.lt/) The American International School of Vilnius accepts students who are able to work towards the successful completion of the AISV academic requirements. AISV recognizes that some of its students will have special learning needs or differences that require learning support. Appropriate services and programs for these students will be provided within the limits and capacity of the School’s resources and personnel. The School is, however, unable to provide an educational program to a student who has severe physical, mental, or emotional needs.

The Director, with the assistance of the Intervention Assistance Team, reserves the right to refuse admission to a student if: it is determined that the student would not benefit educationally from the school’s academic program; the student has such a poor academic/behavioral record as to be deemed unsuitable for the AISV school community; the student does not reside with a parent or recognized adult guardian; the special educational needs required by the student cannot be met by the school; any student who failed to provide information about a student’s special needs or an accurate behavioral history during the application process.

**Special Need’s Admissions:** The principal considerations in admitting children with special needs are that: the parents or sponsoring government or agency provide the school with a valid evaluation conducted by a licensed (school) psychologist, licensed neurologist, or school district; the School has a high degree of confidence that it is able to meet the academic, social, and emotional needs of the student; those needs can be met largely, if not exclusively in a mainstream environment with differentiation of instruction and interventions by the main classroom teacher(s); the child’s learning differences and needs do not impede achievement of the overall learning objectives of the class; there is a high degree of parental support for the school’s program for the child; children who enter the school on an IEP (Individualized Education Plan) will continue to be evaluated and have new IEP’s written at the expense of the parents or the sponsoring government or agency.

The Director with the assistance of the Intervention Assistance Team and outside educational testing will continue to evaluate the child’s needs. Continued enrollment will always be dependent on the ability to meet the child’s educational needs.

MACEDONIA, Skopje
SPECIAL EDUCATION

**NOVA International Schools** (2014) PK-12 538
[www.nova.edu.mk](http://www.nova.edu.mk) *Reading Recovery:* Grades 5-8 (all students reading below grade level are enrolled in fluency or comprehension programs). *Center for Differentiated Learning (CDL):* K-12 mild to moderate learning disabilities, dyslexia, and language processing. No facilities or expertise in dealing with emotionally disturbed students. The CDL employs special needs teachers. There are speech specialists and other special needs teachers available in the local community.
MACEDONIA, Skopje (cont’d)
SPECIAL EDUCATION (cont’d)

QSI International School of Skopje (2014) PK-12 58
http://www.qsi.org/schoolpages/ mcn/home/ For the 2014-2015 school year, QSI Skopje is fortunate to have a licensed school psychologist on staff. This allows in some cases for specific educational testing to be completed in country. QSI Skopje would coordinate this testing with the Office of Overseas Schools to ensure that the needs of the student would be met, and that in cases where the school could not complete testing, other solutions be organized.

QSI schools do not fund special education teachers and special education programs. Some embassies and sponsoring organizations may provide funds for special education for its students who have more severe challenges. Parents are instructed to check with their Embassy or sponsoring organization to see if funding is available for students with special needs or disabilities. An official educational diagnosis and Individual Education Plan (IEP) must be available if funding is needed.

QSI schools are not equipped to teach children with challenges (mentally handicapped, multiply handicapped, speech impaired, hearing impaired, orthopedically impaired, sight impaired, and emotionally disturbed) that require additional services. Children with moderate learning disabilities and delayed academic progress with an IEP may be enrolled.

MADAGASCAR, Antananarivo
SPECIAL EDUCATION

The American School of Antananarivo (2014) PK-12 227
www.asamadagascar.org ASA is small and they strive to meet the needs of every child. They continue to utilize best practices of differentiation and utilize student data collections to determine the level of learning of each child in the core subject areas. Data collections included in school records are utilized for admissions and as baseline data for all students entering ASA.

They have three licensed special needs teachers within their school. All are trained in evaluation and preparedness of Individual Educational Plans. They are not equipped for profoundly disabled children in support services such as speech pathology, occupational, and physical therapy (these services are not available at the ASA.)

MALAWI, Lilongwe
SPECIAL EDUCATION

Bishop Mackenzie International School (2014) PK-12 720
http://www.bmis.mw/ The School employs educational support specialists to help children with notable educational needs. There are currently four specialist teachers working in the primary school and two in the secondary school. BMIS can cater for a wide range of educational needs, but it has to be said that the school is not a specialist school and there are very limited support services in Lilongwe and the region. The school’s educational support team is involved in screening all new admissions to the school so that they can assess whether we are in a position to fully cater for their particular needs. Support for children with mild learning difficulties, through dyslexia, ADHD etc., can typically be accommodated within the normal operations of the school with appropriate support. Educational psychologist reports or additional information are usually required as part of the admission process for entry. The school has a wide range of international students and we recognize that not all children have English as a first language. Classroom teachers are very familiar with the challenges of dealing with children for whom English is an additional language and through the class teachers and specialist EAL support staff, children typically make quick progress to be able to integrate into the general classroom activities.
Early Autism Project (3-6yrs) [www.autismmalaysia.com](http://www.autismmalaysia.com/) Devoted solely to the treatment of children with autism, Early Autism Project (EAP) was developed in Wisconsin and brought to Malaysia in 2009. Trainers from Wisconsin come annually to train staff and assess standards and programming. EAP Malaysia offers both home and center based ABA programs and services. They provide intensive and individualized early behavioral intervention treatment programs focused on the individual needs of each child and family. EAP supervisors train the family and therapy team to implement curriculum using behavioral interventions which form the basis of Dr. Ivar Lovaas’ approach: the use of discrete trials, positive reinforcement, extinction, prompting, shaping and programming for generalization. In addition, a variety of other treatment approaches and strategies may be used to teach specific skills when appropriate for individual children.

EAP Malaysia’s expertise is with younger children. They accept children up to 5 years of age, but have worked with families of older children in designing integration programs. The EAP Malaysia center-based program opened in January 2009 and works with children (3-6 yrs.) in a group or ‘school’ environment with a 1:1 ratio child to therapist/shadow aide. Children 6 months-1 yr. are taught on an individual basis in a home-based program and then moved to a group or center environment.

**Hils Learning Centre Sdn. Bhd** [https://happiness-is-learning-success.com](https://happiness-is-learning-success.com/) Led by Hilary Craig, specialist teacher for persons who learn differently, are ‘labeled’ as having 'special needs' or have learning difficulties. Though people may also be labeled as having a learning disability, this isn't a term heard used at Hils. Together with her team, Hilary Craig specializes in developing strategies for helping individual learners meet their own unique challenges. Hils Learning recognizes and utilizes many different methodologies in helping the student who experiences learning difficulty. Carefully observing the individual for their strongest learning mode, they respond by offering learning support, matching the most appropriate remediation to the individual’s needs. Difficulties in school or workplace affect the whole family. Training and learning support for the whole family is considered an integral part of all of Hils programs, and Hils programs are designed to include parents and welcome their participation.

Hils Learning works closely with: an optometrist for visual difficulties, an occupational therapist for sensory and physical therapy, an Institute of Neuro-Physiology psychology practitioner for retained reflexes, a music therapist for physical cognitive and social needs, and a nutritionist for dietary advice. Hils Learning liaises with schools, doctors and other professionals involved with the child. Learning programs vary according to need, and individual programs are designed to suit each child.

Hilary Craig’s professional qualifications include: two undergraduate degrees, BA (Canberra, Australia) and B.Ed. (Toronto, Canada), and a M.A.Ed. (Nottingham UK). Further specialist qualifications include: dyslexia, English-as-a-second language, math and science, child development & child psychology, and early childhood education. Ms. Craig is accredited in Davis Dyslexia Correction, The Listening Program and Auditory Integration Therapy. She combines these academic qualifications with extensive experience acquired during 28 years in schools and colleges and 7 years of private practice.

**The Learning Connection** [www.learningconnection.com.my](http://www.learningconnection.com.my) The Learning Connection is a center set up specifically for children with special needs. Classes are based on the development of the child and operate with an Individual Education Plan for each student. There is a maximum of 7 students in each class. The two highest level classes operate with the Calvert Home School curriculum from the United States. Calvert is a fully accredited curriculum from the United States. The head teacher for each class is trained in special education with a teacher assistant. Many of the teaching assistants also have a background in special education or related fields.
MALAYSIA, Kuala Lumpur (cont’d)
*SPECIAL EDUCATION* (cont’d)

International School of Kuala Lumpur (2014)          PK-12          1,670  
[www.iskl.edu.my](http://www.iskl.edu.my) The School is accessible for the physically handicapped. The School has staff who are trained to administer psychological tests and diagnose specific learning disabilities. The School has inclusive learning resource support. The School has limited pull-out support.

GIFTED AND TALENTED

Alice Smith School (2014)          PK-12          1,564  
[http://www.alice-smith.edu.my/](http://www.alice-smith.edu.my/) There are varying degrees of giftedness and as children move along the spectrum of giftedness, they may require greater provision modifications and support services. For admissions - they use the entrance tests as data and previous school reports and consider this information in terms of the current cohort. G&T provision is seen in the context of the cohort. If necessary we use NVR and VR assessments to support placements and assess provision needs.

**Identification of More Able and Gifted and Talented Students:** Identification is a two-stage process of screening and identification. The Alice Smith School will use a range of identification strategies and criteria including:

- Teacher assessment and professional judgment supported by checklists (checklists of characteristics-generic and subject-specific) and referrals.
- Evidence from pupils’ work.
- Evidence from out of school activities.
- Internal observation and monitoring.
- Designated standardized tests (CEM data, reading/spelling assessments, verbal/non-verbal reasoning assessments, QCA assessments, PM Benchmarking).
- Diagnostic testing and educational psychologist reports.

The school recognizes that not all more able and gifted and talented pupils can be recognized through their ‘attainment’. Many gifted and talented pupils are difficult to identify; including underachievers, EAL children, children with other individual needs, children who are the youngest in the year or children with poor behavior. Identification should, therefore, involve the use of multiple criteria (three or more) and must be ongoing. The school aims to develop its use and understanding of each of these areas.

The Alice Smith School seeks to extend and enrich the educational opportunities for all pupils, including those pupils who are more able. The Gifted and Talented program helps to ensure that they recognize, support and provide for the needs of their more able children at the Alice Smith School.

MALI, Bamako

*SPECIAL EDUCATION*

American International School of Bamako (2014)          PK-12          147  
[http://www.aisbmali.org/](http://www.aisbmali.org/) Part of the registration requirement is providing report cards from the last three years of school. The current teacher(s) is asked to complete a confidential reference form on the applicant. If this information indicates that the prospective student will be successful at AISB, the student is admitted. If there are any gaps in this information or questions as to whether the child’s needs will be able to be met at the school an admissions test (short version of MAP) is given.

As a small school, students receive a lot of attention and it is difficult for them to “fall between the cracks” as sometimes happens in much larger schools. However, at this time AISB does not have a dedicated special needs teacher. Students who need extra pull-out support are given this on a one-on-one basis by one of their teachers—usually instead of taking French. There is an extra fee for this service.
MALTA, Valletta

SPECIAL EDUCATION

Chiswick House School/St. Martin’s College (2014) PK-12 1,355
http://chs.edu.mt/ Mild emotionally disturbed/learning disabled/speech impaired at the elementary and middle school grade levels in the regular classroom and through the use of a resource room. The School is accessible for the physically handicapped student. They have staff that has been trained to work with the gifted, learning disabled and other types of handicaps and can administer psychological tests and diagnose specific learning disabilities. They offer alternative learning programs – during these sessions students are either helped with a learning support assistant in the classroom or they helped on a one-to-one basis.

QSI International School of Malta (2014) PK-12 110
http://www.qsimalta.org/ The School can support mild: learning disabled, speech impaired, and orthopedically impaired children. At QSI International School of Malta they have two certified special education teachers who provide instruction in the mainstream environment as well as consult with other faculty on an 'as-needed' basis. The certifications and endorsements are from the United States. They are available to offer any general education teacher advice, observations, individualized plans, and assistance in order to meet the needs of the individual child.

The School offers instruction based off of the Mastery Learning Philosophy. That said, students are placed according to their age and then often pulled out to attend various classes that best match their academic abilities. While there is not a formal special education department, QSI International School of Malta strives to individualize, support, and challenge each student according to their learning profile. If a child who attends their school has a disability such as hearing or speech impairment, the state (pending proper documentation) provides a learning support assistant (LSA). Each learning support assistant is placed in the classroom with the student in order to provide direct instruction and offer support for the child. If there is documentation yet the student does not meet the requirements of the state, the parents have an option to pay out of pocket for an LSA. In the past they have provided service to students with the following special needs: learning disability, cognitive disability, speech impairment, and hearing impairment.

Verdala International School (2014) PK-12 321
http://www.verdala.org/ Mild hearing impaired at the elementary and middle school grade levels. Mild learning disabled at all grade levels. Moderate learning disabled at elementary and middle school grade levels. Moderate mentally handicapped at the middle school grade levels. Mild orthopedically impaired at the elementary school grade level. Moderate orthopedically impaired at the elementary and middle school grade levels. Mild speech impaired at the elementary school grade level. Mild visually handicapped at the high school grade level. The school is accessible for the physically handicapped student.

GIFTED AND TALENTED

Chiswick House School/St. Martin’s College (2014) PK-12 1,355
http://chs.edu.mt/ Gifted and talented children are identified and efforts are made to challenge them within the classroom setting through differentiated teaching and learning strategies. G/T students are also invited to participate in our School of Excellence Program. This specialized program will extend their learning in a number of diverse areas such as creative writing, information technology and computer science/robotics, the classics and sports.

Verdala International School (2014) PK-12 321
http://www.verdala.org/ The School has gifted and talented programs. Admission to the gifted talented program is through past school records or intelligence test. Adjustment to the curriculum and advanced level work is available. Daily adjustments are made in mainstream class.
MARSHALL ISLANDS, Majuro
SPECIAL EDUCATION
Majuro Cooperative School (2014)
http://majurocooperativeschool.org Students who have difficulty learning may be referred for special education testing and services. Referrals may be initiated by parents, teachers or the principal. Parents must be notified of any specialized testing and/or programming for their child. The special education teacher evaluates the referral student. If the child qualifies for special education, the special education teacher develops the Individual Education Plan (IEP) and oversees the implementation of the IEP. The special education teachers and the other support staff may provide other support services for struggling students. These services may include small group work, English language learning (ELL) support, and individualized support. All K-8 and high-school students take SAT tests. Students in grades 3, 6, 8, 10 and 12 take MI-SAT, scheduled through the Ministry of Education. K-8 Students are tested for basic reading assessment 2 or 3 times each year. English language is tested once a year, and writing is assessed fall and spring.

MAURITIUS, Port Louis
SPECIAL EDUCATION
Alexandra House School (2011)
http://www.alexandrahouseschool.com/ Mild emotionally disturbed, learning disabled, and orthopedically impaired at the elementary grade levels can be accommodated. Moderate hearing impaired students at the elementary grade levels can be accommodated. No set programs but due to small class sizes they can offer individual attention. Children must be able to cope in a regular classroom. They mainstream at achievement level rather than age level.

Clavis International Baccalaureate Primary School (2011)
http://www.clavis.mu/ Mild emotionally disturbed, hearing impaired, learning disabled, speech impaired and visually handicapped at the elementary grade levels. Clavis defines itself as an inclusive school and is willing to accept students with mild challenges on a case-by-case basis. There is a counselor, a support services teacher and a part-time speech therapist on the staff. The child must be able to function in a regular classroom.

International Preparatory School (2011)
http://www.ips-mu.com/ Mild learning disabled at the elementary grade levels. The school employs a special education needs coordinator as well as an English-as-a-second language specialist. They work with students on a short term basis. Students with mild learning difficulties such as ESL, ADD, ADHD, are admissible as long as the student can cope in a regular classroom.

Le Bocage International School (2011)
http://www.lebocage.net/ Special needs students are accepted at Le Bocage if they fall within the “normal range of ability” for a child of their age. This is determined by completion of a test in both English and mathematics, however support for learning is provided for a small number of students with specific learning difficulties, such as dyslexia, attention deficit disorder, dyspraxia, and dyscalculia, LBIS has a special education needs team of three teachers, and a nurse who works with the mainstream curriculum teachers. The aims of the department are to help students to overcome the specific learning difficulties that they face. This is made through differentiation in lessons, support in mainstream classes, withdrawal from a subject on a short-term basis or in very few cases, and a reduced curriculum. Mild emotionally disturbed, hearing impaired, mentally handicapped, multiply handicapped, orthopedically impaired, speech impaired, and visually impaired. Mild to moderate learning disabled.

GIFTED AND TALENTED
Alexandra House School (2011)
http://www.alexandrahouseschool.com/ Admission to the program is through normal classroom observation plus grade level testing and diagnostic reading test. The focus of the program is on enrichment, adjustment of the regular curriculum, creativity, critical thinking, and advanced level work in traditional academic content areas.
MEXICO, Ciudad Juarez
SPECIAL EDUCATION
Post Comments – Education Options (2014)  
For those parents who have children with mild learning disabilities, delayed speech development, ADD and ADHD the school below does provide specialized help for students. Many of the private schools in El Paso and Juarez do not employ special need staff at the school, but do outsource. Any student with special needs attending public schools in the El Paso area will receive services related to their needs.

  901 Arizona El Paso, TX 79902-0799  
  Telephone: (915) 532-6647  
  The El Paso Bridges Academy offers children a safe and caring environment in which to learn. The school was established in 1979 for children with dyslexia and attention deficit disorder. It has very small classes (8-10 students per class) and a very relaxed and informal atmosphere. All students’ schedules are individualized for reading, language arts, and mathematics. The Academy’s teachers are specially trained proven teaching methods. The El Paso Bridges Academy is accredited by the Texas Alliance of Accredited Private Schools.

MEXICO, Guadalajara
SPECIAL EDUCATION
American School Foundation of Guadalajara (2014)  
[www.asfg.mx](http://www.asfg.mx)  
The School does not have a special education program, special education teachers nor an identified gifted and talented program. They can work with students with mild special needs, but only when they can be successful in the normal classrooms. The school has ramps for those students who use wheelchairs.

Lincoln School (2014)  
The School provides service with a trained specialist from the National Institute for Learning Development who currently works with 13 children in a pull-out program for 80 minutes per child once a week. She works primarily with students who struggle with reading, writing and math. Next school year she will be qualified to apply diagnostic testing.

MEXICO, Hermosillo
SPECIAL EDUCATION
Post Comments – Schools Available for Special Needs (2014)  
In Hermosillo there are several schools that provide support for special needs students, but higher levels of spoken Spanish would greatly assist in these efforts. Many of the private schools in Hermosillo make an effort to help special needs students. While the schools may not have a special education program they do try and work with the families.

The special needs schools often utilize the inclusion model. This integrates the students into the classrooms wherever possible. There are several schools that are focused on assisting students with special needs. A couple of the schools have physical and linguistic therapy rooms at the school.

- **Preescolar D’Corazon**: This school is located north of the Consulate. This school has an inclusive perspective on education. The classrooms have assistants that work with the children. There are also pull out time when some of the students when they work on linguistics and physical therapies. While there are a few who speak English in the school the challenge is making sure that Consulate children are paired with the assistants. There is a waiting list for the school; however, it seems the school is willing to work the Consulate.  

- **Autismo**: This school is around the corner from D’Corazon. This school specializes in Autism. There are a limited number of spaces because the school is set up for each student to have their own teacher. The school ranges from Kindergarten to 13 years of age. While there is a waiting list the school tends to make the best match for students with teachers. The school seems to try and prepare the students for life after school.  
  [http://teleton.org/te-ayudamos/autismo](http://teleton.org/te-ayudamos/autismo)
MEXICO, Hermosillo (cont’d)
SPECIAL EDUCATION (cont’d)
- **Comunidad Down Siglo**: This school is for Down syndrome students. The school works in appropriate subjects for this audience and plans activities accordingly to the needs of the students. The challenge with this school is that there are very few English speaking personal in the school. [http://www.comunidaddownsigloxxi.org/](http://www.comunidaddownsigloxxi.org/)

- **CRIT Sonora**: CRIT Sonora is a facility geared towards therapies for special needs children. The facility has nutritionist, on site medical staff, pool therapy, visual therapy, physical therapy, and linguistic therapy. There is some staff that speaks English. The facility has many programs that are molded to what each child needs. There is a wait list however; CRIT seems willing to work with the Consulate. [http://teleton.org/ted-ayudamos/sistema-infantil-teleton](http://teleton.org/ted-ayudamos/sistema-infantil-teleton)

Bambú Montessori (2014) PK-6 1,301
[http://www.bambumontessori.edu.mx/](http://www.bambumontessori.edu.mx/) The School can adapt to a child who has learning disabilities into their program. They evaluate the child and then discuss with the parent their recommendation for which classroom and instructor is a good match to provide the best educational opportunity to them.

MEXICO, Mexico City
SPECIAL EDUCATION

**American School Foundation A.C.** (2014) K-12 2,570
[http://www.asf.edu.mx/](http://www.asf.edu.mx/) Mild to moderate learning disabled students at all grade levels can be accommodated in either the regular classroom or through a resource room. Mild to moderate speech impaired students at the elementary grade levels can be accommodated in the regular classroom. Services are available for students with attention deficit hyperactivity disorder. Services are also available at the kindergarten level for students with mild speech impairments. Accommodations can be made for qualified students with visual, hearing and orthopedic disabilities or multiple disabilities with help from outside professionals. Early intervention is available at the kindergarten level for students at risk for learning disabilities. The School is accessible for the physically handicapped. The School has staff that is trained to administer psychological tests and to diagnose specific learning disabilities.

**Greengates School** (2014) PK-12 1,301
[http://www.greengates.edu.mx/](http://www.greengates.edu.mx/) Greengates does not have a special education department, but will discuss options and will work with parents on a case-by-case basis. The School has a ramp for the physically handicapped. The School has staff that is trained to administer psychological tests and to diagnose specific learning disabilities, but outsourcing is preferred.

**Westhill Institute** (2014) PK-12 850
[http://www.westhillinstitute.edu.mx/](http://www.westhillinstitute.edu.mx/) The blind/deaf student can be accommodated at the high school grade levels. The mild emotionally disturbed, learning disabled, mentally handicapped, multiply handicapped, speech impaired and visually impaired student can be accommodated at all grade levels. The moderate emotionally disturbed student at elementary and middle school grade levels can be accommodated. The moderate learning disabled, mentally handicapped and speech impaired students at all grade levels can be accommodated. The moderate hearing impaired students at the high school grade levels can be accommodated. The moderate multiply handicapped and visually impaired students at the elementary school grade level can be accommodated. The mild to severe orthopedically impaired student at the elementary school grade level can be accommodated. The severe learning disabled at all grade levels can be accommodated. The School is accessible for the physically handicapped.
MEXICO, Tijuana
SPECIAL EDUCATION
Post Comments (2014) ---- ---- ----
Consulate children are welcome at San Diego area schools and post has a standing MOU with the Sweetwater Union High School District and the Chula Vista Elementary School District to guarantee admission to Sunnyside Elementary School, Bonita Vista Middle School and Bonita Vista High School. These excellent schools offer gifted and talented programs as well as services for mild to moderate special needs. These schools operate on a modified year round calendar with school starting in late July and ending in early June.

School Options (2014) ---- ---- ----
• Sunnyside Elementary School (K-6) Special education services are available and SES serves as a center in the district for children who have mild to moderate special needs. The school has the services of a speech therapist and other specialists who are on site and shared throughout the district. The principal welcomes USG dependents, including those having special needs.
  http://schools.cvesd.org/schools/sunnyside/Pages/default.aspx#.VD02vflXAZg
• Bonita Vista Middle School (7-8) http://bvm.sweetwaterschools.org/ Extensive programs for children with special needs.
• Bona Vista High School (9-12) http://bvh.sweetwaterschools.org/ Extensive programs for children with special needs.

MOLDOVA, Chisinau
SPECIAL EDUCATION
Chisinau International Preschool (2014) PK ---- ----
http://www.chips.md/ The School has one certified special educator (K-12: mild to moderate learning disabilities) on staff at CHIPS for the 2014-2015 academic year. Please contact CHIPS for more information.

QSI International School of Chisinau (2014) PK-12 73
http://chisinau.qsischool.org/ For children with handicaps the school has a classroom supported system, i.e. mainstreamed. The School has the ability to assist children with learning disabilities, mentally handicapped, with multiple handicaps, who are hearing impaired, sight impaired and mentally disturbed. Please contact the school to determine if it can adequately address your child’s needs. The School tries to accommodate the individual provided resources are available, usually in the form of American expatriates with backgrounds in early childhood development. All of the above depend on the severity of the handicap. Contact with the School is essential before making the decision to come to post, so that the School's ability to address a specific situation can be determined. The School does not have on-site capability to diagnose special needs.

MONGOLIA, Ulaanbaatar
SPECIAL EDUCATION
International School of Ulaanbaatar (2014) PK-12 358
www.isumongolia.edu.mn The SEN program supports students who have been identified by classroom teachers because of concerns that they are not meeting grade level expectations. Students in both primary and secondary are considered to have mild levels of support so they receive either in-class support or pull-out depending on how far behind their peers they are academically. Student identified concerns include: dyslexia, ADHD, autism, behavioral and social/emotional issues. The School has an elevator so that non-ambulatory students can attend the school.

Weekly Student Support Team (SST) meetings are held for both primary and secondary programs to review student progress and strategize about newly identified students of need. Individual teachers are invited when the team needs additional information or to discuss educational strategies. The teams are comprised of the heads of primary and secondary, English-as-an-additional language staff and the SEN staff. There are 1.5 full-time SEN and 2 full-time EAL staff. These staff will do classroom observations and consult with staff about differentiating, accommodating and modifying, if necessary, teaching methods.
MONGOLIA, Ulaanbaatar (cont’d)
SPECIAL EDUCATION (cont’d)
When a formal referral is received and the SST decides testing is appropriate, parental approval is gotten and testing is then done by a SEN staff member. Frequently the Woodcock/Johnson batteries are used to assess students and recently the Special Needs Assessment Profile (SNAP) is also administered. If the team decides that the student is in need of an educational psychologist assessment names of professionals in SE Asia are given to the parents because there are none in Mongolia.

Students applying to enter ISU are assessed by the heads of primary and secondary to determine if the needed services can be provided by the school and its SEN staff.

MOROCCO, Casablanca
SPECIAL EDUCATION
Casablanca American School (2014) PK-12 661
www.cas.ac.ma Every child should be given the opportunity to succeed with the appropriate support he or she needs. In this sense, the School’s PACE/LLL/TAG department is composed of highly qualified staff members that will provide support as requested.

George Washington Academy (2014) N-12 790
http://www.gwa.ac.ma/web/ Mild learning disabled students can be accommodated at all grade levels. However, moderate or severe learning disabled students can only be accommodated at the elementary level. The school can accommodate mild visual impairments as well. The school is not accessible for the physically impaired.

MOROCCO, Rabat
SPECIAL EDUCATION
Rabat American School (2014) PK-12 468
http://www.ras.ma/ The School does not offer services for the following: deaf, blind, emotionally disturbed, hearing impaired, learning disabled (moderate and severe), mentally handicapped, multiply handicapped, orthopedically impaired, speech impaired, and visually handicapped. They offer some support for the learning disabled (mild) only in elementary and middle school in regular classroom setting or in resource room.

Special Education Asmission: RAS does not offer a program for students who have come from self-contained special education programs or who have had a private assistant in the classroom at another school. The child study team and administration will determine whether a student’s special needs can be met within the context of the school. When a student’s special needs are known, the parents are required to provide all copies of all reports and evaluations related to the child’s diagnosis to the Admissions office prior to their posting.

NEPAL, Kathmandu
SPECIAL EDUCATION
The British School, Kathmandu (2014) N-YR13 390
www.tbskathmandu.org The School has a learning support section to assist students with special educational needs, emotional and behavioral difficulties and English-as-an-additional language. Where additional support above what the school can offer is required, the school can advise and possibly find an appropriate assistant, though the funding must come from the parents. The school building is not appropriate for wheelchair users.

École Française Internationale de Katmandou (2014) PK-5 50
www.efiktm.com Special needs students can be admitted in the school after interview with the principal. An individual curriculum might be established after studying the child’s file. The school has no specialized staff able to diagnose or work individually with the student.
SPECIAL EDUCATION (cont’d)

Lincoln School (2014)  PK-12  260

www.lsnepal.com Lincoln School has the capability to assist students with mild learning disabilities. At the time of admission, students with learning disabilities will be screened to determine the extent of their learning issues, and/or previous assessments will be reviewed. Those students with severe learning needs (defined as less-than-normal IQ, i.e. below 85, and functioning at a level more than two years below grade level in several academic areas and/or with a severe physical handicap) will not be granted admission because of the school's inability to meet the applicant's educational needs and the applicant's potential inability to benefit from our educational services. Admission decisions involving students with learning disabilities and/or severe physical handicaps will be decided by an admissions committee consisting of the director, the principal, the counselor, and a resource teacher.

Staff: There is currently one secondary resource teacher with a total student population in the secondary school of approximately 139 students. At the elementary level, Lincoln employs one elementary resource teacher for a total elementary population of 121 students.

Forms of Support Available: Possible forms of learning support at Lincoln are: pull-out classes in math and reading & writing with a resource teacher; occasional in class support from the resource teacher; in the secondary, after school support is also available from 3:15 to 4:00 p.m. on certain days, depending on the availability of teachers.

Further Notes on Admission: Due to the limited staff resources and size of the school, the decision to admit a student who will require additional support depends greatly on the already existent demands being placed on the resource teachers. Because of the time and context dependent nature of the decision-making process for admission it is not always possible to provide parents a guaranteed admission more than one year prior to a student’s proposed start date. Typically, upon receiving a completed application from a student who has received learning support in the recent past, the School will request the most current IEP, if one has not already been made available. In addition contact information for the student’s most current resource teacher will be requested to allow the admissions committee to gather sufficient data to make a determination as to whether or not the applicant has the ability to benefit from our educational services.

Early Intervention: Early intervention is provided to those students in grades preschool to kindergarten who qualify for additional support. The learning support teacher is available for consultation in preschool as well as providing direct services for those students identified as having a disability. Transition kindergarten and kindergarten use common grade level assessments to identify students in need of additional teaching of the foundation skills necessary for more advanced learning.

General Diploma: The General Diploma is for students in grades 9–12 with significant learning needs. This diploma allows for a challenging and flexible option for students who benefit from substantial learning supports and a modified program. Students are able to choose from a variety of courses to support their success in reaching post-secondary goals as well as actualizing their potential.

Speech Language Therapy: The School's speech language pathologists have specific knowledge and skills in human communication and work in close collaboration with learning support and classroom teachers. The role of the SLP is to identify, evaluate, and treat speech, language, and communication disorders in order to enable students to communicate to the best of their ability as well as access grade level curriculum. Specifically, SLPs assist and support students in the following areas: speech and/or oral-motor difficulties; language difficulties; social communication; voice and resonance difficulties; and fluency difficulties.

Occupational Therapy: A private occupational therapist will provide therapy to qualifying students on campus during the school day, working closely with each student’s team to ensure effective strategies are implemented and each student’s individual and unique needs are met. This partnership will enable us to better individualize programs and coordinate services for students.

School Psychologist: The School’s psychologist is responsible for administering psycho-educational evaluations and presenting diagnostic findings, impressions, and recommendations at team meetings. Together with teachers, students, and their families the school psychologist works to identify and resolve barriers to
NEPAL, Kathmandu (cont’d)
SPECIAL EDUCATION (cont’d)
learning and determine the best instructional strategies to support effective differentiated instruction, create positive classroom environments, and motivate students to engage in learning.

Special Education: Our Middle School Special Education (MSSE) program is classified as a self-contained type classroom, with a strong emphasis on inclusion. Their teacher has expertise in educating students with intellectual disabilities. She ensures each child is provided with the opportunity to reach their potential. The teacher develops and guides student programs, modifies the curriculum to make it accessible for each student, and ensures that students have the support needed for gaining greater independence and functional academic skills. In a small classroom environment, students receive both individualized support as well as the maximum opportunities to be integrated into mainstream classes. Teacher assistants support students with their individualized plans in addition to working with them in their mainstream classes. They are planning to open the High School Special Education (HSSE) program in August 2015. This will ensure program continuity for those students moving up from middle school as well as new students to ASH.

English as an Additional Language (EAL): The purpose of the EAL program is to enable students, whose first language is not English to acquire confidence and independence in understanding, speaking, listening to, reading, and writing English. When a student with limited English ability is enrolled at our school, the EAL teacher and counselor work closely together to develop an instructional program based on the student’s individual needs.

NETHERLANDS, Amsterdam
SPECIAL EDUCATION
International School of Amsterdam (2014) PK-12 1,158 http://www.isa.nl/09/homepage/homepage.html While they have limited facilities and resources available to students with special needs, admission may be offered to students with mild to moderate learning challenges or physical disabilities, at the discretion of the admissions committee. Initial screening, in-class, and group support may be provided through the Student Support Department. Support services may be subject to additional fees. Applicants will need to provide complete documentation of their academic history, psychological/educational evaluations, and details of extra academic or specialist support they have had or are currently receiving. Once the application is complete, the admissions team will evaluate the application and decide if the school can accommodate the student. Withholding information about special needs may lead to the withdrawal of the student.

NETHERLANDS, Rotterdam
SPECIAL EDUCATION
The American International School of Rotterdam (2014) PK-12 209 www.aisr.nl The Academic Support Program at AISR is designed to help students cope successfully with the curriculum demands at their grade level. Each student is individually evaluated during the admission process to determine what level of support is required. AISR provides a full spectrum of learning support, which includes provisions for students who require services identified in four tiers:

- **Level of Support - Tier 0:**
  Tier 0 support services may include:
  o 20 min. of administrative time per week
  Fees: There is no cost associated with Tier 0 students.

- **Level of Support - Tier 1:**
  Tier 1 support services may include:
  o Small group (3-4 students) instruction 2-5 periods per week in either a push-in or pull-out setting.
  o Accommodations for assignments and testing situations.
NETHERLANDS, Rotterdam (cont’d)
SPECIAL EDUCATION (cont’d)

For staffing, admissions and administrative purposes, it should be noted that a Tier 1 student requires approximately:
- 20 minutes of learning support administrative time per week
- 45 minutes with a learning support teacher per week
- 225 minutes with a learning support educational assistant per week
- 290 total minutes of learning support time per week

Fees: There is a € 4,000.00 per school year cost for a Tier 1 student.

• **Level of Support - Tier 2:**
  Tier 2 support services may include:
  - 1-on-1 or semi-private (2 students) instruction from a learning support specialist 5-10 periods per week.
  - Need for specialists (OT, PT, SLP, and behavioral specialists) to work with the school on an ongoing basis.
  - Accommodations and modifications for assignments, instructional delivery, and testing situations.

For staffing, admissions and administrative purposes, it should be noted that a Tier 2 student requires approximately:
- 180 minutes of learning support administrative time per week
- 225 minutes with a learning support teacher per week
- 450-675 minutes with a learning support educational assistant per week
- 855-1080 total minutes of learning support time per week

Fees: There is a € 8,000.00 per school year cost for a Tier 2 student.

• **Level of Support - Tier 3:**
  Tier 3 support services may include:
  - Daily 1-on-1 pull-out instruction in major subject areas (10+ periods per week).
  - Intensive in-class support in major subject areas provided by the learning support teacher or educational assistant.
  - Extensive accommodations and modifications for assignments, instructional delivery, and testing situations.

For staffing, admissions and administrative purposes, it should be noted that a Tier 3 student requires approximately:
- 360 minutes of learning support administrative time per week
- 225 minutes with a learning support teacher per week
- 675-900 minutes with a learning support educational assistant per week
- 1260-1485 total minutes of learning support time per week

Fees: There is a € 12,000.00 per school year cost for a Tier 3 student.

• **The EAL (English as an Additional Language) program** at AISR is a ‘sheltered immersion’ program. Students are ‘immersed’ (placed) in an English-speaking environment (our school) and are given support so that they can interact meaningfully in the classroom. All teachers at the school complement the program by helping to create an intercultural learning environment. The program provides instruction with an EAL teacher who helps children develop English proficiency according to their needs and their abilities. EAL support is aimed at helping students to participate in the school’s academic and social programs. The School aims to make English learning an enjoyable experience. The program builds on the student’s cultural and language experiences. Student’s English proficiency levels are monitored and evaluated on a proficiency scale. A student will remain in the support program until all of his or her teachers believe that the student no longer needs specific extra help in EAL.
**NETHERLANDS, The Hague**

**SPECIAL EDUCATION**

**American School of The Hague (2014)**

- PS-12
- 1,182

[www.ash.nl](http://www.ash.nl) *Learning Support*: Learning support is available to students in grades 1–10 with identified learning disabilities or academic difficulties. Students must meet eligibility requirements in order to receive learning support. Learning support is delivered individually, in small groups, in content classrooms, and/or in the Learning Support Class (LSC). Learning support teachers assist students in developing effective learning strategies, remediate skill deficits, and work with content teachers to ensure necessary accommodations are implemented.

**Lighthouse Special Education (2014)**

- 3-14yrs
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[www.lighthousese.nl/](http://www.lighthousese.nl/) Lighthouse is a small international English speaking school for special education needs children. Lighthouse offers a safe environment and qualified and experienced staff. Children will follow an IEP, an Individual Education Plan. The children are in self-contained classrooms with up to 8 children. There is a high student to teacher ratio: one class teacher and 3 assistants. Many of the children are on the autistic spectrum. There are 4 therapists working on site: OT, PT, SPL, SI therapy. Children can integrate with an assistant in the international department of HSV.

Some of the special needs programs:

- ABA training (Applied Behavior Analysis)
- STAR program (Survivors Taking Action & Responsibility)
- PRT training (Pivotal Response Treatment)
- PBS program (Positive Behavioral Support)
- Makaton (sign language)
- Edmark (special reading program)

Needs that can be served at Lighthouse:

- Autism spectrum disorder (majority of the children)
- Dyspraxia
- PDD-NOS
- ADHD
- Down syndrome
- Sensory integration disorder
- Unspecified metabolic disorder
- Delayed psychomotor development
- Lack of social skills
- Delayed expressive and receptive language development
- Global developmental delay
- Difficulties in social understanding and flexibility in social situations
- Unable to communicate with vocal speech (using sign language plus vocal approximations) and so on…

The staff of Lighthouse is highly qualified and experienced in working with special needs. There are SEN teachers, special needs assistants, and a multi-disciplinary team composed of: OT, PT, and SLT.
NEW ZEALAND, Auckland and Wellington
SPECIAL EDUCATION

State and integrated schools receive the majority of funds from the Special Education Grant from the Ministry of Education and therefore have more resources, programs, and personnel for educating special needs students. Students with special education needs include those with disabilities, learning difficulties, communication or behavioral difficulties, and sensory or physical impairments.

Parents should be aware that the programs available for special needs students may not be the same as those offered in the U.S. state schools are required to enroll any child living in their zone; private schools may or may not accept a student based on his/her needs. It is best to contact potential schools early, and provide as much information as possible about the student. This will help the school determine if they have programs available that will meet the student’s needs.

Depending on the child’s needs and where they fall on the special needs spectrum, two options exist for initial first steps. Parents should contact the school where they would like to enroll their child and work with the educators and administrators to determine classroom placement. Or for children with moderate to high special needs, the first point of contact should be the Ministry of Education to begin the assessment process and discuss educational possibilities.

Some schools are able to support students by working with Ministry of Education specialists. Support teachers are supplemental teachers who work one on one with special needs students. They are provided free of charge by the Ministry of Education.

Specialists are based at offices around the country and help coordinate special education services and share skills and expertise by working with the wider education sector including families and educators. Specialist services provided include: early intervention, cochlear implant program, transition to school, severe behavior challenges, communication disorders, moderate physical needs, and moderate needs related to hearing loss.

Specialist providers also deliver the following services to students designated with high to very high needs: Ongoing and Reviewable Resourcing Schemes (ORRS), severe behavior initiatives, speech-language initiatives and early intervention for children ages 0-5 years. ORRS are a resource for the one percent of the school population with the highest need for special education. The resource has funds for specialists to provide advice, additional teaching time, and teacher aide time. In order to receive ORRS funding, the child must meet certain criteria and an application must be submitted. The application is a team effort initiated by the child’s educator and includes teachers, specialists, therapists, healthcare professionals, the parents, and others who know the child well.

In state schools, high needs students are allotted a percentage of a full-time specialist teacher’s day, while in other cases the specialist teacher works to assist the classroom teacher. Specialist teachers are allocated to clusters of schools based on the schools decile rating; these groups of specialists manage caseloads of students and can carry a caseload of up to 750 students. There are no additional fees associated with using these support services for special education.

In some instances, state and integrated schools have dedicated specialists called Resource Teachers (RTLB—resource teachers learning and behavior) who work solely at that school and work with the special needs students in the classroom setting and one on one.
NEW ZEALAND, Auckland and Wellington (cont’d)
SPECIAL EDUCATION (cont’d)

School Options: There are three school settings available to students with special education needs: mainstream classrooms, special education classes within mainstream schools, and special schools.

- **Wellington:** there are two state schools with dedicated special education units for children with the highest need in Miramar ([www.miramarcentral.school.nz](http://www.miramarcentral.school.nz)) and Johnsonville ([www.johnsonville.school.nz](http://www.johnsonville.school.nz)). These two units serve a population of approximately 60 students aged 5-13 years old. The programs at these schools are designed in conjunction with specialists, therapists, and families. When appropriate, the children take part in the mainstream classes with the assistance of education support workers. In the special needs units, the children are taught in group settings and also receive individual one on one time with the teacher to reinforce educational concepts. In Wellington, there is a school for children with special needs located one block from the Embassy. Kimi Ora School ([www.kimiora.school.nz](http://www.kimiora.school.nz)) enrolls a maximum of 30 students and enables students to access occupational, speech, music, and physiotherapies throughout their daily schedule. Due to its small size, there is a lengthy waiting list at this school.


The options for parents of special needs children in New Zealand sound very good in theory. However, the reality is there are too few specialists and support teachers to meet the needs of the community. There may be waiting lists and no guarantees regarding placement. Parents are strongly encouraged to contact the Regional Education Officer (REO) Community Liaison Office (CLO) as early as possible.

Funding: in many cases, Department of State funding is available to assist with a student’s special needs requirements. For more information, contact:
- Employee Consultation Service (ECS)
  - Tel: 202-663-1815 / Fax: 202-663-1454
- Email: medecs@state.gov

Additional Information:
- SPELD (Specific Learning Disabilities Association NZ Inc.): [www.speld.org.nz](http://www.speld.org.nz)
- Deaf Association of New Zealand: [www.deaf.org.nz](http://www.deaf.org.nz)
- Autism New Zealand: [www.autismnz.org.nz](http://www.autismnz.org.nz)
- New Zealand Down Syndrome Association: [www.nzdsa.org.nz](http://www.nzdsa.org.nz)
- ADHD Support and Information Network: [www.adhd.org.nz](http://www.adhd.org.nz)
- Parent to Parent: [www.parent2parent.org.nz](http://www.parent2parent.org.nz)

**Sommerville Special School** (Auckland) (5-21yrs) [www.sommervillespecial.school.nz](http://www.sommervillespecial.school.nz) Sommerville Special School is committed to providing a positive learning environment where students are encouraged to develop their individual potential. Their programs are based on:

- Individual “cross curricular goals” which are established in consultation with teachers, therapists and families to form the I.E.P. Extensive data is collected on the student’s progress through the goals and reported on to parents in a formal manner in Term 4. Therapists and teachers meet on a regular basis to discuss I.E.P goal development and teachers report each term to senior management on student progress.
- Therapy programs established following assessment and staff training to implement plans.
NEW ZEALAND, Auckland and Wellington (cont’d)

SPECIAL EDUCATION (cont’d)

- New Zealand curriculum coverage requirements. These programs are planned with clusters but assessed at an individual class level.
- Specialist programs e.g.: multi-sensory programs, MOVE programs, motor perceptual programs, work experience, SPEC, independent living, community participation.
- The key competencies are incorporated and embedded in class programs through all of the above.

Where possible, achievement objectives from each learning area are identified and covered throughout the program.

Assessment: Across the school environment a range of assessment tools are used to suit the different needs of the students in different parts of the school. The data gathered from these assessments are used to develop further goals in every student's program. AEPS data is collected annually for all students up to the age of 16. This assessment charts developmental progress in many areas. P-Level assessments in literacy and numeracy are also collected across the school. The senior school uses a new NZ based program called 'SPEC'. This is a recognized program that is externally moderated and all students can access this. The senior school is also developing their own functional assessments that match the needs of these young adults.

English & Other Languages: All students are to have a recent (no more than 12 months old) assessment by the Speech & Language Therapist to determine an appropriate communication program for the individual student e.g.: PECS, Signed English (Australasian Sign), Board Maker Symbols, and Augmentative Communication. Where appropriate students will experience recording in a variety of contexts – handwriting, concept keyboard, or computer; all students will experience oral, written, visual language in a range of contexts; visual strategies will be used in all classrooms to assist students to make sense of their day at school, or world; where appropriate, parents will be trained in all of the above to assist students in their attempts to communicate.

Science: Science will be promoted as an activity that is carried out by all students as part of their everyday life; All students will experience an environment in which they will learn strategies for active exploration, thinking and reasoning; Coverage of the curriculum will be linked to and focus on the strands “Making Sense of the Living, Physical and Material Worlds” and “Planet Earth and Beyond.”

Technology: Students will be encouraged to explore and risk take; programs will be linked to self-care and independent living programs e.g.: taps, toilets, etc.; and using technology will be provided for and practiced on a daily basis as part of the general class program e.g.: cooking programs, multi-sensory programs.

Social Studies: Active participation by all students in the local community through EOTC programs; practice social and co-operative skills to develop positive relationships; and awareness and respect for all other cultures.

The Arts: To participate and develop skills in the art process; To provide opportunities of enjoyment and appreciation of art works and performances in a variety of contexts; To express ideas through a variety of media; To provide opportunities to perform for peers and family; To expose students to a range of music and instruments. Music and drama specialist programs will provide opportunities to participate, perform, practice skills of listening, turn-taking etc.

Mathematics: Where possible be linked to functional experiences i.e.: as an integral part of everyday life; where possible provide opportunities to problem solve, and reason logically; and will provide students with tools, skills, understanding and attitudes, which will enable them to interact with their environment at highest possible individual level.

Health & P.E: Focus on physical, mental, emotional, and social well-being; focus on activity, fitness; Recreation and leisure activities to be developed; enhance life skills – self-care, hygiene, nutrition and safety procedures in the home, school and community; provide opportunities for participation in regular activities including those, which involve integration with mainstream options wherever possible; and promotion of self-esteem and skills to enable students to successfully interact with people in their environments.
NEW ZEALAND, Auckland and Wellington (cont’d)
SPECIAL EDUCATION (cont’d)

Additional Programs: All students who cannot sit, stand or walk independently, will be assessed by our physiotherapist for the MOVE program. SENSORY–students with sensory needs will be assessed by our occupational therapist and provided with a sensory program which may include: The sensory room, tactile stimulation, a sensory diet. TRANSITIONAL PROGRAMS - At the age of 16, students will enter at least one phase of our Transition Program (established Term 3). Each student will have the opportunity to participate in extracurricular activities which may include: swimming, camps, concerts, leisure and play, developmental programs, RDA, gym, work experience.

NICARAGUA, Managua
SPECIAL EDUCATION
Post Report –Special Education in Managua (2014) ---- ---- ----

- American Nicaraguan School [http://www.ans.edu.ni/](http://www.ans.edu.ni/) Grades: PK-12. Learning support services in the areas of remedial reading, learning differences, ELL, and SLL are available for elementary, middle, and high school students. No special education program exists; however, the needs of children with special needs can be address by hiring additional staff to attend to the particular student’s support requirements. Guidance counselors are available at the elementary, middle and high school levels to address behavioral issues.

- Nicaraguan Christian Academy [http://www.nca.edu.ni/](http://www.nca.edu.ni/) Grades: PK-12. Special education program staffed by a psychologist and special education teacher that provides services to elementary, middle and high school students. Guidance counselors are available at the elementary, middle and high school levels to address behavioral issues.

- Lincoln International Academy [http://www.lincoln.edu.ni/](http://www.lincoln.edu.ni/) Grades: PK-12. Basic learning support services in the areas of remedial reading, learning differences, ELL, and SLL are available for elementary, middle, and high school students. No special education program exists; however, the needs of children with special needs can be address by hiring additional staff to attend to the particular student’s support requirements. Guidance counselors are available at the elementary, middle and high school levels to address behavioral issues.

- Saint Augustine Preparatory Academy [http://www.csa.edu.ni/](http://www.csa.edu.ni/) Grades: PK-12. Basic learning support services in the areas of remedial reading, learning differences, ELL, and SLL are available for elementary, middle, and high school students. No special education program exists; however, the needs of children with special needs can be address by hiring additional staff to attend to the particular student’s support requirements. Guidance counselors are available at the elementary, middle and high school levels to address behavioral issues.

American Nicaraguan School (2014) PK-12 976

[http://www.ans.edu.ni/](http://www.ans.edu.ni/) Elementary: The School offers support for students with special need, which include learning disability (mild to moderate) and/or emotionally disabled. Support is provided by classroom accommodations which help the student meet the grade standards. The level of services provided is mild. Most of their support is done in the classroom by implementing the accommodations needed by the student and defined in each IEP. The support that the school provides is for students with mild LD and/or ADHD. The school does not make formal diagnosis, but look for a diagnosis out-side school, if necessary.

Middle School-Secondary: The American Nicaraguan School implements an inclusion approach. All students are registered in regular classes and are expected to meet the academic demands of their curriculum with a minimum of special assistance. The support provided to students with diagnosed learning disabilities takes place in the classroom with accommodations. A learning support teacher monitors progress through reports and contact with classroom teachers and parents. She/he also provides students with compensatory strategies to enhance academic and organizational skills, gives them feedback about their academic progress, guides them to set educational goals and provides support and close monitoring of their progress. Parents are requested to provide the school with all relevant assessments, reports and former plans as part of the admission’s procedure.
NICARAGUA, Managua (cont’d)
*SPECIAL EDUCATION (cont’d)*

Students are admitted based on the school’s ability to meet the needs of the child. The level of support is mild. There is no pull-out in middle or high school. Services are provided for mild to moderate specific learning disabilities, including dyslexia and ADHD. The school has wheelchair accessible ramps everywhere. No staff member is trained to diagnose learning disabilities, this is done externally. Psychoeducational assessments are available in the country in Spanish only. The school has two special needs teachers in elementary and one in secondary. There are also a few teachers certified in special needs available on campus and in the community.

**Lincoln International Academy** (2014)  
[www.lincoln.edu.ni](http://www.lincoln.edu.ni)  
*PK-12*  
*685*

Lincoln International Academy provides counseling and guidance service to students, teachers and parents through the counseling department. The counseling department consists of a team of four counselors, (three psychologists and one college counselor). The counseling team has the responsibility to support students to reach their maximum educational potential and their social integration in the community, particularly those students diagnosed with learning disabilities or other impediments that make the learning process more difficult for them. Once diagnosed, students get an Individual Education Plan (IEP). The IEP is a guideline for accommodations based on a previous psychological diagnosis and/or periodic reevaluation of the student. The curricular accommodations contained in the IEP’s are tools that provide educators with specific strategies to assist students in their learning. These accommodations are followed by the faculty in consultation with the student counselors and principals. The IEP is a confidential document for educators and parents. The counseling department also provides professional development to parents, faculty and administrators regarding the latest advances in the field of psychological education. The counseling department acts as a referral source and therefore does not diagnose nor perform long-term therapy. The school services students with mild to moderate levels of ADD, ADHD, dyslexia, hyperactivity, language problems or other mild disorders. The school does not provide service for students with severe level of physical or psychological disorders. Ramps are available in the school facilities.

**Nicaragua Christian Academy International** (2014)  
[www.nca.edu.ni](http://www.nca.edu.ni)  
*PK-12*  
*344*

The School’s program for children with special needs is limited to mainstream inclusion in the general education classroom with limited pull-out capacity for students with mild disabilities. They have a full-time school psychologist who can do basic testing for initial screening of disabilities. They also have a full-time learning resources teacher that works with students to provide additional learning support outside of their regular classrooms. Their special services staff and all of our teachers receive annual training and staff development on working with children with special needs. Additional expert resources are limited in Nicaragua, especially in the English language.

**Saint Augustine Preparatory Academy** (2014)  
[www.csa.edu.ni](http://www.csa.edu.ni)  
*PK-12*  
*552*

The School’s Student Support Services Department coordinates and provides a variety of services for students to ensure that all receive the necessary attention to help them succeed in school. St. Augustine Preparatory School offers the following services: counseling services, college counseling, English language support, special needs and character education program. The Students Support Services Department currently consists of two counselors (elementary and secondary school), a college counselor, and an English language support teacher. St. Augustine Preparatory School also has a Student Life Coordinator.

**Saint Dominic School** (2014)  
[http://www.saintdominicschool.edu.ni](http://www.saintdominicschool.edu.ni)  
*PK-12*  
*250*

Saint Dominic School is open to integrate students with particular educational needs only when the School’s educational services meet those particular needs. In this case, the students may be offered our regular educational program with modifications as specified in the reports from specialists who have evaluated the students. Evaluations are always done with specialists from outside school. The School does not count with specialists’ services, but can recommend specialists from the community. An interdisciplinary team is then formed by educators, specialists and parents to assure a sound follow-up of the students’ progress. All these persons hold periodic meetings in school to give this follow-up to monitor progress.
NIGERIA, Abuja

*SPECIAL EDUCATION*

American International School of Abuja (2014)  PS-12  501

[www.aisabuja.com](http://www.aisabuja.com)  AISA is a fully-inclusive school with a strong emphasis on college-preparation. AISA’s philosophy includes the following statement: to “enable students to maximize their optimum potential for learning.” There are no classes specifically established for children with learning disabilities, any other disabilities, or for those who are gifted and talented. However, instruction is developmentally appropriate in the early childhood division, reading instruction is differentiated in the elementary division, and AP classes are offered within the secondary division; all indicators that AISA strives to meet the needs of its students.

Direct, pull-out services for students with special needs are generally not provided. The following accommodations may be offered, as appropriate: the additional learning support teaching assistant is assigned to classes in which there are struggling students, an after-school homework club is available by invitation only, recommended classroom accommodations are given to the teachers, the learning center is available for students to take tests or quizzes, small group instruction is provided for short periods of time, and some take-home work is provided for parent follow-up. At the secondary level, a student with an Individual Education Plan may be assigned to the learning center during study hall for homework support.

Currently, AISA has staff who can administer and interpret academic and ability testing, as well as the Connors Behavior Rating Scales which is an indicator of attention deficit disorder. A part-time speech and language pathologist is available to parents for assessment as well as direct intervention; this is a privately arranged service, for which the parents incur any additional fees.

The application process includes completion of the application form, submission of three years of student records, standardized test results, health screening, immunization records, admission test, and confidential reference from school.

Center for Teaching and Learning Academy (2014)  PK-8  43

[www.ctlacademy.org](http://www.ctlacademy.org)  Each incoming student is assessed regarding their areas of strength, giftedness, needs and challenges. Based on the data an individualized program is developed for each child so that he/she can master necessary grade level skills. This individualized program may include accommodations and modifications. The individualized plan is regularly monitored by all stakeholders (school staff and parents) and adjusted as needed and as long as necessary for each student’s success. Issues with reading or processing deficiencies and learning disabilities are identified through the diagnostic assessments. Additional time and materials during the school day are available for intervention and enrichment. Intervention services for mild developmentally delayed and other mild learning disabilities are delivered while students are mainstreamed with their peers. They prefer full inclusion however they have trained staff who offer individual assistance as needed. The Center also offers extra intervention sessions (especially in the area of reading and cognitive difficulties) in an out of class setting. While they do not have staff onsite to diagnose serious disabilities, they have adjunct faculty with diverse expertise in special needs education who handles diagnostic assessments and reports. At regular intervals during the school year, they offer special needs intervention services (workshops, consultations, assessments) for their staff/students and others in the community.

International Community School (2014)  PK-12  553

[http://www.icsabuja.com](http://www.icsabuja.com)  The school has a SEN (special education needs) coordinator who works with students and teachers to ensure the best learning opportunities for such students. Special classes are also provided for ESL students. They also collaborate with a speech and language specialist who is engaged privately by a few parents. Teachers are also being trained by the SEN coordinator to differentiate instructions as required in the class.
AISL is a private, secular American school in Lagos, Nigeria. It seeks to accommodate students of differing abilities and interests and who can to succeed in a mainstream classroom in the context of a college preparatory program. All students must demonstrate average to above average grades for admission and the goal of AISL support services is to help qualifying students meet classroom expectations independently, without detracting from the education of other students.

AISL has a range of support services for students including:

1. **Learning support** opportunities for students with mild learning disabilities.
2. **Counseling** for all students
3. **English Language Learning** for students who require support in speaking, listening, reading and writing in English up to and including grade 10.

It must be noted, however, that at present, the layout of the current AISL campus prevents accommodation of some students requiring physical assistance.

### 1. LEARNING SUPPORT

**Key Understandings**

- AISL provides learning support services for children with mild learning challenges.
- Learning support services are not intended to provide alternate course of study nor modification of curriculum.
- AISL recognizes that some of its students have specific learning challenges, language differences, and/or behavioral issues that require support. The provision of student support services is consistent with the school wide adopted standards-based curriculum.
- Learning support services will be provided within the limits and capacity of the school’s existing resources, facilities and personnel.
- A student may be identified with more intensive learning needs after admission.
- At the end of the current school year, any student whose needs exceed the regular support services provided at AISL (LSS Levels 0, 1 or 2) may have their enrollment discontinued.
- In all cases, the principal has the authority to deny admission or discontinue enrollment.

**Learning Support Levels**

- **Level 0**: A student’s needs can be met in the regular classroom with no pullout intervention. The student support teacher may come into the classroom to assist with accommodations to instruction, assignments and/or assessments.
- **Level 1**: A student requires no more than one course of study per day of targeted small group instruction in the learning support service room. Accommodations may be made to instruction, assignments and/or assessments.
- **Level 2**: Student requires no more than two courses of study per day of targeted small group instruction, or any one-on-one instruction, in the learning support service room. Accommodations may be made to instruction, assignments and/or assessments.
- **Level 3**: Student requires a modified curriculum, specially designed instruction, extensive time, additional staffing or accommodations to building facilities due to learning, social, emotional, behavioral or physical challenges. AISL does not have the facilities or resources to meet the needs of these students at any grade level.
NIGERIA, Lagos (cont’d)

SPECIAL EDUCATION (cont’d)

Learning Support Services at AISL: Elementary School

- AISL can accommodate and provide support to students whose needs can be classified as Levels 0, 1 or 2.
- At this time, AISL ES cannot accommodate nor accept students whose needs can be classified as level 3.
- AISL offers a continuum of services for students with academic needs that includes assisting students with mild to moderate learning difficulties and poor study skills.
- Students may be supported in the regular classroom, or come to the learning support service room where they may receive one-to-one instruction or work in small groups.
- Interventions may include access to a learning teacher support teacher, counseling services, and any accommodations to assignments and assessments that are consistent with the school’s mission. Such accommodations must be appropriate to age and grade level expectations and does not modify curricular content.

Learning Support Services at AISL: Middle School

- AISL can accommodate and provide support to students whose needs can be classified as level 0 and level 1 only.
- At this time, AISL middle school cannot accommodate students nor accept students whose needs can be classified as level 2 or 3.
- AISL offers limited services for students with academic support needs that include assisting students with mild to moderate learning difficulties and poor study skills.
- Students may be supported in the regular classroom, or come to the learning support service room for less than one course of study per day where they may receive one-to-one instruction or work in small groups.
- Interventions may include counseling services, and any accommodations to assignments and assessments that are consistent with the recommendations in documented assessments and the school’s mission. Such accommodations must be appropriate to age and grade level expectations and may not modify curricular content.

Learning Support Services at AISL: High School

- AISL can accommodate and provide support to students whose needs can be classified as level 0 only.
- AISL high school cannot accommodate nor accept students whose needs can be classified as level 1, 2 or 3.
- Interventions may include counseling services, and any accommodations to assignments and assessments that are consistent with the recommendations in documented assessments and the school’s mission. Such accommodations must be appropriate to age and grade level expectations and may not modify curricular content.

2. COUNSELING

Key Understandings: AISL provides all students equitable access to counseling services that focus on academic success, personal and social development and career and college guidance. Delivery of these services may be provided through individual and group activities as well as through classroom and assembly participation.
At AISL we endeavor to support the students by:
- Planning suitable academic programs for students.
- Providing short-term personal counseling.
- Assisting with strategies to address academic challenges.
- Assisting with adjustment issues.
- Exploring career interests and possibilities.
- Advising for college admissions testing in the high school.
- Developing an admissions portfolio for high school students that may include: resume, essay, recommendations and guiding seniors through the university admissions and selection process.

At AISL we will endeavor to support parents by:
- Consulting on issues affecting their child’s academic, social, or emotional growth.
- Presenting workshops on topics of interest to students and parents of high school students.

At AISL we will endeavor to support school-wide instruction by:
- Coordinating with teachers to enhance academic success for individual students.
- Consulting with teachers and parents concerning the social/emotional growth of students.
- Referring to mental health service providers where appropriate and available.
- Liaising with college admissions officers.

3. **ENGLISH LANGUAGE LEARNING**

Key Understandings
- AISL accepts students with little to no prior education in the English language and provides them with support for English and second language classes within their daily schedule. The level of support will be decided from a proficiency test taken as part of the admissions process.
- AISL has an ELL program for students who require support in speaking, listening, reading and writing in English.
- The AISL ELL program provides English language learners with an enriched, language-immersion education in which English is the primary language of instruction. Our school-wide instruction and assessment is designed to facilitate our students’ learning to meet and exceed our academic standards.
- At AISL English language learning is taught as a subject and through subject matter consistent with mainstream teachers, thereby developing both the skills and abilities to use English for social, intercultural and instructional purposes. A grade appropriate level of English proficiency is our ultimate instructional goal so that ELL students have a level of English proficiency by the end of the tenth grade that allows them to participate in a rigorous college preparatory program in the mainstream classroom as required by AISL Board Policy (3.102).

**ELL Levels**
- Level 0: If the student is at or above grade level, he/she can be exited completely from the ELL program and is integrated into the general academic program with continued monitoring until independent.
- Level 1: If the student has an intermediate level of English (at least grade 5 G.E.) and is testing at G.E. or <1yr below G.E. the ELL exit checklist will be given to core teachers by the ELL teacher. Students can only exit the program if the social science, science and math teachers agree that the student should be exited. The checklist helps to formalize the exit process and will help core teachers to focus on ‘ELL-related’ criteria.
NIGERIA, Lagos (cont’d)
SPECIAL EDUCATION (cont’d)
- Students who are ready to exit the ELL program will have most checks in the ‘frequently’ and ‘consistently’ columns. However, if say the student’s writing is evaluated as being mostly in the ‘sometimes’ column- that student should probably not be exited. The checklists are not meant as a tool to pressure teachers to agree with an ELL teacher’s decision. The goal of the ELL program at AISL is for students to acquire enough English language skills to function independently in mainstream classes. Therefore, core teachers are the best judges of whether the student is ready or not.
- If the student is not at grade level but is performing and succeeding in social sciences, science and math without difficulties, he/she may be placed into the regular English class and continue with one course of ELL during their second language time.
- Level 2: If the student has a beginner level of English and is testing >1 yr. below Grade equivalency, he/she requires two ELL courses of study.

NORWAY, Oslo
SPECIAL EDUCATION
Oslo International School (2014) K-12 596
www.oslointernationalschool.no Support teachers (EAL and special education) are available for students acquiring English language proficiency or in need of academic assistance. The School’s support program is based on pull-out lessons. The admissions policy provides for up to 4 lessons of SFL/EAL per week.

NORWAY, Stavanger
SPECIAL EDUCATION
International School of Stavanger (2014) PK-12 750
http://www.isstavanger.no/ There are three ISS Student Support Teams (SST): one for the primary school, one for the middle school and one for the high school. The SSTs exist to address the needs of all students and each meets regularly to discuss students causing concern. Each team consists of the following staff: principal, counselor, English-as-an-additional language (EAL) teachers, learning support/guided study teacher, speech therapist and the school nurse. Grade level leaders (middle school) and advisory leaders (high school) also attend the meetings. Classroom teachers also participate on the team when a student in their class/course has been referred. At key times, such as transition from one school to another within ISS, the SSTs all meet together. The school has met the needs of many students with special challenges over the years including learning disabled, speech impaired, hearing impaired, autism spectrum/Asperger’s, sight impaired, Down syndrome, etc. Depending upon the situation, it may be necessary to hire a learning support assistant, (at the cost of the employer), to provide the best possible program. In order to identify students who may benefit from extra support, the school has a referral process in place. Any member of staff can refer a student to the SST at any time, and parents may also request a referral after first addressing their concerns to the class teacher. Any student can be referred, whether for learning, language, social, emotional or behavioral concerns. It is always appropriate to refer a student, whatever the level/nature of support that may be required. The SST will decide on appropriate next steps to best meet the needs of the student. This could be: assessment or testing by a learning support teacher in school, referral to an external professional for assessment, ideas for further strategies or techniques for use in the classroom, sessions for the student with a counselor, an appointment with a medical professional, a change of subject or move of class, provision of EAL language enrichment or learning support/guided study lessons, or recommendations for additional tuition.
OMAN, Muscat

SPECIAL EDUCATION

American British Academy (ABA—an IB World School) (2014) K-12 1,040

[www.abaoman.org](http://www.abaoman.org) At ABA, the goal is to work with the students (special learning needs or English-as-an-additional language) in class as much as possible. Often though, there is need for pull-out sessions with the student. There is no percentage that they can apply to the amount of time they mainstream or pull students out of class as that decision is based on each individual's needs.

On their campus there are a number of students that need extra help in many areas of basic learning support, in providing this extra support they have to rely on the limited resources that are available outside of the school. In the elementary section of the school they have one special learning needs teacher and one English-as-an-additional language teacher. In the secondary they have one special needs and one English-as-an-additional language teacher. The admission procedure for SLN children is the same as that for every other student.

The American International School of Muscat (2014) EC-12 765

[http://www.taism.com](http://www.taism.com) TAISM has staff to provide services for students who require additional academic support. Services are designed to support students who require limited academic support, typically being within one year of academic grade level expectations. Services are not available for students with extensive academic or behavioral needs. TAISM provides a low student to teacher ratio, thus allowing for greater individualization for gifted and talented students, as well as ESL and mild learning disabled. A speech therapist is available on campus through a private contract.

PANAMA, Panama City

SPECIAL EDUCATION

Balboa Academy (2014) PK-12 872

[http://www.balboaacademy.org/](http://www.balboaacademy.org/) Balboa Academy is an inclusive school that is able to accommodate for students with mild special needs. In the elementary school (K-4), they work with students based on their specific needs. Students with IEP's (Individual Education Plans), who are a year or more behind their grade level, may receive an alternative reading curriculum in a small group setting. Educational specialists also help with math and language arts in the classroom including modifying assignments and providing supplemental materials in the classroom. The type of needs they can meet include students with learning disabilities, speech and language difficulties, and children on the autism spectrum who are two or less academic years behind and can adapt within a regular classroom setting. The School works with individual instructional assistants what that intervention allows a child to be successful in a classroom setting, and they facilitate meeting rooms so that professional speech and occupational therapists can facilitate privately contracted services during the school hours. They provide achievement and aptitude testing at the school, but they are not able to diagnose disabilities, though they work closely with families by providing recommendations for outside professionals who are able to do so. The School has a special services staff and department with degrees in education, special education and psychology.

International School of Panama (2014) PK-12 1,146

[http://www.isp.edu.pa/](http://www.isp.edu.pa/) The Learning Support Department at ISP facilitates the learning process of students diagnosed as having special educational needs. Special educational needs may be a result of a disability or giftedness. They believe that the teachers, administrators, and parents play a key role in the special education process, and they strive to make everyone an active participant. In special cases, depending on the diagnosis, the students will receive services inside the regular classroom and in the resource room. There are five special education specialists and three assistants providing services to students in the elementary, middle and high school divisions.
PANAMA, Panama City (cont’d)
SPECIAL EDUCATION (cont’d)

Inclusion: Their Model for Special Education: At ISP, they strongly believe that children benefit from learning and socializing with their age group. Therefore, special education services are provided, to the major extent possible, inside the general classroom so students with special needs can be educated alongside students without disabilities in a “full inclusion” environment. Because their classrooms are inclusive, teachers need to find ways to make their lessons and the classroom environment as appropriate as possible for children with different abilities. Most modern curriculums offer alternatives for differentiation in the classroom. ISP believes in the educational and social benefits of inclusion, for children with or without special needs. Some of these benefits include: The special student’s sense of belonging to the group and the opportunity to grow socially competent; the special student’s sense of ownership of their education, confidence that they can do it on their own; children without special needs gain valuable learning tools and a better understanding of human differences. There will be cases, however, where pull-out will be recommended. This means the student would receive one-on-one attention outside the regular classroom. These cases include: the need for related services (speech or occupational therapy, counselling, etc.) or the need for an accelerated track in reading or math.

Learning Support Services:

- Coaching: The Resource Department will help teachers with IEP implementation through one on one, hands-on coaching. They understand that planning an inclusive lesson may seem difficult at first. We will help you develop strategies and plan an inclusive lesson that considers the goals set in the IEPs.
- Small Group Instruction: In some cases, a small group of students may require more individualized attention. The resource department may be contacted in this instance and we will develop a small group activity with these students. Depending on the severity of the case, this strategy can be implemented in the general classroom or in the resource classroom.
- Direct Instruction: Direct Instruction will be provided in the resource classroom. It provides explicit, one-on-one instruction in the specific areas of Math and Literacy. When interventions have been exhausted, and the child still does not respond to instruction, this method will be put in place. The objective is to help the child gain the skills necessary to rejoin the regular classroom as soon as possible. The resource teacher will report on the student’s progress quarterly until the student is able to join regular classes.
- Pull-out for Testing: If the child’s disability grants a quiet area for testing, the resource room will be available for the child to take their tests. This service will be available: if the teacher provides the resource department a copy of the test so that the proper modifications can be made (during standardized tests).

Knightsbridge Schools International Panama (2014) PK-12 120
http://www.ksi-panama.com KSI Panama offers a program for special needs children in a self-contained classroom. It is a mixed abilities program. It services students who have severe learning needs and provides 50-100% pull-out for these students. The student makeup of this class includes learning disabled, mentally handicapped, and speech impaired. A special needs teacher and teaching assistants, as necessary, run the class. KSI Panama also offers resource support for students with mild learning disabilities or emotional disturbances. The School provides educational psychological testing in the form of the WISC but do not have anyone on staff that is qualified to diagnose disabilities. The admissions process for special needs students is the same as for all other students. When the admissions committee reviews the application, the special education teacher will be included on the team to help determine whether a student’s educational and emotional needs can be met and whether admission should be recommended.

Metropolitan School of Panama (2014) PK-11 574
http://www.themetropolitanschool.com The Metropolitan School of Panama offers support services for students under the title of the Exceptional Education Program. The Exceptional Education Program (EEP) uses a combination of the MET Universal Inclusion Model and pull-out remediation services to support those students with learning needs. The MET’s Universal Inclusion Model has been adapted using a combination of research-based programs including Response to Intervention (RtI). The model is a multi-tiered approach that
PANAMA, Panama City (cont’d)
SPECIAL EDUCATION (cont’d)
seeks to prevent academic failure through frequent progress monitoring and increasingly intense instructional interventions at the student’s cognitive level.

For students with learning needs we offer three different support tiers:

- **Tier I (Individual):** A student could receive a maximum of 5 pull-out sessions, which includes one-on-one support, and a maximum of 5 push-in sessions, which includes some one-on-one support and support in small groups. This would be dependent on the specific needs of the student.

- **Tier IS (Intensive Support):** This is similar to tier I (Individual) but the total amount of support is less. A student could receive a maximum of 2 pull-out sessions and a maximum of 5 push-in sessions, according to the needs of the student.

- **Tier SS (Strategic Support):** This involves small group support that happens entirely in the classroom. A student can receive a maximum of 4 sessions.

All sessions of support are a maximum of 50 minutes per session. This program comes with an additional trimestral cost and depends on the tier the student is placed on. It is reviewed every trimester and students can move between the tiers as needed. The School provides support for mild to moderate needs including ADHD, Asperger’s, sensory needs, dyslexia and dyspraxia. They can service students with mild behavioral difficulties. They also currently have an enrichment teacher who provides support for students identified as gifted and talented. The school has a psychologist who can carry out some evaluations. They also have a simple screening system to help identify potential needs. In addition to this, they have a list of professionals that they refer parents to for various evaluations. The School works closely with various external agencies that can provide support for speech and language therapy, occupational therapy, physical therapy and sensory therapy. These therapies can be carried out at the school but are paid for by the parents in addition to the EEP service costs.

PAPUA NEW GUINEA, Port Moresby
SPECIAL EDUCATION

**Ela Murray International School** (2014)  
PS-8  
597  
http://elamurray.com/  
There are limited facilities in PNG, therefore anyone with severe learning should not decide to live in PNG. The school can provide some support through the learning support department if children have mild learning difficulties.

PARAGUAY, Asuncion
SPECIAL EDUCATION

**Post Report** (2014)  
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The four schools have a limited ability to address special needs children with learning disabilities or those who are especially gifted or talented. Parents looking for special programs should query the Embassy and the schools directly. Although school literature may mention special needs programs, these programs may not correspond to U.S. expectations. Parents should ask each school detailed questions about the services offered and the qualifications of the providers.

**American School of Asuncion** (2014)  
PK-12  
655  
www.asa.edu.py  
ASA offers limited services for children with special needs. They offer services for mild cases in the areas of learning disabled and the hearing impaired. At this time the school does not have the ability to have classes with only special needs children. The disability must be mild enough to allow them to be in the main stream class. ASA has an American teacher who is able to meet the needs of mildly learning disabled children.

**Asuncion Christian Academy** (2014)  
PK-12  
242  
www.aca.edu.py  
There is one special education teacher and there are limited services available for those with special needs. Students must be able to work in the mainstream classroom.
PARAGUAY, Asuncion (cont’d)
*SPECIAL EDUCATION (cont’d)*

**Pan American International School** (2014)  
PK-12  
183  
[www.pais.edu.py](http://www.pais.edu.py) PAIS does not have access (ramps) for the physically impaired. There is a staff member that is able to administer psychological tests and diagnose specific learning disabilities. PAIS does offer services for the following: emotionally disturbed, learning disabled, mentally handicapped, orthopedically impaired, and speech impaired. All of these services are for mild cases only.

**St. Anne’s School** (2014)  
K-12  
414  
[www.sas.edu.py](http://www.sas.edu.py) The School offers services for children with mild special needs in the learning disabled category. A special tutor is provided as well as regular classroom time. There is not an accessible ramp for the physically handicapped. There are staff members who can administer psychological tests and diagnose specific learning disabilities. All special education students are assigned a regular classroom teacher as a tutor. This service is delivered during free periods and on a pull-out basis. One of their LD students earned an IB diploma two years ago.

PERU, Lima
*SPECIAL EDUCATION*

**Post Comments – Schools in Lima** (2014)  
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It is imperative that families contact schools prior to assignment to Lima to discuss whether or not the school can meet the educational needs of your child. This is particularly true in the situation where a child has special needs. It is recommended that parents should review information from all the schools available and, if possible, interview schools prior to enrollment.

- **Centro Ann Sullivan del Peru**: [www.anssullivanperu.org](http://www.anssullivanperu.org) CASP is a nonprofit organization recognized worldwide for being a model research and demonstration center for people with different abilities. It serves a population of about 400 persons of all ages from birth through adulthood with a variety of developmental disorders with significant cognitive impairments and physical limitations. The key goal of CASP is to provide Individual Education Plans and vocational training programs for people with different abilities and their families. The programs allow all those we serve to live happy and productive lives with mutual respect for the capabilities of all. A key focus of this goal is for the student-workers to be independent, productive, included and thus happy in life and for the families to be able to be proud of what their children achieve. Their programs include an early intervention program for birth to 2 year olds; a classroom program for children 2 to 18; an inclusion program for children mainstreamed at a local school; and an assisted work program for those 16 years and older.

- **Colegio Altair**: [www.altair.edu.pe](http://www.altair.edu.pe) The School staff consists of 80 teachers, 15 psychologists, three learning specialists, a speech therapist, education assistants, administrative and managerial staff and security.

- **International Christian School of Lima**: [www.icslima.org](http://www.icslima.org) Some individualization of education is available. Students with special needs or learning disabilities are accepted if they can function in the classroom. A reading specialist helps to develop a special program for these students and partners with the parents to insure their child’s success.

PHILIPPINES, Manila
*SPECIAL EDUCATION*

**AmeriKids Preschool** (2014)  
PK  
25  
[http://amerikidsmanila.wordpress.com/](http://amerikidsmanila.wordpress.com/) AmeriKids is able to accept children with special needs such as gifted and talented and minimal learning disabled. They reserve the right to interview and observe the child in order to determine the child’s special needs. They will interview the child and the parent in order to understand each child and their needs. Afterwards they will meet with the parents to share our observations and to report on their recommendations.
Students with special educational needs (SEN) are admitted given that their learning needs are documented by an external psychologist or other qualified specialists and that these can be supported within the range of provisions available through the student learning services at the Beacon School. Under the guidance of the student learning services coordinator, the SLS team includes special education teachers, reading and learning specialists. Working from a team based approach, an Accommodation Plan or an Individual Education Plan (IEP) is created and implemented to ensure that students, who require different teaching and assessment, receive intervention and reasonable accommodations, and are engaged in the program to the fullest extent possible. The team collaborates with the student’s parents, classroom teachers and specialists as they address the student’s unique learning needs.

During the school year, the School has regular consultations with teachers, parents, guidance counselors and other related service professionals. They conduct student study team meetings to review progress made towards specific goals as well as to make necessary adjustments in the plan. As the unique learning requirements of a student may emerge anytime during their school life, the SLS team also helps to identify those students who may benefit from an evaluation by an external educational psychologist or other related service professionals.

Brent Manila is a fully mainstreamed school with a special needs program. They predominately serve students with mild to moderate disabilities and do not have a self-contained special day class. They do, however, offer pull-out classes and modified curriculum. They have the capacity to tailor their program based on the individual student’s needs. Admissions of students with special needs are reviewed on a case-by-case basis. Overall, they are open-minded and eager to serve students with a variety of special needs.

Types of Disabilities Serviced: LD, ADD/ADHD, autism spectrum disorders, Down syndrome, globally delayed, speech and language, physically impaired, processing disorders, and hearing impaired (cochlear implant).

Programs and Services

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Nursery through Grade 5 has one student service coordinator, seven support teachers/case managers, and five one-on-one aides. There are approximately 50 students being supported through these programs.

Middle and Upper Schools have one student service coordinator, eight support teachers, and two one-on-one aides. Approximately 55 students are currently being supported in these programs.

Brent Manila also employs a full-time social skills teacher and a part-time speech and language pathologist. Occupational therapy and physical therapy are parent paid options but space and time are provided within the Brent Manila school day and within the Brent Manila facilities. Brent Manila does not employ a psychologist and does not diagnose disabilities. They do, however, work closely with a psychologist who can test on campus and works closely with our teachers and students. Brent connects families with a choice of professional in the community based on their child’s individual needs.
PHILIPPINES, Manila (cont’d)
SPECIAL EDUCATION (cont’d)

Chinese International School Manila (2014) PK-12 229
http://www.cismanila.org/main/ The CARE Department ensures academic, emotional and social success of their students identified with special needs. They are committed to working together with parents and other professionals to effectively and efficiently serve children with unique challenges and abilities. Their programs provide support and guidance to CARE students in meeting the requirements of the curriculum with accommodations, adaptations, and specially designed instruction.

Programs/Services
- Math support
- Resource room
- Phonemic Awareness Program
- One-on-one sessions
- Push-in classroom support
- Handwriting Class
- Formal Testing: achievement, math, language, reading
- NILD Educational Therapy

For parents whose children have been or may be assessed as being in need of CISM’s CARE Program or Learning Support:
- Students with special education needs are admitted—and retained—at the discretion of the School. It is the School’s responsibility to determine the level of support required by the student. This determination may take place during the admission process or at any subsequent stage during the student’s time at the School. CARE program fees are not pro-rated.
- The School may require that a student have a paraprofessional or shadow teacher to assist in the implementation of the Learning Support Plan. The cost of employing the paraprofessional will be borne by the parents.
- The School may require that a student be assessed by an outside specialist to assist the School in developing a Learning Support Plan. The cost of the assessment will be borne by the parents.
- Continued enrollment of the student in the School’s CARE Program is contingent upon: parents cooperating with these requirements; appropriate progress of the student according to the Learning Support Plan; the student’s capacity to transition into the next grade level.

Colegio San Agustin (2014) K-12 5,547
http://www.csa.edu.ph/ The School does not have programs for children with special needs but they may be mainstreamed. Parents must provide certification from a specialist with appropriate intervention from a therapist.

Faith Academy (2014) PK-12 545
http://faith.edu.ph The School endeavors to establish programs that meet the needs of students with differing abilities and help them achieve success in learning. At times the lack of available personnel, equipment, and facilities may limit the School’s ability to meet every student’s need. Additionally, Faith Academy may not be able to provide a quality learning experience for students who have serious needs due to learning disabilities, limited learning ability, emotional difficulties, and/or physical handicaps.

The procedures/guidelines below seek to describe the process that will be used to screen and select special needs students. They also help delineate those students for whom Faith Academy is unable to provide an education in which the student’s greatest potential may be achieved.
PHILIPPINES, Manila (cont’d)

SPECIAL EDUCATION (cont’d)

a. As the Registrar interacts with families of prospective students and special educational needs become known, he/she will alert the Educational Support Services Director. The Registrar will also request that parents have all academic records and any existing confidential records sent from their child’s previous school.

b. When a potential special needs student seeks admission, the Educational Support Services Director will consult with a variety of professionals including, but not limited to, the Principal, a special educator(s), and a counselor. These professionals will review past records (when available), results of standardized tests, and, if possible, conduct an interview with the student and parents. The Principal and Educational Support Services Director, based on the results of this screening and availability of program resources, will make the final recommendation to the Superintendent regarding admittance.

c. A special needs student will be considered to have sufficient skills for admission to Faith Academy if they are able to participate in regular classes for more than 50% of their school day. Examples of this scenario at each level may look like the following:
   - Elementary: goes to learning center for mathematics and language arts but is in regular classes for science and/or social studies, Bible, Tagalog, music, P.E., art, computer, and/or band.
   - Middle school: the student has at least 4 of their 8 classes in regular classes (perhaps with some modification where needed) such as Bible, science and/or social studies, industrial arts, home ec, P.E., music, art, computer, or band.
   - High school: The student has at least 4 regular classes where they can succeed with no, or only minimal, accommodations; such as Bible, industrial arts, home economics, chorus, band, art, P.E., science, or social studies classes.

d. At the end of each school year each student in the special education program will be evaluated. This evaluation will include input from the special education teacher, the guidance counselor, classroom/subject teacher(s) and the parents. The main purpose of this evaluation will be to determine if the school can continue to meet the student’s academic and social needs and ensure success for them at the next grade level. The Educational Support Services Director is responsible for coordinating all communication regarding students in special education programs who will transfer from one level to the next (e.g. elementary school to middle school, middle school to high school).

e. Special education programs and services available for students may be limited due to staffing and scheduling constraints. Therefore acceptance of students with special needs may have to be restricted due to these limitations. Missionary children will be given priority.

f. If a student demonstrates severe emotional disturbance which would prevent him/her from functioning normally in a regular classroom they may be requested to withdraw from Faith Academy and seek help from a source better able to meet their needs.

g. Acceptance into an academic program does not necessarily guarantee acceptance into the boarding program.

International School Manila (2014) PK-12 2,196

http://www.ismanila.org/ The School offers comprehensive support for children with mild to moderate needs up to grade 6. Thereafter, the level of pull-out support is markedly less, and students with learning differences are helped to develop the resilience and coping skills to enable them to aim for a high school diploma. In total, ISM employs thirteen LS specialist teachers and three teacher assistants. Some students with significant needs have an individual aide – this is paid for by the parent or the sponsoring organization. It is imperative that families whose child/ren may be in need of learning support communicate this information to the admissions office on application. The total number of students who need special program assistance (which includes ESL as well as learning support) may not exceed 20% per grade level.
PHILIPPINES, Manila (cont’d)

SPECIAL EDUCATION (cont’d)

The King’s School, Manila (2014) K-12 110
www.kings.org.ph The King’s School accepts children with mild to moderate special needs. There are several children attending who fit into these categories, but they prefer that families provide a ‘shadow’ adult to accompany the child throughout the day. They have no dedicated special needs unit and no multi-sensory room or on-site OT or PT. Each child with special needs is enrolled subsequent to normal admission procedures.

Mahatma Gandhi International School (2014) PK-12 135
www.mgis.com.ph The School has a resource room where a special education program can be delivered to their students with special needs. Services offered are dependent on the IEP or the designed specialized program conducive to each child’s needs.

Maria Montessori Children’s School Foundation (2014) PK-12 275
http://www.montessori.ph/ There is no separate program for children with special needs. They are included in the class and are attended to accordingly, bearing in mind the recommendations from the specialists.

One World School (2014) PK-12 30-40
www.oneworldschool.edu.ph Individual Education Program for ages 1.8 to 18.

• Children between 1.8 and 5.7 years old with special education needs are part of the preschool and Individualized Education Programs.
• Children who qualify for this program are those who require extensive accommodations, curricular modifications, and/or therapies in order to make progress on their individualized goals.
• Children who have been identified as twice exceptional (gifted and talented and with special education needs) also qualify for this program.
• Curriculum for students enrolled in this program is based on individual student’s learning profiles (strengths, present levels of performance, learning needs, and goals).
• Students in this program are grouped based on these factors: age, cognitive levels, and special education needs.
• Class size: maximum of 4 to 5 students with one teacher per class.
• A maximum of 15 students may enroll in this program.
• Homework is given on an as needed basis, as an extension of the day’s activities/lessons.
• Teachers have qualifications and training to work with children with a range special education needs, from mild to significant.

Summit School (2014) 1-5yrs 70-100
http://summitschoolph.com/ They do not have a distinct program for children with special needs. They provide a regular program for all children and mainstream at most one exceptional child per room, only upon the advice of their specialists. They maintain close working relationships with whomever the child has as specialists: shadow teachers, developmental pediatricians, neurologists, occupational therapists, speech therapists, etc.

POLAND, Krakow

SPECIAL EDUCATION

International School of Krakow (2014) PK-12 196
www.iskonline.org ISK offers a program for children with special needs according to the following criteria: a child is defined as having special educational needs (SEN) if he or she has learning challenges that require special attention and thus a modified approach. Children with educational needs are not only those with obvious learning difficulties, such as those who are physically disabled, deaf or blind. They include those whose
POLAND, Krakow (cont’d)
SPECIAL EDUCATION (cont’d)
learning challenges may be less apparent, such as slow learners, emotionally vulnerable children and gifted children. It is estimated that up to 20% of school children may need a modified approach at some stage in their school careers. Furthermore, the nature of international schools implies many transitional students coming from a variety of different educational systems.

POLAND, Warsaw
SPECIAL EDUCATION
Post Comments-Schools in Warsaw (2014)
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Please note that special needs resources in Warsaw and other cities in Poland are very limited. While the schools mentioned offer a wide-ranging curriculum, the services and resources available for special needs education are very limited. Admission of children with special educational needs to any school is dependent upon the school’s ability to accommodate a student’s special educational needs. While your agency might provide funding to cover the cost of the services needed, parents should understand that such services might not be readily available by English-speaking instructors in Poland. Please contact the Regional Education Officer or CLO for more information on special needs.

The American School of Warsaw (2014)
PK-12 902
www.asWarsaw.org Elementary School: up to three hours per week of support outside the classroom. Students requiring more support than this for their success are not eligible for admission. Also, students with significant social-emotional difficulties who need a special learning environment may not be eligible for admission. The elementary school has one counselor, two resource support teachers and an assistant, one speech and language therapist.

Middle School: the support program for assisting students who require special learning support is designed to serve only mildly learning disabled students requiring minimal support. The program is designed to remediate basic skills, develop study habits and organizational skills, and learn strategies for applying skills to content area classes. The middle school has one counselor and one support teacher.

High School: the purpose of the high school study skills program is to provide additional, small group support to those students who need supplementary help with accessing the normal academic program. Individual needs are assessed using both informal and formal assessments and an individualized educational program is established. The scope of the program is appropriate for students with mild learning difficulties who are able to access the normal curriculum with some support. A modified, or different curriculum, is not available for students with moderate to severe learning difficulties. The high school has two counselors and one study skills teacher.

There are special needs professionals in Warsaw; however, many of them do not provide services in English.

The British School (2014)
PK-12 920
www.thebritishschool.pl The learning support team is made up of five full-time specialist teachers who work throughout all phases of the school. They offer a ‘mild’ level of service (as described above) to students on the SEN register. Pupils may be supported in class or withdrawn for individual or small group work with a specialist SEN teacher. The School services a variety of special educational needs and have a number of pupils on the SEN register who have autistic spectrum disorders, hearing impairment, speech impairment, dyslexia, dyspraxia, and dyscalculia. A very small number of pupils have multiple handicaps including two youngsters with mobility difficulties. Students who present this higher level of need are generally supported by a ‘shadow’ teacher during the day enabling them to access the full curriculum.

The School has wheelchair access to all areas of the ground floor and plans to extend this to other floors over time.
POLAND, Warsaw (cont’d)
SPECIAL EDUCATION (cont’d)
The specialist teachers are all able to conduct screening assessments such as the Aton Index Test, the dyslexia portfolio of tests, dyscalculia tests, etc.; and one of the specialist teachers is qualified to screen for sensory integration disorders and to carry out speech assessments. Specialist teachers may refer to our school psychologist for further assessment of a pupil’s needs. Often, the school works with families to ensure that students are assessed by a psychologist in order for pupils on the SEN register to be granted special arrangements for exams such as extra time, a reader or a scribe, or to be allowed the use of a laptop.

PORTUGAL, Lisbon
SPECIAL EDUCATION
Carlucci American International School of Lisbon (2014) EC-12 554
http://www.caislisbon.org Students admitted to CAISL must be able to function within the regular classroom setting and be able to work towards successful completion of CAISL academic requirements. Two trained special needs teachers are employed by CAISL; one works in the early childhood and elementary school and the other in the middle and high school. CAISL provides learning support services for students who have been diagnosed with mild learning difficulties. CAISL is able to accommodate students who are hearing impaired or with some physical handicaps and can usually recommend professionals in the local community for students with speech and occupational therapy needs. CAISL does not have the facilities or faculty required to educate children with severe learning problems.

Only students with diagnosed learning disabilities may receive services from the special needs requirements. Therefore, CAISL requires that students with special needs and applying for entrance into CAISL include all previous testing done both in and outside of schools that they have attended as well as updated IEPs. The specialists may also request permission to be in contact with the student’s current and previous schools. Special needs requirements are thoroughly reviewed by the trained faculty (case by case) to determine if CAISL is able to meet their needs and their assessments are communicated as soon as possible to the parent. CAISL learning specialists may (with parent permission) use specific tests to diagnose certain disabilities. Should they need more specific information, they may direct the student’s family to a private clinic for psychological testing.

QATAR, Doha
SPECIAL EDUCATION
American Community School Doha (2013) PK-12 363
www.acs-schools.com/ The Schools use a variety of means to meet the needs of all students so that they have the best opportunity to learn and make progress. This is achieved by:
- Differentiating instruction,
- Benchmarking developmentally appropriate standards,
- Providing personal and academic counseling,
- Assessing individual student needs (e.g. Child Study Teams), and
- Providing specific programs (e.g. English as an additional language (EAL), Native Language Enrichment (NLE), advisory, student leadership, community service, and health education).

American School of Doha (2014) PK-12 2,132
www.asd.edu.qa/ There is no program specifically dedicated to children with special needs. ASD does offer learning support but this program is directed toward children who have fallen behind in certain subjects or are special needs but do not require special care more than 50% of the day.
ROMANIA, Bucharest
SPECIAL EDUCATION
American International School of Bucharest (2014) PK-12 840
www.aisb.ro The American International School of Bucharest provides services from the Special Educational Needs Department (SEND), in collaboration with all stakeholders, to students with identified assessed special educational needs that impact their ability to access or extend the academic curriculum. AISB is not able to provide support services for students who require services beyond reasonable accommodation, including significant classroom monitoring, modification of general curriculum, intensive one-to-one support within the regular classroom, and/or frequent, ongoing pullout support from SEND Specialist Teachers as per the Admissions Policy and SEND Identification Practices.

RUSSIA, Moscow
SPECIAL EDUCATION
Anglo-American School of Moscow (2014) PK-12 1,220
https://www.aas.ru/ Kindergarten to Grade 12 Continuum of Support:
Elementary School: The primary focus of the learning support program in the elementary school is identifying areas of concern, learning styles, social and cognitive development. In pre-K through grade 2, they work on basic skills and helping students begin to love learning. In grades 3-5, they offer a variety of support for their students. They focus on literacy, reading and writing, as well as other academic subjects which may require support. They work very closely with the classroom teacher, counselors, administrators, and parents to develop specific goals for the students we support. A student who is successful in the learning support program in the ES is one who is capable of working in their regular classroom environment, understanding their learning needs, and works towards specific goals.

Middle School: The primary focus of the learning support program in the middle school is to develop a learning skill set that emphasizes organization, self-advocacy, study skills, note-taking, and time-management as well as support learning in specific content areas. The middle school offers a learning support class which provides student’s the time to complete their work at their own pace as well as a highly-qualified teacher who has the capacity to tutor the students in any particular subject area necessary. Along with this learning support, the students are taught how to create goals, advocate for themselves, and become familiar with their learning needs. The middle school’s learning support teacher also works hand-in-hand with the classroom teachers, often co-teaching courses, with the intention of differentiating instruction in the classroom and assisting students in need.

High School: The primary focus of the learning support program in the high school is to support students in their academic endeavors. The high school offers a learning support class to students in need during an elective block. This course emphasizes building strong work habits, communication with teachers, organizational skills and time-management. The students set goals for their academic year and begin to think about their academic and career interests beyond high school. The learning support teacher works with the teachers and students to meet the demands of a highly rigorous IB program without compromising the standards of the curriculum. The large majority of their students receiving learning support services in the high school not only take the IB exam, but score at or above the school’s average score.

Levels of Learning Support

1. Mild–identified students who need some support. Typically these students have a range of achievement from on or above grade level to below grade level by about one year in any given area. Mild support is provided by trained professionals in a balanced service delivery model of consultative support, accommodations, small group instruction or in-class support. Mild support can include short-term plans for struggling students. The dimensions of Mild support include:
   ✓ Consultative support from a learning support specialist
   ✓ Monitoring student performance
   ✓ Literacy support (reading, writing, speaking and listening)
   ✓ Mathematics support
   ✓ Small group instruction
RUSSIA, Moscow (cont’d)
SPECIAL EDUCATION (cont’d)

- Learning Support Center (strategies and focused skills classes)
- Assistive technology (e.g. voice to text software)
- Speech and language therapy (as needed)
- Occupational therapy

2. Moderate support can be thought of as a program through which children with more specialized needs are supported in a combination of co-taught and small group support, in conjunction with appropriate therapies. The following factors are considered in determining a moderate level of support:

- Identified cognitive or learning disability with evidence of at least 2 grade levels behind peers
- Existing level of support in math and language work identified as insufficient
- Has possibly already repeated a year of school
- Amount of required teacher time in the homeroom classroom
- How much support is needed for social and emotional development
- Borderline or very low average IQ

The dimensions of moderate support often include:

- Individual Learning Plan-co-taught classes in core literacies
- Specialized small group instruction
- Social skills support
- Study and organizational skills support
- Assistive technology
- Formal accommodation (e.g. extended time for in-class and standardized testing)
- Curricular modifications (when required and appropriate)
- Speech and language therapy (as needed)
- Occupational therapy

3. Intensive support—AAS is generally unable to serve students requiring intensive support.

RUSSIA, Vladivostok
SPECIAL EDUCATION

International Linguistic School (2014) 5-12 274
Tel. 8 423 240 4884 The School is not set up to specifically deal with students with special needs, but the nature of the school is to create flexible, student-centered schedules. There is no special education staff. The School has stated it would admit a student with physical or mental difficulties, and would tailor an individual lesson plan around the needs of the student. The school has 10 stories, but a service elevator could be used by a student with mobility issues.

RWANDA, Kigali
SPECIAL EDUCATION

Post Comments – Childcare and Schools in Rwanda (2014) ---- ----

- Green Hills Academy (PK-12) http://www.greenhillsacademy.rw/ GHA supports children with special needs and learning disabilities.

SAUDI ARABIA, Dhahran
SPECIAL EDUCATION

International Schools Group (Dhahran Campus) (2014) PK-12 1,046
http://www.isg.edu.sa/ The School has a very limited special needs program.
SAUDI ARABIA, Riyadh
SPECIAL EDUCATION
MLS International (2014) PK-5 363
http://www.mls.com.sa/Home.html The School does not have a special needs program. However, for students who are diagnosed with minor learning challenges, they try to accommodate their needs with an ISP (Individualized Support Plan) from their counseling department - counseling staff include a mental health specialist, school counselor and an occupational therapist. Admission is on a case-by-case basis.

SENEGAL, Dakar
SPECIAL EDUCATION
École Actuelle Bilingue (2014) PK-5 420
http://www.ecole-actuelle-bilingue.com/ The School welcomes children with special needs, from 20% pullout to 100% pullout. Teachers in charge have had special training and the school has hired a psychologist who is on duty every morning and the full day on Fridays.

International School of Dakar (2014) PK-12 463
http://www.isdakar.org/ ISD only services children with mild learning disabilities. They must be able to access the grade level curriculum. They accommodate with strategies to help, but do not modify (change the level) curriculum. There is no staff on site trained to diagnose. They do not have an educational psychologist. There are no English speaking occupational, speech or any other kind of therapists in Dakar.

SERBIA, Belgrade
SPECIAL EDUCATION
International School of Belgrade (2014) PS-12 404
www.isb.rs The International School of Belgrade has learning support specialists on staff at the lower and upper campuses. The role of these positions are to assist K-12 teachers who have students with minor special learning needs, including both students struggling with the regular curriculum and identified gifted students. ISB’s child/student study teams meet regularly to address student referrals and develop accommodation and intervention strategies. At this time there is a full-time learning support specialist at the lower school and a part-time specialist at the middle school and high school. Specialized support in the areas of speech language therapy, occupational therapy and academic tutoring may be found in the Belgrade area but must be paid for privately. While ISB can offer assistance to students with some disabilities, it cannot provide services for students with moderate to severe disabilities. This is defined as a child who requires more than one period (45 minutes) of individual/small group assistance, more than four days a week, in order to be successful within the core academic program. Please contact the school for further information.

SIERRA LEONE, Freetown
SPECIAL EDUCATION
American International School of Freetown (2014) PK-12 113
http://ais-freetown.org/ The School’s small class size allows them to cater to students with mild learning disabilities. The school is on two floors and therefore the school cannot cater to students with mobility issues. The community of Freetown offers no support for students with mental or physical handicaps.

Ayoub International School (2014) N-8 145
http://www.ayoub-international-school.org/ A.I.S does not discriminate based on a child’s special needs. They have tailored their programs to children with English-as-a-second language (ESL) and for students with Autism. They want all of their students to show progress and have a positive learning experience. Their main goal is to have an inclusive classroom. If necessary for the benefit of a student, they may hire educational assistants. These assistants help students with special needs in the classroom, communicate with parents and may help students one-on-one. Again, this is based on a child’s individual need.

They do not diagnose disabilities. As teachers, they do inform parents of observations in the classroom and may recommend parents seek out qualified professionals for a diagnosis. However, they do implement behavioral and approved professional learning plans in their classrooms.
SIERRA LEONE, Freetown (cont’d)
SPECIAL EDUCATION (cont’d)

International Montessori School (2014) PS-4 92
www.internationalmontessorischoolsl.com The Montessori approach easily integrates children with special needs and any directress or Montessori tutor can work with such kids. The Montessori approach equally facilitates children with special needs as they would have to be instructed through special didactic materials to works with the co-ordination of the senses. The International Montessori School accepts such children and can work with them.

Lebanese International School Ltd. (2014) PK-12 660
http://lebaneseinternationalschool.com/site/ There are, for now, no specific programs for special needs students, but seasoned mentors are provided to work with such special needs cases until they gradually get integrated. There have been a few cases of speech impaired students.

SINGAPORE, Singapore
SPECIAL EDUCATION
Post Comments – Special Education in Singapore (2011) ---- ----

• Dover Court International School (3-15yrs) http://www.dovercourt.edu.sg The School is registered with the Ministry of Education as an international preparatory school. Separate from the mainstream, students with mild to severe speech impaired, learning disabled, mentally handicapped, mild hearing impaired, multiply handicapped, and orthopedically impaired children can enroll in Dover Courts Special Needs Program. Approximately 20% of the total student body is categorized as special needs. All activities and classrooms are separate from the mainstream setting.

• Genesis School for Special Education (PK-21yrs) http://www.genesissschool.com.sg/ A child-centered, family-oriented program providing full-time and resource educational services to students with special needs, including language delay, language disorder, autism, Asperger syndrome, attention deficit disorder and developmental delay. The continuum of services starts with early intervention for young children considered to be at risk and continuing through the preschool, kindergarten, primary and secondary school, as well as providing life skills and pre-vocational classes for older students who have reached their academic potential.

• Julia Gabriel Centre for Learning (4mths-6yrs) http://www.juliagabriel.com A place in each class is provided for the integration of children with special needs. The school appreciates the individual attributes and abilities of each child at his or her own level of development. All children are given the opportunity to grow and to learn in an atmosphere of genuine warmth and affection, in their own time and in their own unique way. Note: There are various locations in Singapore for the centre.

GEMS World Academy (2014) PK-8 300+
http://www.gemsworldacademy-singapore.com/ Support services for learning are provided to assist children within two years of grade level expectancy. All children are welcome that qualify with entry-level requirements and who can be successful within the curriculum parameters. There are no special education programs for contained resource support (autistic, physical, blind, deaf etc.). They do have U.S. certified teaching specialists that work with the regular classroom teacher to best support learning.

International Community School (2014) K-12 392
http://www.ics.edu.sg/ The School can accommodate students with mild hearing impairments, mild learning disabilities, and minor vision and speech issues. The School is not accessible to the physically disabled.

ISS International School (2013) PK-12 750
www.iss.edu.sg ISS International School supports students who have special needs but does not specialize in this area. The School employs a number of special needs teachers to provide a degree of support. The admissions department will monitor applications made to ensure that the school will only admit those students it can genuinely support. Information about ISS student services can be found on the ISS website at www.iss.edu.sg. Parents requiring detailed information on provision for specific requirements should contact the school direct.
**SINGAPORE, Singapore (cont’d)**

*SPECIAL EDUCATION (cont’d)*

- **Singapore American School** (2013)  
  PS-12  
  3,938  
  The School provides accommodations for mild to moderate learning disabilities and those in need of ESOL, speech and psychological diagnostic services. They are currently serving about 12.5% of their student body that have identified special needs.

**SLOVAKIA, Bratislava**

*SPECIAL EDUCATION*

- **The British International School Bratislava** (2014)  
  PK-12  
  637  
  BISB can facilitate the following students with SEN: emotionally disturbed – mild level; hearing impaired – mild level; learning disabled – mild level; speech impaired – mild level; visually handicapped – mild level. The School employs three full-time SEN teachers on site and cooperates with external experts from the local community. For the admissions of a child with SEN the full reports from a child’s doctor/therapist must be submitted to the school for evaluation.

- **Cambridge International School** (2014)  
  N-YR13  
  292  
  [www.cambridgeschool.eu](http://www.cambridgeschool.eu)  
  Their class sizes are small and enable individual support when the children need it in a family oriented and nurturing environment. The School enables their teachers to profile every child in detail and to know, what their strengths and weaknesses are in order to support them to reach their full potential. Teachers can consequently focus on the areas that need improvement for the children that need extra support, and to give extra tasks and homework to the children that advance faster. In addition, they employ specialized teachers who provide individual support to children in languages (both English and Slovak) for no extra charge. Their qualified school psychologist observes all the classes and acts as a learning support specialist, advising and coordinating teachers as appropriate. The school engages assistants (usually with a psychology or teaching background) to support any children with major needs such as autism or mentally impaired, if they believe the child will benefit from their nurturing environment and that their student body will benefit from (or at least not be adversely affected by) the inclusion of the student.

- **QSI International School of Bratislava** (2014)  
  PK-12  
  290  
  QSI admits students with limited learning needs, problems or disabilities and within the scope of meeting the student’s needs in the classroom. For students with moderate to severe disabilities, the school will review additional information including; evaluations, reports, IEPs, or school referrals required to help the school assess whether a program can be provided to meet the academic needs of the applicant. QSI schools accept special needs students based on the family or sponsor providing the additional school fees to cover the cost of additional professional services.

**SLOVENIA, Ljubljana**

*SPECIAL EDUCATION*

- **British International School of Ljubljana** (2014)  
  PK-YR13  
  186  
  [www.britishschool.si](http://www.britishschool.si)  
  The policies and practices of BISL broadly follow the English National Curriculum and therefore it seems logical that BISL follow the UK S.E.N. Code of Practice as far as is appropriate and practical given the context of the school. BISL is currently a relatively small English-speaking school in a foreign setting therefore the support they offer is bound to be limited to some extent by the amount of expertise they have within the school and the relative isolated nature of the school in relation to other English speaking services and agencies. They will endeavor to use the expertise of their staff in the first instance and to seek the advice and services of experts and agencies when appropriate.

**Definition of Special Educational Needs:** A child may be considered to have special needs if his or her progress (when judged against average expected progress of a child of a similar age) is affected by one or a combination of the following: specific learning difficulties (e.g. dyslexia, dyscalculia), general learning
difficulties (e.g. comprehension, attention, memory), communication difficulties, physical difficulties, social or emotional difficulties, behavioral problems, underachievement, persistent illness or medical problems, and several changes of school leading to gaps in general education.

At BISL they are committed to meeting the needs of children for whom English is an additional language and who may therefore require extra support to fully access the English National Curriculum. They recognize that children who are gifted and talented may also have specific needs and they strive to provide appropriate challenge and provision within the daily activities of the school. Neither of the above are generally defined as ‘special educational needs’, the identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Where there is uncertainty regarding individual progress, teachers will look carefully at all aspects of student’s performance across a range of subjects in order to establish whether any difficulties they are experiencing in the classroom are due to limitations in their proficiency in the English language or are symptomatic of special educational needs either diagnosed or undiagnosed.

**Fundamental Aims and Principles of the BISL Special Educational Needs Policy**:
To meet the needs of a child with special educational needs, BISL has identified the following aims and principles of their special needs program: to positively promote inclusion and endeavor to meet the special educational needs of each individual child as much as possible; to offer full access to a broad, balanced and relevant education and to make the school curriculum appropriate to all students; to listen to and take into account the views of the child; to recognize that parents have an important role to play in supporting their child’s education; to build confidence and self-esteem to enable all children to work to their full potential; to work together to identify children with special educational needs early and to continually assess and monitor progress and difficulties; to ensure a smooth transition through the school and ensure high expectations are set that can be attained; to ensure that teaching and learning materials are matched to the needs of the individual; children with special needs vary enormously in their strengths, their needs and their curriculum requirements. Central to this is the acknowledgement that needs may change over time. Therefore, support should be both adaptable and flexible to changing individual needs.

**Principles**: Children with special educational needs should be, as far as possible, integrated into the mainstream class. Learning support should be in line with mainstream work, whilst meeting individual needs. The education of children within the mainstream classroom should not affect the progress of their peers negatively. Identification and referral of difficulties should be made as early as possible to facilitate early intervention. A close liaison with parents should be encouraged so that school and home may work in partnership, to the full advantage of the child. Additional staff may be used to support pupils in small groups or individually. They should be informed about the children’s particular needs and be aware of possible strategies that may help the class teacher to meet their individual needs. (See BISL charging policy)

**Identification, Assessment and Review Arrangements for Children with Special Educational Needs**: The early identification, assessment and provision for any child with special educational needs, is most important. It is important to recognize that provision for children with special educational needs is a matter for the whole school community. Planning, teaching, learning and assessment already takes into account the wide range of abilities, needs, aptitudes and interests of the children.

**Identification of Special Educational Needs**: The process of identification of special educational needs can begin with; the professional judgment of the class teacher, informal discussions with colleagues, parental concerns, the thoughts and feelings of the child themselves, existing evidence from outside agencies or specialists, and assessment tools including results from formal/informal assessments. Communication is important in achieving early identification of special educational needs and in ensuring swift and effective action. Information shared by school staff, parents and other agencies involved will help to shape appropriate provision.
Levels of Intervention: Levels of intervention are based on need and are decided by the Special Needs Coordinator (SENCO) and class teacher/s, in consultation with parents and other professionals as required. The opinions of the child will also be considered. The levels are School Action, and School Action Plus. Existing statements from other educational establishments and or systems will be utilized as appropriate.

Expression of Concern: An expression of concern, regarding a child, may be recorded with the SENC and be kept under review each term with no additional intervention required at that stage. Their needs are met through the planned, differentiated curriculum offered to all children in the class. This is often true of children just starting school or when adjusting to a change in circumstance. These children are not included on the school’s SEN register.

School Action: Children whose needs have been identified as requiring support that is additional to or different from that provided for all through the differentiated curriculum, are then placed at School Action on the SEN register. An IEP will be devised and agreed upon to support their needs. The parents, class teacher, child, teaching assistant and SENC are involved in the process of devising the IEP which contains appropriate targets designed to address the child’s special needs. Provision at School Action is made through carefully differentiated curricular tasks or programs in the classroom will be delivered via whole class, small group, or individual support within the classroom by a teaching assistant or the class teacher. Support may not require additional adult time but may require additional learning materials or equipment or peer support. Support at this stage may also include some planned intervention or tuition with a teaching assistant or teacher to address particular target areas included in an IEP. The main emphasis is to support individual children within the classroom so that they can access the curriculum at an appropriate level. If the child is in the foundation stage, this support is referred to as Early Years Action.

School Action Plus: Where a child continues to be a cause for concern after several reviews at the level of School Action, or where the initial need is felt to warrant immediate intervention, outside agencies may be contacted to provide advice regarding the targets for the IEP and assessment of the child’s individual needs. In those cases where other agencies are informing the IEP the child is moved to School Action Plus. Provision for pupils at this stage is aimed at providing support that is additional to or different from that provided for the rest of the class. Support may be for longer periods during the school week, or more frequently within the BISL school day, and may involve withdrawal from mainstream lessons in order to receive help from specialists such as for speech therapy. As much as possible this should not affect the broad and balanced curriculum offered to students at BISL. If the child is in foundation stage, this help is called Early Years Action Plus.

Individual Educational Plan (IEP): An IEP is a planning, teaching and reviewing tool that underpins the process of planning intervention of the individual pupil. The Individual Education Plan sets out ‘SMART’ (specific, measurable, achievable, relevant, and time-bound) targets and highlights action needed to help to progress from the most recent assessment. The IEP includes the following information: details about the child’s areas of strength and need, assessment data, three or four short term SMART targets set for the child, possible teaching strategies and resources to be used, assessment criteria and planned outcomes/objectives with reference to review, provision and support that will be in place, and a review date.

The IEP will only record that which is additional to, or different from, the normal scope of the differentiated curriculum. The IEP will be reviewed on a termly basis. The delivery of the interventions recorded in the IEP will continue to be the responsibility of the class teacher. They are to be seen as working documents that are jargon free and comprehensible to staff and parents. If English is not the first language translation or interpretation may be sought.
SLOVENIA, Ljubljana (cont’d)
SPECIAL EDUCATION (cont’d)

Additional support: A child may require additional support when: a child needs specific help and support to be able to access a part or the whole of the curriculum, a child’s learning difficulties are not being met by active, relevant and purposeful measures taken within school, special educational provision required is greater than the resources normally available. In these cases, educational provision for a child may require further support through the funding of specific resources, equipment or support from a teacher, teaching assistant or other educational or medical professionals. Parents are fully involved in the school’s discussions about the specific needs of their child and their views are sought and taken into account. In cases where additional support is required the school may make such provision a condition of enrollment. Where parents, relevant professionals and the school have differing views on the specific requirements of a child and the need for and level of additional support, the views of all those involved are considered.

Review of SEN provision: Provision and support for a child is reviewed through an annual cycle. This involves regular termly meetings to discuss and review Individual Education Plans and a regular check to ensure any additional support is being used effectively. Copies of all documents are given to parents, one copy is kept in the teacher’s SEN folder and one is held by the SENCO.

The Role of the Principal: The principal fulfills two roles regarding special needs: maintaining an overview of the SEN provision in the school, and managing the budget for support assistants and resources and liaise with parents regarding financial arrangements arising from special needs.

The Role of the Special Educational Needs Coordinator: The Special Educational Needs Coordinator (SENCO) is also a member of the school’s leadership team. The role of the SENC0 involves: overseeing the SEN policy, coordinating provisions and support for children with special educational needs within the school, liaising with class teachers and learning support staff to advise, inform and support them in their role, overseeing and collating the records of all children with special educational needs, contributing to discussions and liaising with parents of children with special educational needs alongside the class teacher, arranging formal termly reviews for all children at Early Years/School Action and Early Years/School Action Plus. They also contribute to training and support of school staff in meeting the needs of children with special educational needs, as well as making contact and liaising with external specialist agencies.

The Role of the Class Teacher: All teachers are teachers of SEN; this must be at the forefront of teacher’s minds when planning, assessing and recording children’s work and delivering the curriculum. Teachers are responsible for: the day-to-day teaching of all children in their class including those on the SEN register, identifying initial concerns regarding those children who potentially have SEN and bringing them to the attention of the SENCo for further assessment, reporting ongoing concerns or concerns that cannot wait until the termly reviews, writing and updating IEP’s for each child during their termly reviews in their class on the SEN register at early years/school action and early years/school action plus, alongside the SENCo. They are also responsible for: devising strategies and identify appropriate methods of access to the curriculum for those with special educational needs, preparing for and attending termly reviews for each child on the SEN register, setting appropriate targets for each child on the SEN register, planning an appropriate differentiated curriculum to meet the needs of these with special educational needs and to address the targets on their IEPs, continually keeping the children’s IEPs under review, liaising with the support workers/external agencies and the SENCo so that provision is seamless and everyone knows what they are doing for each particular child.

The Role of Learning Support Workers: Additional support individuals should: be aware of IEPs and provide feedback to the class teacher and SENCo, deliver the curriculum under the direction of the class teacher for those children with SEN, deliver additional teaching/catch up programs of work as appropriate under the direction of the class teacher, liaise with the class teacher as to the progress of the children they have worked with in each session, plan and prepare appropriate materials, prepare for and attend termly reviews for each child on the SEN register, continually keep IEPs under review, with the class teacher, and assist the class teacher and SENCo in the setting and updating of appropriate targets for each child on the SEN register.
BISL Charging Policy for SEN: Learning support is given free of charge on a pro-rata basis (i.e., paid session by session) but if regular and on-going sessions are deemed appropriate, or if a support assistant is employed solely for one pupil or as part of a program for specific students, a charge will be made to parents. The school may require that a student with particularly challenging learning support requirements have a “shadow” assistant in class, at the parents’ expense. Private lessons (either individual or shared) are chargeable if someone is brought in specifically to assist (whether a School employee or a non-employed member of staff). Working with a Teaching Assistant within the general class context is not chargeable if the TA is also available to assist the all of the other children on a fair and equitable basis.

Danila Kumar Elementary School (2014) PK-12 ----
http://en.os-danilekumar.si/international-home/welcome/ The school houses a dentist, a dietician, a speech therapist, an educational psychologist, and a school counselor to cater to medical and other special needs.

QSI International School of Ljubljana (2014) PK-12 97
www.qsi.org Presently, QSI serves five students with special needs on this campus: Gifted (1), LD (2), PD (1), EMD (1). QSI has on staff two special education instructors as well as one speech pathologist and one occupational therapist. For children with special needs, QSI requires an interview process through email/skype to ensure the child’s needs can be met fully in house or through local resources. QSI has provided in the past three years pull-out up to 40%.

SOUTH AFRICA, Cape Town

The American International School of Cape Town could potentially handle very mild learning disabilities or ADHD that is controlled by medication. They do not have trained special education staff and a child would therefore need to require only simple accommodations such as extended time on tests or a seat near the front if the school chooses to accept that child at all. This would not be the school of choice for families with children who have special needs.

International School of Cape Town has an educational needs coordinator in the primary and senior schools, as well as occupational and speech therapy on site. TEFL teachers are available if necessary. The school runs according to the South African academic calendar (January to December), and occasionally some adjustments have to be made to ensure a smooth transition into the school. This will be discussed during the admission process.

Oakley House School is an independent remedial school catering for those children who struggle to achieve their potential in a mainstream classroom. It caters for children from grade R to grade 9 who have specific learning difficulties. They provide specialized teaching for children who have dyslexia, ADD/ADHD, dyspraxia, dyscalculia, speech and language delays, motor difficulties, sensory difficulties, and Asperger’s syndrome, or other specific learning difficulties. Some of their children do not have any of these challenges, but just need a small supportive environment in which to learn.

Their priority is to restore confidence and to develop a positive attitude to learning. They achieve this by providing a happy atmosphere with support and understanding for each child’s individual needs.

They offer: Small classes, individual attention, experienced, specialist staff, individual programs of learning, remedial support, speech and language therapy, occupational therapy, teaching in accordance with the National Curriculum.
SOUTH AFRICA, Cape Town (cont’d)
SPECIAL EDUCATION (cont’d)

- **Curriculum**: Their curriculum provides a specialized, multi-sensory approach with an emphasis on basic literacy and numeracy skills combined with access to the full National Curriculum. To ensure their children receive an enriching school experience, the learning areas of art, music, physical education and computer studies form part of their weekly timetable.

- **Individual programs of learning**: Children are carefully assessed and individual literacy, numeracy, perceptual and/or behavior targets are drawn up, appropriate to each child’s specific needs. Progress is closely monitored and programs are regularly reviewed.

- **Specialized therapy**: Speech and language therapy and occupational therapy, on an individual basis or in small groups, will be arranged for those children who need it. Therapists consult for Oakley House School in their private capacity and there is therefore an extra cost to parents for these therapies. They also offer a range of psychological services to address the social, emotional and behavioral needs of their children; all therapies conducted by their consulting educational psychologist. Remedial therapy is provided for those children needing intensive one-on-one instruction and extra support. All therapy takes place at the school during the school day. Class teachers and therapists work closely together to ensure continuity is maintained. Therapists are part of our multidisciplinary team and they are involved in all case discussions and feedback meetings with relevant parents.

- **Cognitive thinking skills**: Oakley House School uses cognitive programs, Bright Start in grade R and Cognet in grades 1-4, to develop and enhance the cognitive thinking skills of their children. Research has shown that cognitive thinking skills are critical for academic success. They teach and then reinforce these skills continually in all aspects of their work, play, and behavior management, both in the classrooms and on the playground.

- **Teacher/child ratio**: Small classes ensure individual attention and a caring and supportive environment. A ratio of 1:10 in the foundation and intermediate phases, 1:12 in grade 7, and 1:15 in grades 8 and 9, enables teachers to work towards developing each child’s strengths as well as guiding them to use compensatory strategies to overcome areas of weakness.

- **Extra mural activities**: Oakley House School offers a variety of extra mural activities in the afternoons for example: playball, drama, modern dance, Hip Hop, steel band, chess, computers, karate, cricket, and soccer. Please visit them at www.oakleyhouse.co.za for additional information on the application and admission process.

SOUTH AFRICA, Johannesburg
SPECIAL EDUCATION

Post Comments – Special Education in Johannesburg (2013) ---- ---- ----

- **The American International School of Johannesburg** (PK-12) [http://www.aisj-jhb.com/](http://www.aisj-jhb.com/) Special needs support in mainstream classes, offering differentiation and learning support specialists, occasionally working from a sensory room. AISJ accepts children with special needs on a case-by-case basis, according to available resources.

- **Bella Vista School** (K-8) [www.bellavista.org.za](http://www.bellavista.org.za) The School offers remedial preparatory school for children who are unable to make progress in a mainstream environment. They have therapists on staff. Admissions are operated through BATU (Bellavista Assessment and Training Unit).

- **c.a.r.e. (The Centre for Autism Research and Education)** (18 mths-12yrs) [http://www.thecarecentre.co.za](http://www.thecarecentre.co.za) The School is an early childhood center designed for 1.5-12 year olds with autism spectrum disorder (ASD), pervasive developmental disorders (PDD) and other communication disorders. They offer intensive speech, occupational and physical therapies, as well as autism-specific and remedial therapies.

- **Cedarwood School** (K-12) [http://www.cedarwoodschool.co.za](http://www.cedarwoodschool.co.za) Inclusive remedial preparatory school and college for children with mild to moderate support needs in Glenferness, north of Lonehill (approximately 40 minutes from CG Johannesburg). The School has small class sizes and therapists on staff to meet learners’ needs.
South Africa, Johannesburg (cont’d)

Special Education (cont’d)

- **Crossroads School** (Center for Remedial Education) (K-7/8) [www.crossroadsschool.co.za](http://www.crossroadsschool.co.za) This remedial school educates only students with learning difficulties and has a total of 18 therapists on staff that provide psychological, occupational, speech/language and/or remedial therapies during the school day; all are included in the school tuition fees.

- **Flutterbys** (2.5-12yrs) [http://www.flutterbys.co.za](http://www.flutterbys.co.za) This small school in Midrand is designed for children between the ages of 2½ and 12 with learning differences including: autistic spectrum disorder, pervasive developmental disorder, downs syndrome, mild cerebral palsy, aphasia, apraxia, dyspraxia, dyslexia, ADD/ADHD, mild visual and hearing impairment, neurological delays (due to pregnancy and birth complications), auditory and visual processing delays, modulation, regulation and sensory integration difficulties.

- **Grantley College** (8-12) [www.grantleycollege.co.za](http://www.grantleycollege.co.za) The School offers a multidisciplinary approach to students in grades 8-12 with learning difficulties, attention deficit disorder (ADD), attention deficit/hyperactivity disorder (ADHD), and/or high-functioning Asperger’s.

- **Japari School** (K-7) [www.japarischool.org.za](http://www.japarischool.org.za) The School offers therapy and assessment for children with specific learning difficulties, of average cognitive ability who would not otherwise be successful in a mainstream environment

- **Unity College** (6-20yrs) [http://www.unity-college.org.za](http://www.unity-college.org.za) Independent special needs school in Fourways, serving students from 6-20 years. Learners have delayed scholastic abilities, and perform below their cognitive age. Senior years focus on vocational and life skills. Class sizes are small, and therapists and counselors are on staff.

South Africa, Pretoria

Special Education

Post Comments – Special Education in Pretoria (2014)

- **The American International School of Johannesburg Pretoria Campus** (PK-8) [http://www.aisj-jhb.com/page.cfm?p=516](http://www.aisj-jhb.com/page.cfm?p=516) Learning support services are available to students who are English Language Learners (grades 1-10) and students who have mild to moderate learning difficulties (grade K-12). AISJ does not have the capacity to provide services to students with identified emotional/behavioral disabilities.

AISJ seeks to create a culture of inclusion that actively supports all students. Students who are identified as having learning differences are included in all four pillars of learning (i.e., academics, arts, athletics, and service) to the maximum extent possible. Services include small group instruction, in-class support, and consultation with general education teachers. Eligibility to receive learning support services for students with learning differences is based upon individual need. There are guidelines to help determine if a student needs additional support; however, students may be directly identified as needing learning support if the student:

- Has a diagnosis by a certified diagnostician. Typically, a diagnosis is identified in a psychological educational evaluation report. However, diagnoses also may be determined by other specialists such as a medical doctor or speech/language therapist.

- Has an Individual Educational Plan (IEP) or Individual Learning Plan (ILP) and the educational team has previously identified a need for or recommended Learning Support. Typically, there is a psychological educational evaluation on record.

Please refer to our website [www.aisj-jhb.com](http://www.aisj-jhb.com) and see details under individual schools.

- **Baby Therapy Center** (0-3yrs) [www.babytherapy.org.za](http://www.babytherapy.org.za) The Centre is an early intervention service for newborn infants to toddlers, age 3 who have developmental disabilities or special needs. These include premature babies, cerebral palsy, autism, genetic disorders, pervasive developmental disabilities, shaken baby syndrome, etc. The center is located in Lynwood, Pretoria.
SOUTH AFRICA, Pretoria (cont’d)

SPECIAL EDUCATION (cont’d)

- **Crossroads School** (Center for Remedial Education) (K-7/8) [www.crossroadsschool.co.za](http://www.crossroadsschool.co.za) The school educates only students with learning difficulties and has a total of 18 therapists on staff that provide psychological, occupational, speech/language and/or remedial therapies during the school day; all are included in the school tuition fees. The center is located near Johannesburg.

- **Faery Glen Therapy Center** [www.faeryglen.co.za](http://www.faeryglen.co.za) This early intervention center for individuals with severe to moderate special needs has a low pupil teacher ratio and individual developmental plans for each student. Speech and language and occupational therapies are provided at the site. They have three locations in Pretoria.

- **Flutterbys** (2.5-12yrs) [http://ads.easyinfo.co.za/htm/custom/flutterbys/index.htm](http://ads.easyinfo.co.za/htm/custom/flutterbys/index.htm). This School is designed for children between the ages of 2 ½ and 12 with learning differences including: autistic spectrum disorder, pervasive developmental disorder, Down syndrome, mild cerebral palsy, aphasia, apraxia, dyspraxia, dyslexia, ADD/ADHD, mild visual and hearing impairment, neurological delays (due to pregnancy and birth complications), auditory and visual processing delays, modulation, regulation and sensory integration difficulties. The center is located in Midrand, Gauteng.

- **Grantley College** (8-12) [www.grantleycollege.co.za](http://www.grantleycollege.co.za) The School offers a multidisciplinary approach to students in grades 8-12 with learning difficulties, attention deficit disorder (ADD), attention deficit/hyperactivity disorder (ADHD), and/or high-functioning Asperger's. The center is located in Johannesburg.

- **Little Leaps** (3-7yrs) [http://www.littleleaps.co.za](http://www.littleleaps.co.za) Little Leaps is an early childhood center designed for 3-7 year olds with autism spectrum disorder (ASD), pervasive developmental disorders (PDD) and other communication disorders. The center is located in Centurion.

- **New Hope School** (4-18yrs) [www.newhopeschool.co.za](http://www.newhopeschool.co.za). New Hope School in Pretoria is designed for students with permanent physical disabilities or those with cerebral palsy, including those with learning problems as long as they are not severe; also for students with learning disabilities who are having difficulty with reading, spelling, writing, mathematics. It also has outpatient therapies for infants aged 0-3. The center is located in Ashlea Gardens in Pretoria.

- **Pretoria Preparatory School** Tel: 012 362 0308 The School was established to meet the needs of learners with “average and above average intellectual potential” who are underachieving in mainstream schools due to specific or generalized learning difficulties. The goal is to prepare students for entrance back into mainstream schools. Therapies include OT, PT, and speech/language. The school is located in Gauteng, South Africa.

- **The Star Academy** [www.thestaracademy.co.za](http://www.thestaracademy.co.za) The Centre for Autism and Related Disorders in the USA (C.A.R.D) are world leaders in autism treatment ([www.centerforautism.com](http://www.centerforautism.com)). The Star Academy is an affiliate C.A.R.D clinic and provides one-on-one therapy to children with autism and related disorders in Pretoria and Johannesburg. The Academy is based in Pretoria.

- **Tomorrow's People Independent Primary School** (K-8) [www.tompeo.co.za](http://www.tompeo.co.za) This primary school provides a mainstream education for students with learning differences. Students currently enrolled include those identified as learning disabled, ADD, ADHD, and autism. There are both mainstream and remedial classes in every grade. Students can be in either or both, for example math in mainstream and languages in remedial. Placement decisions are made according to individual need. The school has three locations in Pretoria.

- **UNICA** (3-18yrs) [http://unicaschool.co.za](http://unicaschool.co.za). UNICA is a school for students with autism spectrum disorders. Students from ages 3 to 18 are accepted into the program. UNICA offers a highly structured learning environment, in small classes ranging from 7-9 students. Its curriculum focuses on the development of academic abilities; communication and behavior management programs; movement and visual perceptual skills; social skills; computer, vocational training and leisure skills; and life orientation and thinking skills. The center is in Menlo Park, Pretoria.
**SPAIN, Barcelona**

**SPECIAL EDUCATION**

**American School of Barcelona (2013)**

PK-12  724

[http://www.a-s-b.com](http://www.a-s-b.com) The School has a learning support team composed of classroom teachers, resource and ESL teachers, a counselor, the principals, and director. The school offers resource room and learning support to students with mild special needs such as dyslexia, emotional problems, learning disabilities, and ADHD.

**Benjamin Franklin International School (2014)**

N-12  655

[http://www.bfischool.org](http://www.bfischool.org) BFIS has learning specialists on staff for students with special needs. Tutorial assistance is available within the community for children in need of additional support.

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**SPAIN, Madrid**

**SPECIAL EDUCATION**

**Post Comments (2014)**

Special needs resources at local private schools in Madrid are limited. Before accepting a Madrid assignment, the Embassy highly recommends that parents contact the school of their interest and inquire about services for their child. Providing the school’s admissions office with as much information as possible is key to a successful placement, for example, Individual Education Plans (IEPs), educational evaluation reports, 504 plans, evaluations from psychologists, doctor’s evaluations, teacher recommendations, and samples of a child’s academic work. Below is a listing of resources for supporting children in Madrid.

- **American School of Madrid:** [http://www.asmadrid.org/](http://www.asmadrid.org/) The American School of Madrid (ASM) has limited resources for children with special needs. Depending on the specific needs, ASM may be able to provide some support in order to assist in ensuring the student with special needs can successfully attend ASM for the duration of the family’s expected stay in Madrid. Support is provided mainly for academic and English language learner needs. Minimal support is available for students with behavioral or emotional needs. Although Spain has both psychiatrists and psychologists, ASM has found that they do not work in the same way as you would find in the United States. In addition, some medications that assist students with emotional and behavioral difficulties that are available in the United States are not available in Spain.

- **Study Center Foundation:** [http://scf-madrid.org/index.php](http://scf-madrid.org/index.php) The Study Center Foundation (SCF) is a small, co-educational day school which provides individualized education programs for English-speaking students ages 9-18 (American system grades 4-12). It is specifically geared toward students requiring a strong, caring, supportive structure and personal guidance and for students who experience difficulties in the standard classroom. Special attention is given to students with learning differences. High school students follow a secondary school correspondence course prepared by the American School of Chicago. Upon completion of graduation requirements, a U.S. high school diploma is awarded.

The SCF classes are small with an average ratio of 1 teacher for every 3 students. Classes cover the basic areas of reading, writing, and arithmetic along with all of the important aspects of the standard college preparatory school curriculum. All classes are taught in English, with Spanish offered as a foreign language. The school has a permanent full-time staff of three teachers, adding staff as the student population grows. All teachers are professional teachers with special education experience and credentials. Student numbers vary over time, ranging from 14 – 25 in any one given year. Almost all students are referred by mainstream schools, subject to the mainstream school’s capacity and desire to retain students.

The School also offers after-school services, consulting for other schools, and special classes in response to individual requests. The school draws on outside consultants for speech therapy, and refers students to specialists including educational psychologists and medical doctors specializing in medication for special needs students.

The Study Center Foundation’s strengths are in the areas of learning problems in math and reading, dyslexia, ADD and ADHD, ESL and emotional issues. The school facility, a small house, would not be accessible for students with mobility problems, especially wheelchair needs, and the staff is not trained and experienced with vision- or hearing-impaired students’ needs.
SPAIN, Madrid (cont’d)
SPECIAL EDUCATION (cont’d)
The Study Center Foundation is recognized by the Spanish Ministry of Education and Science as a private, cultural foundation. The high school course follows the American School of Chicago Program, which is accredited by the North Central Association of Colleges and Schools (NCA), The Commission on International Trans-Region Accreditations (CITA), and the Illinois State Board of Education.

- **SINEWS Multilingual Therapy Institute**: [http://www.sinews.es](http://www.sinews.es) The multi-lingual therapy group SINEWS offers a wide variety of services in English for children and adolescents, including cultural adaptation psychotherapy, psychotherapy, psychiatry, speech therapy and occupational therapy. They also work with issues of childhood bilingualism. Specific areas of expertise in their practice include: ADHD, learning disorders, problems with anxiety and depression, enuresis (bed wetting), language disorders, processing and sensory integration disorders, defiant behaviors and more. Many of their professional staff members are native English speakers, with training in the United States. They also produce an informative newsletter, which is free to those who register for it online.

- **PROED** – [http://www.proed.es](http://www.proed.es) PROED, S.L. is an educational support center specializing in helping children and young adults with learning differences. PROED creates specialized, flexible teaching programs and performs diagnostic prescriptive assessments in order to determine each student’s specific areas of strengths and weaknesses. Academic support is provided in a variety of ways: individual one-on-one classes, group classes, and a homework club with the goal of teaching students how to think, analyze, and effectively overcome their learning differences. PROED also provides parental support through continuous feedback or scheduled meetings. They provide services in both Spanish and English. English-speaking contact: Linda Barbour

- **Project Autism**: [http://www.ilusionescompartidas.org](http://www.ilusionescompartidas.org) Project Autism is in its infancy in Madrid. They are modeling their program after the Princeton Child Development Institute (PCDI) in the United States. Two English speaking contacts are: Pilar Tejera - pilar@ilusionescompartidas.org (Director of Ilusiones Compartidos) and Maria Angeles Rebollar - marebollar@gmail.com (trained and work at the Princeton Child Development Institute in professional services for autistic children)

- **ALEPH-TEA**: [http://www.aleph-tea.org](http://www.aleph-tea.org) Aleph-tea offers services and a school for children with autism and Asperger’s. All services are in Spanish.

**American School of Madrid** (2014) PK-12 878 [www.asmadrid.org](http://www.asmadrid.org) Very mild learning disabled at the elementary schools grade levels can be accommodated in the regular classroom and through a resource room. There is minimum support for these students. Prior to applying to ASM, parents with children with special needs are requested to submit all pertinent documentation to ASM in order that the admissions committee can carefully analyze them to determine whether or not ASM has an appropriate program for their child(ren). Documentation that may be helpful would include Individualized Education Plans (IEPs), educational evaluation reports, 504 plans, evaluations from psychologists, doctor’s evaluations, teacher recommendations, etc.

**International College Spain** (2014) PK-12 701 [http://www.icsmadrid.org/](http://www.icsmadrid.org/) The Learning Support Department provides help for students in primary and secondary schools who have a range of mild learning difficulties. Each school has qualified learning support teachers and the school-wide program is coordinated by the head of department. The Learning Support Department looks at student learning through a collaborative approach, liaising with a wide range of external professionals whose expertise complements that of our team (e.g. speech and language pathologist, psychologist, occupational therapists). Each student enrolled in the learning support program will have an Individualized Educational Program (IEP). In the primary school they offer in-class support as well as a pull-out
SPAIN, Madrid (cont’d)

*SPECIAL EDUCATION* (cont’d)

Program for students who have learning difficulties (two in-class; two pull-out/small group). There are enrichment classes (two periods a week for each grade) for those demonstrating prior knowledge and understanding of the material to be taught in the unit of inquiries. In the secondary school they offer a pull-out program for students who have a diagnosed learning difficulty. The program consists of four weekly sessions in an individual or paired class, divided into skills and curriculum support. They also organize and help provide special exam accommodations. In-house diagnostic testing takes place whenever possible. They also make appropriate referrals externally to professionals where necessary.

**Study Center Foundation** (2014)

4-12 15

http://fundacioncentrodeestudios.org/ The Study Center Foundation is a private, non-profit organization which was officially recognized by the Spanish Ministry of Education and Science in 1978. Their highly qualified teachers have many years of experience with students with dyslexia and other learning problems. The facility is a small, co-educational school which provides individualized programs for English-speaking students ages 9-19. It is specifically geared towards students who experience difficulties in the standard classroom, and thus require a strong, caring, supportive structure and personal guidance. Special attention is given to students with dyslexia and an American High School Diploma can eventually be obtained. They also offer a remedial program after school for those students requiring only a few hours a week of support and remedial work.

SRI LANKA, Colombo

*SPECIAL EDUCATION*

**Overseas School of Colombo** (2014)

PS-12 404

http://www.osc.lk OSC provides learning support for students with mild to moderate special learning needs through the services of a specialist teacher at the primary and secondary sections of the school. Wherever possible an inclusion model of services is used, but there may be times when students will be pulled out of regular classrooms for special assistance, depending on individual needs.

SUDAN, Khartoum

*SPECIAL EDUCATION*

**Khartoum American School** (2013)

N-12 200

www.krtams.org KAS is able to meet a variety of special needs including learning disabled, mentally handicapped, multiply handicapped, speech impaired, orthopedically impaired, emotionally disturbed. The most severe students receive one-on-one instruction or helpers.

SWEDEN, Stockholm

*SPECIAL EDUCATION*

**Post Comments –Education Options** (2014)

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Only a few schools may be able to handle mild learning disorders. SIS, BIPSS and Sigtuna offer some accommodations for children with special needs. It is strongly recommended that before coming to post with learning disabled children, parents are in communication with the prospective school. Parents should be wary of accepting a verbal assurance from the school that they can effectively deal with the learning handicap and if possible should receive written assurances that the school has adequate resources to care for the special needs student. If there are questions concerning special needs educational costs, contact Child and Family Program at medicfp@state.gov.

**British International School of Stockholm** (2014)

PK-7 270

www.britishinternationalprimaryschool.se The School is able to accommodate children with moderate learning difficulties and also offers ESL. Students with learning difficulties will be placed on an Individual Education Plan and will work both inside the classroom and outside the classroom with individualized or small group instruction.
**SWEDEN, Stockholm** (cont’d)

*SPECIAL EDUCATION* (cont’d)

**Stockholm International School** (2014) PK-12 569

[www.intsch.se/](http://www.intsch.se/) The School does offer support which is assessed for specific children and then the program is made for the individual child. They offer ESL. Percentage of pull-out can go up to 50%. There is a counselor on staff to help and collaborate. There are two special needs teachers on staff. They also use community personnel to support special needs students. Outside community services are paid for by the parents and are not included in tuition.

**SWITZERLAND, Berne**

*SPECIAL EDUCATION*

**All Special Kids** (2014) ---- ---- ----

[www.allspecialkids.org](http://www.allspecialkids.org) This website, organized by parents and containing Berne and Geneva based support groups for families of children with special education needs, includes a directory of English speaking specialists in the Geneva area, as well as other pertinent information. There currently is no Berne based support group or specific information, but there is an effort on the way to establish such a group. Specialists and therapists are in very high demand and should your child need to see someone outside of school hours, it is strongly recommended that you contact them as soon as possible.

**The British School** (2014) PK-6 110

[http://www.britishschool.ch/](http://www.britishschool.ch/) Mild speech impaired and learning disabled can be accommodated in the regular classroom at the elementary grade levels. Moderate orthopedically impaired at the elementary grade levels. The school is accessible for the physically handicapped student.

**International School of Berne** (2014) PK-12 285

[www.isberne.ch](http://www.isberne.ch) Mild emotionally disturbed, learning disabled, and speech impaired students can be accommodated in the regular classroom and through a resource room at all grade levels. The school is accessible for the physically handicapped student. Our learning needs coordinator is certified to administer diagnostic tests. Psychological tests are not administered by staff at the school. The school recommends for outsourcing in these cases.

**SWITZERLAND, Geneva**

*SPECIAL EDUCATION*

**Post Comments – Geneva Area Schools Report** (2014) ---- ---- ----

ISG/Ecolint is the best equipped school in the area for children with special needs. Other schools will accept children with mild special needs but this is always assessed on a case-by-case basis. There are a limited number of English speaking special needs support specialists (e.g. occupational and speech therapists) available in Geneva so availability of places in these programs are extremely limited. Schools have to base their acceptance on the availability of support for an individual child’s needs.

ISG/Ecolint has the capacity to accept children with more moderate special needs, however vacancies in their schools/programs are extremely rare with parents beginning the application process years in advance.

Parents with children with special needs considering a posting to Geneva should contact schools immediately to confirm the likelihood of space being available should they be assigned to Geneva.

- **All Special Kids** [www.allspecialkids.org](http://www.allspecialkids.org) Organized by parents, ASK is a Geneva based support group for families of special needs children. In addition to providing support to families and help with homework they also offer numerous seminars targeting parents, educators and specialists. Their website includes a directory of English speaking specialists in the Geneva area as well as other pertinent information. Specialists and therapists are in very high demand in Geneva and should your child need to see someone outside school hours, it is strongly recommended that you contact them as soon as possible.
**SWITZERLAND, Geneva (cont’d)**

**SPECIAL EDUCATION (cont’d)**

- **College du Leman** (PK-12) [http://www.cdl.ch/home_en](http://www.cdl.ch/home_en) The Learning Support Department at CDL offers assistance to students with mild to moderate learning differences in grades 6, 7, and 8 in the Secondary School. They work to identify a student’s strengths and help them to achieve their potential. They recognize that individual needs vary and therefore provide an individual approach in which support is tailored to the student’s needs. Their aim is “to stimulate and maintain for all students curiosity, interest and enjoyment in their education.”

Collège du Léman provides a “three tiered continuum of support for students and understands that students may require short term or longer term provision. Support takes place both in classrooms and in small-group settings. The individual plan designed for each student follows discussion with the student’s teachers, parents and the Director of Special Needs or Primary School Special Educational Needs Coordinator. Recommendations from educational evaluations are also considered. Progress is carefully monitored and any adjustments necessary are quickly made to the student’s program. Independent learning skills are encouraged through involvement in learning support.” CDL’s learning support brochure can be found here: [https://cdn.media78.whipplehill.net/ftpimages/330/misc/misc_103564.pdf](https://cdn.media78.whipplehill.net/ftpimages/330/misc/misc_103564.pdf)

- **FEDEA School for Autism** (3-25yrs) [www.fedea.ch](http://www.fedea.ch) FEDEA is the only specialized center in Switzerland for children and youth aged 3-25 with autistic spectrum disorders (autism, Asperger syndrome, PDD-NOS and Rett's syndrome). Programs are offered all year. The school is very small and offers programs in English and French. Morges is a small town situated approximately 30 minutes from Geneva by train and a little longer by car, depending on traffic. Admission is on a first-come-first-served basis and space is limited.

All teaching plans are individually tailored to the needs and abilities of the children. In developing these plans, FEDEA draws on ideas from the standard British and American curriculum. Although FEDEA does not have any students sitting for standard exams, they have indicated that it would be possible to prepare children with abilities for such tests.

FEDEA incorporates elements from the TEACCH program in North Carolina as well as Applied Behavioral Analysis in their teaching methods. Emphasis is placed on autonomy in tasks and social skills. To achieve this, FEDEA uses one-on-one instruction, positive reinforcement, repetition, consistency, and visual aids. For instance, each child is assigned a color, and everything that relates to that child is color coded (their chair, desk, shelves, and even lines on the floor where they line up before class or stand during exercise). To teach autonomy in performing daily tasks, teachers use mannequins that the children can practice dressing and undressing and take excursions to shops, restaurants, etc.

The School does not have a courtyard, but it owns two minibuses which take the children out every day for outdoor activities. The nursery class goes in the morning, and primary and secondary go in the afternoon. When the children leave the school premises, they are all dressed in school uniforms (t-shirts/sweaters) that easily identify them as belonging to the school. A variety of sports are practiced: rollerblading, tennis, ice skating, swimming, Nordic walking, etc. Different sporting activities are organized to help the children develop motor skills and to encourage potential hobbies. All the children have a PC work station and a locker in which they keep sports equipment, etc. Lunch is served at the school (prepared by the cafeteria/restaurant downstairs) and the school accommodates the children's various dietary needs. FÉDEA does not provide transport to and from school.

Students at the primary and secondary levels start at 08:15 am and finish at 3:45 pm, except for Wednesdays when they go from 08:15 am to 12:00 noon. Nursery school students start at 09:15 am and leave at 3:45 pm, except for Wednesdays when they finish at 12:00 noon. In addition to summer holidays, the school breaks for two weeks in October, two weeks for Christmas, two weeks in February and two weeks for Easter.
SWITZERLAND, Geneva (cont’d)
SPECIAL EDUCATION (cont’d)

- **International School of Geneva** (ISG/ECOLINT) (PK-13) [www.ecolint.ch](http://www.ecolint.ch) ISG offers learning support across all three campuses. Learning support (LS) is provided in both a classroom setting and in smaller groups. They provide any support specialists that may be required such as psychologists, speech and occupational therapists. In addition to the learning support program, they provide the Extended Support Program (ESP) for more moderate special needs at all three campuses. There are 8 spaces in this program at each school and spaces are very, very rare. The cost of this program is roughly double the cost of regular tuition. Many parents begin the application process for this program years in advance. The Extended Support Program is offered as follows:
  - **La Chat Campus** – Kindergarten through grade 2 for 2013-2014 school year with plans to expand to higher grades thereafter.
  - **LGB Campus** – Students aged 3-15.
  - **Nations Campus** – Children aged 3-20.

- **Oak Hill School** [www.oakhill.ch](http://www.oakhill.ch) Oak Hill School is a supplemental half-day program that provides learning support to children with ADD/ADHD and dyslexia with average or above average IQ that are experiencing difficulties in a normal classroom setting. Children are accepted to the program with the expectation that they will fully integrate in to their base school within 1-2 years. Several of the local international schools use Oak Hill as a supplemental program and Oak Hill and the schools coordinate lesson plans and daily transition to the mainstream classroom. Students at Oak Hill are required to attend regular school for half days. Oak Hill provides three hours of instruction in the morning in reading, written language and mathematics. The school is situated in Nyon, about 20 minutes from the U.S. Mission (with no traffic).

  Teaching at the Oak Hill School is based on the Hill Center methodology, developed at the Hill Center in Durham, NC ([www.hillcenter.org](http://www.hillcenter.org)). Applied behavioral analysis is a fundamental component of instruction at Oak Hill, and teaching is individually tailored to meet the needs of the children. Emphasis is placed on reward and praise, and teachers use a point system to reinforce good behavior. Multi-sensory techniques are applied to enhance the children's study skills. For instance, they reportedly use stress balls a lot. The teacher to student ratio at Oak Hill is 1:4. Some homework is given, but this is done in liaison with the base school. Oak Hill provides transportation back to the child's home school in the afternoon. Lunch is not served at the school. Admission is subject to a current report from an educational psychologist that diagnoses the child with a specific disorder. Oak Hill relies on testing such as the Woodcock-Johnson psycho-educational battery.

TAIWAN, Kaohsiung
SPECIAL EDUCATION

**Morrison Academy Kaohsiung** (2014)
[http://kaohsiung.mca.org.tw/](http://kaohsiung.mca.org.tw/) The School is equipped to work with mild special needs students, including emotionally disturbed, learning disabled, orthopedically impaired, and speech impaired. However, the school cannot accommodate students with moderate or severe special needs.

TAIWAN, Taipei
SPECIAL EDUCATION

**Grace Christian Academy** (2014)
[www.gcataipei.com](http://www.gcataipei.com) The Academy has had positive experiences mainstreaming students with certain special needs. They have ESL students, who have short term needs, and students with ADHD, ADD and Asperger’s who have been successful in the regular classroom; they do not have any pull-out program or special classes for them. Although they do not have a full-time special needs teacher, or the personnel to diagnose such challenges, throughout the years of their school, some of the teachers have taken coursework to qualify for working with special needs in the US. One student, challenged by Asperger’s, has been at the school for 11 years. His parents were able to find clinical counseling for him outside of school, but they have no special services for him in school. This family feels that the positive support he has at the school, the smaller classes, and the growing familiarity of their teachers to their child outweighed the benefits of a special education program.
Although they enroll some ESL students, they do not have a pull-out program or ESL classes. There are several explanations for the success they have enjoyed with their ESL students: 1. Their “Double English” plan for all students in grades 1-8 and for some students in high school. All students attend two daily English classes. 2. The class size at the elementary level is so small, 2-14 students, that ESL issues are dealt with in the class and with the primary teacher, through typical education methods, common to US teachers. Middle school and high school class size is also kept small. 3. Small classes throughout their school easily adapt themselves to differential learning; high school students have some coursework options divided by English proficiency levels.

The campus is wheelchair accessible with ramps and elevators. Currently one elementary student has an aide who is present full-time to wheel him from room to room in accordance with his schedule. Previously, their student body included two hearing impaired students without sign interpreters; both had successful experiences.

Parents of students with special needs have communicated those needs prior to enrollment. Teachers then confer to determine how their system can accommodate those needs. If all are convinced that the student will benefit, enrollment proceeds. At this time, no additional fees have been required for special needs. They have not accepted any special needs students without an interview and visit to their location prior to admittance.

The school is known for the kindness of the teachers, so it seems odd that they have not been successful with teenagers documented as having emotional difficulties or emotional adjustment issues. Every high school must deal with typical teenage issues and they do so through the teachers and their Bible classes, however, their attempts to help teenagers with special emotional needs have not yielded acceptable results. At this time, they are not willing to take on such cases.

**Morrison Academy-Taipei Campus (2014)**

K-9 209

[http://www.mca.org.tw/](http://www.mca.org.tw/) Morrison Academy Bethany is currently only able to provide special needs services for students with mild to moderate special needs. Children of missionary families with moderate special needs will be considered for admission. Normally, special needs students who are not children of missionaries will be ineligible for admission, although exceptions may be made by the superintendent if Morrison Academy is capable of meeting the child’s educational needs. Usually students with learning disabilities, ADHD, or other mild to moderate disabilities can receive services. Bethany has one special needs teacher for grades kindergarten to 9th grade. Morrison Academy does not have an on-site professional to diagnose disabilities, but typically a psychological examiner comes two to three times per year to evaluate students.

**Taipei Adventist American School (2014)**

K-8 113

[http://taas-taiwan.com/](http://taas-taiwan.com/) The School hired a special education teacher who has training in her field. They have a policy of accepting only a small percentage of mildly disabled students so they can better meet their needs. They don’t have staff on duty to diagnose disabilities. They work with the local agency called SEEK to train and counsel the School’s needs. There are agencies that have trained workers to accompany children to school and assist them in the classroom.

**Taipei American School (2014)**

PK-12 2,280

[www.tas.edu.tw](http://www.tas.edu.tw) In the lower and middle schools, the School’s ESL programs help students who need extra support with the English language. Students are provided with a continuum of services ranging from in-class support by specially trained ESL teachers to pull-out classes for students needing more support. TAS also provides services for students with mild learning difficulties. Their well-trained, professional support services team consists of psychologists, speech and language specialists, learning resource specialists, and reading specialists. Students with mild learning differences are served in the mainstream educational program and receive support services that focus on remediation of academic disabilities, skill development, and/or academic support.
TAIWAN, Taipei (cont’d)
SPECIAL EDUCATION (cont’d)
Taipei European School (2014) K-12 1,354
www.taipeieuropeanschool.com Mild emotionally disturbed students can be accommodated at all grade levels. Mild to moderate learning disabled students can be accommodated at the elementary and middle school grade levels. Moderate mentally handicapped students can be accommodated at the middle school grade level. Mild multiply handicapped students at the elementary grade levels can be accommodated. Mild speech impaired students can be accommodated at the middle school grade levels.

TAJIKISTAN, Dushanbe
SPECIAL EDUCATION
QSI International School of Dushanbe (2014) PK-12 74
www.qsi.org Students with special needs are accepted on a case-by-case basis. The School cannot provide extra services for special needs children and, in Tajikistan, outside services are simply not available. If the child requires a special assistant or teacher the parent must provide these personnel. Next year the school will have two educators with special needs backgrounds.

TANZANIA, Dar es Salaam
SPECIAL EDUCATION
Dar Es Salaam International Academy (2014) K-10 245
Dar es Salaam International Academy (DIA) Special Educational Needs & English Language Learners Policy: According to the DIA Mission Statement "DIA aspires to deliver high quality international education" and "to develop, sustain and maintain academic excellence". In the Admission Policy it is stated that students who "demonstrate an ability and willingness to participate in an all-encompassing international environment" will be admitted. It is also written "because [DIA] aims to provide the best possible education to all students, it is not possible at present to admit students who require high levels of special education due to severe learning, emotional, or behavioral needs. DIA will consider accepting students with mild needs."

• Enrollment: Students with mild special educational needs (SEN) will be considered for enrollment at DIA. The decision will be made following discussions between the Head of School, Student Services Coordinator( PYP) or Student Support Coordinator (MYP), and the respective departmental coordinators once all application documentation has been submitted to the school. Information from relevant professionals (e.g. previous teachers, psychologists, doctors etc.) will be considered and must be submitted when applying to DIA along with the other application documents. If a student applying to DIA does not provide the necessary documentation in regards to their SEN and it is later found that behavioral concerns or SEN are present and have been identified by other educational institutions or educational professionals, it is possible that the student will be asked to find an alternative school if his/her needs cannot be met by DIA.

• NB: Due to DIA’s current facilities and resources, we cannot admit students with moderate or severe Special Educational Needs, however all applying students will be reviewed on a case-by-case basis.

1. Conditions for Admission
   i. Special Educational Needs: The term mild special educational needs is used in this case to describe students with the following circumstances: needs relating to being gifted and talented, specific learning differences, speech and language difficulties, social, emotional and behavioral needs, physical, sensory and medical conditions, and mental health conditions, general learning difficulties. For the purposes of this policy, students with SEN may refer to students with diagnosed or suspected difficulties mentioned above, and also to students who are struggling with key areas of learning such as literacy, organization, or research skills and who need additional support.
TANZANIA, Dar es Salaam (cont’d)
SPECIAL EDUCATION (cont’d)

- **PYP**: All students must be capable of reaching the curriculum objectives, with special assistance from DIA’s PYP Student Services Department, where differentiated classroom teaching will be provided, as and when necessary. Students who apply for admission in PYP must be able to reach certain objectives in language, unit of inquiry and mathematics. Students who are not able to meet these objectives will either: A. Not be admitted; B. Be admitted on a conditional basis. If after the initial assessment, it is felt that the student can manage only with extra support that can be accommodated, s/he may be admitted; or C. Will be admitted on a one or two term provisional basis with conditions. The situation will be reassessed at the end of the term of acceptance.

- **MYP**: All students must be capable of reaching the curriculum objectives, with special assistance from DIA, such as help from the student support coordinator, and differentiated classroom teaching, as necessary (English language issues will be considered in grades 6, 7, 8 and 9 on a case-by-case basis). In order to be eligible for admission, the student must be capable of reaching certain objectives in reading, writing and math. Students who are unable to meet all objectives will either: A. Not be admitted; B. Be admitted on a conditional basis. If after the initial assessment, it is felt that the student can manage only with extra support that can be accommodated, s/he may be admitted; or C. Will be admitted on a one or two term provisional basis with conditions. The situation will be reassessed at the end of the term of acceptance.

ii. English Language Learners (ELL)

- **PYP**: English language learner applicants may be accepted into the PYP with no prior knowledge of English on the following basis: A. If student has a strong mother tongue; B. If parents/guardians are willing to assist the student to learn English outside of school hours with additional tuition if recommended by the school; C. If student does not have any other special educational need; D. If student passes the mathematics diagnostic entrance assessment

The grade level that the student is applying for will also be considered. English language learners with limited to moderate English may also be accepted on the condition that they receive additional tutoring at home on a regular basis, and that they show evidence that they were performing at an average to high academic level in their previous school, in the language they were learning in. Any learner with mild SEN and a limited English vocabulary will be assessed on a case-by-case basis.

Since DIA provides both Kiswahili and French language classes in the PYP curriculum, in most cases we will encourage English language learners to take at least one of the two languages and to be pulled out of the second language class to receive additional English teaching. It is our priority to ensure a student understands English (DIA’s language of instruction) to the best of their ability before learning additional languages.

- If students currently in the PYP are accepted on a conditional basis and are not reaching objectives, it may be recommended that the student repeat the grade. This decision will be made on a case-by-case basis. (Please refer to the DIA Assessment Policy).

- If students are accepted on a one-term provisional basis and are not accepted on a permanent basis after assessment at the end of the term, they may continue at DIA, if possible, until a suitable position has been found at an alternate institution. This provision is made so that such student(s) and their parents/guardians have sufficient time to find another school. This allowance will only be made provided there aren’t behavioral issues that affect other students and teachers and parents/guardians are fully aware that the student is not meeting the objectives of the grade.
Students accepted on a conditional/provisional basis with the clause of having after-school private tuition and/or counseling must provide contact details of the tutor and counselor, and require the tutor and counselor to liaise closely with the school to ensure full cooperation for the student’s benefit. This information can be conveyed through a form available from the administration, or from the student support coordinator (MYP) or student services coordinator (PYP). If evidence of receiving after-school private tuition and/or counseling is not provided to the school on a regular basis, this means conditions stated are not being met and the student may be asked to leave DIA.

MYP: English language learner applicants must show evidence that they were performing at an average to high academic level at their previous school, in the language they were learning in. The grade level that the student is applying for will also be considered. A student with foundation English and mild SEN may be admitted into grades 6 or 7 as s/he will have time to learn English and will have the necessary language abilities to achieve results by the time s/he reaches grade 10. It is unlikely that English language learners with SEN will be admitted into grades 8, 9 or 10 – however decisions will be made on a case-by-case basis. All students must follow this policy, regardless of whether they come from PYP in DIA or from a different school. All students will be assessed prior to admission to the MYP. Students from the DIA PYP grade 5 class will be discussed with their PYP teacher(s) as well as assessed, before admission is confirmed within the MYP.

If students currently in the MYP or PYP are accepted on a conditional basis and are not reaching objectives, it may be recommended that the student repeat the grade, unless they are a grade 10 student. The decision will be made on a case-by-case basis. (Please refer to the DIA Assessment Policy).

If students accepted on a one-term provisional basis are not accepted on a permanent basis after assessment at the end of the term, they may continue at DIA for the remainder of the current academic year, or until a suitable alternate position has been found at an alternate institution. This provision is made so that such student(s) and their parents have sufficient time to find another school. This allowance will only be made provided there aren’t behavioral issues that affect other students and teachers.

Students accepted on a conditional/provisional basis with the clause of having after-school private tuition and/or counseling must provide contact details of the tutor and counselor, and require the tutor and counselor to liaise closely with the school to ensure full cooperation for the student’s benefit. This information can be conveyed through a form available from the administration, or from the Student Services Coordinator (PYP) or Student Support Coordinator (MYP). If evidence of receiving after-school private tuition and/or counseling is not provided to the school on a regular basis, this means conditions stated are not being met and the student may be asked to leave DIA.

• **Identifying Students with Special Needs**

1. PYP: Students applying to DIA, from Tanzania or abroad, will be carefully assessed and considered on a case-by-case basis. Students applying from schools other than DIA must submit a confidential report form from their school; previous reports; and must sit an entrance diagnostic assessment. The entrance assessment is applicable for the learner’s grade to which they are applying for. This assessment will test a student’s level of language and mathematical skills. Applications from students who do not meet the grade’s admissions requirements, will be discussed by the coordinator, respective class teacher and Student Services Coordinator, who will consider student’s previous school reports as well as review the strengths and weaknesses of the student’s entrance assessment, and consider whether DIA has the resources to support the student effectively. If necessary, the Student Services Coordinator will meet with the applying student in order to assess further. If the student is accepted, the student services
TANZANIA, Dar es Salaam (cont’d)
SPECIAL EDUCATION (cont’d)

department will also discuss the student’s progress over the initial weeks with the student’s teachers to get a fuller understanding of the student’s abilities.

2. MYP: Students applying to DIA, who come from PYP at DIA, or from further afield, will be assessed and considered on a case-by-case basis. Students applying from schools other than DIA must submit a confidential report form from their school; previous reports; and must sit an entrance diagnostic assessment. Mathematics and language skills are assessed in the entrance assessment. Applications from students who do not meet the grade’s admissions requirements will be forwarded to the Student Support Coordinator, who will review the strengths and weaknesses of the student, and consider whether DIA has the resources to support the student effectively. If necessary, the Student Support Coordinator will meet with the applying student in order to assess further. Students who are applying from the PYP in DIA will also sit an entrance assessment to gain access to MYP. The MYP Coordinator and the Student Support Coordinator will discuss students who are in DIA PYP grade 5 in Term 2, in order to review each student’s progress and needs. Feedback will also be sought from the Grade 5 class teacher(s) and the PYP Coordinator.

3. The Student Support Coordinator will be informed of any applicants who have not scored highly on the entrance assessment, and will consider each student’s previous school reports as well as the entrance assessment to make a decision as to whether they qualify for additional support. The Student Support Coordinator will also discuss each student’s progress over the initial weeks with the student’s teachers to get a fuller understanding of the student’s abilities.

- **In School Support:** Students who do have mild special educational needs (suspected or diagnosed) and who are capable of reaching PYP and MYP objectives, students who are English language learners, and other students who are struggling with literacy, research or organizational skills may receive support from the Student Support Coordinator/Student Services Coordinator or teacher on a daily or weekly basis. This may involve in-class support (altered booklets or worksheets, assignments broken down into simplified steps, simplified language etc.) planned in coordination with the classroom or subject teacher, and/or it may involve receiving support outside of the classroom on an individual or small group basis. However, DIA values inclusion, and these support classes will be a small proportion of the student’s classes. The vast majority of the student’s time will be spent in their usual class, learning alongside their classmates. In order to ease the demands of students with SEN or ELL students, in mainstream classes, the Student Support Coordinator and Student Services Coordinator will liaise with subject teachers to discuss the most effective methods for approaching the education and general performance needs (e.g. class participation, enjoyment of school life) of each specific student. The teachers will implement teaching strategies in their lessons (to be stated in their unit plans) to assist those students with SEN, or ELL needs. These will include accommodations in the classroom, tailored instructions, and suitable interventions. If the Student Support/Student Services Coordinator is working separately with a student, these lessons will be planned by taking into consideration the content, approaches to learning skills (MYP), transdisciplinary skills (PYP), teaching strategies and learning experiences of the student’s current unit.

1. PYP: The PYP Student Services Department consists of a Student Services Coordinator, one full-time student services support teacher and two part-time student services support teachers.

   i. The role of the Student Services Coordinator is to: review any ELL or SEN applications to DIA with the respective class teacher and PYP Coordinator and consider if the student can be helped with the resources in DIA. Assess and make individual lesson plans and objectives for students receiving extra support. Sit in classes, observe students with SEN and advise teachers that need assistance with these students. Pull students out of language classes and or subject classes that students are having difficulties with to work one-on-one with or in small group lessons. Liaise on a regular basis with classroom teachers to determine the student’s progress and make adjustments both in class and in support lessons. Communicate and meet parents/guardians on a regular basis to discuss student’s progress and give guidelines and assistance to ensure the best support can be given at home.
Communicate and work with the support teachers to discuss plans and objectives to make sure that the student services department provides the necessary support that students require. Schedule the student services calendar on a termly basis, in order to accommodate students who require support. Recommend professional development for teaching staff to support students within the classroom. Ensure report cards are thorough and report on benchmarks set for students receiving additional support.

ii. The role of the student services support teachers is to: work with the student services coordinator to form plans, assessment strategies and objectives to suit student’s individual needs. Sit in classes and observe students, give assistance where needed. Pull students out of language and or other subject classes to work one-on-one with these students or in a small group lessons on a daily or weekly basis. Communicate regularly with the student services coordinator about individual student progress. Offer in-class support for unit of inquiry classes as well as other classes where required. Students with SEN are assessed on an individual basis according to their grade level’s scope and sequence. After accepting a student with mild SEN needs, or if a class teacher has identified a student struggling in language, unit of inquiry or mathematics, s/he will inform and meet with the student services coordinator to discuss the learner’s difficulties and needs further. The student services department will then observe the student and review the student’s academic work. An IEP (Individualized Education Program) will then be created with the classroom teacher, in order to assist the student reach his/her objectives. The student services department will work with these students on a regular basis until they are able to be put back into normal classes and reach their grade’s standard objectives. Parents/guardians will be notified before the student services department commences working with the student.

iii. Students with SEN can complete assessment tasks under altered conditions, when necessary. In order for these students to reach their objectives, arrangements may be made to include, but are not limited to the following: questions being read aloud to the student, the student being provided with regular breaks during an assessment, the student being permitted extra time to complete the assessment, a student completing an assessment on a computer instead of writing by hand, language in the assessment task instructions/assessment questions being simplified, assessment tasks may be broken down into a series of simple steps, assessment tasks will be planned to ensure that they assess relevant objectives only, and students may complete the assessment in a quiet, distraction-free area. These arrangements will not be applied when it puts the student at an advantage over his/her peers, rather they are to limit the specific challenges faced by that student that other students do not face.

2. MYP: Students with diagnosed SEN can complete assessment tasks under altered conditions, when necessary. The student will still be required to reach the same objectives as other students, however special arrangements can be made to limit the challenges faced by the student due to his/her SEN. Such arrangements may include, but are not limited to the following: Questions being read aloud to the student, The student being provided with regular breaks during an assessment, The student being permitted extra time to complete the assessment, The student may bring a dictionary into an exam, A student completing an assessment on a computer instead of writing by hand, A scribe to write a student’s answer, Language in the assessment task instructions/assessment questions being simplified, Assignments may be broken down into a series of simple steps, Assignments will be planned to ensure that they assess relevant objectives only, Students may complete the assessment in a quiet, distraction-free area, and Additional graphic planners may be provided to the student to ensure that s/he plans as effectively as possible.

i. Students with SEN may receive extra time with the student support coordinator preparing for the assessment, or completing an assignment.

ii. Parents/Guardians may be communicated with so that they are aware of the assessment and can offer support at home.
iii. Students may be given the option of redoing assessments, when it is clear that learning objectives have not been achieved.

iv. These arrangements will not be applied when it puts the student at an advantage over his/her peers, rather they are to limit the specific challenges faced by that student that other students do not face.

- **Support and Learning through Technology:** DIA acknowledges the growing prevalence of technology in our lives, and values the role that technology plays in providing students with support mechanisms for areas of weakness, and facilitating students to work on areas of weakness in a multi-sensory manner. As much as possible, students will be taught how to use such technological tools to support them, such as text to speech programs, speech to text programs, spell and grammar checkers, dictionaries, calculators, etc. Using these tools effectively is especially important for students who face long-term difficulties, such as dyslexia, where it may not be realistic to expect the student to become a sufficiently proficient speller. DIA subscribes to online resources every year to allow students to work on spelling, reading, English Language, French and Mathematics. Please see appendix for a full list of recommended resources.

- **Communication with Teachers:**
  1. **PYP:** Class/subject teachers who have concerns about a student in their class must fill out a Student Services Form (which can be found on the server, please see appendix 4). This will inform the Student Services Department of the student’s details and areas of concern. Once the Student Services Department reviews this form, a meeting will be conducted to discuss the student and to plan intervention and/or support. Teachers can also inform the Student Services Coordinator via an email, outlining their concerns and requesting to set up an individual meeting to discuss these students further, however this process will be formalized if the Student Services Department is intervening in an official capacity. The Student Services Coordinator will liaise closely with class and subject teachers to ensure holistic support for the student. They will communicate with teachers via email, individual meetings, and whole staff meetings. The Student Services Coordinator will also liaise with parents/guardians.
  2. **MYP:** Subject teachers who have concerns about a student in their class must inform the Student Support Coordinator of these concerns by email, or discuss the student in a weekly staff meeting, outlining their concerns and requesting a meeting to discuss the difficulties, and to plan intervention and/or support. If the subject teacher has significant concerns about a student and believes that the student may need one on one support from the Student Support Coordinator, the teacher should make this clear in the email subject line, by writing ‘Intervention for (student name) requested’. The Student Support Coordinator must be informed as soon as possible if any student within the MYP, despite being flagged or not, has received a 3 or below out of 8 in an assessment. The Student Support Coordinator will then liaise with the subject teacher to ensure that the student will have the opportunity to learn missed objectives. The Student Support Coordinator will liaise closely with subject teachers, in addition to parents/guardians, to ensure holistic support for the student. They will communicate with teachers via email, individual meetings, and whole staff meetings.

- **Communication with Parents/Guardians:** DIA values the role that consistent and strong parental/guardian support and encouragement plays in assisting students to succeed in school. In addition to communicating with parents/guardians through Parent/Teacher Conferences, report cards and workshops, the student services/Student Support Coordinators will remain in close communication with parents/guardians of students who receive regular support. Parents/guardians will be informed if their child is receiving regular support in a letter, which will include the following: information, how often the child will receive support, what the aims of the support classes are, how parents/guardians can support their child to achieve these aims, when the parents/guardians can next expect follow up, and a request for the parents/guardians to confirm receipt of the letter. Parents/guardians may also be asked to attend a meeting with the student services/Student Support Coordinator to discuss how the school can work with them to support the student most effectively. The level of ongoing communication with the parents/guardians will be determined on a
case-by-case basis. As the matter of students struggling to keep up in class and requiring support is a sensitive one, although communication with parents/guardians will follow certain guidelines, it will also be personalized and understanding of the need for parents/guardians and student to be communicated with sensitivity. Where particularly sensitive topics are to be communicated, parents/guardians will be asked to attend a meeting with the student services/Student Support Coordinator to discuss the matter in person. When the student no longer requires support, parents/guardians will receive a letter to inform them of the decision. Student progress will be reviewed in Term 2, and if a student is at risk of failing a grade, parents/guardians will be informed, and will be asked to attend a meeting to discuss interventions with the Student Services/Student Support Coordinator in Term 2. If, in Term 3, the student is still not reaching objectives, parents/guardians will receive a letter to inform them that the student cannot be accepted into the next grade in the next academic year. This letter will outline the support the student has received so far, recommendations made by DIA and the student’s current achievement level. DIA recommends students for assessment with an educational psychologist when they feel that it is in the student’s best interests, and when they feel that the school is unable to support the student effectively without further information of strengths and weaknesses. It is important that the parents/guardians are comfortable with this process before going for assessment, so that feedback from the psychologist can be used positively, and not viewed as a source of shame. Advantages of students and parents/guardians having knowledge of their diagnosis include support and guidance from the psychologist for the teachers, parents/guardians and the student on how to limit his/her difficulties, and the possibility of having special arrangements in assessments. Research also shows those students who are aware of the reasons for their difficulties feel more confident, and more in control of their learning.

- **Documentation:** All documentation regarding student support will be kept both on the server as well as in individual portfolios, which will be kept confidentially with the student services/Student Support Coordinator. Records will include information on: students receiving support, including their areas of strength and weakness, the level and nature of support being received, student progress, communication with parents/guardians, communication with teachers, records of previous school reports and or relevant psychological, sensory or baseline tests done to assess a student, and student’s main objectives and achievements per term. This information will be available for all teachers to refer to. In addition, student records from previous schools, and their entrance assessments to DIA will be kept on file in the administration building. Comments on students’ end of term reports will reflect the reality of the students’ strengths and weaknesses, their progress, and suggestions of areas to improve (See Appendix 5).

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**International School of Tanganyika** (2014) PK-12 1,060

[http://www.istafrica.com](http://www.istafrica.com) The School is basically equipped (with staff training and program) to deal with students with special needs. The access ramp for physically handicapped is available only at the secondary school, for the ground floor classrooms. In all cases, if a student comes with a special need, it is dealt with on an individual basis.

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**THAILAND, Bangkok**

**SPECIAL EDUCATION**

**Post Comments** (2014) ---- ---- ----

Special education services, such as self-contained classrooms, extensive occupational therapy, intensive speech therapy, psychiatric counseling or remedial classes for severe learning disorders (for example, moderate to severe dyslexia) are not generally available at schools in Bangkok, particularly for older children. If you have a child who is learning disabled or who has a history of learning or emotional problems, we urge you to contact the schools directly, prior to arrival at post, to see if your child’s needs can be met.
THAILAND, Bangkok (cont’d)

SPECIAL EDUCATION (cont’d)

Harrow International School (2014) PK-Y13 1,372
http://www.harrowschool.ac.th/ Harrow Bangkok has a separate department that caters for children with special needs, incorporating both learning support and gifted and talented. Cases are evaluated on an individual basis and the appropriate level of service provided accordingly. Please contact our admissions for referral to this specialist department.

International School Bangkok (2014) PK-12 1,946
http://www.isb.ac.th/ ISB is moving towards being more inclusive and meeting more diverse needs in an effort to keep siblings together. ISB currently supports students with learning needs in the regular classroom and limited pull-out support. Some students with identified learning needs participate in a learning support class during the school day. The level of services provided is “mild” (less than 20% of the school day). Learning needs that can be accommodated at ISB include learning disabilities, mild emotional/behavioral disorders and speech/language impairment. ISB employs certified special educators, school psychologists and speech language pathologists. There are agencies that cater to students with learning and emotional/behavioral needs in Bangkok. Most are located downtown 45 minutes or more drive from the school. ISB school psychologists maintain a directory of community resources: https://bangkokcommunityresources.wikispaces.com/.

The Village International Education Centre (2014) 3-20yrs ----
http://www.village-education.com/site/site2/ The Village Education Centre is a Special Needs School and provides the following curriculums/program of support: English National Curriculum. They have an educational psychologist and a counselor on staff. They employ special needs teachers. They offer support to all areas of need: mild, moderate, and severe. The School can provide services to children who need ASDAN (special needs life skills); Equals (special needs life skills); speech and language; occupational therapy. The School offers the following programs: ABA and counseling. The School can work with children who have dyslexia and autism.

THAILAND, Chiang Mai

SPECIAL EDUCATION

Chiang Mai International School (2014) PK-12 469
http://www.cmis.ac.th/ CMIS provides learning and counseling support for elementary and secondary school students with mild:

- Learning difficulties and disabilities.
- Attention deficit and hyperactivity disorders (ADD/ADHD).
- Autism spectrum disorders (ASD), including Asperger’s syndrome, if the student is cognitively and behaviorally capable to competently participate and achieve in the regular, mainstream academic programs. NOTE: CMIS does not have a speech-language pathologist (SLP) to work with children on the ASD spectrum who require speech-language therapy as integral part of their treatment/intervention plan.
- Emotional issues but not emotionally or mentally disturbed.
- Orthopedic problems. Note: except for the cafeteria, CMIS facilities became wheelchair accessible in August 2013.
- CMIS staff can assess academic achievement capabilities but cannot diagnose learning or behavioral conditions or disorders.
- CMIS refers families to or recommends that they seek out private educational psychologists in their home countries for full diagnostic evaluations when the Student Support Committee determines that such an assessment is warranted to identify a possible learning disability or disorder.
- CMIS has no speech-language pathologist (SLP), and there are no English-speaking SLPs in Chiang Mai at this time. There are on-line services, such as Canto Speech Therapy (www.power-of-speech.com/) that families can investigate when students require speech therapy.
THAILAND, Chiang Mai (cont’d)
SPECIAL EDUCATION (cont’d)
- CMIS can accommodate students with mild hearing impairments if the student can hear normal volume speech and language with a hearing aid or other voice/sound amplification device.
- CMIS cannot accommodate students with moderate to severe vision impairments that cannot be rectified with prescription lenses.

Grace International School (2014) K-12 545
www.gisthailand.org The School is equipped to handle students with the following programs or services:
- Mild hearing impaired at the elementary grade levels in the regular classroom and through a resource room.
- Mild to severe learning disabled and speech impaired children at all grade levels in the regular classroom and through the resource room.
- Mild mentally handicapped at all grade levels through the regular classroom and a resource room.

The elementary school building is accessible for the physically handicapped student. They are also equipped to handle Aspergers, sensory integration disorder, pervasive developmental disorder, and cerebral palsy. TEACH and NILD programs stimulate perceptual modalities for students with learning disabilities. Interactive Metronome stimulates syncopation, attention and concentration. Their speech and language program helps to develop articulation, language and auditory processing disorders.

Nakornpayap International School (2014) K-12 403
www.nis.ac.th Two ESL teachers and two full-time learning support teachers are available.

GIFTED AND TALENTED
Grace International School (2014) K-12 545
www.gisthailand.org They review test results and determine what services are needed. Tests used: WISC, Wepman, TONI, Wood Cook Johnson, Bender, Search, Wide Range Achievement, Conner-ADHO Developmental, Gates Mac Ginitie, AcTers-ADHO Readiness Test, Gray Oral, Amen-ADHO. The focus of the program is enrichment in the pull-out program and differentiation in the classroom.

TIMOR-LESTE, Dili
SPECIAL EDUCATION
Dili International School (2014) PK-12 293
www.distimor.org The School’s admission policy states that they can accept students with moderate special needs. Each case is examined individually. They do not have a special needs teacher on staff. Modifications to programming are done at the classroom level.

Quality Schools International of Dili (2014) PS-12 69
www.qsi.org QSI does not regularly offer programs to special needs students, however if a great need arises contact with the local Director of the school will be needed to arrange for appropriate teachers to be present. At the present time there are no special needs teachers available at the school nor are they available in the community.

TOGO, Lomé
SPECIAL EDUCATION
Arc-En-Ciel International School at Lomé (2014) PK-10 517
http://www.arc-en-ciel.org/ The School has no specific program for children with special but there are a number of children with special needs (learning difficulties, mental handicap) who are fully integrated in the school, as this is viewed as beneficial for the child and the wider school. The School is in contact with various specialists (speech therapist, education psychologist, and psychiatrist) who carry out assessments as requested and whom they can recommend to the parents should ongoing input be needed. Many students in the Green School (English program) have English-as-a-second language and where this is the case ESL support is provided in the form of pull-out classes and after school tutorials.
The British School of Lomé provides a wide variety of learning experiences and varied assessments so that students of all abilities are accommodated.

**Detail which needs can be addressed:** The School is able to accommodate a wide range of special needs, from mild to severe which include learning disabled, speech impaired, hearing impaired, orthopedically impaired, mild sight impairments and emotionally disturbed.

- Parents must divulge all relevant information regarding their child’s special needs and medical history to allow the school team to make an informed and realistic decision about the appropriateness of the child’s admission /placement at The British School of Lomé.
- A child with a severe learning difficulty may be admitted with a clear written understanding of the nature and time span of the school’s commitment.
- If after admission the Head of School finds that the child’s educational needs are beyond what the school can offer s/he reserves the right to ask aid where possible,
  - The parents to choose an alternative school provision or
  - To provide a privately paid full-time capable assistant to support the child in every class. This can apply in particular to a very young child.

**Programs and Services**

- The British School of Lomé recognizes that learning difficulties can arise at any time as a result of new curriculum demands, changed rates of learning, absence from school, settling into a new educational environment; or a specific learning or language difficulty. There may be a need to challenge able students and stimulate a higher level of achievement, in a particular area, or across subject areas.
- Learning support is provided by additional support and enrichment through a learning resource center and in the regular classroom.
- Teaching styles reflect the wide range of abilities and language levels in most of our classes even at the advanced levels.
- The majority of students in Year 11, IGCSE and 12-13 pursue academic courses leading to university or college education through the IB Diploma or certificates which allow students to progress to an appropriate post-secondary experience.
- Pupils in Year 10 with specific learning difficulties can opt to take supportive studies. This course benefits pupils who would struggle with the demands of taking all the (I) GCSE and IB Diploma options.
- Exam dispensation is sought at IGCSE and IB levels for those students who need extra measures of support in these examinations and course work.
- The British School of Lomé gives advice where and when appropriate if it is evident that other alternative programs/school would appear to be the better option after Year 11.
- Each child who is identified has an IEP and a class accommodation list. As each child is a unique individual with differing needs, the program of study for each child will be as unique as the child.
- It is the schools aim to integrate all students into the mainstream classes where they will receive appropriate teaching and support.
- Students have access to the whole curriculum unless because of their needs they need a reduced curriculum.

**Staffing**

- There is a learning resource co-coordinator who is trained to diagnose disabilities.
TOGO, Lomé (cont’d)

GIFTED AND TALENTED

British School of Lomé (2014)

http://www.bsl.tg/ Admissions procedures and programs for gifted and talented students:

- Identifying gifted and talented students takes the form of a procedure similar to the identification of the child with learning difficulties following:
  - Teacher observations
  - Group school testing
  - Performance measures (not only grades but activities, hobbies prizes won, portfolios that provide evidence of talent)
  - Checklists and inventories
  - Aptitude and achievement tests which include cognitive ability testing

Programs for gifted and talented

- Accommodations are flexible and include a range of options looking to use as many community resources as possible which may mean enrichment in a specific area within or outside the classroom which include:
  - Independent projects
  - Contest or competitions
  - Pull-out enrichment programs (small groups where appropriate)

TUNISIA, Tunis

SPECIAL EDUCATION

American Cooperative School of Tunis (2012)

http://www.acst.net ACST is staffed to meet the needs of children with mild to moderate special needs, but is less able to accommodate those with severe learning and/or physical disabilities (e.g. children requiring wraparound therapy services such as occupational, physical, and speech therapy services). There are currently teachers onsite trained to teach children with special needs and there is a special needs coordinator. The school asks that parents provide all school records including the child’s IEP in order to assess needed accommodations. ACST can accommodate students for whom programs are already in place.

TURKEY, Adana

SPECIAL EDUCATION

Incirlik Unit School (DoDEA) (2014)

http://www.inci-ehs.eu.dodea.edu/ Mild to moderate learning disabled students can be accommodated. Speech services are also offered, as well as mild to moderate pre-school age services. Incirlik Unit School is a level 2 school meaning it is able to service students with mild to moderate disabilities; mild=mainstream or pullout for up to 20% of the school day; moderate=20-50% pullout. There are three areas of need we service communication impaired, developmental delay, and specific learning disability. We service communication impaired students at the C2 level meaning services are available to provide comprehensive speech and language interventions in individual or small group settings. We service developmental delay preschool students at the P2 level meaning mild to moderate developmental delays who require daily or less frequent support in a preschool classroom setting. Specific learning disabled students are services at the L2 level meaning services are available to provide individual instruction in the general education classroom with resource room support not exceeding 50% of the day. There is a Case Study Committee with staff members that are trained to diagnose disabilities in the areas of communication impaired, developmental delay, and specific learning disability. The staff members that are trained to diagnose disabilities in the areas of communication impaired, developmental delay, and specific learning disability are all on site at Incirlik Unit School. These staff members are also the special needs teachers employed at the school that work with the student.
TURKEY, Adana (cont’d)

GIFTED AND TALENTED

Incirlik Unit School (DoDEA) (2014) K-12 403
http://www.inci-ehs.eu.dodea.edu/ At Incirlik Unit School, in order for a child to be considered for our gifted program, they must be referred by a parent or member of the faculty and meet the qualifying standards set by DODEA. The process is as follows: once referred, the gifted education instructor sends home paperwork for the parents to fill out that gives them permission to test their child and provides information on how their child performs, compared to other children of the same age. Once that packet is returned, the child is tested using the In View and/or Naglieri tests. The gifted education instructor also gets input from teachers using our gifted rating scale (parents fill out a similar one in their packet). Finally, the gifted education instructor takes the test scores, information from parents and teachers, and information from the student's records and compiles them into a summary. This summary is reviewed at the gifted review committee meeting, which is a panel of faculty members that includes the gifted education instructor, administrators, counselors, and teachers. This committee reviews the summary and determines if the child qualifies for the gifted program (according to DODEA guidelines) or needs further monitoring. A letter is then sent home to the parents with our decision. A parent can appeal the decision if they disagree. If the committee determines that a child qualifies for the program, then the child is pulled out of class for one hour on every other day to participate in the gifted program. The gifted education instructor runs the gifted program by herself (she has gifted endorsement on her teaching certificate) but she must consult the committee when admitting a child into the program; she cannot just decide they are qualified on my own.

TURKEY, Ankara

SPECIAL EDUCATION

British Embassy School Ankara (2014) PK-7 223
www.besaturkey.org The School has a SENCO and a SEN assistant on campus. Applicants with special educational needs are assessed on an individual basis to see if the school can accommodate their needs.

Oasis International School (2014) PK-12 237
www.oisankara.org The School can accommodate children who have mild learning disabilities, across all grade levels. Their educational therapist works with students using NILD therapy. He is full-time and works with a small number of students each year. Admissions procedures are the same, but can take longer at times, because of IEP reviews and meetings.

TURKEY, Istanbul

SPECIAL EDUCATION

Istanbul International Community School (2014) K-12 562
www.ies.k12.tr Each child is evaluated upon application

MEF International School (2014) PK-12 443
http://www.mefinternationalschools.com/ Mild learning disabled at all grade levels handled primarily in the regular classroom. The school is not accessible to physically disabled students.

GIFTED AND TALENTED

MEF International School (2014) PK-12 443
http://www.mefinternationalschools.com/ MEF International School tries to tailor learning towards individual student needs when they can. Although these cases are quite rare, when gifted or talented students are identified based on teacher recommendation and academic excellence, the School recognizes the need for specialized programs to challenge young minds and prepare them for a more rigorous curriculum benchmark. They are currently working with a program at the John Hopkins Online University called CTYOnline. Currently, two of their students have been recommended to this institution to supplement their higher-level learning. These programs cater to the individual students, and their enrichment by subject area is monitored and assessed. Students work at their own pace, and then MEF International School collaborates with John Hopkins University to process the necessary transcripts and documentation.
TURKMENISTAN, Ashgabat

SPECIAL EDUCATION

Ashgabat International School (2014) PK-12 205

http://www.qsi.org/schoolpages/tkm/home/

Quality Schools International does not provide special education services, nor does it suggest that there are functioning special education programs at its schools. What QSI does have are small class sizes with a model of teaching that can potentially support children with mild to moderate learning challenges. QSI is not unlike most international schools in that it does not hire the staff required to provide formal special education programming. Ashgabat International School requests that parents provide the school with information regarding any special needs assessments or services previously received, and requires a permission form to contact leaders in the institutions where the services were provided. Parents must realize that this does not mean the school will provide the same services; the School will use the information to learn about the needs of the students and modify its program to help students to be successful, if possible. There are times, however, when the services available in the School are not adequate to meet the students’ needs.

All students that have existing special needs assessments upon enrollment at Ashgabat International School will be referred to the Student Support Team. The team will develop a plan of support for the student while at Ashgabat International School. Additionally, teachers can refer enrolled students to the Student Support Team if teachers suspect that students would benefit from additional support in the classroom. The Student Support Team will consist of the guidance counselor and teachers with backgrounds in special education. The team will discuss testing and observational notes on referred students in order to create a plan of modifications that may improve students’ educational experience.

If, after the team has implemented modifications to a student’s learning program, and it is determined by the school’s instructional leaders that Ashgabat International School is not able to provide adequate services for a student, the following options will be presented to a parent:

- **Option 1**: The parent may seek additional services outside the curricular, physical boundaries, and time parameters of the school. If this option is selected, the parents will be responsible for the costs of such a program. If possible, Ashgabat International School will assist the parent in locating such programs.

- **Option 2**: The parent may request a reduction of the daily schedule to access additional educational services outside the curricular and physical boundaries of the school, but still within the school day. If this option is selected, the student will still be held responsible for completion of the core academic program at Ashgabat International School. In other words, students may not be pulled from their reading, language, arts, mathematics, cultural studies or science curricular areas. In rare cases, students may be pulled from their physical education, technology, world language, or classes related to the visual and performing arts to receive special instruction. However, this will be strictly limited to very special cases and determined by the school’s administration and teaching team. In order to graduate and earn a diploma, all Ashgabat International School students must complete the requirements to do so. In most cases, the reduction of schedule will be limited to release from school time devoted to co-curricular activities, such as noncredit music, the arts, or sports activities. This option does allow for a student to be pulled from his/her regular school day for special instruction, but only for brief periods of time. **Note**: At no time may parents pull a child from regular classes and tutor the child themselves on school premises. This is reserved for a home environment outside the school day and school program.

- **Option 3**: The parent may suggest that a one-on-one assistant be arranged to help a child during the school day. The cost for recruiting and hiring of the one-on-one assistant will be the responsibility of the parent. School leadership reserves the right to review the qualifications of the assistant and interview the assistant; school leadership must approve any adult working in the school. A criminal background check will be required of any such personnel. If special tutoring addresses special learning needs, and it is determined by the parents and school leadership that the student would be better served if the school arranged assistance, this may be allowed. This might include pull-out time and/or in-classroom assistance.

- **Option 4**: The parent is free to seek educational services elsewhere.
In all cases, there will be no reduction of fees. For all outside services beyond the scope of the QSI educational system, all costs for special needs services, in addition to the fees outlined in the school’s information packet are the responsibility of the parent. Quality Schools International does not have a part-time attendance policy or part-time fee structure. As mentioned above, the parent is responsible for all costs related to special assistance. The School does not accept the liability of parent-sponsored assistants or specialists. In all cases, the parents accept the responsibility of checking the background of anyone working with their child.

**Intensive English Program:** Ashgabat International School (AIS) strives to help all students be successful. Students whose first language is not English and that are in need of added support are enrolled in the Intensive English Program. In order to keep students on a successful track toward the secondary program, preparing to earn a graduation diploma, the following guidelines are in place for all students:

- **3–5-year-old students** who are non-native English-speaking students will be immersed in the regular instructional program and will complete their learning activities along with their native English speaking peers.

- **Beginning at age 6 years old,** all students of Ashgabat International School will be tested for English proficiency using several English language assessment tools. Students will be tested in reading, writing, speaking, and listening. If, after the tests are scored and it is deemed necessary by the school’s staff that a student receive special English language instruction, students between the ages of 6 and 11 years old will be entered into an age-appropriate Intensive English program. Depending on a student’s assessed level of English language proficiency, placement in the Intensive English program will range from two to three periods per day and will include additional support from an Intensive English teacher. All students in the Intensive English program will be assessed regularly and often using a variety of assessment tools and techniques in order to help the teachers design learning activities that will help the student stay on a positive journey to success. Each student’s assessment results and progress toward the goal of joining the age-appropriate mainstream classes will be shared frequently with the parents and staff members included in a student’s learning program. When a student is ready to transition out of intensive English, the student may be enrolled in a mainstream reading and language arts class at a lower age level in order to gain further skills before moving to his/her own age level class.

- **12–13-year-old students** (middle school age) that need to be placed in the intensive English program will be monitored closely in order to determine when they may be ready to enter the secondary program.

- **Secondary I students** are expected to be enrolled in literature I and writing I or higher level English courses. Those English language learners needing some support may enroll in a non-credit intensive English support class to help the students succeed in literature I and writing I. In order for students to successfully master secondary units, they need ascertain level of English language proficiency. The school has set the following minimum requirements for entry into the secondary program:
  1. Diagnostic Reading Assessment (DRA) independent reading level of 70 or higher.
  2. Measures of Academic Progress (MAP) Reading and Language Usage RIT scores at the 25th percentile or higher at the 8th grade level.
  3. A proficient writing level as judged by the secondary English teacher, based on writing samples. Prior to the beginning of the 3rd term, all 13 year-old students in the Intensive English program at Ashgabat International School will be assessed in their reading and writing skills as a preliminary review to assess their readiness for secondary Literature I and Writing I classes. The placement team will consider the following factors in assessing the students’ readiness for the secondary program:
TURKMENISTAN, Ashgabat (cont’d)
SPECIAL EDUCATION (cont’d)
✓ DRA: Any student with a Diagnostic Reading Assessment (DRA) level less than an independent 70 reading level will be retested in May.
✓ Written Essay: The team and the secondary English teacher will review students’ writing samples and may require an essay written specifically for the purpose of evaluation.
✓ MAP: The team will review the students’ MAP test scores.
✓ Grades: The team will review the grades the student received on several consecutive status reports.

The team will notify parents of all students not currently meeting appropriate levels, and the team will meet with the parents to develop a plan of action. Then, in May, another DRA reading assessment and writing assessment will be given. After spring MAP assessment scores are available, another conference will be scheduled to notify parents of whether their child will be accepted to the secondary program at AIS. If deemed appropriate, the student may be enrolled in the 13-year-old reading and language arts classes with the understanding that the student may not qualify for an academic diploma upon graduation depending on the speed of English language acquisition.

UGANDA, Kampala
SPECIAL EDUCATION
Ambrosoli International School (2014) PK-5 279
www.ambrosolischool.com The School provides support for children with mild learning challenges e.g. dyslexia. They also support children with EAL. Their full-time coordinator of ILN (Individual Learning Needs) is special needs trained. Where possible these children are supported in class; they keep pull-out to a minimum. They also have a small class for children with learning challenges greater than those that could be accommodated in the mainstream classroom. They have a special needs teacher and assistant working with 3 (currently) children. Their capacity is 6 children.

The International School of Uganda (2014) PK-12 572
www.isu.ac.ug Students who enter ISU with an IEP continue with a support plan that matches their needs within the context of ISU. All ISU students are monitored through regular grade level meetings attended by teachers, counselors and special education learning support teachers. If a learning difference is suspected, a referral is made and the Optimal Learning Centre plans appropriate assessments to determine if a student qualifies for extra support. Outside recommendations for education psychologist evaluations may be requested depending on the needs of a student. Once a student has an IEP and is an OLC student, the type and level of support varies depending on the needs of the student. Student progress is monitored and reported to parents. 90% of special education serviced students are mild, and 10% would classify as moderate with 20-50% pull-out. They currently do not have any students who are ‘severe’ receiving 50-100% pull-out.

Needs that are typically met at ISU are students with: learning disabilities, mild cognitive impairments, speech impairments, hearing impairments, sight impairments, and mild emotional disturbances. ISU is not a wheelchair friendly campus because of the terraced terrain the campus is located on and the number of staircases required to access classrooms. If a student requires more class assistance to access the curriculum than the special education department can provide with an ISU teaching assistant, a family may be asked to provide a PA (personal teaching assistant) to help meet the academic needs of a student in the classroom. This expense is expected to be met by the family.

ISU does not have a school psychologist on staff; however they make referrals to psychologists within Uganda, Kenya, South Africa and home countries. Special education teachers at ISU have assessments which can flag up specific needs, monitor progress and be used to make goals for students. ISU has trained special needs teachers at the school who work with students. They also assist to locate tutors to support students at home that have experience working with special needs.
UGANDA, Kampala (cont’d)
SPECIAL EDUCATION (cont’d)
Kampala International School Uganda (2014) PK-12 616
www.kisu.com/ KISU admits children with very mild special needs on assessment by the Learning Support Department.

UKRAINE, Kyiv
SPECIAL EDUCATION
Kiev Christian Academy (2014) K-12 150
http://kca.org.ua KCA currently may only service students with mild special needs (learning disabilities). They do not have staff to diagnose these disabilities. Students, however, may be referred to a Kyiv-based American psychologist. They also have access to other educational consultants located in Kyiv.

Kyiv International School (2014) PK-12 722
http://kis.net.ua/site/ Mild emotionally disturbed at the elementary and middle school grade levels can be accommodated in the regular classroom. Mild hearing impaired, learning disabled, speech impaired and visually handicapped can be accommodated at all grade levels in the regular classroom. The School is only able to offer assistance and programs for children who are mildly disabled.

Pechersk School International Kyiv (2014) PK-12 422
http://www.psi.kiev.ua/ Mild emotionally disturbed and speech impaired can be accommodated at the elementary and middle school grade levels in the regular classroom and through a resource. Mild learning disabilities at all grade levels can be accommodated in the regular classroom and through the use of a resource room. The School will not provide pull-out assistance for more than one period per day. The School is not equipped to assist students with more severe disabilities. The school is accessible for the physically handicapped.

GIFTED AND TALENTED
Kyiv International School (2014) PK-12 722
http://kis.net.ua/site/ Students are assessed and provided advanced educational opportunities in the core areas of instruction. Placement is based on records from the previous school, referral from teachers and parents, and admission testing. The focus of the program is on acceleration within the school curriculum.

UNITED ARAB EMIRATES, Abu Dhabi
SPECIAL EDUCATION
Unlike public schools in the United States, private overseas schools are not required to meet the educational needs of every child who wants to attend. Therefore, if your child has special needs, it is your responsibility to select an appropriate school to address his/her needs. Please be aware that schools in Abu Dhabi have limited programs for children with special needs.* Specials Needs programs in Abu Dhabi are very limited. In general, the schools have almost no formal special needs curriculums. Those that do tend to educate children under age 14. If you have a child with an established IEP (Individual Education Program), it will be very difficult to continue the educational support standard suggested in the plan. The American International School in Abu Dhabi, www.AISA.sch.ae, has a very limited program for middle-school and below. The Canadian School, www.cisabudhabi.com, also makes some accommodations for mild cases. The Future Centre, www.future-centre.com, accepts younger expat children with more complicated special needs in a full-day program (full-day being until 2 pm), however their programs are extremely limited and/or subject to availability, as it is not a traditional academic institution. Please contact these schools directly for further details. Parents here have used the following website listing and forum as a resource on special needs programs offered in Abu Dhabi: http://www.dubaifaqs.com/schools-special-needs-abu-dhabi.php.
UNITED ARAB EMIRATES, Abu Dhabi (cont’d)
SPECIAL EDUCATION (cont’d)

- **The Future Center for Special Needs** (PK-12) [http://future-centre.org/x/en/](http://future-centre.org/x/en/) The Future Centre maintains its commitment to providing relevant education and programs and rehabilitation services to students with special needs. Their goal is to improve the lives of their students and enable these students with disabilities to enjoy an enhanced quality of life, and pursue their dreams. Students at the Future Centre have various conditions like ASD or autism spectrum. Down syndrome, cerebral palsy, motor disorders, speech and language disorders, SLD or specific learning disabilities like ADHD and dyslexia, hearing impairment, seizure disorders, and other rare conditions like Cohen syndrome, Seckle syndrome and Dr. Joubert syndrome among others. Members of its staff come from various nationalities and all have gained their respective qualifications from either their home countries or from abroad. Most of the employees have university degrees while others have done postgraduate studies.

- **Stars for Special Abilities** (PK-Adult+) [http://www.starzuae.com](http://www.starzuae.com) The School is committed to building a strong team with a common goal of helping every student shine. In partnership with children, teachers, parents, schools, medical professionals and the community along with the firm belief that all children are capable of success, Stars for Special Abilities is committed to helping each child develop not only academically but also socially and emotionally to their fullest potential and building each child’s self-confidence and self-worth. They offer support services for special needs children including: Auditory Integration Training (AIT) program, Consulting and support services for schools to integrate special needs students, learning strategy and program development, occupational therapy assessment, diagnosis and therapy, psychological assessments and interventions including those related to attention deficit syndrome and ADHD, autism and related autistic conditions, dyslexia, psychomotor assessment, diagnosis and therapy, rehabilitation services, rehabilitation units for children waiting for transition into schools, speech and language assessment, diagnosis, and therapy, teacher training for teacher's assistants.

**American Community School of Abu Dhabi** (2014) PK-12 1,084 [www.acs.sch.ae](http://www.acs.sch.ae) The School can accommodate children with mild to moderate learning challenges. All applications are carefully and individually evaluated by a team of education professionals.

UNITED ARAB EMIRATES, Dubai
SPECIAL EDUCATION

**Post Comments – Dubai School Information** (2014) ---- ---- ----
All schools in Dubai are private and tend to be selective. There are no guaranteed admissions, particularly for children with special needs and children who have had behavioral or academic concerns. Specials needs programs in Dubai are very limited. In general, the schools here have almost no formal special needs curriculum. Those that do tend to educate children under age 14. If you have a child with an established IEP (Individual Education Program), it will be very difficult to continue the educational support standard suggested in the plan.

**American School of Dubai** (2014) PK-12 1,644 [http://www.asdubai.org/](http://www.asdubai.org/) ASD provides limited support for academic learning differences. They cannot accept students more than 6 months behind the School’s academic expectations. Support is given primarily as an inclusive program with a specialist going into the classroom.

**Bradenton Preparatory Academy** (2014) PK-12 294 [http://www.bradentonprepdubai.com/](http://www.bradentonprepdubai.com/) Bradenton Preparatory Academy is a fully inclusive school, with a Learning Support Team (LST) in place to meet the needs of the students enrolled at the school. Personalization of learning is at the heart of the School vision and therefore, the educational experience of their students focuses on the needs of the individual. Therefore, all students at BPA have a Personalized Student Achievement Plan (PSAP) that is used to guide students towards targets that will allow each student to achieve success. Student progress is monitored and if necessary, the needs of a specific student can be referred to the LST and a support plan implemented at an appropriate level in partnership with parents. The LST have specific roles but work
collegially to meet the needs of students. Together, the LST in partnership with parents create a learning plan for referred students that can operate on a three levels: (i) monitoring and support through accommodation in the classroom, (ii) a more formal learning plan with specific targets and specified support to meet the student needs and (iii) an Individualized Learning Plan (IEP) that specifies targets, details a more intensive support program and is reviewed regularly by all stake holders. They also have an effective partnership with an external agency, KidsFirst, which can provide specific and specialized support for students to supplement their Learning Plan or IEP. An English-as-a-second language program also ensures that the needs of English Language Learners are met through initial assessment, an individualized program of support, and monitoring.

**Collegiate American School** (2014) PK-9 937
http://www.casdubai.com/home/ The Student Support Team is comprised of the Principal, Deputy Principal, school counselor, English language learner (ELL) teacher and the learning support teacher. The School’s students with special needs vary greatly in their diagnoses. They have some students with autism (all have a shadow teacher or external service provider), other students with speech and language delays, dyslexia, AD/HD, ADD, etc. They currently have one student who is physically handicapped, who is in a wheelchair and attends school with a full-time nurse. They do not have on-site staff trained to diagnose disabilities but do work closely with several local centers who have qualified psychologists on staff who can conduct psycho-educational assessments. All students with a formal diagnosis are on their special educational needs (SEN) list. Students who are experiencing significant difficulties with their academics and are about two grade levels below are placed on the learning support list. Finally, students who are about one grade level below are placed on the focus list-academic and students who have behavioral concerns due to personal and/or home or school environmental factors are placed on the focus list-behavioral. The school counselor is primarily responsible for seeing the students on the focus list-behavioral and for tracking their progress. Currently, most students receive mild support. Some SEN students receive one or two forty minute one-on-one pull-out sessions per six day cycle. As an alternative or in addition to this, they may attend groups that target specific skills such as letters, phonics, writing, multiplication, factors, etc. The learning support teacher also helps students in middle school (grades 6-8) by being available for help in one of their math and English classes every six day cycle.

**Dubai American Academy** (2014) PK-12 2,298
www.gemsaa-dubai.com Mild learning disabled students can be accommodated in the classroom at all grade levels. Mild speech impaired students can be accommodated at the elementary grade levels in the regular classroom. The School is accessible for the physically handicapped and provides individual counseling and support in mainstream classroom, with small amount of tutorial/pull-out provided; all teachers are expected to differentiate instruction across the curriculum.

**GIFTED AND TALENTED**

**Bradenton Preparatory Academy** (2014) PK-12 294
http://www.bradentonprepdubai.com/ A gifted and talented program is in place that ensures students are engaged and challenged within the curriculum and experience enhanced educational experiences as part of the extra-curriculum provision.

**UNited Kingdom, Belfast**

**SPECIAL EDUCATION**

**Post Comments – Schools in Belfast** (2014) ---- ----
Northern Ireland has a very well-developed system for providing support to children with special educational needs. There is a Special Educational Needs Advice Centre for Northern Ireland (SENAC), which can provide assistance and information on the programs available. Each school has a special education needs coordinator, who analyzes the information provided by the parents and then assists with developing an appropriate plan. SENCO would need access to any existing medical/psychological reports, background assessments and the current Individual Education Plan for the incoming child to develop a school-specific IEP. There are five levels of IEPs provided at schools in Northern Ireland, the first three provided by the school, and if further assistance...
UNITED KINGDOM, Belfast (cont’d)

*SPECIAL EDUCATION* (cont’d)

is necessary, such as an in-class assistant, the regional educational board steps in to provide support. Belfast has a number of schools that work with children with special educational needs. Additional resources:

[Link to Department of Education’s Guide to Parents of Children with Special Needs](#)
[Link to Belfast Education and Library Board Special Needs Page](#) (once on page refer to links at left)

UNITED KINGDOM, Edinburgh

*SPECIAL EDUCATION*


Children with special educational needs can be taught in a range of different educational settings, according to their needs. Mainstream government schools are able and encouraged to accommodate special needs children, when appropriate, by calling on a wide range of available specialists and auxiliary support. Specialized schools are also available though there may be a long waiting list. Special needs education information can be obtained from:

- Children in Scotland
  5 Shandwick Place
  Edinburgh, EH2 4RG
  Helpline: [44] (131)-222-2425
  E-mail: info@enquire.co.uk  Website: www.enquire.org.uk

  For gifted children, information can be obtained from:

  - National Association for Gifted Children (Scotland)
    Telephone: 0845 450 0221 (local rate call)
    E-mail: amazingchildren@nagcbritain.org.uk  Website: www.nagcbritain.org.uk

UNITED KINGDOM, London

*SPECIAL EDUCATION*

Post Comments – Special Education (2014) ——— ——— ———

The following listing of special schools includes both independent and state schools. It is impossible for us to assess the caliber of these schools relative to their US equivalents. It is generally agreed that they are not of the same standard as those in the US and do not follow a US curriculum. It is common for these schools to be oversubscribed and likely that your child would be placed on a waiting list upon initial enrollment. Post strongly advises that you begin communicating with the schools well before your arrival at post, and that you send them as much information as possible on your child’s handicap. If already at post, see the Community Liaison Office for brochures and listings.  **Please note:** a student cannot be accepted for admission to a specific state school until the family knows where they will be living. London is divided into boroughs and each borough’s “Education Authority” only assigns students to state run schools within their jurisdiction.

**SCHOOLS FOR CHILDREN WITH LEARNING DISABILITIES**

- **Abingdon House School** (private): – A small (50 students) co-educational school for children with specific learning difficulties aged 5-13 years. The School is designed to help the intelligent child with learning problems, so there is a high staff/pupil ratio. Instruction is delivered in small classes with teachers, assistants, therapists and trained staff. The Embassy typically has a few students at Abingdon House (parents have highly recommended the school). Abingdon House is located within close distance of Regents Park. [www.abingdonhouseschool.co.uk](#)

  *Head: Mr. N. Rees*
  *4-6 Abingdon Road*
  *London W8 6AF*
  *Tel: 0845 230 0426  Fax: 0207 361 0751*
  *Email: ahs@abingdonhouse.school.co.uk*

  *Learning Disabilities Addressed: ADD, ADHD, Autistic Spectrum, Dyscalculia, Dyspraxia and Dyslexia*
UNITED KINGDOM, London (cont’d)
SPECIAL EDUCATION (cont’d)

- **Fairly House** (private): Fairly House takes boys and girls between the ages of 5 and 12 who have specific learning difficulties (dyslexia and dysphasia). The School is designed to help the intelligent child with learning problems, so there is a high staff/pupil ratio. Each child is assessed by the school and, if the education provided at Fairly House is suitable, the parent may complete an application for entry to the School. [www.fairleyhouse.org.uk](http://www.fairleyhouse.org.uk)
  
  **Principal:** Jacqueline Murray
  
  **Age range:** 5-14
  
  **30 Causton Street**
  
  **London SW1P 4AU**
  
  **Tel:** 0207 976 5456
  
  **Fax:** 0207 976 5905
  
  **Junior School:** (Grades 1-4) **Senior School:** (Grades 5-9)

  **Learning Disabilities Addressed:** ADD, Dyscalculia, Dyspraxia and Dyslexia

- **Parayhouse School** (private): Parayhouse is a coeducational day school for children ages 8-16. Prospective students attend a 1-day structured assessment at the School. The curriculum is based on traditional subjects but geared to specialist methods for dealing with learning difficulties. The objective of the School is to encourage children to develop their true potential in readiness for possible transfer to mainstream education. Computer literacy is an essential and a core subject at Parayhouse. The School specifically provides educational programs for children suffering from Down’s syndrome, Epilepsy, moderate learning difficulties and speech and language difficulties. [www.parayhouse.com](http://www.parayhouse.com)

  **Head Teacher:** Sarah Jackson
  
  **Age range:** 7-16
  
  **St. John’s Church Buildings**
  
  **Tel & Fax:** 0207 751 0914
  
  **Worlds End, Kings Road**
  
  **Chelsea SW10 0LU**

  **Learning Disabilities Addressed:** ADD, ADHD, Autistic Spectrum Disorder, Asperger’s Syndrome, Behavioral, Emotional and Social Disorders, Down’s Syndrome, Dyspraxia and Epilepsy

- **Cameron House School:** This is a coeducational school for children ages 4-11 with learning difficulties of a dyslexic nature. There is a high pupil/teacher ratio, with no class larger than 12. There are extracurricular activities in dance, pottery, karate, and judo. [www.cameronhouseschool.org](http://www.cameronhouseschool.org)

  **Headmaster:** Lucie Moore
  
  **The Cameron House School**
  
  **4 The Vale**
  
  **London SW3 6AH.**
  
  **Tel:** 0207 352 4040

- **Manor School:** Recommended by a parent. There are only special needs kids at this school, approx. 130 kids that include a wide range of learning disabilities, PDD, autism, and Down syndrome. The children at this school are physically robust, however. They don’t have physical disabilities. [www.manor.brent.sch.uk](http://www.manor.brent.sch.uk)

  **Head Teacher:** Jo Gilbert
  
  **Age range:** 4-11
  
  **Chamberlayne Road**
  
  **Kensal Rise, London NW10 3NT**
  
  **Tel:** 0208 968 3160
  
  **Fax:** 0208 968 3075
  
  **Email:** admin@manor.brent.sch.uk
SPECIAL EDUCATION (cont’d)

- Centre Academy (private): The Centre Academy works closely with the Developmental Center using a team of counselors, testing staff, clinical psychologists, educators, and other professionals to find the causes of a child’s behavior. After an educational consultation with the Clinical Director, a full evaluation of the child follows, including an interview and testing. The Developmental Center offers a full day program that combines remedial help with course work and preparation for exams. They also offer “one-to-one” for students who do not need the intensity of the full day program. Centre Academy specifically provides educational programs for children suffering from dyslexia, ADHD, and autistic spectrum. The School is located in a dated building and parents should view the school before committing to Centre Academy. [www.dcedservices.com](http://www.dcedservices.com)
  
  Executive Director and Headmaster: Dr. Duncan Rollo
  
  Admissions Coordinator: Amina Shivji

  Age range 7-19
  92 St. Johns Hill
  Battersea SW11 1SH
  Tel: 0207 738 2344
  Fax: 0207 738 9862
  Email: ukadmin@centreacademy.com

  Learning Disabilities Addressed: ADD, ADHD, Autistic Spectrum, Asperger’s Syndrome, Dyslexia and Dyspraxia

SCHOOLS FOR CHILDREN WITH PHYSICAL DISABILITIES

- The Swiss Cottage School (state): The School specifically provides educational programs for children suffering from learning, physical and speech difficulties, as well as the autistic spectrum. Ages 3-19 [www.swisscottage.camden.sch.uk](http://www.swisscottage.camden.sch.uk)

  Swiss Cottage School
  Age range 2-16
  Avenue Road
  London NW8 6HX
  Tel: 0207 681 8080
  Email: admin@swisscottage.camden.sch.uk

- College Park School (state): For the mentally handicapped, ages 2 1/2-19, educationally sub-normal-mild. [www.qe2cp.westminster.sch.uk](http://www.qe2cp.westminster.sch.uk)

  Ages: 2 1/2 -19
  Executive Head Teacher: Olivia Meyrick
  College Park School
  Garway Road
  London, W2 4PH
  Tel: 020 7221 3454

- Queen Elizabeth II Silver Jubilee School (state): For the mentally handicapped, ages 5-19, educationally subnormal-severe. [www.qe2cp.westminster.sch.uk](http://www.qe2cp.westminster.sch.uk)

  Ages: 5-19
  Executive Head Teacher: Olivia Meyrick
  QEII Jubilee School
  Kennet Road
  London, W9 3LG
  Tel: 020 7641 5825
  Email: office@qe2cp.westminster.sch.uk
UNITED KINGDOM, London (cont’d)
SPECIAL EDUCATION (cont’d)
- **Jack Taylor School** (state): for children age 5-19 with severe and profound learning difficulties. Located near Embassy housing. [www.jacktaylor.camden.sch.uk](http://www.jacktaylor.camden.sch.uk)
  - **Ages:** 5-19
  - **Address:** Ainsworth Way, Off Boundary Road
  - **Location:** London, NW8 0SR
  - **Tel:** 020 7328 6731

URUGUAY, Montevideo
SPECIAL EDUCATION
- **Uruguayan American School** (2014)
  - **Ages:** N-12
  - **Students:** 303
  - **Website:** [www.uas.edu.uy](http://www.uas.edu.uy)
  - **Description:** UAS provides services for students with special learning disabilities up to grade 8.

- **Woodlands School** (2013)
  - **Ages:** PK-12
  - **Students:** 640
  - **Website:** [www.woodlands.edu.uy](http://www.woodlands.edu.uy)
  - **Description:** The School has a Special Needs Department which follows an interdisciplinary and preventive approach to meet the challenges that arise from differing learning abilities. During support classes, each student’s needs are individually catered to. The aim of this program and of the cognitive strategies it provides is to develop and boost these students’ strengths and capacities so that they may seek, learn, and use these strategies to overcome their difficulties and work with the curriculum, both in Spanish and in English.

UZBEKISTAN, Tashkent
SPECIAL EDUCATION
- **The British School of Tashkent** (2014)
  - **Ages:** PK-YR6
  - **Students:** 265
  - **Description:** The School employs a full time psychologist who supports class teachers and parents with Individual Education Plans and parent support classes. There is a one-to-one student/teaching assistant option for some students. At present, the school has no students with severe physical disabilities.

- **Tashkent International School** (2014)
  - **Ages:** PK-12
  - **Students:** 485
  - **Website:** [http://tashschool.org/](http://tashschool.org/)
  - **Description:** Students are admitted to TIS in accordance with the admissions policy. TIS is able to accept students with mild learning difficulties and students experiencing mild social/emotional difficulties. Due to its location and the lack of a professional support network in Tashkent, TIS is not able to accept students with severe mental, physical or emotional disabilities or sensory impairments. The School does not have the facilities or resources to support a comprehensive range of disabilities. Learning support services are available to students who are able to participate successfully in the regular classroom without significant program modification being made. Admission will only be granted to students for whom TIS can provide an appropriate educational program, and each case is assessed individually. Parents of students with extra learning needs are strongly advised to contact TIS before making a final decision to move to Tashkent to ensure that their child’s needs can be met. It is very important that TIS receives all relevant information (including results of psycho-educational and other testing, IEPs, etc.) as soon as possible so that a decision on admission can be made. If documentation of a previously identified special educational need is not submitted at the time of application to TIS, admission may be made on a conditional basis pending review of the documentation. In some cases, the school may require the parents to provide extra support from a personal assistant or tutor beyond what is covered by basic tuition fees.

TIS recognizes that students in every classroom have a variety of abilities and some students may need extra support and attention in order to be successful. The learning support teachers (1 full-time teacher in secondary, 1.2 FTE in elementary) work collaboratively with teachers to identify students with extra learning needs and to plan appropriate programs for them. Parents are closely involved in the process, and students themselves are included when appropriate.
**VENEZUELA, Caracas**

**SPECIAL EDUCATION**

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<thead>
<tr>
<th>School Name</th>
<th>Grade</th>
<th>Students</th>
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<tbody>
<tr>
<td>Colegio International de Caracas (2014)</td>
<td>PK-12</td>
<td>195</td>
</tr>
<tr>
<td><a href="http://www.cic-caracas.org/">http://www.cic-caracas.org/</a></td>
<td>Speech and language services as well as occupational therapy services are available by special contract with a professional. Students must be no more than one year below grade level academically. CIC only accepts students with mild disabilities.</td>
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<tr>
<td>Escuela Campo Alegre (2014)</td>
<td>N-12</td>
<td>574</td>
</tr>
<tr>
<td><a href="http://www.ecak12.com">www.ecak12.com</a></td>
<td>The School endeavors to support students with identified educational needs. Admission of students with special academic needs is based on the student’s ability to be successful in the regular program of studies. They have a special/student support services team in all divisions that serves their needs.</td>
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**VIETNAM, Hanoi**

**SPECIAL EDUCATION**

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<tr>
<th>School Name</th>
<th>Grade</th>
<th>Students</th>
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<tbody>
<tr>
<td>Concordia International School Hanoi (2014)</td>
<td>PK-10</td>
<td>148</td>
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<tr>
<td><a href="http://cordiniahanoi.org/">http://cordiniahanoi.org/</a></td>
<td>Concordia does not offer services to students with special learning needs or specific learning disabilities that require an IEP. Hanoi has limited services available for students with special needs. Concordia works closely with a variety of individuals in the community who can diagnose and support students with minor special needs. Families of students with special needs are encouraged to contact the admissions office to explore if your child’s specific needs can be meet.</td>
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<tr>
<td>Hanoi International School (2014)</td>
<td>R-12</td>
<td>280</td>
</tr>
<tr>
<td><a href="http://www.hisvietnam.com">www.hisvietnam.com</a></td>
<td>HIS has specialist staff to offer learning support to those with learning disabilities–mild and moderate levels. They also carry out diagnosis testing. They have a comprehensive EAL/ESL provision.</td>
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<tr>
<td>QSI International School of Hanoi (2014)</td>
<td>PK-8</td>
<td>21</td>
</tr>
<tr>
<td><a href="http://hanoi.qsischool.org">http://hanoi.qsischool.org</a></td>
<td>The School’s ability to admit a child with special needs depends entirely on the intervention required. Because they are a small school with a low student teacher ratio they have children that are learning challenged, but operate at normal levels of expectations. If extra help is needed they may consider a shadow teacher for a child depending on the disability. The type of disability and the degree of severity is a factor in accepting the child. If they believe they can offer a program for the child they will accept the child.</td>
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<tr>
<td>United Nations International School of Hanoi (2013)</td>
<td>K-12</td>
<td>1,016</td>
</tr>
<tr>
<td><a href="http://www.unishanoi.org/">http://www.unishanoi.org/</a></td>
<td>UNIS offers a program/services for special needs. The school can accommodate the following: learning disabled–mild at the elementary/middle school grades; speech impaired–mild at the elementary/middle school grades. There is access for the physically handicapped. UNIS has staff on site trained to diagnose disabilities. UNIS employs special needs teachers. No admissions procedures required.</td>
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**VIETNAM, Ho Chi Minh City**

**SPECIAL EDUCATION**

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<thead>
<tr>
<th>School Name</th>
<th>Grade</th>
<th>Students</th>
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</thead>
<tbody>
<tr>
<td>Australian International School (2014)</td>
<td>PS-13</td>
<td>1,020</td>
</tr>
<tr>
<td><a href="http://www.aisvietnam.com">www.aisvietnam.com</a></td>
<td>The School offers support to students with mild to moderate learning needs and intellectual disabilities. Student support is split into two tiers. Tier 1 students receive 3 pull-out lessons out of 35 lessons per week with the learning support teacher and Tier 2 students receive 3 pull-out lessons out of 35 lessons per week with the learning support teacher as well as a full time qualified co-teacher for support in an inclusion setting. They have preferred specialists that they refer families to diagnose. They work closely with ABA therapists and speech therapists within the community to assist with supporting some of their students. Families should inform the School of the child’s special needs when completing an initial enrollment application form. A full psychological report is required at the application stage. A standard entrance test followed by a meeting with the learning support teacher and an educational psychologist is necessary. Admission to the School is offered if the School has sufficient resources to support the student’s special needs.</td>
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VIETNAM, Ho Chi Minh City (cont’d)
SPECIAL EDUCATION (cont’d)

British International School (2014) PK-12 1,800
http://www.bisvietnam.com/ Each primary campus has a Learning Support Department to oversee the Individual Education Plan program. Parents will be consulted if a child is experiencing particular difficulties and an Individual Education Plan will be written for the child specifically to address their needs. In the secondary campus, their Learning Support Department is able to offer support for a limited number of students with mild learning difficulties. The school is unable to accept children with significant learning difficulties.

International School Ho Chi Minh City (2014) PK-12 1,001
www.ishcmc.com Mild special needs may be accommodated. Mild emotionally disturbed, hearing impaired, or learning disabled students may be accepted at the School’s discretion. The School is not accessible to the physically disabled. Teachers are trained to diagnose learning disabilities.

Saigon South International School (2014) PK-12 880
www.ssis.edu.vn Mild learning disabled and speech impaired at the elementary and middle school grade levels. The School does not have ramps to U.S. standards but has elevators in both buildings. They do not have any staff trained to administer psychological tests and diagnose specific learning disabilities. They do remediation of mild learning and speech/language needs with classroom accommodations. SSIS employs counselors in all divisions. A comprehensive counseling program has been developed in conjunction with the American School Counselors Association (ASCA) and counselors from regional international schools. A community-based occupational therapist works with students with fine/gross-motor needs through private contracting with parents. SSIS may provide space for the OT to work with students on campus. Although medical specialists (neurodevelopmental pediatricians, psychiatrists) are not based in Saigon, the SSIS counselors have established a referral system for students with these types of needs. The neurodevelopmental pediatrician is available for on-site assessments at SSIS or in Singapore. The psychiatrist is available in Singapore. An expatriate clinical psychologist is available to work with students and families through private contracting. For ESL students: tests are conducted to determine ESL level and for non-ESL students whose records indicate variations in their academic achievement based on admissions files reviews. Students may be screened. Admissions screening assessments include the Measure of Academic Progress (MAP) and a written component. Parents whose children may be diagnosed with special needs should submit assessment reports (within the last 3 years) to the Admissions Director for review. Parents whose children are viewed as at-risk for special needs during the admissions process will most likely be required to have required assessments completed externally and submitted to the Admissions Director for review.

ZAMBIA, Lusaka
SPECIAL EDUCATION

American International School of Lusaka (2014) PS-12 570
www.aislusaka.org The School supports students with mild special needs on a case-by-case basis. There are four SEN teachers, equally divided between primary and secondary. They work with students who are below grade level and with highly able students. Assessment for special needs assistance is by externally validated, internationally recognized grade level tests. Students between grades 3 and 5, who are two or more years below grade level, or with other needs which exceed the limited availability of the school services, will need to pay for additional services. For this purpose the School will employ a teacher and there will be a set charge for these services. The services of the additional teacher guarantee a minimum of five hours a week, individually or in groups. Beyond grade 5, additional support may be recommended but is by private arrangement. Students may additionally be required to receive support outside the school. SEN teachers will work with families to identify alternative learning resources that are appropriate for the student’s particular needs. There are limited occupational therapy and speech therapy resources in Lusaka. Students who are unable to meet AISL educational standards despite receiving all degrees of special services, will be exited. Students with special needs must send psycho-educational evaluations with their applications to school. AISL has hired a team of three teachers (2.5 FTE) to implement a Differentiated Instructional Resource Program in literacy and math for
SPECIAL EDUCATION (cont’d)

students in grades K-8. The purpose of the program is to support teachers in developing and implementing strategies to meet the needs of a diverse group of students in the same class. The objective is to maximize each student’s growth and individual success by meeting each student where he or she is rather than expecting students to modify themselves for the curriculum. The specialists collaborate with classroom teachers to challenge/extend and support each individual student’s learning. Teachers engage students individually and in small groups using a variety of teaching strategies creating learning experiences that meet each child’s needs.