Overseas Schools Offering Support to Children with Special Needs
2016-2017

This list of schools offering Special Education and/or Gifted and Talented programs is compiled from information collected through the 2016-2017 Summary School Information forms submitted by posts, other materials available in A/OPR/OS, and forms from previous years. The information is self-reported, is taken verbatim from submitted forms, 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: 202-663-1815) 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.
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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Dr. Beatrice H. Cameron  
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(202) 261-8211
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
## SCHOLLS OFFERING SUPPORT TO CHILDREN WITH SPECIAL NEEDS 2016-2017

<table>
<thead>
<tr>
<th>COUNTRY/CITY/SCHOOL</th>
<th>GRADES</th>
<th>ENROLLMENT</th>
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<tr>
<td>ALBANIA, Tirana</td>
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<tr>
<td>SPECIAL EDUCATION</td>
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<tr>
<td><strong>Tirana International School (2016)</strong></td>
<td>PK-12</td>
<td>195</td>
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<tr>
<td><a href="http://www.qsi.org/albania/alb/">http://www.qsi.org/albania/alb/</a></td>
<td>The School has minimal support for special needs students, and community resources are scarce. For those IEP students with mild learning disorders, who are experiencing learning difficulties, they offer extra teacher support and help families find resources in the expatriate community—although those resources are limited.</td>
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<tr>
<td><strong>GDQ International Christian (2016)</strong></td>
<td>K-12</td>
<td>123</td>
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<tr>
<td><a href="http://www.gdqschool.org/">http://www.gdqschool.org/</a></td>
<td>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. The School currently serves nine K-8 students; eight in the mild category and one student who receives support at the moderate level. The School 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 U.S.). If deemed necessary, GDQ would provide the opportunity necessary for testing.</td>
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<tr>
<td><strong>Puzzles Preschool and Kindergarten (2016)</strong></td>
<td>PK-K</td>
<td>45</td>
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<tr>
<td><a href="http://www.puzzles.al">www.puzzles.al</a></td>
<td>At present, Puzzles Preschool and Kindergarten does not have programs for children with special needs. However, current special needs students are integrated into the classroom, generally with an assistant.</td>
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<tr>
<td><strong>World Academy of Tirana (2016)</strong></td>
<td>PK-12</td>
<td>245</td>
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<tr>
<td><a href="http://www.wat.al">www.wat.al</a></td>
<td>At this time special services are not available for children with learning disabilities. The School though considers children with a learning disability on a case-by-case basis. The School employs a psychologist who is available for diagnostics and educational support and has staff that has had training on special needs students.</td>
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<td>ANGOLA, Luanda</td>
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<td>SPECIAL EDUCATION</td>
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<td><strong>Lycée Française Alioune Blondin Bèye (2016)</strong></td>
<td>PK-12</td>
<td>805</td>
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<td><a href="http://www.lfluanda.net/">http://www.lfluanda.net/</a></td>
<td>The School has a speech therapist, but no special needs teachers.</td>
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<tr>
<td>ARGENTINA, Buenos Aires</td>
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<tr>
<td>SPECIAL EDUCATION</td>
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<tr>
<td><strong>Asociación Escuelas Lincoln - Lincoln School (2016)</strong></td>
<td>PK-12</td>
<td>743</td>
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<tr>
<td><a href="http://www.lincoln.edu.ar">http://www.lincoln.edu.ar</a></td>
<td>At Asociación Escuelas Lincoln, there are services for special needs students with mild to moderate support in elementary school and mild support in middle and high school.</td>
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<td>• <strong>elementary school services may include the following</strong>: pull-out for reading, math, or writing instruction; push-in the general education class for reading, math or writing; co-teaching with the general education teacher in reading or math; classroom accommodations specified in the Individual Education Plan; monitor of progress in the general education program.</td>
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ARGENTINA, Buenos Aires (cont’d)
SPECIAL EDUCATION (cont’d)
- middle school students with special learning needs have IEP’s or Accommodation Plans and are scheduled for Study Skills class (from 10-20% pull-out) that are taught by the Learning Support teachers. These classes focus on study skills, academic reinforcement, strategies to access the general education curriculum, basic skill needs within the subject area and behavior or learning plans. Some push-in services are available.
- high school students with special learning needs have IEP’s or Accommodation Plans and are scheduled for an Academic Support class (approximately 15% pull-out). In this class, focus is on pre planning of work, differentiation of assignments and reinforcement, review and previewing content material.

Special needs teachers are employed by the school in the three divisions with a Teacher Leader who coordinates the program K-4 through 12. There is a process of referral in each division and recommendation may be made for assessment outside of school. There are qualified bilingual (English/Spanish) professionals available in the community who are qualified do psychoeducational, neurological, cognitive, neurolinguistic, speech/language and sensorimotor assessments, as well as those who are qualified to provide speech/language therapy, occupational therapy, physical therapy, and work on specific learning disabilities.

Students applying for admission are considered on an individual basis taking into consideration each child’s combination of learning differences and services needed. The admission process is the following:
1. The application is completed by the family and all paperwork is submitted.
2. The application is referred to the National Programs Office for review.
3. There is a preliminary assessment by the Registrar for special learning needs, language, academic or behavior considerations in order to determine if further paperwork is required.
4. Application referred to corresponding division counselor and to corresponding person for language needs, special learning needs, academic or behavior concerns.

Language concerns: Reviewed for ability to meet education needs based on English/Spanish level. Testing date assigned appropriate for division.
Special learning needs: File shared with division learning support teacher and Learning Support Teacher Leader.
- Paperwork required: Psychoeducational assessment that has been done within three years, IEP or 504 Plan or equivalent.
- There may be a follow up with the previous school.

A determination is made as to whether or not the learning needs can be met, the accommodations for behavior are appropriate for the school, and/or the student has the potential to graduate within a reasonable timeline.

Academic/Behavior Concerns: File reviewed by principal, counselor, and learning support teacher (if needed).

AUSTRALIA, Canberra
SPECIAL EDUCATION
Post Comments–Special Education (2015) ---- ---- ----
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.”

Services needed are determined through assessment according to the Student Centered Appraisal of Need. Areas addressed are: intellectual disability, language disorder, physical disability, hearing impairment or
AUSTRALIA, Canberra (cont’d)
SPECIAL EDUCATION (cont’d)
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 contact the Office of Disability Education at the Education Directorate, disabilityeducation@act.gov.au. 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 information that you can provide. For more information, please contact the Disability Education Section of the Education and Training Directorate at 61 02 6207 2327 to discuss your options.

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.ceocg.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.ed.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.
AUSTRALIA, Canberra (cont’d)
SPECIAL EDUCATION (cont’d)

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 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.

GIFTED AND TALENTED

Gifted and Talented (2016) ---- ---- ----

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 Gungahlin 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 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
AUSTRALIA, Canberra (cont’d)

GIFTED AND TALENTED (cont’d)

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.

- Canberra Grammar School ([http://www.cgs.act.edu.au/](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](http://www.nthainslieps.act.edu.au)) offers an IB program from PK-Year 6. Gold Creek School ([www.goldcreek.act.edu.au](http://www.goldcreek.act.edu.au)), also in North Canberra, is currently pursuing its IB PYP authorization. Red Hill Primary School ([www.redhillps@act.edu.au](http://www.redhillps@act.edu.au)) in South Canberra offers the IB Primary Years Program. Telopea Park School ([www.telopea.act.edu.au](http://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 11-12) that offer an IB Diploma. There are two in the Southern area, Canberra College in Woden Campus ([http://www.canberrac.act.edu.au/](http://www.canberrac.act.edu.au/)), and Narrabundah College ([www.narrabundahc.act.edu.au](http://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](http://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](http://www.cggs.act.edu.au)) is an International Baccalaureate World School and offers both the IB Diploma Program in Years 11-12 and the Primary Years Program.
- Canberra Grammar School ([www.cgs.act.edu.au](http://www.cgs.act.edu.au)) is also an authorized IB World School offering the International Baccalaureate Diploma Program in Years 11-12. For more information, contact Julian Jefferys, IB@cgs.act.edu.au.

AUSTRALIA, Melbourne

SPECIAL EDUCATION

Port Phillip Specialist School (special needs) (2016) PK-12 ----

[http://www.portphillip.vic.edu.au](http://www.portphillip.vic.edu.au) An individualized learning program, known as an ILP, is designed collaboratively by parents, staff, and support personnel for each student. In these plans, each student’s needs are prioritized, goals set, and teaching strategies based on individual strengths, are developed. School has a range of therapists on staff to support our students in their programs. The therapists include art therapy, drama therapy, music therapy, occupational therapy, speech pathology and physiotherapy. Port Phillip Specialist School caters for a range of children with special needs from 2.8 to 18 years of age. The School has developed an innovative response to supporting the needs of their special students, Visual and Performing Arts Curriculum or VPAC. This is a child-centered approach where their teachers and therapists use the power of concrete experiences delivered through dance, drama, music and visual arts as a way to immerse their students in a deeply engaging learning environment. This approach enables the School to more readily achieve literacy, numeracy and living skills goals. The individual needs of their students have informed the construction and development of VPAC and this curriculum model is, they believe, highly congruent with the spirit of the Victorian Essential Learning Standards. As well as class room teachers and specialist teachers in art, drama, music, PE and swimming their school has a range of therapists on staff to support our students in their programs. These staff work together to deliver services in line with what is known as an Integrated Service delivery model.
AUSTRALIA, Perth
SPECIAL EDUCATION

Post Comments – FAQs (2016)  

The best place to start is with the WA Government Department of Education and Training website, http://www.education.wa.edu.au. It will give you a list of Government (Public) and Non-Government (Independent and Catholic Schools) Schools in WA and their contact information. It also has information about curriculum, literacy, numeracy, and additional information that will be helpful in finding a school that meets your needs. Another helpful website is www.aussieeducator.org.au. This site provides a wealth of information and links to education in Australia, including Special Education, Gifted and Talented, home schooling, etc., for the entire country. If you are interested in a Catholic School, the best place to start is with the Office of Catholic Education, http://internet.ceo.wa.edu.au. The website has a list of schools and their contact information.

AUSTRALIA, Sydney
SPECIAL EDUCATION


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, e.g. the Learning Assistance Program, 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
AUSTRALIA, Sydney (cont’d)
SPECIAL EDUCATION (cont’d)
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. 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)
Arranoubai School (02-9452-3168)
Aspect South East Sydney for Autistic Children (02-9454-8359)
AUSTRALIA, Sydney (cont’d)
*SPECIAL EDUCATION* (cont’d)

**Blessed Sacrament Catholic Primary School** (2014)  
K-6  
169  
http://www.bscliftongardens.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.

**Joseph Varga School** (2015)  
K-12  
25  
http://josephvargaschool.nsw.edu.au  
Their students often require additional support or adjustments to teaching, learning and assessment activities.

**Kesser Torah College** (Jewish) (2015)  
K-12  
400+  
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. Their 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.
AUSTRALIA, Sydney (cont’d)

SPECIAL EDUCATION (cont’d)

Knox Grammar School (Boys only) (2015) 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.

Redfield College (2015) 2-12 ---- www.redfield.nsw.edu.au/learning/learningsupport The Learning Support Department at Redfield College plays an important role in developing the literacy and numeracy skills of students involved in their program. They use a variety of evidence based programs to assist their low progress learners acquire the fundamentals in literacy and numeracy. Their dedicated team consists of one teacher and four teachers’ aides, one of whom has a background in speech pathology. Their learning support team has enjoyed a great deal of success over the past few years and this is attributed to the tireless work of their parent volunteers, committed staff and the implementation of research based remedial programs. Students involved in the program receive: one-to-one instruction in MULTILIT; one-to-one instruction in MULTILIT-externation; small group guided reading sessions; small group spelling sessions; one-to-one reinforced reading; small group Cars and Stars comprehension; variety of diagnostic and standardized assessments; in class support across literacy and numeracy subjects; in class support with individualized education programs. The Learning Support Team encourages a consistent teacher-parent communication network and fosters a warm and caring learning environment.

Sydney Church of England Co-Ed Grammar School Redlands (2015)K-12 1,436 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).

Tangara School (girls only) (2015) K-12 ---- www.tangara.nsw.edu.au A program of regular whole-grade screen testing identifies and monitors students who find some learning difficult. These students are supported through in-class differentiation of work, in conjunction with individual or small group withdrawal as required. In Years 1 to 6, L-Max, a structured literacy support program, assists students to improve their skills in this key area of learning in a small group setting. In secondary, the Socrates Program continues this support, with the Special Needs Coordinator advising subject teachers and working with students to support their learning needs.
AUSTRALIA, Sydney (cont’d)

GIFTED AND TALENTED

Knox Grammar School (Boys only) (2015) 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. 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 (2015) 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

Danube International School (2016) PK-12 777
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 (2016) K-12 247
http://www.icsv.at/ ICSV has a limited enrollment Student Learning Support Program run by two full-time special education teachers. 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. There is an additional fee for student learning support services.
AUSTRIA, Vienna (cont’d)
SPECIAL EDUCATION (cont’d)

International Montessori Preschool Vienna (2016) PK-K ----
http://www.montessori-preschool-vienna.com/. The School accepts children with special needs. Their teachers are trained in the Montessori method. There are normally no special needs teachers on hand.

Vienna International School (2015) PK-12 1,376
www.vis.ac.at The School has 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.

AZERBAIJAN, Baku
SPECIAL EDUCATION

Baku International School (2016) PK-12 209
http://www.qsi.org/azerbaijan/azb/ The School offers placement based on ability level for students in mathematics, reading and language arts. They do not have an official special needs program. The School individualizes as much as is feasible to address special needs and works closely with the U.S. Embassy and the Office of Overseas Schools to provide additional support for students. They are happy to address concerns on a case-by-case basis.

The International School of Azerbaijan (2016) PK-12 687
www.tisa.az The School has no special provision for children with significant learning or physical disabilities, but is able to offer support for those with minor learning difficulties through differentiation and in class support. The School has a full-time Learning Support Coordinator who is supported by a team of learning support assistants. If a child requires full-time (1:1) learning support then the parents will be expected to cover the full cost of a learning support assistant selected and supported by the school. Please provide any assessments or reports that will help their Admissions Officer and Learning Support Coordinator decide if or how they can meet the individual needs of the applying child.

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.

- Lucaya International School, PK through Year 13 www.lucayainternationalschool.com, 242-373-4004
- Bishop Michael Eldon School, nursery through grade 12 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, 242-373-3456
- Sunland Baptist Academy, PK through grade 12 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, 242-352-2544
- Freeport Gospel Chapel, PK through grade 6 www.fgchapelschool.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 (PUBLIC) 1-242-352-8445
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.

Seahorse Institute provides educational programming for children with developmental disabilities from the ages of 2 through to adulthood. Seahorse Institute currently has four programs. All of Seahorse Institute’s programs are scientifically research based and have no more than a 3:1 student to teacher ratio. Every student at Seahorse Institute is on an individual education plan, and they have a detailed data collection system on each student’s progress. The Hope Program is a 1:1 intensive verbal behavior/applied behavior analysis based program. This program caters to ages 2 through to 22, on the autism spectrum or a related disability. The Let’s Talk program is an early intervention program for children with varying exceptionalities, between the ages of 2 and 6. Students in this program are either, language delayed and need a boost in speech/language skills before heading into a mainstream classroom; or, have a significant developmental delay and need a jump start in intervention. The Spirit Program is for children ages 7 to 15 with varying exceptionalities. These students cannot manage the demands of a traditional classroom, but continue to need support toward age appropriate educational and developmental skills. The Step Program is for ages 16 and above and caters to the educational, vocational, and independent living skills of the young adult population.

Caribbean Center for Child Development (CCCD) provides an array of psychological services that include cognitive behavioral therapy for all ages, martial therapy, family therapy and psychopharmalogical interventions. The Caribbean Center for Child Development 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
BAHAMAS, Nassau (cont’d)

SPECIAL EDUCATION (cont’d)

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 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. CCCD works with several schools on the island to assist students. The students may remain at school and receive therapy during a free time during the regular school day. This is not guaranteed at all schools and schools that do provide it need to have the space to do so. Please ask the school you are researching if they offer this time for their students or contact CCCD to see which schools they are currently or have worked with previously.

Lyford Cay International School (2016) PK-12 350

www.lcis.bs The School has student support services 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.

BAHRAIN, Manama

SPECIAL EDUCATION

The Bahrain School (DoDEA) (2016) K-12 764

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. REQUIRES DoDEA agreement.

The British School of Bahrain (2016) K-12 2,183

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.

It is the School’s intention to develop their facilities and capacity to support students with special learning needs in the future but, at their present stage of development, they have only limited resources to cater for 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. It is not in the best interests of anyone, and least of all of the student involved, if he or she is not able to benefit from the educational program the School offers and to thrive within the academically high achieving environment at the BSB.

The Children’s Academy (2016) 3-12yrs 59

Tel. 973-1761-3234 The Children’s Academy Bahrain 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 to the Alpha Plus Group who run independent schools in England.

Riffa Views International School (2016) PK-12 385

www.rvis.edu.bh Programs for children with special needs are arranged on an as need basis. Parents may need to cover expenses for programs or services provided. RVIS cannot admit students who have special learning or behavioral problems. There are 2 learning support teachers employed at the school. English as a Second Language ESOL services are provided.
BAHRAIN, Manama (cont’d)

GIFTED AND TALENTED
The Bahrain School (DoDEA) (2016) K-12 764
http://www.dodea.edu/Europe/Mediterranean/Bahrain/BahrainMHS/
The Department of Defense Education activity (DoDEA) provides exemplary educational programs that inspire and prepare all students for success. Gifted students measure their success through the challenges they are able to receive, meet, and often surpass. The goal of the DoDEA Gifted Education program is to identify students with high potential and exceptional performance and to offer challenges that match their strengths. Philosophy: The unique worth, ability, and dignity of every student should be recognized and cultivated. This belief forms the basis of educational programs for all students. Children need a school environment that helps them realize their potential and instills in them a desire to use their talents and abilities. Students who perform or show the potential for performing at remarkably high levels when compared with others of their age, experience, or environment have learning needs which require differentiated learning experiences. Such experiences are those in which the content, strategies, and expectations of student performance have been adjusted to be appropriate for gifted children. The goal of the DoDEA Gifted Education Program is to identify students with high potential and exceptional performance and to develop challenges that match their strengths within core academic areas. The guide presents assistance from pre-referral/referral though implementation of service options. It is intended to be a flexible working document allowing for future revisions and additions of clarifying instructions, directives, and/or decisions.

BANGLADESH, Dhaka

SPECIAL EDUCATION
American International School Dhaka (2016) PS-12 753
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 (2016) PK-12 115
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 (2016) PK-12 241
www.graceinternationalschool.org The 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. Children with limited mobility would find most of the 3 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. It’s 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.)
BANGLADESH, Dhaka (cont’d)
SPECIAL EDUCATION (cont’d)
International School of Dhaka (2016) PK-12 720
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 child. The school is also working with the Next Frontier program to strengthen their services for special needs students.

BARBADOS, Bridgetown
SPECIAL EDUCATION
Post Comments – Education in Barbados (2016) ---- ---- ----
The availability of special needs assistance in Barbados is very limited. The Codrington School and Providence will accept mild ADD and high functioning Autism Spectrum children, as well as mildly handicapped children if space and needed services are available. Lockerbie College, www.lockbiecollege.com also provides an alternative educational opportunity for learning challenged children. Contact the schools directly for information and to be certain that they can handle all of your children’s specific special needs.

The Codrington School (2016) N-12 181
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. The School has an educational psychologist on site. The School has limited special needs programs.

Lockerbie College (2016) 3-12 60
www.lockbiecollege.com A mainstream grade 3-12 private school. 12-17% of their students present with diagnosed/non-diagnosed specific/non-specific learning needs. All programs are customized/individualized for each student. They integrate/accommodate all students (without pull-out) in classes from 1-8 students. Of their school population approximately 12% present with educational/academic differences/disabilities which require specialist intervention and 3% present with social/behavioral/emotional challenges. All LD students fall into the mild to moderate range. They can/have accommodated students on the autistic spectrum (Aspergers to PDD-NOS), hearing impaired (with devices) and physically challenged. They have accommodated students diagnosed with conduct disorders; have a full-time educational psychologist on staff, 2 speech and language consultant pathologists and an occupational therapist; provide counseling; and have 2 staff who are qualified to provided educational assessments and the educational psychologist is qualified to diagnose LDs.

Providence School (2016) PK-10 310
http://psbarbados.com/ The School uses IEPs for students with special needs.

St. Gabriel’s School (2016) 3-11yrs 400+
www.stgabrielsschool.org The School caters to students with a wide range of abilities. This includes providing learning support throughout the school for students primarily in English and mathematics.

BELGIUM, Brussels
SPECIAL EDUCATION
Post Comments – All You Ever Wanted to Know (2016) ---- ---- ----
What happens if my children are dyslexic or have ADHD/autism/speech difficulties, etc.? All Belgian public 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 Belgian health insurance if parents qualify for the National health insurance. Schools are best placed to advise how to go about having an expert assessment and what is possible within their support arrangements.
Some schools have resources and programs to accommodate them. However, to ensure that a school will meet the requirements for your child, it is essential that parents provide the school with any reports of diagnosis or evaluation that may have been completed to facilitate the school’s admission decision. Parents should confirm admission before coming to post. This is especially important in the case of physical difficulties, since many schools in Belgium are ill-equipped to handle a physically handicapped child.

- **Brussels American School**: For those students with specific learning needs, BAS provides a reading specialist and a speech therapist. Parents are asked to discuss specific learning needs with the school prior to enrollment.

- **St. John’s International School**: Counseling is available at all levels in the school. The School has a large support services department, which includes specialists in English as a Second Language, physical and occupational therapy and learning disabilities. For more information on these services, please contact the school directly.

- **The International School of Brussels**: Currently the International School of Brussels offers a wide variety of special needs programs ranging from mild, moderate, and 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 or 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 is currently over 100 students on this program. The ISB website includes a full list of services offered [here](http://www.isb.be/page.cfm?p=3739).

- **The British School of Brussels**: For students who require additional help, there are the services of a specialist learning support department, education psychologist, and school counselor.

- **The Antwerp International School**: Limited special education facilities are available. Children with special needs may be accepted if it is agreed that educational progress is possible. The final decision is the prerogative of the Administration.

**The International School of Brussels (2016)**

The School assesses the child’s needs through an admissions process gathering all initial documentation and relevant reports on all students pursuing placement at ISB. Enrolled students receive a wide range of formative, formal and cumulative assessments. On a case-by-case basis, the Learning Support Program might require a Psycho-educational evaluation, a developmental assessment, speech and language therapy report, occupational therapy report, etc. The ISB Learning Support Program meets mild, moderate and intensive diagnosed learning needs. Decisions are made by a multi-disciplinary team on the level of support required for each child. An Individual Learning Plan is written on a yearly basis and reviewed every 4 months. The mild learners are mainstreamed 100% of the time; moderate learners are mainstreamed between 60-70% of the time and the intensive group is mainstreamed during all socialization opportunities. Waiting lists are operated on an as needed basis, as the Learning Support Program constitutes 15% of the student population and families often times choose Brussels as a post because of the ISB LS Program. The ISB Learning Support Program has 20+ years of operating with consistent success. Students requiring intensive learning support services have a special education fee, in addition to the grade-level tuition fee. ISB Learning Support Brochure can be found at: [here](http://www.isb.be/uploaded/Learning/Learning_Support/ISB_learning_support_09-WEB.pdf).

**Academy for Collaborative Education of Brussels (2016)**

The Academy is able to cater for mild to moderate special education needs including ADHD, dyslexia, dyspraxia, dyscalculia, ASD and other comorbid conditions. They cater for mild to medium physically handicapped children and adults. The School has elevator access to all floors. They have an on-site
BELGIUM, Brussels (cont’d)
SPECIAL EDUCATION (cont’d)

speech therapist and occupational therapist; work closely with educational psychologists, neuropsychologists, pediatric psychiatrists and other professionals; and have special education teachers on-site who are able to work individually and in small groups with the children. Admissions is by interview with parents and children supported by any available reports.

The British School of Brussels (2016)  
1-18yrs  
1,351  
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. There will be an 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) (2016)  
K-12  
265  
http://www.brus-ehs.eu.dodea.edu/  
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 02/717-9900. 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.

St. John’s International School (2016)  
PK-12  
733  
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 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 (2016) K-10 20-30
https://www.qsi.org/belize/bze/ 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 (2016) PK-8 60
http://www.qsi.org/benin/bnn/ QSI believes that all children can succeed. In most cases, current QSI teachers can meet the needs of students, even those with mild learning needs. Nobody on staff is 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, we work with the family to provide those services, typically on-site. Families may pay extra for these services.

The English International School (2016) PK-12 126
www.eis-benin.org The School currently employs one special needs teacher who is able to provide ‘mild special needs services’ for Down’s syndrome and autism spectrum children. They are able to refer families to specialists in the community.

Indian International School (2016) PK-16yrs 134
www.iisbenin.com Mild special needs are possible to accommodate.

BERMUDA, Hamilton
SPECIAL EDUCATION
Post Comments - Special Education Services (2016) ---- ----
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 while residing overseas. This includes parents hiring a specialist to work with their child during school hours. Most educational institutions, including those mentioned 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, Hamilton (cont’d)
SPECIAL EDUCATION (cont’d)
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

AUSTISM & 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/

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, Hamilton (cont’d)
SPECIAL EDUCATION (cont’d)

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, 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.

Dr. Guy Fowle
Assessment for Children, Adults & Consultations
(psychoeducational, neurodevelopmental, school placement, ADD, behavioral, emotional)
54 Serpentine Road, Pembroke, HM08
Telephone: (441) 292-9308 Fax: (441) 292-3254
Email: guyfowle@ibl.bm
BERMUDA, Hamilton (cont’d)
SPECIAL EDUCATION (cont’d)

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
Telephone: (441) 295-7766 and Fax: (441) 295-0770
E-mail: adpsadmin@logic.bm

Dyslexia

The Reading Clinic
Julie Dunstan, Executive Director
54 Serpentine Road, Pembroke, HM 08
Telephone: 441-292-3938
Fax: 441-292-3254
Website: www.readingclinic.bm
Email: jdunstan@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

Benedict Associates Ltd.
Emporium Building
69 Front Street, Hamilton, HM 12
OR
P.O. Box HM 2200, Hamilton, HM JX
Telephone: (441) 295-2070
Fax: (441) 292-9174
Email: vmosher@ibl.bm
Email: Jennifer.Benedict@logic.bm
Website: www.benedict.bm
BOLIVIA, La Paz

**SPECIAL EDUCATION**

**American Cooperative School** (2016) PK-12 530

http://www.acslp.org/ SPED services: The Learning Services Coordinator is in charge of developing IEP plans based on evaluations and diagnosis (external diagnostician), create an accommodated/modified plan and train teachers on how to implement plans in the classroom. ELL services: ACS has an ESL teacher/specialist on campus and a team with 6 coaches (4 elementary/2 secondary) that are trained with different ELL programs, a Newcomers Program and can test a student’s language proficiency level using the WIDA Assessment.

**Highlands International School** (2015) PK-12 225

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**

**Collège International Français de Sarajevo** Post Comments (2016) **** ****

*Collège International Français de Sarajevo*: Students with special needs are accepted on a case-by-case basis, but there are no dedicated/trained instructors. The facilities are not handicap accessible. **Bloom**: no Embassy children currently attend the school. Students with special needs are accepted on a case-by-case basis, but there are no dedicated/trained instructors.

**QSI International School of Sarajevo** (2016) PK-12 151

http://www.qsi.org/bosnia-and-herzegovina/bhz/ 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 MUST 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.
BOSNIA and HERZOGOVINA, Sarajevo (cont’d)

SPECIAL EDUCATION (cont’d)

Collège International Français de Sarajevo (2016) PK-12 240

www.cifs.edu.ba The program provided for students with special needs is called the P.P.R.E. (Programme Personnalisé de Réussite Educative). After an initial assessment by the teaching team, an external assessment is done by trained and certified specialists. A personalized program is developed to meet the educational needs of the child. CIFS employs special needs teachers at the school to work one-on-one with the students with special needs. Other special needs teachers and therapists are available in the community as needed.

BOTSWANA, Gaborone

SPECIAL EDUCATION

The Learning Centre School (2016) PK-Form 5 570
http://tlcsonline.com/ The Learning Center 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 to the class level. They have the ability to help students with moderate disabilities as well. They do their best to support children within the classroom structure. They don’t promise to accommodate every student but rather assess based on their compatibilities with staffing as well as the ability to care physically for the child. They have specially trained special need teachers in the school.

Maru-a-Pula (2015) 7-12 742
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 (2016) R-YR7 566
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 (2015) 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. The School has staff who are trained to administer psychological tests and to diagnose specific learning disabilities.

Westwood International School (2016) K-12 556
www.westwoodis.com Mild emotionally disturbed, learning disabled, mentally handicapped at all grade levels. Mild speech impaired at the elementary and middle school grade levels. Mild visually handicapped at the elementary grade level. There is individual support for the learning disabled. The school is accessible for the physically handicapped. The School has staff who is trained to administer psychological tests and to diagnose specific learning disabilities.
The goal of student support services is to provide programs and services for students with specific learning needs and exceptionalities whose needs we can meet with our 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, school psychologist, and learning specialists. EAB’s model of service is 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, 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 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. They also utilize 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.

Affinity Arts is an inclusive school, however; they do not have a specific program for children diagnosed with special needs. 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 on 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, a professional with the correct training is hired by the parents to offer needed support, if deemed necessary. The specialist works with teachers to develop strategies and with the teachers and parents for developing a guided program.

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 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 Education Coordinator. Students with identified special needs must apply and be accepted in advance. The School may decline an enrollment should it not be able to accommodate any specific accommodation.
BRAZIL, Brasilia (cont’d)
SPECIAL EDUCATION (cont’d)
Escola das Nacoes/School of the Nations (2016)
PK-12 830
www.escoladasnacoes.com.br/index.cfm
School of the Nations has recently implemented a Learning Support Center (LSC), which offers pedagogical support to teachers to assist students with learning disabilities and specific learning needs. Its goal is to provide teachers and other pedagogical staff members recommendations on specific pedagogical strategies and approaches that can assist in the inclusion of students with diverse abilities and needs. The main goal of the LSC is, therefore, to promote better accessibility to education to students with learning difficulties and disabilities.

School of the Nations does not have psychologists, speech or language therapists, occupational or physical therapists or special needs instructors on staff. The School does not provide after school programs for students with special needs. However, to meet students’ needs in the best way possible, School of the Nations values partnerships with outside special education consultants and professionals (hired by the School).

Throughout the school year, the LSC functions as a bridge between outside professionals, families and the School educational staff. The LSC helps teachers provide the recommended classroom accommodations and adaptations of evaluation instruments to meet the specific needs of students.

The LSC participates in identifying students who might benefit from classroom accommodations or adaptations. The referral process begins in the classroom. First, teachers bring their concerns to the Guidance Counselor and/or Principal, who recommends strategies to help the student. If necessary, the Guidance Counselor meets with parents and requests professional evaluation from a doctor and/or specialist and recommends specialized support from outside professionals.

Once the School receives an official diagnosis of the student, the LSC develops an Individualized Learning Plan (ILP). The ILP is created in collaboration with the Guidance Counselor, Pedagogical Coordinators and teachers. Students who already have a diagnosis when they enroll also receive the support described above. If the student has an ILP from another school, their ILP will be reviewed and revised according to the new educational reality, the curriculum goals and the resources available at the School. The ILP will include the accommodations and/or adaptations to be implemented in the classroom setting. The School is open to recommendations given by external professionals. However, the School has autonomy in decision-making regarding accommodations and/or adaptations, which will be provided for the student according to the School’s pedagogical procedures and the Brazilian Law of Inclusion of Students with Disabilities.

The LSC provides support for the student in the classroom at specific moments of the school day, as needed. For instance, the student might receive help in the classroom from an assistant during an essay or Math assignment on a weekly basis, or the student might receive the help of a reader during evaluation activities.

The School provides some pull-out services during or after school hours as agreed upon in ILPs. The School provides a separate room for applying tests and quarterly exams according to the student’s needs to decrease distractions during these times.

Please also see School of the Nations’ Special Education – Definitions and Policy document for a more comprehensive explanation of programs and services for children with special needs.

BRAZIL, Recife
SPECIAL EDUCATION
American School of Recife (2016)
N-12 425
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.
BRAZIL, Rio de Janeiro
SPECIAL EDUCATION

Escola Americana do Rio de Janeiro (2016) PK-12 1,006
http://www.earj.com.br/ If an applicant is receiving special services at their current school, the completed application (including recent psycho-educational testing) should first be reviewed by the Student Services Coordinator who will decide if the School has the necessary programs in place to meet his/her special needs.

The British School (2016) PK-12 2,192
www.britishschool.g12.br The school has a special needs department that deals with several levels of needs. To be able to make a better analysis they ask parents to provide documentation and information from current school and doctors.

Our Lady of Mercy (2016) PK-12 577
http://www.olmrio.com/ The school offers pull-out as needed for disabilities to meet the needs of the students. The special needs teacher from the U.S. 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 (2016) PK-12 ~200
www.riointernationalschool.com The School has a school counselor and an inclusive education teacher on staff. We also have outside support of some professionals specialized in education for special needs students. Where applicable these specialized staff work closely with the classroom teacher to meet the needs of the child. The small class sizes facilitate the ability of teachers to work with the needs of each child. The building does have stairs and is not ADA accessible.

GIFTED AND TALENTED

Our Lady of Mercy (2016) PK-12 577
http://www.olmrio.com/ The School has a history of providing advancement for gifted children. If they notice that a student is advanced from his/her grade level in reading or math, 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

Associacão Escola Graduada de São Paulo (2016) PK-12 1,226
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. 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.

The British College of Brazil (2016) PK-8 510
www.britishcollegebrazil.org The School does not have a specific special needs program but will assess all children and make a decision on acceptance based on whether the school can provide for and support the child.

Chapel School – Escola Maria Imaculada (2016) PK-12 689
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.
BRAZIL, São Paulo (cont’d)

SPECIAL EDUCATION (cont’d)

Pan American Christian Academy (2016)  PK-12  340
http://www.paca.com.br/ For Elementary students with learning disabilities, the School provides a mild level of services while maintaining them in a regular classroom and providing a resource room. While they do not have specialists on staff, their faculty has received training to work with learning disabled students and they are able to 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 (2016)  PK-YR13  1,152
http://www.isb.edu.bn/ The School can accommodate mild to moderate emotionally disturbed, hearing impaired, orthopedically impaired, and speech impaired students; they can accommodate mild to severe learning disabled students; they can accommodate mild visually handicapped students; the School is accessible for the physically handicapped student; and they have staff who is trained to administer psychological tests and to diagnose specific learning disabilities.

Jerudong International School, Brunei (2016)  PK-12  1,710
www.jis.edu.bn The School will help children access the mainstream curriculum but does not have a separate scheme for children with special needs. The School has an Intensive Language Program for those who do arrive with limited English. The School has an Educational Psychologist on staff.

BULGARIA, Sofia

SPECIAL EDUCATION

Anglo-American School of Sofia (2016)  PK-12  509
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 three teachers to help provide additional support where needed. AAS has resources to deal with special needs students effectively. Students with special needs should submit a recent “Individual Education Plan” and psycho-educational assessment report along with any other pertinent records describing past educational plans and services. Their special needs team then determines if AAS has all the necessary resources to support the applicant’s needs. They can also assist by referring families to learning specialists for diagnostic testing, speech therapy and psychological support.

American English Academy (2016)  PK-12  200-220
www.aeasofia.com AEA currently has students with mild forms of emotional and physical disabilities studying in the mainstream academic program. Two special needs teachers are employed at the Academy. Classes are streamed according to ability and level, special needs students are supported by certified teachers.

BURKINA FASO, Ouagadougou

SPECIAL EDUCATION

International School of Ouagadougou (2016)  PK-12  217
www.iso.bf ISO has an ESOL program that is compulsory for students who speak limited English. This is primarily a pull-out program. Many of our ESOL students will be pulled out of both English Language Arts and French classes during the first quarter of school. 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.
BURKINA FASO, Ouagadougou (cont’d)
*SPECIAL EDUCATION* (cont’d)

**Groupe Scolaire les Laureats** (2016) PK-12 320

[www.leslaureats.net](http://www.leslaureats.net) The level of service provided is mild. They have information about a speech therapist and a psychologist who work with the kids that have special needs. They can give therapy in the school but the bill is directly paid by the parents.

**Lycée Français Saint Exupéry** (2016) PK-12 1,027

[http://www.lfse.org](http://www.lfse.org) The School does not have a program for kids with special needs but they review on a case-by-case basis. The School helps as much as it can to include the kids in all the activities. They have some cases where the kids come to the school with their personal aids/nurse. They have a school counselor who is in charge to see how the kids are doing and if they need any help.

BURUNDI, Bujumbura

*SPECIAL EDUCATION*

**Bujumbura International Montessori School** (2014) K-7 474

[bujamontessori@yahoo.co.uk](mailto:bujamontessori@yahoo.co.uk) Currently there are three students attending the school with special needs: Down’s syndrome and severe ADS. The School does not 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/](http://www.ecolebelge.edu.bi/) The School has no formal programs; however they do have a case where the parents of a child with special needs hired someone to stay with the child during the day so, these students are not turned away from the School.

**The King’s School** (2014) PK-12 585

[http://www.thekingsschool.edu.bi/](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*

**International School of Phnom Penh** (2016) PK-12 831

[www.ispp.edu.kh](http://www.ispp.edu.kh) ISPP offers learning support services for children with mild to moderate learning issues. The School employs trained learning support teachers in elementary (2) and in secondary (2).

*Elementary:* The Elementary Learning Support Program at ISPP provides specifically designed instruction in the areas of reading, math and written language to any student who demonstrates a need for this type of additional help. The program also reaches out to younger learners in Early Years 1 & 2 in areas such as fine motor skills and early language development. Work with students can be provided right in the classroom, supplementing the instruction of the classroom teacher, or provided in the Learning Support Center for a more specific skill instruction approach. ISPP believes that all students are different and have different approaches to learning. They do everything within our power to identify when a student is struggling, either academically or socially, search for the reasons behind the struggle and then provide creative and researched based strategies, interventions and resources to guide the student back onto a pathway for success.

Teachers can refer a student to the Learning Support Program by completing a referral form and discussing the student and the referral at our weekly Student Support Team (SST) meeting.
CAMBODIA, Phnom Penh  (cont’d)
SPECIAL EDUCATION  (cont’d)

**Skill Boost:** In addition to their traditional Learning Support Program they have a Skill Boost program designed for short term intervention. It is fluid process that is adapted regularly for the student. Students are identified by their classroom teachers for a short term “boost” in a specific skill area. This service can be in the classroom or in a small setting outside the classroom. There are five Skill Boost sessions throughout the school year.

**Secondary:** Learning support at ISPP is flexible and based on the particular needs of the students in the school community. For each identified student, an individual educational plan (IEP) 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. The School values individual growth and development and does it’s best to provide all students with the type of support that ensures their success at some level. Differentiation occurs within the classroom setting and students who require additional challenge have their needs met this way.

**Canadian International School of Phnom Penh Preschool (2016)**  N-6  230
[www.cisp.edu.kh](http://www.cisp.edu.kh)  At present, the School does not have the capacity to assess or serve students who are more than moderate in their needs. They have made arrangements with parents of children who have been diagnosed by medical practitioners, following acceptance to their school at 18 months of age. They will not serve any students they feel they cannot provide a stable and productive education for. This is a dictate from Alberta. If they accept the child they must show that they can support the child. Unfortunately, until they have their own structure in place within their school, this is not possible in Cambodia. The School currently supports three students who are moderate in their needs but diagnosed on the Autism spectrum. Parents pay for additional teacher assistant support, go to Singapore for diagnosis and medical support. They have very clear limits about what they can provide at this time and will not knowingly accept any student for whom they cannot provide a strong education. Canadian education is inclusive. They would make such education available with the proper medical support team, in the future, but not yet ready.

**The Giving Tree School (2016)**  PK-3  268
[www.thegivingtreeschool.com](http://www.thegivingtreeschool.com)  They do not employ any special needs teachers currently but work closely with Indigo when they have children with additional educational needs enrolled. All of their children with additional educational needs are mainstreamed, and those that need it have a shadow TA.

**iCAN British International School (2016)**  N-9  334
[www.ican.edu.kh](http://www.ican.edu.kh)  The School will accept students with mild learning disabilities.

**Lycée Français Rene Descartes (2015)**  PK-12  827
[www.descartes.cambodge.com](http://www.descartes.cambodge.com)  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 children with special needs.

**Northbridge International School Cambodia (2015)**  PK-12  496
[http://www.nisc.edu.kh](http://www.nisc.edu.kh)  SEN discussed with families on case-by-case basis.
CAMEROON, Douala
SPECIAL EDUCATION
American School of Douala (2015) PK-12 219
http://www.asddouala.com/ The School has limited programs for students with special needs. Assistance is provided to students with mild learning disabilities only requiring minor adaptations and modifications to be provided. Both the pull-out and push-in strategies are utilized based on students’ needs. Families with students having more significant needs will not find programs to meet the needs of students whose disabilities are of a more involved nature.

CAMEROON, Yaoundé
SPECIAL EDUCATION
American School of Yaoundé (2015) PK-12 181
www.asoy.org The School provides services for children with mild to moderate learning needs. The School has 1.5 learning support teachers and a part-time speech and language therapist. Services provided by the learning support faculty may include in-school counseling, specific classroom accommodations, taking tests in the learning support classroom; in-class co-teaching, a pull-out learning support class, extra tutoring, hearing/vision screening. Students with specific learning and/or other difficulties will be considered for admission on an individual basis. Parents are responsible for arranging an evaluation and for submitting all assessment results, evaluation reports, and previous school records before admission is granted.

CANADA, Calgary
SPECIAL EDUCATION
Post Comments – Education Opportunities (2016) ---- ----
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 (2016) ---- ----
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 (2016) ---- ----
school options are limited. Quebec is trying to integrate and mainstream special needs students into the regular classroom. 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.
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. Moreover, it is also important to note that some school fees are higher than the current Educational Allowance; thus, additional costs associated with education are the responsibility of the parents. School application fees generally are assumed by the parents, while school enrollment fees may be reimbursed by the educational allowance. The State Department currently bases the education allowance in Ottawa for grades K-8 on Elmwood and grades 9-12 on Ashbury College. If you choose carefully or plan accordingly, your educational allowance can cover most of your school fees. Special programs for learning disabled, physically handicapped, and gifted children exist in most school districts. Not all schools provide all programs however, and students may need to be bused in order to take advantage of an appropriate program. In some cases, a teaching aide may be available to assist a special needs student. These needs should be discussed individually on a case-by-case basis with the “Assessments” office of the appropriate school board. If you have a special needs child, please contact the Office of Overseas Schools to find out what the current situation is in Ottawa.

- **Brookfield High School**
  824 Brookfield Road
  Ottawa, Ontario, K1V 6J3
  Tel: 613-733-0610 Fax: 613-733-8452
  E-mail: anne.gillespie@ocdsb.ca
  website: [www.brookfieldhs.ocdsb.ca](http://www.brookfieldhs.ocdsb.ca/)
  The school offers special education and bilingual programs (French) in addition to the regular programs. Regional Learning Disabilities Unit located at Brookfield High

- **Canterbury High School**
  900 Canterbury Avenue
  Ottawa, Ontario, K1G 3A7
  Tel: 613-731-1191 Fax: 731-5210
  E-mail: Evelyn.Benoit@ocdsb.ca
  website: [www.canterburyhs.ocdsb.ca](http://www.canterburyhs.ocdsb.ca/)
  Offers a special education program for those students who have been identified as needing it.

- **Earl of March Secondary School**
  No. 4 The Parkway
  Kanata, Ontario, K2K 1Y4
  Tel: 613-592-3361 Fax: 613-592-9501
  E-mail: Jon.Harris@ocdsb.ca
  website: [www.earlofmarch.com](http://www.earlofmarch.com)
  Special education programs for students that may need it.

- **McMaster Catholic School**
  1760 McMaster Avenue
  Ottawa, Ontario, K1H 6R8
  Tel. # 613-731-8841 Fax: 731-8842
  E-mail: McMaster@ocsb.ca
  website: [http://mcm.ocsb.ca](http://mcm.ocsb.ca)
  The school also accepts students that have some slight learning disabilities.
CANADA, Ottawa, Ontario (cont’d)
SPECIAL EDUCATION (cont’d)

- **Heritage Academy**
  207 Bayswater Avenue
  Ottawa, Ontario, K1Y 2G5
  Tel: 613-722-0133 Fax: 613-722-7881
  E-mail: info@heritage-academy.com
  website: www.heritage-academy.com

Educational services for students who require special accommodations. Although the School has programs designed to help dyslexic learners and children with attention-deficit disorder, it is open to all students who seek to maximize their overall potential. The School will develop programs that address an individual student’s strengths and weaknesses. Only school in Ottawa that exclusively offers the Simultaneous Multi-sensory Teaching (S.M.T.) technique to students who require assistance in both reading and writing.

CANADA, Toronto, Ontario
SPECIAL EDUCATION

**Special Needs Schools** (2016)

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) - [http://www.arrowsmithschool.org/arrowsmithschool-toronto/index.html](http://www.arrowsmithschool.org/arrowsmithschool-toronto/index.html)
  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) - [http://www.chisholmcentre.com/](http://www.chisholmcentre.com/)
  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) - [http://www.donvalleyacademy.com/](http://www.donvalleyacademy.com/)
  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  
  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.

• **Finding the Way and Bright Start Academy**, Toronto (alternative/grades nursery-8 & essential credit courses)  
  [http://www.brightstartacademy.info/](http://www.brightstartacademy.info/)  
  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.

• **Geneva Centre for Autism**, Toronto (special needs services/children, youth and adults)  
  info@autism.net  
  The Geneva Centre for Autism provides clinical intervention services, training, and support to children, youth and adults with Autism Spectrum Disorder and their families. Person-directed philosophy, empowerment-oriented approach, social skill building programs, respite, social & recreational programs offered, and summer and winter break camps available.

• **Kerry’s Place Autism Services**, Toronto (special needs, specific to ASD)  
  [www.kerrysplace.org](http://www.kerrysplace.org)  
  Kerry’s Place provides consultation, services and support for families. Included in programming options are employment support, day support, person-directed planning and training for direct support providers.

• **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.

• **Monarch House**, Oakville (special needs/autism/speech therapy/occupational therapy/lifespan)  
  [http://www.monarchhouse.ca](http://www.monarchhouse.ca)  
  Monarch House offers personalized, integrated therapy services and an evidence based model of treatment based on an intervention plan.

• **New Haven Learning Center**, Etobicoke (coed, special needs, autism)  
  New Haven Learning Center for Children aims to provide an opportunity for education and treatment based on the principles of applied behavior analysis for children with autism spectrum disorder (ASD), who demonstrate the wide range of characteristics of autism.

• **Oakwood Academy**, Mississauga (special needs, traditional, academic/grades Jr.K-8/coed)  
  [http://kidscentre.com/oakwood](http://kidscentre.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)  
  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.

• **TEAM School**, Mississauga (academic /individualized/ grade 1 –grade 12/coed)  
  [http://www.teamschool.com](http://www.teamschool.com)  
  TEAM School provides individualized educational opportunities with low student:teacher ratios and a full curriculum for college bound students who need a little extra attention in the classroom to find the confidence to succeed.
CANADA, Toronto, Ontario (cont’d)
SPECIAL EDUCATION (cont’d)

- **Wildwood Academy**, Oakville (alternative school/grades 2-8/coed)
  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.willowwoodschoollca/ 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/ 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.

**TORONTO DISTRICT SCHOOLS**

Toronto District Schools offer special education programming. For the 2015 Special Education Report, click the following link: http://www.tdsb.on.ca/Portals/0/EarlyYears/docs/SpecialEducationPlan.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 quarter’s 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 (2016) ----- ----- ----- ----- http://www.vsb.bc.ca/programs (click on Special Needs Support under Elementary Programs and Secondary Programs) 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.
SURREY SCHOOLS provides specialized assistance in areas such as behavioural and emotional support for students with special needs, including:

- adapted physical activities program for students with disabilities;
- behaviour specialists;
- occupational therapists;
- physiotherapists;
- school psychologists;
- special education helping teachers;
- speech language pathologists;
- gifted program; and
- hospital/homebound program.

As stated by the British Columbian Ministry of Education, all schools must provide education and the necessary resources to students requiring special learning attention.

J.N. Burnett Secondary School (2016)  8-12  1,218
http://jnburnett.sd38.bc.ca/school-information/about-us  Richmond Special Education Advisory Committee (RSEAC) works with the school board, administrators, teachers and parents who are responsible for students receiving special education. The following list is the chairperson and member primary responsibilities:

- Advise the local school division of needs in the education of children with disabilities;
- Participate in the development of priorities and strategies for meeting the identified needs of children with disabilities;
- Submit periodic reports and recommendations regarding the education of children with disabilities to the division superintendent for transmission to the local school board;
- Assist the local school division in interpreting plans to the community for meeting the special needs of children with disabilities for educational services;
- Review the policies and procedures for the provision of special education and related services prior to submission to the local school board; and
- Participate in the review of the local school division's annual plan.

As stated by the British Columbian Ministry of Education, all schools must provide education and the necessary resources to students requiring special learning attention.


Lions Gate Christian Academy (2016)  K-12  295
www.lgca.ca  One full-time LAC staff member and many Special Needs Assistance are on staff. As stated by the British Columbian Ministry of Education, all schools must provide education and the necessary resources to students requiring special learning attention.


Pacific Christian Secondary School (2016)  8-12  ----
http://pacificchristian.ca/  Learning assistance is provided through the study center and through the assistance of educational assistants in academic classes. http://pacificchristian.ca/student-services-0. As stated by the British Columbian Ministry of Education, all schools must provide education and the necessary resources to students requiring special learning attention.


Queen Elizabeth Elementary School (2016)  K-7  402
http://go.vsb.bc.ca/schools/qe/Pages/default.aspx  As stated by the British Columbian Ministry of Education, all schools must provide education and the necessary resources to students requiring special learning attention. For more information visit, http://www.bced.gov.bc.ca/specialed/special_ed_policy_manual.pdf.

Samuel Brighouse Elementary School (2016)  K-7  ----
http://brighouse.sd38.bc.ca/  Richmond Special Education Advisory Committee (RSEAC) works with the school board, administrators, teachers and parents who are responsible for students receiving special education. The following list is the chairperson and member primary responsibilities:

- Advise the local school division of needs in the education of children with disabilities;
- Participate in the development of priorities and strategies for meeting the identified needs of children with disabilities;
- Submit periodic reports and recommendations regarding the education of children with disabilities to the division superintendent for transmission to the local school board;
- Assist the local school division in interpreting plans to the community for meeting the special needs of children with disabilities for educational services;
- Review the policies and procedures for the provision of special education and related services prior to submission to the local school board; and
- Participate in the review of the local school division's annual plan.
SPECIAL EDUCATION (cont’d)

As stated by the British Columbian Ministry of Education, all schools must provide education and the necessary resources to students requiring special learning attention. For more information visit http://www.bced.gov.bc.ca/specialed/special_ed_policy_manual.pdf.

Selkirk Montessori School (2016) PK-8 246
http://www.selkirkmontessori.ca/ As stated by the British Columbian Ministry of Education, all schools must provide education and the necessary resources to students requiring special learning attention. For more information visit http://www.bced.gov.bc.ca/specialed/special_ed_policy_manual.pdf.

St. Patrick’s Elementary School (2016) K-7 450
http://www.stpatrickselem.ca/ As stated by the British Columbian Ministry of Education, all schools must provide education and the necessary resources to students requiring special learning attention. For more information visit http://www.bced.gov.bc.ca/specialed/special_ed_policy_manual.pdf.

Vancouver Montessori School (2016) PK-12yrs ----
http://vancouvermontessorischool.com/ As stated by the British Columbian Ministry of Education, all schools must provide education and the necessary resources to students requiring special learning attention. For more information visit http://www.bced.gov.bc.ca/specialed/special_ed_policy_manual.pdf.

West-Mont Montessori (2016) K-8 ----
www.west-mont.ca As stated by the British Columbian Ministry of Education, all schools must provide education and the necessary resources to students requiring special learning attention. For more information visit http://www.bced.gov.bc.ca/specialed/special_ed_policy_manual.pdf.

West-Mont special needs website: http://www.west-mont.ca/special-needs/.

SPECIAL EDUCATION

Post Comments – School Information for Santiago (2016) ---- ----
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.

International School Nido de Aguillas (2016) PK-12 1,741
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.

The International Preparatory School (2016) PK-YR13 150
www.tipschile.com There is a learning specialist at school and also on call, to work with children with mild learning disabilities. Small classes allow for modification of material to deal with special learning needs.
CHINA, Beijing
SPECIAL EDUCATION

Post Comments: Synopsis of Special Needs Info (2016)

- **International School of Beijing**: [http://www.isb.bj.edu.cn/](http://www.isb.bj.edu.cn/) Learning Support Policy: In support of the mission, purpose, and philosophy of the School, as existing space and resources allow, students with mild to moderate 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. Placement is determined by the level of support needed to be successful.

Description of Services: 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 intensive learning needs.
- A student who requires a self-contained learning environment with separate curriculum.
- A student with significant 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.

- **British School of Beijing, Shunyi**: [http://www.nordangliaeducation.com/our-schools/beijing/shunyi](http://www.nordangliaeducation.com/our-schools/beijing/shunyi) 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.

- **British School of Beijing, Sanlitun**: [http://www.nordangliaeducation.com/our-schools/beijing/sanlitun](http://www.nordangliaeducation.com/our-schools/beijing/sanlitun) The School does not offer a comprehensive SEN program. They do have trained SEN specialists within their network of schools and work with professionals and organizations locally. The School endeavors to work with families to ensure that they have provisions in place to cater to the specific needs of their child. The School offers the support of a one-to-one teaching assistant for any student that may need the additional support during their lessons.
SPECIAL EDUCATION (cont’d)

- **Ivy Schools**: [http://www.ivyschools.com/](http://www.ivyschools.com/) While several of the School’s teachers are special-needs trained or informed, they are not equipped to accept children with special needs on a regular basis.

- **Montessori School of Beijing**: [www.msb.edu.cn](http://www.msb.edu.cn) MSB employs two Learning Support teachers who are trained to diagnose and support children with learning needs. All learning support students must be identified during the admission process and will undergo observation and testing by our Learning Support staff. Admittance to the school will take into account their recommendations.

- **Side By Side**: [http://www.sidebysidebeijing.com/](http://www.sidebysidebeijing.com/) Their program is solely for students with special needs and learning difficulties. The School will consider students with a variety of special needs, though they 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, language delays or disorders, or global delay. The majority of their students have a combination of communication, behavioral and social issues. Side by Side also offers 1:1 learning support and 1:1 music therapy for students who go to international school and have learning, behavior, emotional or communication difficulties. The School has a qualified special needs teacher, a music therapist/social worker/special needs support worker, and an assistant on staff. They refer to external therapy centers for diagnosis, speech and language therapy, occupational therapy and/or physical therapy if it is required.

- **Western Academy of Beijing**: [www.wab.edu](http://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 our 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. We will offer a provisional place only to those students who we believe can benefit from the educational program we provide.

- **Yew Chung International School**: [http://www.ycis-bj.com/en/](http://www.ycis-bj.com/en/) The School 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. For this reason, YCIS can only accept students with mild learning difficulties, i.e. children who can work successfully in a regular classroom environment with minimum support. The School employs 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 it believes will be successful in the YCIS program. Should a special educational need/s be identified after entrance (or a more serious need develops), the School reserves the right to review the placement.
CHINA, Beijing (cont’d)
SPECIAL EDUCATION (cont’d)
• 3e International School: [http://www.3einternationalschool.org/](http://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.

**GIFTED AND TALENTED**

Post Comments: Synopsis of Special Needs Info (2016) ---- ---- ----

Western Academy of Beijing: [www.wab.edu](http://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.

Dulwich College Beijing (2014) PK–12 1,444
[www.dulwich-beijing.cn](http://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.

CHINA, Chengdu
SPECIAL EDUCATION

QSI International School of Chengdu (2016) PK–12 350
[http://www.qsi.org/china/cdu/](http://www.qsi.org/china/cdu/) The School employs a full-time guidance counselor and a full-time special needs teacher. They can accommodate some but not all special needs cases.

Chengdu ISC International School (2016) PK–12 349
[https://cdischina.com/en](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 (2016) PK–12 271
[www.lis-chengdu.com](http://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, Guangzhou
SPECIAL EDUCATION

American International School of Guangzhou (2016) PK-12 1,005
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 (2016) PK-12 1,160
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 are on-site at the school to assess issues and work with current students.

CHINA, Hong Kong
SPECIAL EDUCATION

Post Comments – Special Education Learning Needs (2016) ---- ----

- **Hong Kong Academy (HKA)**
  33 Wai Man Road, Sai Kung, New Territories, Hong Kong
  (near Wai Man Road Playground) Tel: (852) 2655 1111
  Website: www.hkacademy.edu.hk
  Email: admissions@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. Children requiring mild to intensive support can be accommodated.

- **The Harbour School**
  2nd Floor, Hong Kong University Building Kennedy Town Centre 23 Belcher's Street Kennedy Town, Hong Kong
  Tel: (852) 2816 5222
  Website: www.theharbourschool.edu.hk
  Email: info@theharbourschool.edu.hk and admissions@theharbourschool.edu.hk
  Mild to moderate learning needs can be accommodated. The 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 provided 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 School also 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.

- **The International Montessori School (IMS)**
  Casa dei Bambini: 3 to 6 years
  M/F, Tung Fai Gardens, 17 Po Yan Street, Sheung Wan (Mid-levels area) and
  G/F Blocks 23 to 23A, South Horizons, Phase II, Ap Lei Chau
  Lower Primary and Upper Primary: 6 to 12 years
  62 Tin Hau Temple Road Tel and Off Stanley Plaza, Stanley
  Tel: (852) 2156 9033
  Website: www.montessori.edu.hk  Email: info@montessori.edu.hk
IMS accepts children with learning and development difficulties. For children with special needs, IMS requires a therapist or psycho-educational evaluation to assist in the application process.

- **International Christian School (ICS)**
  1, On Muk Lane, Shek Mun, Shatin, New Territories
  Tel: (852) 3920-0000
  Contact: Debbie Kadaw, Dean of Admissions
  Email: kadowd@ics.edu.hk and admissions@ics.edu.hk
  Website: [http://www.ics.edu.hk/](http://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 behavior, 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.

- **English Schools Foundation**
  25/F, 1063 King’s Road, Quarry Bay
  Tel: (852) 2574-2351

  English Schools Foundation offers very limited support for special needs children. Parents are required to pay for an education assistant (EA) specifically for their child. However, the School has a purposely built school of children with special needs, the Jockey Club Sara Roe School ([www.jcsrs.edu.hk](http://www.jcsrs.edu.hk)).

- **Autism Partnership School (APS)**
  2/F 17 B Ventris Road, Happy Valley, Hong Kong
  Tel: (852) 2526 3061
  Website: [http://www.apschool.edu.hk/](http://www.apschool.edu.hk/)
  Email: info@apschool.edu.hk

  The School is a non-profit private primary school in Hong Kong which can care for up to 72 primary students. The school caters for Cantonese and English-speaking children, aged from 4 years 8 months or above. 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 for 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 Primary six covers core subjects of English, math, general studies and computer studies, supported by visual art and physical education and music. The school strives to teach skills which are meaningful and functional to the students to ensure to provide instruction in skills that will be long lasting and establish core skills so that our students can work, live in the community as independently as possible with a high quality of life.

- **Carmel School Association**
  Carmel Elementary (ages 5-11 years), 10 Borret Road, Mid-levels
  Elsa High School (ages 11-18 years), 460 Shau Kei Wan Road, Shau Kei Wan
  Tel: (852) 2964 1600 and (852) 3665 5388
  Website: [www.carmel.edu.hk](http://www.carmel.edu.hk)/
  Email: admissions@theharbourschool.edu.hk

  Learning support services are available through The Learning Connection (TLC) program. TLC provides academic or social skills support in a 1:1 or 2:1 setting. These services occur in 40 minute
sessions, between 1-3 times per week. Carmel Elementary also works with a network of external providers for speech and language, occupational therapy, social and emotional services and educational assessment. For more information, please contact Rachel Herman, the TLC coordinator, at Rachel.Herman@carmel.edu.hk.

- **Island Christian Academy**
  70 Bridges Street, Sheng Wan
  Tel: (852) 2537 2522
  Email: office@islandca.edu.hk and admissions@islandca.edu.hk
  Website: [http://islandca.edu.hk/](http://islandca.edu.hk/)
  The school offers a Learning Support Service which adapts the curriculum or provides extra help when needed. The school also has a gifted and talented program.

- **Nord Anglia International School**
  11 On Tin Street, Lam Tin, Kowloon
  Tel: (852) 3958 1488
  Email: admissions@nais.hk
  A program is offered. Please contact the school for more information. (from website) At Nord Anglia International School Hong Kong, they embrace the value that all children bring to their school. Their teachers are expert at working with children as individuals and adapting to a range of needs. They appreciate that each child may need support at some time, whether with a specific learning difficulty, such as dyslexia, or an emotional need, for example as a result of a bereavement.

  It is essential, during the application stage, that parents are as open as possible about any additional support their child may need. Expert reports or talking with your child’s previous teachers are both useful ways for the School to assess how well they can support your child. In some instances, they may suggest additional support in the classroom. This may incur extra charges which they will discuss with you before offering a place.

  However, it may be that, after discussions with you, the School feels that they cannot support your child's particular learning needs. In this case they may explain, with regret, that they can't offer a place.

**CHINA, Shanghai**

**SPECIAL EDUCATION**

- **Shanghai American School** (2016) PK-12 2,919
  [www.saschina.org](http://www.saschina.org)
  Level of Service: Mainstream with pullout less than 10%. Shanghai American School believes that there should be a continuum of services for children with learning differences. As such learning support is offered to students in grades 1-12, however, only for those identified as having mild/moderate learning differences. Students admitted to SAS must be able to be successful within the regular classroom with accommodations from learning support services. No major curricular modifications are available for students. All decisions regarding admission for students with special needs are made on an individual case-by-case basis.

  There are staff members on each campus who can diagnose some learning disabilities. Students may see specialists in the community for speech, occupational and other therapies beyond what SAS can provide.

- **The British International School, Puxi Campus** (2016) PK-12 1,502
  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.
The Innovative Learning Center (ILC) at The Essential Learning Group is for children with special needs who cannot attend typical international schools. ILC works on a 3:1 child to staff ratio and serves children and dependent adults of all ages. They are also able to provide full-time or part-time 1:1 support for clients with higher needs. Most of the clients who attend have autism, global developmental delay, behavior issues, learning disabilities, or other requirements for a therapeutic program. A multi-disciplinary team of professionals including special education teachers, speech-language pathologists, occupational therapists, educational psychologists, and specially trained program assistants staffs ILC and Clinic Services. They are able to undertake a comprehensive range of formal assessments including full psycho-educational assessments, cognitive testing, speech-language assessments, occupational therapy assessments and sensory profiling. ILC is the only program of its kind in Shanghai and was founded in 2006.

The admissions process seeks to ensure that ILC is a good fit for the client, and that their needs can be met. The School asks families to submit all current records including existing IEPs and assessment reports; to have a phone interview; and if possible, to visit the program.

They often customize their programs to meet the specific needs of each child. The Innovative Learning Center is most appropriate for children or dependent adults with moderate (20-50% pullout) and severe (5-100% pull out) needs.

Please see our up-to-date list of Specialists by clicking here: [http://www.chinaelg.com/about-elg/meet-our-staff/](http://www.chinaelg.com/about-elg/meet-our-staff/)

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.

Limited resources are available for students with minor special needs.
CHINA, Shenyang
SPECIAL EDUCATION
Shenyang International School (2016) PK-12 170
www.syischina.com SYIS has one full-time special education teacher. The School has the capability to test students for learning disabilities and write learning plans based on diagnosed learning disabilities. Testing is conducted offsite at our sister school in Tianjin. The School will be closing at the end of the 2016-2017 academic year.

CHINA, Wuhan
SPECIAL EDUCATION
Wuhan Yangtze International School (2016) PK-12 239
https://wyischina.com The School is committed to seeing that every child has an opportunity to learn and grow. In most cases, the needs of individual students are able to be met by the classroom teacher with the use of some individualized assistance or curriculum modification as necessary. They are willing to discuss the needs of each child and determine if the necessary resources needed for success are available. In certain cases, one-to-one assistance can be offered.

COLOMBIA, Barranquilla
SPECIAL EDUCATION
Colegio Karl C. Parrish (2016) N-12 783
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 (2016) ---- ----
Bogota has several schools with special needs services. Before considering Bogota as a post it is best to verify which school in Bogota might best be able to meet the needs of your child - each school listed offers different types of assistance.

Colegio Nueva Granada – this school has services for a range of children with special needs in the school’s Learning Center. Bogota accommodates the largest number of special needs students in the world and CNG is our main school that accepts these students and also the only school in Bogota that offers a provisional admission based on the admission packet submitted by parents.

Important Application Information for International Families Who Have Children with Special Needs: CNG takes special interest in American, international, and “Global Nomad” families who are positively involved in their child's educational process. International families considering a move to Bogota may apply at any point during the school year; CNG has rolling admissions for families coming from abroad. If you have a child who requires CNG Learning Center services you must send the following documents to the Admissions Office (admissions@cng.edu):

1. Recent psycho-educational evaluation (valid within three years of your application date to CNG),
2. Recent Individualized Education Plan (IEP) if applicable,
3. Recent reports from educational specialists and/or therapists working with your child.
COLOMBIA, Bogota (cont’d)
SPECIAL EDUCATION (cont’d)
The Learning Center and Admissions Team will confirm if they have the available services to support your child. Upon confirmation of space availability and the range of necessary services required for your child’s educational needs, you may continue with the regular application process.

As a final note, although CNG has a strong commitment to serving students with a wide range of exceptionalities supported within their inclusionary model of special education, the Board policy restricts and highly limits the acceptance of children with any type of behavioral or conduct issues.

Please click on the following link for additional information regarding CNG’s requirements for international family admissions: http://cng.edu/index.php?seccion=admissions.

***Special Attention: Only Applies to Families to be assigned to the U.S. Mission in Colombia. CNG will need to receive the above information in advance to determine whether or not the school can provide the necessary special needs services. Once the Admissions Office has confirmed the availability of services, you will be informed in writing, and this verification can be used in order to bid on the post. Please make an important note that confirmation of available services does not signify guaranteed admission given that some families request confirmation of services up to two years in advance. Therefore, we would like to emphasize that final admission will depend on space availability both at the grade level and in our Learning Center as well as the student’s continued ability to meet our entry requirements. Additionally, please note that the admissions process has several steps that will need to be completed, including interviews and testing, once you formally decide to apply. As a result, we strongly encourage you to contact the CNG Admissions Office for more information as soon as you know that your family will be coming to Bogota.

Families of the Bogota U.S. Mission must also refer to the “Educational Payment Policy and Procedures” written guidelines (available from the CLO’s Office) to ensure funding approval of the child's Special Needs Educational Allowance (SNEA). Once approved, the employee and embassy will receive a SNEA funding approval cable. Please note that CNG must receive a copy of this funding cable confirming SNEA approval BEFORE the child can begin attending class and receiving services.

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 some children requiring these services. 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
COLOMBIA, Bogota (cont’d)
SPECIAL EDUCATION (cont’d)
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 Nueva Granada (2016) PK-12 1,743
www.cng.edu Learning Center Programs and Services: CNG offers a wide variety of services through a multi-tiered systems of support model. They serve students with varying exceptionalities in an inclusive environment.

Middle School and High School Learning Lab: Students work to improve on executive function skills, such as organization, following directions, planning, strategizing, paying attention to and remembering details, and managing time and space. Students also have the opportunity to have concepts pre-taught and re-taught to support their success in their classes. In high school the curriculum taught is Strategic Instruction Model. In Middle School the curriculum taught is Skills for School Success.

Co-Teaching: A general education teacher and a learning center teacher teach the general education curriculum to all students, as well as implement accommodations for students on Individual Education Plans. The general education teacher and the learning center teacher collaborate to develop lessons, create assessments, and share teaching responsibilities for all students.

Learning Support: Individual and small group remediation is provided outside the classroom for reading, writing, and math. Students receive intervention services to help them close the gap when they are not working at grade level in their core academic areas. The intervention depends on the child’s specific learning needs.

Resource Room: Students with moderate to severe needs receive instruction tailored to their specific needs in the Resource Room. Students are taught the core subjects (reading, writing, and math) and are supported in their social, emotional, and life skills development.

Inclusion Program: Students are given the necessary support and tools from a 1:1 inclusion teacher within the general education classroom to help scaffold skills, as well as to modify and/or accommodate curriculum.

English as a Second Language (ESL): Students whose proficiency in English is lower than CNG’s expectations are given support with their English language development in the classroom or in pull-out sessions.

Spanish Support Services: Students that are native Spanish speakers who are having difficulties in reading and writing in their mother tongue are given extra support in this process. Once the child decodes in his/her own language, it is easier to make the transition into the second language.

Speech and Language Therapy: Speech-language pathologists provide service of rehabilitation to students with communication challenges, such as articulation and language processing.

Occupational Therapy: Students practice exercises that improve sensory processing, develop better muscular strength, coordination, and balance. They also learn visual-motor abilities that promote visual perception and handwriting.

Individual Accommodation Plans: Students who need accommodations in the classroom to be successful, but do not need remedial services are placed upon an Individual Accommodation Plan. The Learning Center Case Manager is responsible for sharing this document with all general education teachers and ensuring that the accommodations are being followed.

Read To Succeed and Lectura Exitosa: This is a Tier II, targeted, small group reading intervention at students’ instructional level with a reading specialist. Through mini lessons and guided reading experiences, students work on phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension.
COLOMBIA, Bogota (cont’d)
SPECIAL EDUCATION (cont’d)

Fast ForWord®: This computer software based program is an accelerated learning program based on over 30 years of neuroscience research that develops a wide range of skills including: phonological awareness, phonemic awareness, fluency, vocabulary, comprehension, decoding, working memory, syntax, and grammar.

Tier II Literacy Access Blocks: In K-5, 1st, and 2nd grade, students performing below average in emergent reading skills are served through a Tier II, early intervention is provided using research-based instruction to ensure the achievement gap closes for these students.

Handwriting without Tears/Sensory Motor Class: All students in K4-1st grade have the Handwriting without Tears Program and Sensory Motor Classes in K4 incorporated in their classrooms as a Tier I intervention to support fine and gross motor skills, directionality, letter/number formation, and sound/symbol recognition.

Colegio Anglo-Colombiano (2015) PK-11 1,820
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 (2015) PK-12 508
http://www.cgb.edu.co/ The Educational Achievement Department (EAD) 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.

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.

The Counseling and Emotional Guidance Department (CEG) provides support to students with 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; play an important role in the school’s PSHE curriculum (personal, social and health education); and provide group and individual support with social skills and integration. Individual counseling is offered as well as liaising with outside professionals. One of the three psychologists is also the Career and University Guidance Counselor, offering orientation and assistance for university admission in Colombia, the USA, Canada, the UK and Europe, primarily.
COLOMBIA, Bogota (cont’d)  
*SPECIAL EDUCATION* (cont’d)  
The English School (2016)  
PK-11 1,700  
http://www.englishschool.edu.co  
The School offers learning support, emotional support, and an educational psychologist.  
Gimnasio Moderno (2016)  
PK-12 994  
http://www.gimnasiodernomoderno.edu.co/  
Their Learning Support Center is called “Aula Alterna”, and assists students in and out of their classrooms through tutoring, supplemental instruction, student orientation, study skills, academic and emotional support. The Center is a facility where students come to effect change in their learning assistance skills and attitudes, particularly in areas of reading, writing, math, and study skills. The program serves learning disabilities, cognitive disabilities, physical disabilities, emotional problems, low sight, speech difficulties and autistic spectrum disorders now days. The program refers to external specialist for diagnosis and therapeutic monitoring if needed.  
Knightsbridge Schools International (2016)  
K-12 202  
www.ksi-bogota.com  
The School has a number of students who require differentiation and modifications in the classroom. All students are mainstreamed in the regular classroom. The School’s full-time school psychologist and IEP case manager ensures that all modifications and accommodations are being provided in each classroom provided in the Individualized Education Plan (IEP) to be used in the classroom. KSI Bogota has an alliance with The Learning and Psychology Center (LPC) The LPC has its main office in Bogota, but also provides therapies and services at KSI Bogota campus. KSIB has an occupational therapy gym, audiology center and academic support center. The School’s Child Study Team reviews all accommodations and/or modifications being made in the classroom to evaluate and make suggestions to teachers and report progress to parents.  
Montessori British School (2016)  
N-12 878  
www.mbs.edu.co  
The School does not offer any special programs for children with special needs. The School has special reinforcement classes for students that have academic needs. They also have a psychology department to work with emotional problems and provide help to parents.  
GIFTED AND TALENTED  
Colegio Gran Bretaña (2015)  
PK-12 508  
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*  
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.
COLOMBIA, Cartagena (cont’d)
SPECIAL EDUCATION (cont’d)

- 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 (2015) 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. Espasmosfemia (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.

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:
They distinguish two types of difficulties in the calculation area.

- Difficulties in reading and writing numbers, especially in the serialization of these.
- Difficulties to perform operations and solve word problems.
COLOMBIA, Cartagena (cont’d)

SPECIAL EDUCATION (cont’d)

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 shadow 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 (2016) K-12 301
http://www.tasok.net/ The School accepts students with learning differences and mild to moderate learning disabilities as long as the School is confident in their ability to meet the student’s needs. It is important to understand the context of Kinshasa and the limitations of the availability of additional services that a student may need in English and meeting international standards. This includes the lack of educational psychologist services, some medical services, speech and language therapy, psychiatric counseling services and occupational therapy.

The School’s focus on student learning occurs through a collaborative approach. A preschool-grade 12 school on one campus provides a fertile environment for teachers to share best practices and support one another to meet students’ learning needs. The isolation of external resources, given our geographic location, further lends to a community of trust and sharing amongst their faculty. Students accepted into the Learning Support program will have their needs addressed and documented in an Individual Education Plan (IEP). Learning Support services are delivered within the regular classroom setting to the greatest extent possible with co-teaching and resource room support as needed. In some cases a shadow teacher is required to assist in the delivery of services. Currently they have two qualified Learning Support teachers (one who supports students in the elementary school, and one who supports students in middle/high school). There is a supplementary charge for learning support services for those students identified by the Student Services Team as needing support and in collaboration with parents and teachers.
COSTA RICA, San Jose
SPECIAL EDUCATION

Post Comments –School Contact Information (2016) ---- ---- ----

**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** limited accommodations for mild special needs are offered. **Centro Educativo Integral Kallpa** is a small school located in Escazu, Trejos Montalagre. The School is a special education setting that offers language therapy, physical therapy, occupational therapy, cognitive behavioral therapy, support and advice for parents, balanced and nutritious diet plans, and psychopedagogy. The majority of the staff speak Spanish. The School serves children with low to severe disabilities and special needs. They create an individualized educational plan for each student.

**American International School of Costa Rica** (2016) PS-12 240
**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.

**Lincoln School** (2016) PK-12 1,315 
**www.lincoln.ed.cr** The School is accessible for the physically handicapped. Lincoln does not offer psychological/educational tests. The School can make referrals if testing is needed to psychologists that speak English. Teachers are trained to work with gifted and talented and learning disabled. Lincoln understands it needs to address issues with students who have moderate to severe learning disabilities but at this time they can only give accommodations to individuals with mild learning disabilities. Prior to making a decision, please contact admissions and ask to speak to one of their counselors to ensure Lincoln can provide the necessary accommodations for a child with an IEP or 504 accommodations.

**Centro Educativo Integral Kallpa** (Special Needs) (2016) ---- 18
**www.kallpacr.com** Mild to severe emotionally disturbed, learning disabled, mentally handicapped, multiply handicapped, orthopedically impaired, visually handicapped at all grade levels can be accommodated. They School can make accommodations in the regular classroom, through the use of a resource room and in self-contained classrooms. The School is accessible for the physically handicapped. The School has staff trained to administer psychological test and diagnose specific learning disabilities.

**Country Day School** (2016) PK-12 770
**www.cds.ed.cr** CDS has accommodations for students with mild learning disabilities; they are handled within the regular classroom. Children needing the resource room are pulled out according their individual educational program (IEP) in grades 1-5 and other accommodations are made.

**Marian Baker School** (2016) K-12 227
**www.mbs.ed.cr** The Student Support Program provides assistance to students with specific and diagnosed learning needs. It provides students with strategies and techniques needed to succeed in the regular classroom. Through this program, the School offers support to families concerned with the academic performance of their children.
COSTA RICA, San Jose (cont’d)
SPECIAL EDUCATION (cont’d)

The Student Support Program perceives each student as an individual with unique learning and academic needs. Teachers provide their students with the environment that fits the individual learning needs to guarantee success. This environment will encourage the students develop their self-esteem, curiosity, and self-awareness. This program is also designed to assist teachers to maximize their time and effectiveness in the classroom by providing them with the necessary information and training to deal with the specific learning needs of their students. Parents are an integral part of the Student Support Program.

Pan-American School (2016) PK-12 601
www.panam.ed.cr Pan-American School receives a variety of students with special needs ranging from mild cases such as dyslexia or ADHD to cerebral palsy and Down syndrome, adjusting services, supports, and curriculum for the needs of the individual special learner. There is a team of specialists in pedagogy, learning needs, and special education available to support the students that require special attention.

The admission process for special needs students is similar to regular admissions to Pan-American School but with the addition of an in-depth analysis of the student’s special learning needs, graduation plans, post-high school plans, and more, in order to ensure that the services offered at Pan-American School are sufficient to meet the student’s requirements.

Students with special learning needs may request significant and non–significant curricular modifications. Students with significant physical or learning needs may be required to have an individual assistant, the cost of which is covered by the family. Teachers and learning specialists work together to determine and document the specific needs of each student and to make the necessary modifications to enhance learning. Assessment of learning styles can be performed at the School, but fully diagnosis is not available. The school also has a program to assist students needing accelerated or enhanced instruction. Students enter this program by referral from teachers and learning specialists and an individual program is designed for each participating student.

GIFTED AND TALENTED
American International School (2016) PS-12 240
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.

Lincoln School (2016) PK-12 1,315
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 (2016) ---- ---- ----
The French and German Schools share the same facility, the Eurocampus, in the northern part of the city but are actually two different schools with distinct administrative and teaching staff. 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 (2016) PK-12 256
http://www.aisz.hr/ The School has programs for children with mild to moderate learning disabilities in elementary, middle and high school grades. There is no trained staff at the school who could administer psychological tests or diagnose specific learning disabilities. A psychoeducational assessment is required for students with moderate learning difficulties, to better assess if their needs can be met. The School is not handicap accessible. 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
International School of Havana (2016) PK-12 407
www.ishavana.org The Learning Support Program provides support to students who have been identified with learning disabilities, learning disorders or those who are low achievers. The students enrolled in the Learning Support Program are provided with an I.E.P. (Individual Educational Plan) that defines the learning program and teaching strategies that best suit the student’s needs. The I.E.P. also provides accommodations and modifications with the aim of helping the student reach his/her full potential. Students with an Individual Educational Plan (I.E.P.) may be supported through:

- A modified program
- Modified outcomes in a specific subject
- Curriculum support sessions
- Learning skill development sessions
- In class accommodations
- Examination accommodations

**Modified Program:** Students that are not able to cope with the grade/age appropriate curriculum are provided an I.E.P. with curriculum modifications specified. The options for modifications include, but are not limited to:

- A differentiated academic program, delivered in the learning support classroom, with accommodated outcomes different from the mainstream curriculum. These outcomes are selected according to the student’s level and aim to cover the basic skills and knowledge the student has not yet developed.
- A specific subject deletion.
- Academic program modified towards the development of functional life skills.

**Modified outcomes:** When a student has difficulty with meeting the expectations in a specific subject or skill, the grade level and subject outcomes are modified to his/her present level of performance while he/she receives parallel individual instruction for skills development.

**Curriculum Support:** This support consists of one-on-one or small group sessions aimed to teach or reinforce the knowledge and academic skills required for the student to reach their full potential in a mainstream subject. The subject teacher and the learning support teacher concur on the content that should be reinforced, decide the pace of the instruction and share the planning on regular basis.
Learning Skills Development Sessions: Students attend the Learning Support class to work either individually or in small group sessions on developing:
- Cognitive skills
- Sensory integration skills
- Fine or gross motor skills
- Organizational skills

In class accommodations: Students are provided with in class accommodations determined by their individual needs to support differentiated instruction within the mainstream. This may include modified teaching strategies, additional teaching aids and facilities.

Examination accommodations and modifications: Students may be provided with different examination accommodations for both internal examinations and external examinations. Internal examination modifications may include:
- Examination format modification
- Content modifications
- Instructions clarified or translated
- Use of dictionary
- Oral examinations
- Extended time
- Examination reader
- Examination prompter
- Sitting for examinations in a separate room

External examination modifications are determined by C.I.E (Cambridge International Examinations (grades 6-10)) or the I.B.O. (grades 11 and 12) policies and procedures. The school is required to request approval from these organizations to provide accommodations for specific cases. The external authority, not the school, decides upon the accommodations that may be offered to each individual. Implementation is therefore, conditional upon the approval from the external authority to provide modifications.

Support levels offered by the Learning Support Program: Mild or moderate support and intensive support

Support types offered by the Learning Support Program: Consultation with a Student Support specialist, monitoring student performance, literacy and mathematic support, strategies/skills development classes, and in class accommodations.

Mild or Moderate support: Specialized small group or one-on-one instruction, specifically designed courses in core literacy and mathematics (secondary school only), curricular modifications – when required, curriculum support for mainstream subjects
- In class and examinations formal accommodations
- Study and organizational skills
- Intensive support
- Individualized supervision and the assistance of a special educator
- Individually designed inclusion opportunities
- Functional life skills
- Dolphin/animal therapy
- Yoga for the special child sessions

Speech Language Therapy and Sensory Integration Therapy can be recommended in any level of programming.

The help of specialists, who are not members of the school staff, can be accommodated during school hours and on the premises (depending on class room availability) but must be contracted by the family directly with the practitioner.
CUBA, Havana (cont’d)
SPECIAL EDUCATION (cont’d)

Centro Educativo Español (2016) PK-12 272
http://www.ceehabana.com/ The School has a Counseling Department that provides services for special needs students in total coordination with the School direction. Students are mostly integrated in the classrooms according to their ages, but they are mostly pulled out for up to 20%, although there can be variations according to needs. The School also has integrative teachers for students who need to be accompanied in the classroom during school hours. Needs that can be serviced: learning disabled, mentally handicapped, multiply handicapped, speech impaired, and emotionally disturbed.

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.

GIFTED AND TALENTED
International School of Havana (2016) PK-12 407
www.ishavana.org The existing gifted and talented program is recognized under the name of Highly Able and Talented Program. It is provided for students who exhibit or have the potential to exhibit special abilities or exceptionally high levels of achievement in either academic or non-academic areas, in relation to intellectual capacity, creativity, leadership, and/or performance in visual arts or kinesthetic areas. Students can be identified through information provided upon enrollment from a previous school, and are also screened and identified by the Student Support Department in coordination with their teachers and the Heads of Section prior to acceptance into the program.

The identification process involves in-class observations/screening by teachers and the H.A.T. Program Coordinator, which are supported with analysis of student’s work record and interviews in order to gather data to determine the placement of the student in the H.A.T. caseload. Consultation and agreement are carried out among Planning Team members (teachers, H.A.T. coordinator, head of Student Support Department, the relevant Head of Section and the Principal) and discussed with parents. If necessary, and only in particular cases decided upon by consensus, standardized academic and cognitive tests will be administered by the Student Support Department.

If deemed convenient, the creation of a Student Plan may be proposed during the consultation feedback, intended to steer learning in those areas where it is most needed, in order to maximize student potential. It may involve pullout enrichment provision, in-class differentiation, extracurricular extension activities or the creation of a specialized learning area (video-editing, 3d animation, photography, etc.) considering the areas where the student excels. The Student Plan is discussed with the parents to explain how the program will be implemented and the nature and level of parental support needed for its success.

Grade-skipping or acceleration are not considered as part of the program, taking into account that enrichment and extension activities can provide for greater breadth and depth of learning without affecting the social wellbeing of the child within his/her age-related peers.

CURAÇAO, Curaçao
SPECIAL EDUCATION
International School of Curaçao (2015) PK-12 416
www.isc.cw Please see the School’s website at: http://www.isc.cw/support-programs/ for detailed description of their Learning Resource Program and all other student services offered. Student Services at ISC offer support for the physical, social, emotional, behavioral and academic success of all our students. The purpose of the Student Services Department is to provide quality support, services and instruction to all students in order to prepare them for their future. These services include: learning resource, ESL, reading, health center, school psychologist. The Learning Center offers programs for students with learning disabilities, reading difficulties,
CURAÇAO, Curaçao (cont’d)
SPECIAL EDUCATION (cont’d)
highly able students, and students learning English as a second language (ESL). In the Health Center a
Registered Nurse takes care of our students’ physical well-being and supports our health curriculum. In addition
to counseling students with special academic, personal or social needs, our high school guidance counselor also
offers career counseling and coordinates the College Placement Program. The School Psychologist works
together with teachers, parents, and outside agencies to create a positive and supportive learning environment
and strengthen the connections between home, school, and the community for all students. In order to obtain
services from the Learning Center, students will be recommended by teachers, administrators, or parents
following the established procedures and referrals. ESL services are required for all students whose home
language is not English or who are studying in English for the first time. Any questions regarding Student
Services should be directed to Monique da Costa Gomez, Director of Admissions and Student Services.

CYPRUS, Nicosia
SPECIAL EDUCATION

Post Comments (2016) ----

None of the schools adequately handle severe learning disabilities. For more information concerning special
needs, please contact the schools directly or the Office of Overseas Schools.

The American International School in Cyprus (2016) PK-12 ----
www.aisc.ac.cy AISC enrolls students with mild emotional and academic difficulties and exceptionalities as
well as mild speech, visual and orthopedic impairments. Students with mild (mainstream/or pull-out for up to
20% of the day) learning disabilities and IEPs can be supported for by qualified personnel. AISC modifies the
curriculum up to Grade 8, and provides accommodations K-12. AISC does not enroll students who need
significant modifications in the high school. In 2013-2014, 4.8% of the K-12 student population had
individualized educational plans and were receiving direct support services for learning difficulties or
disabilities, and 12% of the K-12 students were English Language Learners and were receiving English as an
additional language support and direct services to advance their English proficiency levels. In addition, the
school partners with outside professionals in the local community to support student needs.

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 on-
going 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.
SPECIAL EDUCATION (cont’d)

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 School has a learning support unit for children with different learning or emotional needs. A team of highly motivated and qualified staff are working within the learning support unit to support all children, celebrate differences and diversity.

The School’s services for special needs would be considered mild. With their new building they have facilities for the physically handicapped (lift and bathroom facilities, plus ramps). In terms of educational special needs, they use differentiation within the class widely. In addition, they have a small support unit who withdraws children who are having difficulty in assessing the curriculum and give them support in numeracy or literacy (or both) in small groups or one-to-one.

In cases where students join us with little or no English, they request parents to assist financially with withdrawing the student for approximately 20% of the day to provide intensive one-to-one language support. This may also be the case where students are native English speakers but have gaps in their learning that prevented them from fully accessing the curriculum.

The School does not have trained educational psychologists in school, but works closely with trained educational psychologists and refers students to them when needed. This also goes for speech therapists and other professionals.

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.

GIFTED AND TALENTED

The School’s accelerated program takes place out of class as a personalized or group activity.

The School differentiates within the class in order to extend and challenge. They also sit students towards the end of the primary phase in literacy and numeracy. In Year 6 of primary our students sit externally set and marked assessments and our results are exceptionally good; much higher than the results recorded for the average student in the U.K.
CZECH REPUBLIC, Prague
SPECIAL EDUCATION

Post Comments – Special Needs (2016)  

All schools have staff trained in learning support and work with special needs students to varying degrees and all on a case-by-case basis, so parents should contact the schools directly with questions. Prague also has private local English speaking psychologists, speech therapists, and learning support teachers. There are differing opinions regarding the competency, philosophy, and ability to communicate with local providers, therefore, CLO shares information about resources we learn about through the MED Unit, but the ultimate resource lists is maintain by the Med Unit and we refer all inquiries for specific recommendations to them.

International School of Prague (2016) PK-12 831  

www.isp.cz The International School of Prague is able to support students with mild learning difficulty (MLD). A student identified as having a MLD is expected to function within the regular classroom, focusing on the same learning outcomes given appropriate accommodations in the way the material is presented and/or to the way in which the student demonstrates learning. ISP support students with mild learning disabilities by providing: pull-out services in a small setting; in class support; curricular accommodations; instruction in study skills; teacher and parent consultation; cooperation with external specialists; accommodation for standardized testing; self-advocacy; and self-awareness training.

ISP closely monitors the numbers of MLD or EAL students per class to not exceed a specific ratio in each class. As a result, some applicants with a MLD (identified either by school records or through teacher evaluation) or physical disability may gain admittance where others may not, depending on space available for MLD students in each class in any given year.

Riverside School (2016) PK-12 534  

www.riversideschool.cz The Student Support Department supports students who have diagnosed needs and students who do not have a diagnosis but who have been identified as needing additional support.

Students who are on the Student Support register have an Individual Education Plan which outlines termly targets for the student to work towards. Support is offered in the form of pull out sessions (one to one or small group) and support in class when necessary.

The Department currently supports students with a wide range of needs e.g. developmental delay, dyslexia, ADHD, dyscalculia, dysgraphia, autism spectrum disorder, developmental dysphasia, and cerebral palsy.

They have no staff on-site trained to diagnose disabilities, although they do screen for dyslexia. They use the expertise of a wide range of specialists within the local professional community e.g. educational psychologist, occupational therapist, speech and language therapist.

When completing a school application parents are asked to note whether their child has a diagnosed special need. The Student Support team gathers any necessary information (e.g. from the parents, previous school, educational psychology reports) in order to make an informed decision about whether the school is able to offer the support the child needs. If admitted the Student Support team works to ensure that the student’s transition into their new school is a positive one.

GIFTED AND TALENTED

Riverside School (2016) PK-12 534  

http://www.riversideschool.cz/ Riverside School believes that students can be gifted in many ways and that many students are gifted outside of the narrow bounds shown on tests. The School invites such students to participate in extension projects called the “Challenge Zone” The Challenge Zone aims to extend students beyond these more traditional definitions of gifted.
CZECH REPUBLIC, Prague (cont’d)

GIFTED AND TALENTED (cont’d)

Students are identified as gifted and talented through exceptional test scores and recommendations by classroom teachers. These students have records of extension provision that are supported by their classroom teachers. Some students may struggle with some aspects of learning and find others particularly easy. Other students are gifted in less academic areas.

Some students may need EAL or SEN support, but be ready for extension in other areas of learning. Students such as these are invited to participate in Challenge Zone activities.

This year over 80 students have taken part in a variety of Challenge Zone units that have included art projects, science experiments, design and building challenges, story and play writing, mathematical problem solving and debates.

DENMARK, Copenhagen

SPECIAL EDUCATION

Copenhagen International School (2016) PK-12 912
See website for details. The School support programming consists of the following options: learning support, English language support, occupational/speech therapy (fee for service), school counseling, learning assistance program, and school psychology (combination of in-house and outsourced support/assessment).

DOMINICAN REPUBLIC, Santo Domingo

SPECIAL EDUCATION

Carol Morgan School (2016) PK-12 1,078
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.

American School of Santo Domingo (2016) N-12 223
The school provides: shadow teachers (paraprofessional); testing accommodations; case management; referrals for academics; psycho-educational, psycho-social testing; SSL; and ESL.

The Community for Learning (2015) PK-12 398
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.

MCSchool (2016) PK-12 445
The School counts on the Student Support Team (SST) to support students with special needs. This team includes two psychologists, a guidance counselor, an academic interventionist and a special education teacher. Professionals on the SST are trained to perform initial screenings and provide services for students in need. When necessary students are referred to outside specialist available in the community to diagnose and recommend steps to be taken at school. The Academic Intervention Program provides assistance to elementary students who present mild learning disabilities or processing and applying skills and information. The program concentrates on attending students with attention deficit disorders, handwriting, dyslexia, reading speed, fluency, reading comprehension, and limited vocabulary among others. Students are pulled out a minimum of three periods a week to work in groups or receive individualized attention in areas of need.
DOMINICAN REPUBLIC, Santo Domingo (cont’d)

SPECIAL EDUCATION (cont’d)

The Special Education Program provides assistance for middle school and high school students who present mild learning disabilities. Eligibility for the special education program is based on data collected from multiple sources including but not limited to student evaluations, test scores, teacher and counselor input. These students are serviced using both push-in and pull-out models. The frequency, duration and mode of services are dependent on the needs of the student.

St. George School (2016) N-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 will contemplate the accommodations they can provide for these cases according to each student's specific requirements. The School provides mild = mainstream or pull-out for up to 20% of the school day. They do not have a high population of children with special needs. They do provide moderate to severe support for students who are ESL or SSL through the services provided by our Language Enhancement Program (LEP). 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. However, if the case is too severe they would probably recommend another school setting. The School has 3 psychologists on campus and an occupational therapist. They do not provide a formal diagnosis of any case. They do primary intervention and if the child needs more suggest a variety of specialists that can help in the matter. The School has mainstream teachers who can provide support to students with special needs. If their schedule allows for it they will assign them to work with students who require support. If this is not possible, there are special needs teachers available in the community. They also have an occupational therapist in the 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 they are notified of a student's special needs before administering admission evaluations, these are taken into consideration.

ECUADOR, Quito

SPECIAL EDUCATION

Academia Cotopaxi (2016) PK-12 654
www.cotopaxi.k12.ec The School is committed to a planned and carefully managed approach to including students with special learning needs. AC is developing a comprehensive Learning Support Program with the appropriate staffing, curriculum, facilities, and instructional resources to address a spectrum of learning needs. They believe in developing both their capacity and their will to serve these students to the best of their ability.

The Learning Support Department has learning specialists, paraprofessionals, and guidance counselors who are qualified and experienced professionals in the field of learning disabilities, learning differences, and special education. Each of them is assigned to a specific division – early childhood (PK-grade 2), intermediate (grades 3-8) and high school (grades 9-12), where they work closely with the principal and the classroom teachers within that division. Their guidance counselors are certified mental health professionals with substantial experience in supporting students with emotional, behavioral and academic needs. They also have a school psychologist who is a well-established professional in their community, having worked at the School for over 20 years; she was trained in the United States, and is highly experienced in supporting a diverse population with a wide range of needs across all ages and grades. All of these qualified and skilled professionals provide an incredible resource to the community and are champions of the School’s inclusive programming.

The Learning Support Department has had experience with students with the following challenges: dyslexia, dysgraphia, dyscalculia; speech and language processing difficulties, non-verbal, executive functioning disorders; attention deficits; developmental disorders or delays, pervasive developmental disorder, sensory integration disorder; autism spectrum disorder and Asperger’s; cognitive, emotional and behavior challenges; physical and motor disabilities such as cerebral palsy, hearing loss, or visual impairments; as well as exceptionality in the area of gifted and talented education.
Coordination of Other Services: The School collaborates with external providers to offer targeted interventions, such as physical therapy, speech and language therapy, sensory integration therapy, and emotional therapy. These services are often fundamental within a balanced program for students with learning differences, and they will do what they can to coordinate an efficient and effective program for their students. The campus is wheelchair accessible in most areas.

Alliance Academy International (2016) PK-12 621
www.alliance.k12.ec The Alliance Academy International administration and faculty are proponents that all children are unique creations of God to be treated with dignity, and are deserving of learning opportunities appropriate for their specific needs. It is the desire of the Alliance Academy International, through the Alliance Learning Center (ALC), to provide a program that will assist any eligible AAI student with an exceptionality to achieve his/her full potential as a distinctive individual. The Alliance Learning Center is the department at AAI that works with students, parents, and educators to create an appropriate learning environment for students with special needs. Based on their current population of students with exceptionalities, they follow an inclusion model for education. Under the inclusion model, students with special needs spend most or all of their time with their peers in the general classroom. Implementation of these practices varies. In order to best educate students and determine suitable placement for education, they review the student’s current performance, evaluations, and other documentation to make appropriate decisions. All students who are able to profit from the general classroom instruction while given support from the ALC will be admitted to AAI as long as there are sufficient resources or services available, and they meet the other requirements for entrance into AAI.

AAI has several staff on hand to help with students with special needs. AAI employs staff to help support each student, appropriate to his/her specific needs. In addition, AAI’s facilities are designed to accommodate students with special physical needs. AAI provides push-in classroom support for the children.

The following services can be supported:
- Emotionally disturbed – mild
- Hearing impaired – mild
- Learning disabled – mild, moderate
- Mentally handicapped – mild
- Multiply handicapped – mild
- Orthopedically impaired – mild
- Speech impaired – mild
- Visually handicapped - mild

The British School (2016) N-YR13 299
www.britishschoolquito.edu.ec The School has a Student Support Department- EAL, ELD, and Counseling. The School can accommodate mild: push-in support 20% of school day and moderate: push-in or pull-out support 20% of school day. The needs that can be serviced are: learning disabilities, emotional, and language needs. *EAL-English as an additional language. *ELD-exceptional learning difficulties. *Counseling-school psychologist.

Colegio Americano de Quito (2016) N-12 2,345
www.fcaq.k12.ec The School has ESL and LD specialists, which work in both pull-out and push-in programs at a 20% level of services. Initial testing is done at the school but if further evaluations are needed, outside specialists are recommended. Their nursery program also has a speech therapist on staff. The School can accommodate students who are learning disabled, physically handicapped, hearing impaired and with mild emotional difficulties.
ECUADOR, Quito (cont’d)

SPECIAL EDUCATION (cont’d)

Students are tested, using the Measure of Academic Progress (MAP), in which we are able to match their reading levels with their lexile scores. Additionally, the middle and high school have a specialized writing center to work with students on a one-to-one basis.

Students are evaluated during the admissions process at all grade levels. This information is used by the classroom teacher and learning specialists to place students and initiate a referral process if necessary.

Colegio Menor San Francisco de Quito (2016) PK-12 1,600
www.colegiomenor.edu.ec Colegio Menor has five learning specialists and one reading specialists who work with children with mild learning disabilities.

GIFTED EDUCATION

Alliance Academy International (2016) PK-12 621
www.alliance.k12.ec AAI supports gifted and talented children. Designed to fit each student’s unique needs, AAI customizes a learning program to meet each child’s unique gifts. This is completed through the AP program, enrichment program and adjustments of the regular curriculum to meet gifted students’ needs.

Colegio Americano de Quito (2016) N-12 2,345
http://www.fcaq.k12.ec Students are provided with differentiated learning and accelerated learning programs within the regular classroom. They do not have a pull-out gifted program.

EGYPT, Cairo

SPECIAL EDUCATION

Cairo American College (2016) PK-12 813
http://www.cacegypt.org The School offers program/services for children with mild-moderate learning disability and children with mild speech impairment. Enrollment of such students is very limited and it is essential that parents of LSS students apply early and provide full documentation so that admissions personnel can determine if there is a fit.

The American International School in Egypt (2016) PK-12 1,669
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.

Maadi British International School (2016) PK-8 343
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

A UK educational psychologist assesses children, as appropriate. The School has a personalized system of tracking children’s progress and associated intervention strategies.

Maadi Community School (2016) R-9 75
www.mceducation.org The School offers inclusive education and employs a SEN (special education needs) coordinator. The school provides extra support for students requiring various levels of assistance.
EGYPT, Cairo (cont’d)

SPECIAL EDUCATION (cont’d)

New Cairo British International School (2016) K-12 700

http://www.ncbis.net/ NCBIS tries to be as inclusive as possible. Academic programs have to be accessible to the students, or they simply cannot accept them. 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. They request the services of a visiting specialist annually, for more complex diagnoses and intervention strategies.

EL SALVADOR, San Salvador

SPECIAL EDUCATION

Academia Británica Cuscatleca (2016) PK-12 1,453

www.abc.edu.sv The School provides in class learning support for students with specific and diagnosed learning difficulties where they believe the School is able to provide appropriate support. They have a second language Spanish withdrawal program. Their classes are differentiated to provide appropriately challenging activities to all students including those with special talents.

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 (2016) PK-12 1,448

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. The special services support begins in grade 1, they do not have these services available for PK or kindergarten.

ESTONIA, Tallinn

SPECIAL EDUCATION

International School of Estonia (2016) K-12 152

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.
ESTONIA, Tallinn (cont’d)
*SPECIAL EDUCATION* (cont’d)

Tallinn European School  (2016) N-12  165

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 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  (2016) K-12  152

http://www.ise.edu.ee/ The School’s special needs teacher provides extended 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  (2016) ---- ----

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  (2016) PK-12  870

http://www.icsaddis.edu.et Mild emotionally disturbed students can be accommodated at all grade levels. Mild to moderate speech impaired students can be accommodated. Mild to severe learning disabled students can be accommodated. The School is not accessible for the physically disabled. The School has staff who are trained to administer psychological tests and diagnose specific learning disabilities.

LionHeart Academy  (2016) PK-5  50-60

http://www.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.


www.sandfordschool.org Sandford has a learning support department in the school to support students who have some learning and language difficulties. The support given to the students depends on their needs. It involves both in class support as well as pull-out for a limited period of time. In the secondary they have staff on-site trained to diagnose the level of disability. The special needs teachers are trained and employed by the school on a full-time basis.

FIJI, Suva
*SPECIAL EDUCATION*

Post Comments  (2016) ---- ----

It should be noted that while the School is able to do in-class adjustments for mild learning and emotional disabilities there is very little testing available. Support given is a mixture of in/out-class learning support (individual and small-group). Facilities for special education are extremely limited in Fiji and all learning support staff at ISS are employed directly by the school. Parents of children with special needs are invited to meet with staff prior to enrollment to see how the needs of the child can best be met. An occupational therapist
FIJI, Suva (cont’d)
SPECIAL EDUCATION (cont’d)

with experience in assessing educational needs is able to visit 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 children with severe disabilities.

International School Suva (2016)  
PK-12  
600  
www.international.school.fj  
The School has 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.

Multiple Intelligence School (2015)  
PK-12  
95  
www.intelligencefiji.org  
The School has no ‘special education needs’ educators at MIS. Nevertheless, they are very open to the idea of children with special needs as part of a ‘mainstream’ solution. They have had children with special needs, be accompanied in the classroom by helpers (normally family members) for children displaying characteristics of: Down syndrome; autism spectrum; attention deficit disorder.

Their small class sizes and philosophy of the ‘multiple intelligence’ approach to education, means that special needs children with talents are catered for as ‘part and parcel’ of their normal program. Often children may find that they sit in the social year of their age group, work with a discipline from the previous year because they are ‘behind’ and work with the year ahead of them in yet another discipline.

FINLAND, Helsinki
SPECIAL EDUCATION

International School of Helsinki (2016)  
PK-12  
360  
www.ish.edu.hel.fi  
The School has well developed student support services under the leadership of an Individualized Learning Coordinator. They are an inclusive school that values the uniqueness of each student. They are able to serve students with mild to moderate learning differences. They can support students with different physical disabilities, including wheelchair access. The SST teams includes:

- Learning support teacher specialists (upper and lower school)
- Two school counselors
- Reading specialist (lower school)
- EAL teachers
- School nurse (full-time)
- Part-time educational psychologist, who is able to do range of in-house diagnostic testing
- Part-time city appointed social worker, with access to local support services

In practice, learning support is delivered through a mix of push-in and pull-out strategies. The emphasis is on push-in (approx. 80%).

École Jules Verne (2016)  
K-5  
130  
www.ecolejulesverne.fi  
Teachers adapt their lesson plans according to the needs of the child. It is possible to have a special aid (paid for by the parents).

Espoo International School (2016)  
1-9  
577  
www.espoo.fi/espoointernationalschool  
A Finnish public school, instruction is in English. Special education teachers and class teachers at the school work with students who have mild learning disabilities and learning challenges. Support and accommodations are available to students who have mild disabilities.
FINLAND, Helsinki (cont’d)
SPECIAL EDUCATION (cont’d)
Etelä-Tapiola High School (2016) 10-12 500  
www.etela-tapiola.fi  The School has a written policy of special access needs which may range from dyslexia to emotional problems to motor difficulties. These needs are met within the school and by IB during examinations. The school has a special needs teacher and full welfare support with a doctor, nurse, psychologist and social worker.

Komeetta School (2015) 1-6 310  
http://www.espoo.fi/komeetankoulu This is a Finnish public school, instruction is in English. The School is able to accommodate some learning disabled students utilizing a three step support system: common, intensified, and special support.

FRANCE, Bordeaux
SPECIAL EDUCATION
Bordeaux International School (2015) PK-12  
www.bordeaux-school.com While suited for children with minor learning disabilities, BIS is NOT equipped to handle students with severe learning or emotional disabilities.

FRANCE, Paris
SPECIAL EDUCATION
Post Comments (2016)  
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 with staff members to address that need. Please be aware that Paris has limited programs for children with special needs. *Despite being a large, Western European capital city, Paris is very much lacking in what it offers those with special needs. Potential bidders or newcomers assigned to Paris should contact ParisMED@state.gov regarding their specific needs and Regional Educational Officer Christine Brown at BrownCL2@state.gov.

American School of Paris (2016) K-12 800+  
www.asparis.org  Learning Support at ASP: The American School of Paris believes that a high quality education is a basic human right of all children. Including students with diverse learning needs is fundamental to who we are and how we build a compassionate and rich learning community. Therefore ASP is committed to well-designed, research based and thoughtfully implemented teaching and learning practices that embrace a wide variety of learning differences.

Mild and Moderate Levels of Need: ASP offers a range of academic support services to children with mild and moderate levels of need. The distinction between mild and moderate is commonly defined by the services provided. Students with mild levels of need are met predominantly by co-teaching, flexible in-class support and small group support. Moderate levels of need are serviced through intensive intervention, co-teaching and/or modified programming. The Learning Support staff provides specific academic intervention and works with teachers to implement accommodations in the classroom that result in an optimal learning environment for every child. Our goal is for students to become more independent learners. Students must be able to meet curricular standards of their respective grade levels and graduate within the existing diploma options- given the support systems available to them. Areas targeted in specialized instructional settings include, but are not limited to: reading, writing, mathematics, core-content instruction, time-management, organization, study skills and learning strategies. The support may include:

- Structured support within the mainstream program for students with identified mild to moderate learning difficulties, which can involve modifications for students who require them to be successful;
- In certain circumstances, individual tutor/aid support for students with moderate learning difficulties;
- Support in English Language Development (ELD) for students whose mastery of English is insufficient to allow them to succeed without language support.
FRANCE, Paris (cont’d)

SPECIAL EDUCATION (cont’d)

Individualized Learning Plan: Learning disabilities are specific impairments that impact information acquisition, processing, comprehension, organization, memory recall or use. They can affect expressive language—oral or written, reading, mathematical skills, coordination, as well as emotional or social interactions. The ASP Learning Support team works together to design an Individualized Learning Plan (ILP) for every student requiring extra support to manage the demands of the classroom program or the structure of the school day. It outlines the accommodations and strategies that are successful in meeting the needs of each student’s learning style.

British School of Paris (2016) PK-12 750+
http://www.britishschool.fr/about-us-2/educational-support/ Educational Support: Their overarching aim is to enable pupils to achieve their personal best and to fulfill their potential, they achieve this by developing different learning styles and by reinforcing a belief in themselves that they can achieve something of value. Their staff works hard to enable all pupils to directly access the curriculum and, to assist this goal; they try to cater for additional educational support requirements wherever possible. The professional staff of the Learning Support Department is led by a specialist teacher and assessor and is experienced in working with children with a variety of special needs including Asperger’s, dyslexia, dyspraxia, ADD and social and emotional issues. Several of the staff hold qualifications from the Dyslexia Institute and all regularly attend professional training courses to keep up with new research and current practice in the UK. The philosophy of the Department is to respect individual differences and cultures, to share knowledge, and then to work together to achieve high academic standards within the British School system. The Learning Support team work closely with pastoral and academic colleagues to ensure that a united, caring whole-school approach is maintained at all times. They acknowledge that it is the responsibility of everyone in the School to ensure that those with greatest differences are integrated, celebrated and catered for. They are also fortunate in the Paris area to have access to the SPRINT organization which is an English-speaking Anglo-American network of medical practitioners, psychiatrists, psychologists and therapists who are available for family or individual consultations if necessary.

International School of Paris (2016) PK-12 700
www.isparis.edu/ The School 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. During the admission process, please contact the Admissions Office for questions relating to special educational needs.

Marymount International School (2016) 3-14yrs 360
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 (2016) ---- ----
http://www.sprintfrance.fr/ SPRINT (Sharing Professional Resources, Ideas and New Techniques) is a non-profit organization founded in Paris in 1986. It is a group of English-speaking and bilingual professionals who work with children of all ages with special needs. Within this group you may find: clinical psychologists, educational psychologists, family therapists, speech and language pathologists, learning disability specialists, special educators and tutors, psychomotor re-educators, occupational therapists, social workers, art therapists, music therapists, osteopaths, alternative therapists. It offers the Anglophone community information and referral services and presents specialists with an opportunity to network. SPRINT refers newly arrived and resident families to specialists within their group, individuals to English-speaking medical professionals in the Paris area and departing families to specialists abroad. SPRINT offers expertise in many aspects of special needs: developmental delay, autism, communication and learning problems, adjustment and behavioral difficulties, attention deficit disorder, individual counseling, remediation and tutoring. Finally, SPRINT helps inform parents about the programs offered in the various schools.
GAMBIA, THE, Banjul
SPECIAL EDUCATION

www.baes.gm The current director has a Masters in special education. BAES can certainly handle students with mild to moderate special needs due to our small class sizes. The country of The Gambia does not have adequate personnel for speech impaired, hearing impaired or students who need physical or occupational training on a regular basis. The School is currently able to meet the needs of students with ADHD, and mild to moderate learning disabilities. Although the school is all on one level, ramps would have to be built for students with mobility issues.

Marina International School (2016) PK-12 1,072
http://www.mis.edu.gm/ 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.

GEORGIA, Tbilisi
SPECIAL EDUCATION

QSI International School of Tbilisi (2016) PK-12 216
http://www.psi.org/georgia/grp/ Mild to severe learning disabled and mentally handicapped students at the elementary grade levels can be accommodated. The school is not accessible for the physically handicapped. The School has contracted staff who are trained to administer psychological tests and diagnose specific learning disabilities.

GERMANY, Berlin
SPECIAL EDUCATION

Post Comments – FAQs (2016)

What about special learning needs (IEP) and other support? John F. Kennedy School: some assistance, but only at the elementary level. Some accommodations and learning support as well as homework help program. Berlin Brandenburg International School: School psychologist, English as additional language (EAL), and learning support through pull-out, co-teaching and individual instruction. Belin International School: Inclusive school, therefore aims to meet the learning needs of all students. Berlin British School: learning coordinator, English as additional language (EAL), Special Educational Needs (SEN) programs.

Berlin-Brandenburg International School (2016) PK-12 690
www.bbisd.de With a broad range of language, learning, and counseling 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 works with 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.
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.

John F. Kennedy School (2016)  K-12  1,680
http://www.jfks.de * 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.
However, there is not a program for special needs students above grade 6. The school provides accommodations and resources in keeping with a rigorous dual language program, and as broad as possible within staffing limitations. Elementary students have access to a part-time special needs support tutor; but JFKS does not offer a full special education program. 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.

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 syndrome or autism spectrum. 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.

Elementary aged 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 school 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.
GERMANY, Berlin (cont’d)

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.

Berlin British School (2016) K-12 470

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) which is for children who have educational, physical, emotional or behavioral needs. Each application is assessed on an individual basis.

Berlin International School (2015) PK-12 992

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) K-9 671

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.

GERMANY, Bonn

SPECIAL EDUCATION

Bonn International School (2016) PK-12 750

http://www.bonn-is.de/  BIS has undertaken the development and implementation of a within-school intervention system to provide enhanced services to students who may require Learning Support at either end of the learning continuum. This program endeavors to accommodate students with diverse learning needs, including high ability needs, and help them achieve greater success in learning. The School endeavors to meet every student’s academic, emotional, social, and physical needs. While they want to be as inclusive as possible, their staffing restricts learning support services in grades 1–12 to students with mild learning difficulties. They also provide early intervention consultation support for students in the early years. Assistance is provided by learning support specialist teachers, both in and out of the classroom, typically in small groups. A consideration in offering a place to new applicants will be the level of additional support required for a student to access the curriculum. Admission criteria may include the total number of students requiring learning support in a particular grade level and the resources available. If the level of special educational needs for an admitted student exceeds the limited capacity available at BIS, or if special needs arise after admission is granted, parents may be asked to provide additional private support within and outside school.
GERMANY, Bonn (cont’d)

SPECIAL EDUCATION (cont’d)

Independent Bonn International School (2016) F-YR8

www.ibis-school.com/ Learning support is available to children who need reinforcement in specific areas of the teaching program, most commonly in literacy and numeracy. They have a specialist teacher whose responsibility it is to assess the individual learning needs. She/He then works together with the class teacher to produce the best support program for the child. If further testing is needed, this is discussed with the parents.

GERMANY, Bremen

SPECIAL EDUCATION

International School of Bremen (2016) PK-12 371

http://www.isbremen.de The School has very limited special education needs support and does not have resources to serve students with moderate to severe special education needs. consult with REO before enrolling.

GERMANY, Dusseldorf

SPECIAL EDUCATION

International School of Dusseldorf (2016) PK-12 1,080

http://www.isdedu.de ISD recognizes that students have different learning needs; consequently appropriate teaching within its resources is provided. Within the limits of its financial and staffing resources, ISD will do all it can to offer students with mild learning difficulties the additional support they may require. Some students may have academic, behavioral or social needs which are clearly beyond the provision of ISD. In such cases, these students will not be admitted to ISD. Students receiving Learning Support services have an IEP, which is written in consultation with classroom teachers and parents. Support for identified students can include one or more of the following: monitoring, in-class support, program modifications or accommodations, or withdrawal from classroom for small group work.

GERMANY, Frankfurt

SPECIAL EDUCATION

Frankfurt International School (2016) PK-12 1,816

http://www.fis.edu/ FIS is able to admit students with learning differences who meet its entrance criteria. 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 psycho-educational 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 unique needs.

European School RheinMain (2016) PK-12 1,177

www.es-rm.eu Learning Difficulties: Any child may need support at some time during their schooling. Different forms and levels of support (general, moderate, intensive) 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. The stipulations regarding this support can be found on the website of the European Schools (www.eursc.org).

Counseling: Growing up can be a challenge and sometimes private issues can have an influence on the school performance, which is why ESRM also employs a professional school counselor in addition to the specialists, offering the aforementioned learning support. In confidential meetings, students can talk about their concerns and problems and receive support accordingly.

Disabilities: ESRM welcomes all students and will employ all available resources to support students with impairments and disabilities. Please note however that we are not a specialized school with the respective equipment for children with such handicaps. So whether we are able to provide the best possible education for your child is highly dependent on the level of impediment. Please talk to us if you have any questions regarding this topic.
GERMANY, Frankfurt (cont’d)
SPECIAL EDUCATION (cont’d)
Metropolitan School Frankfurt (2016) PK-11 500
http://www.m-school.de/ The School admits students who would benefit from the curricula offered. The School has a student orientated services (SOS) department offering additional learning needs, English as additional language, counseling and medical services. Students with learning difficulties are taught in smaller groups and/or in a one-on-one teaching environment. They have an extensive connection to external English speaking professional support services. The school is unable to offer programs for children with significant learning disabilities who require specialist teachers or those who have severe behavioral or emotional difficulties.

GIFTED AND TALENTED
Metropolitan School Frankfurt (2016) PK-11 500
http://www.m-school.de/ A gifted and talented program operates in grades 1-5 and is expanding in 2016-2017 to include the secondary school. Furthermore, our small class sizes and differentiated instruction across all age levels enables children to be challenged appropriately within the existing program.

GERMANY, Hamburg
SPECIAL EDUCATION
International School Hamburg (2016) PK-12 750+
www.ishamburg.org The School is currently re-structuring the Student Support Services department. There is limited support for students with special needs.

GIFTED AND TALENTED
International School Hamburg (2016) PK-12 750+
http://www.ishamburg.org/ The School is currently re-structuring the Gifted program in particular. The goals for restructuring include making our current program (which consists of individual teacher recommendation and enrichment pull-out by our learning support teachers) more systemic and including current pedagogical methodology in the teaching of gifted and talented students.

GERMANY, Leipzig
SPECIAL EDUCATION
Leipzig International School (2014) PK-12 837
http://www.intschool-leipzig.com/ 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 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), and 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*

**Munich International School** (2016)  
PK-12 1,214  
[www.mis-munich.de](http://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.

MIS does not have the facilities or personnel required to serve the educational needs of students who have significant mental, emotional or physical handicaps, or who have significant learning disabilities. Learning support is provided for students who have documented needs within the scope of the School’s ability to ensure success in learning for these students.
GERMANY, Munich (cont’d)
SPECIAL EDUCATION (cont’d)

Bavarian International School (2016)  PK-12  1,092

www.bis-school.com 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.

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.

GHANA, Accra
SPECIAL EDUCATION

Lincoln Community School (2016)  PK-12  756

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.
GHANA, Accra (cont’d)
SPECIAL EDUCATION (cont’d)
Pupil Support Personnel: At present, the Elementary School Student Support Team is comprised of 5 learning support specialists and a teaching assistant, an EAL teacher and 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.

American International School (2016) PK-12 186
www.aisghan.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.

GREECE, Athens
SPECIAL EDUCATION
American Community Schools of Athens (2016) PK-12 821
www.acs.gr The School has an Optimal Learning Program (OLP) available to students with mild learning disabilities.

Campion (2016) PK-13 523
www.campion.edu.gr Learning disabled: Mild – yes – elementary, middle, high school, regular classroom – yes, other – Yes; Moderate – yes, elementary, middle, high school, Regular classroom – yes, Other – Yes. Other health impairments: Is there access for the physically handicapped? – yes
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.

International School of Athens (2016) PK-12 380
http://www.isa.edu.gr The Learning Center involves a team of special educators, educational psychologists, and counselling psychologists who work together with mainstream teachers and administrators in order to support the social and academic growth of students with learning differences. The program serves a culturally and linguistically diverse population with students that have been diagnosed with mild to moderate learning differences.

Students that enter the Learning Center (LC) have been diagnosed with a learning difficulty. This psychoeducational assessment is conducted by an external or internal educational psychologist. The School provides this choice to the parent. Students attend the program of the Learning Center from 4 to 10 periods per week, depending on the nature and severity of their learning difficulty. Students are placed in Level 1 if they receive up to 4 hours of support per week and Level 2 if they receive between 5-8 hours a week. If a student needs more than 8 periods per week, an interdisciplinary academic team further examines the student’s accommodations.

The results from the psychoeducational assessment, which has identified specific areas of weaknesses and strengths, is thoroughly discussed by LC members and classroom accommodations are devised. A meeting with teachers follows to inform them about the learning profile of each student and how to best accommodate each student's needs in the mainstream classroom. Their aim (LC and mainstream teachers) is to practice
GREECE, Athens (cont’d)

SPECIAL EDUCATION (cont’d)
differentiation through identifying a student’s learning style, scaffolding their learning and differentiating the mainstream curriculum when necessary so that the student is able to reach their true potential.

Students in the Learning Center receive support in academic achievement and development of learning strategies in order for them to become independent learners. They advocate collaborative teaching approaches and LC specialists enter the mainstream classroom to observe, assist the teacher during the lesson (team teaching) and accommodate students during tests.

The Goals of the Learning Center are:
- Help students to reach their maximum social and academic potential so that they may experience success in school.
- Help students to become increasingly more independent and creative learners and thinkers
- Enhance students’ emotional well-being and psychosocial adjustment.

St. Catherine’s British School (2016) PK-13 1,156

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 (2016) PK-13 705

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.

GIFTED AND TALENTED

International School of Athens (2016) PK-12 380

http://www.isa.edu.gr If a teacher identifies a student as being significantly advanced in an area, an assessment will be conducted to determine the need for enrichment in the area. The assessment consists of an informal academic evaluation, developed by the classroom teacher, in accordance with the grade curriculum. In addition, an evaluation via the Woodcock Johnson (III) Achievement Tests will be conducted. The assessment is conducted at the start and end of each year to monitor the student’s progress and further need of enrichment. If a student is identified as functioning at a significantly higher level than his age peers in several areas and the possibility of grade acceleration is considered, then a formal comprehensive psycho-educational assessment will be conducted, which includes an evaluation of cognitive ability, and academic achievement. Individual factors, such as the socio-emotional maturity of the student will also be considered in order to decide for the possibility of grade acceleration.

GREECE, Thessaloniki

SPECIAL EDUCATION

Pinewood-American International School Thessaloniki (2016) PK-12 270

www.pinewood.gr The School has a Learning Specialist who is overseeing the educational program and progress of students with documented learning differences. Diagnosis of learning differences or disabilities is conducted by external learning specialists who work closely with the school and the on-site Learning Specialist. The services provided to students with special needs in evaluated on a case-by-case basis. Learning difference specialists who work closely with the school are available in the community to help students whose needs cannot be fully covered by the school.

Assistance and programs for children with serious learning, emotional or physical disabilities are unavailable at Pinewood. Pinewood reserves the right to deny admission to any student who, in the opinion of the school's Admissions Team, is in need of such special programs and support services for which we cannot adequately provide.
GUATEMALA, Guatemala
SPECIAL EDUCATION

**Colegio Maya** (2016)  
PK-12  355  
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.

**The American School of Guatemala** (2016)  
PK-12  1,537  
http://www.cag.edu.gt/  Each section has a group of counselors and student support staff to help with the specific learning, emotional, or transitional needs of our students. In addition, each section provides language support for students whose native language is not Spanish. The School also uses computer adaptive personalized assessments (ex. Measures for Academic Progress (MAP) in grades 3-10) to monitor student progress three times a year. Each section has a group of counselors to help with the emotional needs of our students as well as learning needs, however they don’t have special services for more complex needs.

**Antigua International School** (2016)  
PK-12  215  
www.antiguais.org  AIS has an active support program that includes working with students with mild learning disabilities. Students with special needs spend almost the entire day in the mainstream class, but are worked with individually when necessary. The School does not have a special needs teacher, but professionals are available in the community. All students enter the same admissions process, and student plans are determined once testing and a review of the class have been completed.

**Bibliotech** (Specialized Tutoring Academy) (2016)  
K-12  95  
www.bibliotech.com.gt  They are capable of providing an IEP. They are a specialized tutoring academy where students are enrolled in one of the 6 homeschooling programs they work with. They tutor them through the programs and provide the IEP needs as they do this. They work with kids from K–12. The following are the two websites for both of the programs they usually use for special needs: [www.calvertschool.org](http://www.calvertschool.org) and [www.keystonehighschool.com](http://www.keystonehighschool.com)

The Calvert School program offers a special needs program through the Verticy Program which they also work with. They are the Keystone Flex School in Guatemala since 2011. They work with kids from grades K–12 on a daily basis from 8:00 am to 1:30 pm. They have a structured daily schedule with 40 minute long class periods. Math and science classes are worked individually in a one-to-one basis. The rest of the subjects are worked in groups of 2, 3, 4 or 5 students only. If these subjects need one-on-one attention, all arrangements are made. Needs that can be serviced are: learning disabled, orthopedically impaired and emotionally disturbed. All of our teachers are professionals with a college degree in education or related discipline. Many of them are currently working on getting their master’s degree. Additionally during the afternoons they tutor many kids working in local schools. Options that can also be worked are children enrolled in a local school program or any other school and having us work with them during the afternoons as afterschool tutoring in addition to their full-time school. They would work on the IEP needs then.

They are currently working with students diagnosed with: ADD, ADHD, partial and generalized disorders of social development, Asperger’s syndrome, bipolarity disorder, oppositional defiant disorder, obsessive compulsive disorder and various personality disorders.

**Cayala Learning Academy** (2016)  
1-12  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 Ingles Americano EAS de Guatemala** (2016) PK-12 392
[www.inglesamericano.edu.gt](http://www.inglesamericano.edu.gt) The Counselors’ Department serves students with special educational needs, through close monitoring by teachers and parents as well as external therapists who deal with some cases, the School starts with the external diagnosis and performs a case study to determine what kind of needs are presented, as soon as the School gets the diagnosis results, determines whether to conduct internal curricular adjustments. The School has specialized teachers in the area of early childhood education and professionals in learning disabilities. The Guidance Department is comprised of educational psychologists and a clinical psychologist that provide strategies to address classroom teachers for special cases.

**Colegio Monarch Guatemala** (2016) PK-12 22
[http://colegiomonarch.edu.gt/en](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 seven 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.

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 the School’s 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.
GUATEMALA, Guatemala (cont’d)
SPECIAL EDUCATION (cont’d)

Equity American School (2016) PK-12 161
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 (up to and through third grade), 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: ADHD, dyslexia, and some cases of high functioning autism. 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 them to have one or two special needs student per grade, depending on the needs.

GUINEA, Conakry
SPECIAL EDUCATION

American International School of Conakry (2016) N-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.

GUYANA, Georgetown
SPECIAL EDUCATION

Georgetown International Academy (2015) PK-12 147
www.georgetowninternationalacademy.org The School can serve students with mild special needs such as those that can be addressed in the regular classroom setting with minor modifications.

HAITI, Port-au-Prince
SPECIAL EDUCATION

Union School (2016) PK-12 368
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.
HAITI, Port-au-Prince (cont’d)
SPECIAL EDUCATION (cont’d)
**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.

**Quisqueya Christian School** (2016)  
PK-12  
290  
[www.quisqueya.org](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.

HONDURAS, Tegucigalpa
SPECIAL EDUCATION

**American School of Tegucigalpa** (2016)  
PK-12  
1,158  
[http://amschool.org/](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.

**Academia Los Pinares** (2015)  
PK-12  
803  
[www.pinares.org](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.

**DelCampo International School** (2016)  
PK-12  
1,367  
[www.delcamposchool.org](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 (twelve 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.

**Discovery School** (2016)  
N-12  
245  
[www.discoveryschool.edu.hn](http://www.discoveryschool.edu.hn) The School does not have a program for students with special needs. However, due to their low student-teacher ratio, they can accommodate some mild special needs.

**Escuela Internacional Sampedrana** (2016)  
N-12  
1,421  
[http://www.seis.edu.hn/website/](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...
HONDURAS, Tegucigalpa (cont’d)

GIFTED AND TALENTED (cont’d)

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 (2016) PK-12 1,158
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 (2016) 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

American International School Budapest (2016) PK-12 856
www.aisb.hu Elementary School: The Learning Resource program is dedicated to providing a continuum of supports and resources that enable students (grades 1-5) with minor learning disabilities to achieve their potential and meet these standards and benchmarks. To accomplish this, the LRC works collaboratively with administration, teachers, students, and families to provide the tools, guidance, supports, and services needed to foster academic and social success for students. Additionally, modifications and accommodations may be made to the methods of instructional delivery and assessments, which will provide students a unique opportunity to demonstrate acquisition of knowledge and understanding of the content.

Middle School: The Middle School Learning Resource program is designed to provide organizational and academic assistance to those students identified as needing additional support. Specific objectives of the program are to improve student responsibility and academic success in a variety of ways, including identifying students’ learning styles; teaching study and test-taking skills; and involving parents as an integral part of this support. Students may be assigned to work with the LRC teacher during core extension and other class periods. Some students will attend a learning resource class five times per week instead of taking a world language. The learning resource teacher will work with the grade level teams to support those students who need additional assistance.

High School: Prerequisites: teacher approval; open to: grade 9-12; length: semester; credit type: elective students with need of academic or study skill assistance may enroll in the LRC. This course does not give additional homework; rather it supports students in successfully completing the assignments of their other classes and in extending effective organizational and study skills. This course may replace the world language requirement or be taken as an elective course and is graded on a pass/fail basis. The course may be repeated for credit, with teacher permission. Our School policy states that a student cannot receive more than 30% pull-out time.

Britannica International School (2016) K-12 371

British International School, Budapest (2016) N-12 700
www.bisb.hu The School has a learning support coordinator.
HUNGARY, Budapest (cont’d)
SPECIAL EDUCATION (cont’d)
Greater Grace International School (2016) PK-12 177
[www.ggis.hu](http://www.ggis.hu) The School has no on-site staff trained in diagnostics, but is 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’s high school building has an elevator but they have no provision for students with more severe handicaps.

International Christian School of Budapest (2016) K-12 256
[www.icsbudapest.org](http://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. The majority of the staff is also trained in NILD (National Institute for Learning Development) educational therapy that is an International Dyslexia Association (IDA) accredited program ([www.nild.org](http://www.nild.org)). They have trained staff on hand who can administer the Woodcock-Johnson Tests of Achievement and Cognitive Abilities. They have connections in the larger community who can administer and interpret the Weschler Intelligence tests (WISC, WIAT, and the Nonverbal Skill of Ability).

INDIA, Chennai
SPECIAL EDUCATION
American International School-Chennai (2016) PK-12 830
[http://www.aischennai.org](http://www.aischennai.org)/ Learning Resource Center (LRC): The Learning Resource Center educators at each section provide services based on the individual needs of students. They are educational specialists who believe in a collaborative and balanced instructional approach that supports, motivates, and inspires all students to become socially, emotionally and academically successful. The AISC Learning Resource Center offers mild to moderate support within a service delivery model that includes: consultative support, standardized academic achievement evaluation, in-class and high-stakes testing accommodations, inclusion support for small group direct instruction and/or in-class co-teaching support, study skill and task completion interventions, and direct instructional support for specific math, reading and writing disorders.

The AISC Learning Resource Center uses the Response to Intervention (RTI) multi-tier approach for early identification and timely support of the student’s individualized learning and behavior needs. The RTI process supports identified students by providing them with interventions at increasing levels of intensity to accelerate their rate of learning and increase access to the curriculum.

K-12 Services: School Psychologist - A full-time school psychologist is employed to serve all divisions of AISC. The psychologist provides a wide range of services that include consultation, participation in parent and teacher meetings, individualized psycho-educational assessments, individual and small group counseling, program development, and crisis management as part of a school-wide team. Speech/Language Pathologist - A full-time speech/language Pathologist is employed to serve all divisions of AISC. The role of a Speech and Language Pathologist (SLP) is to assess and treat speech, language and communication problems in individuals of all ages to enable them to communicate to the best of their ability. Occupational/Physical Therapist - A full-time occupational/physical therapist (OT/PT) is employed to serve all divisions of AISC. The primary responsibility of the OT/PT is to provide school-based services for students who have physical and/or occupational therapy needs and are on ILPs. The OT/PT is also available weekly to assist students who are recovering from sports related injuries.
**INDIA, Chennai (cont’d)**  
**SPECIAL EDUCATION (cont’d)**

**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**

**Chirec International (2015)**  
[N-12] 1,030  
[www.chirecps.ac.in](http://www.chirecps.ac.in)
The school has an active in-house special needs cell with 2 special needs instructors and 1 behavioral counselor. The students that they cater to are mainly those who exhibit learning disorders – mainly dyslexia and dysgraphia. Some students exhibit ADHD. The teachers are trained to identify these students, once a teacher suspects a student of showing this disability, the remedial instructor observes the child. Parent is informed and with their consent the instruction starts. Mild: Those who exhibit mild disabilities are pulled out for up to 20% of the school per week and parental guidance along with parental academic support is provided. Moderate: Students are pulled out for up to 20% of the school time per week, 20% after school support is provided along with parental guidance and support. Severe: Students re pulled out for up to 20% of the school time per week, 30% after school support per week along with parental guidance and support. Details of the needs that are being serviced: learning disability: mild, moderate, severe; hearing impaired: partial impairment; sight impaired: partial impairment; emotionally disturbed; and environmental adjustment problems

**Indus International School Hyderabad (2015)**  
[1-12] 301  
[www.indusschoolhyd.com](http://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.
Learning Support and Extension: To support and enhance the differentiated instruction that goes on in the regular classroom, 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 (2015)
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.

Oakridge International School (2015)
www.oakridge.in Level of services provided for special needs students: mild = mainstream or pull-out for up to 20% of the school day. The School has a Separate Supportive Instruction Unit where a child with a learning disability will receive one-to-one teaching. If a child has any learning difficulties our school psychologist will diagnose by conducting SI Unit Assessment test which will rate the student’s level of understanding. If the level is below 40% and between 40-50%, a year-long teaching plan will be designed accordingly, for the student. Emotional and behavioral issues: there is a separate counseling unit/student advisor available to support such needs.
INDIA, Kolkata
SPECIAL EDUCATION
South City International School (2016) PK-12 1,527
www.scis.co.in The School has facilities for special needs children: emotionally disturbed (moderate); learning disabled (mild); mentally handicapped (mild); multiple handicapped (mild); orthopedically impaired (mild); speech impaired (mild); and visually handicapped (mild). The School is fitted with ramps for physically handicapped students.

INDIA, Mumbai
SPECIAL EDUCATION
American School of Bombay (2016) EC-12 750
http://www.asbindia.org The School’s Individualized Learning Services (ILS) philosophy is based upon the belief that every child learns at a different pace and in different ways. Their goal is to provide services for students with specific learning needs and exceptionalities whose needs they can meet with their current structure and available programming. Currently, they are able to support students on a continuum of services for mild learning differences and language difficulties, and students needing extra assistance in specific academic areas. Their ILS Department is comprised of: school psychologist (EC-grade12), speech language pathologist (EC-grade12), social communication and interventionist (EC-grade1), academic support specialists (EC-grade 5; grades 6-12), reading specialist (EC-grade5), school counselors (EC-grade5; grades 6-8; 9-12), literacy coach (EC-grade5 and grades 6-12) and EAL specialists (grades1-5; 6-8; 9-11). Occupational therapy is provided on campus at the parents’ expense (EC-grade5). Their models of service include a mixture of push-in and pull-out support for eligible students based on their specific needs. All children are provided academically appropriate extension activities within the school structure. For children who need additional extensions, the school will help determine what would be best within the context of a child’s current learning plan. Families with children with special needs should contact the Office of Admission prior to bidding on posts to ensure ASB’s ILS program will be able to meet their child’s individual needs. Additionally, it is important to note that the city of Mumbai has limited services for children with severe needs. While a google search will find child psychologists and psychiatrists, occupational therapists, and additional services typically found in most metropolitan areas, the experiences of ASB’s professionals and families have been inconsistent and often not aligned with services that are provided and hoped to be provided by typical American/international school professionals.

DSB International School (2016) K-12 185
www.dsbindia.com DSB International School has in-house special needs coordinators (2) who assess and monitor progress of students with mild learning-related difficulties. They are tasked with liaising with teachers to monitor progress and devise strategies for success for each child independently, and completing an IEP for each child. The School is capable of providing for students with mild learning-related needs. They can provide in-class support (mild). They are not equipped for students with more severe needs. Their Garden Campus is not suitable for students who are physically impaired and/or require the use of a wheel chair. The School has no staff trained to diagnose disabilities. They do not employ special needs teachers, but have close ties to outside providers with whom they coordinate to meet the needs of students.

INDIA, New Delhi
SPECIAL EDUCATION
American Embassy School (2016) PK-12 1,175
http://aes.ac.in AES 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 can be met by the services in-place 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 IEPs, that would help the admission office to determine if the AES can support the needs. The Admissions Committee (principal, assistant principal, school counselors, school psychologist and the director of admissions) review the documentation to determine admissibility. Once
reviewed, they 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. This is a private school and students are not guaranteed admission just because they are with the U.S. 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. The 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, counselors work closely with classroom teachers and individual students to address specific individual concerns. They are available to meet with parents regarding their child’s 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 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**: 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
INDIA, New Delhi (cont’d)

SPECIAL EDUCATION (cont’d)

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 (2016) R-13 902
http://www.british-school.org/ 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. Services are provided for children with mild special needs. Staff is available on site to diagnose disabilities. Special needs teachers have been employed by the school.

INDONESIA, Jakarta

SPECIAL EDUCATION

Jakarta Intercultural School (2016) 1-12 2,417
www.jisedu.or.id Limited services available. Mild emotionally disturbed, hearing impaired, learning disabled, and speech 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.

ACG School Jakarta (2016) PK-YR13 393
www.acgedu.com ACG School Jakarta provides an inclusive learning environment for students with special education needs. Through either the enrollment process and/or observation in class, students with special education needs are identified and supported. ACG School Jakarta embraces an inclusive model; students are supported within the regular classroom. Two experienced expatriate Special Education Needs teachers coordinate the delivery of alternative programs that are implemented in the classroom. ACG School Jakarta currently caters for students with mild mobility impairment, learning disabilities and disorders, or difficulties with executive functioning. For some students, Support Teaching Assistants (STAs) are employed to work one-to-one with the students during regular class time. In addition, the individual learning needs of those students identified as talented are equally supported. Currently, two classroom teaching staff with post graduate qualifications in SEN are available to consult with teaching staff on an as-needs basis. The SEN staff also offer PD to the teaching staff and STAs, providing the necessary support for students to reach their potential.

Australian Independent School Indonesia (2016) PK-12 500
www.ais-indonesia.com Mild to moderate emotionally disturbed, hearing impaired and speech impaired. Mild to severe learning disabled, mentally handicapped and multiply handicapped. Mild visually handicapped. The School offers learning support, literacy intervention, behavior modification, speech and language therapy, occupational therapy, alternative learning centers, Model UN, scholars cup, and differentiated curriculum. They have staff that have been trained to administer psychological tests and can diagnose specific learning disabilities.
INDONESIA, Jakarta (cont’d)
SPECIAL EDUCATION (cont’d)
British School Jakarta (2015) EC-Y13 1,374
www.bis.or.id Mild emotionally disturbed and mentally handicapped at all grade levels. Mild speech impaired at elementary 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.

Sekolah Pelita Harapan – Kemang Village (2016) PK-12 620
www.sph.edu The School has limited learning support based on valid educational-psychological reports which the School is willing to review prior to admission. Some speech services by an outsourced vendor are available on campus. Curricular modifications are extremely limited.

Sekolah Pelita Harapan – Lippo Village (2016) PK-12 1,066
www.sph.edu The goal of learning support is to enable all students to maximize their intellectual potential and demonstrate academic excellence. The range of additional support given varies depending on the specific needs of the student, but typically involves differentiated learning and close monitoring and communication with the home. This support is offered to students who have special needs verified through external specialist testing. Resources range from ESL classes to granting extended testing time to individual plans that may include modifying the curriculum. A team of 4 special needs teachers is employed to assist teachers with program modification and to help develop individual education plans for students. They only cater to students with mild to moderate learning needs.

INDONESIA, Medan
SPECIAL EDUCATION
Medan Independent School (2015) PK-10 69
www.mismedan.org MIS offers no special services for children with special needs. They make this clear to all parents and their policy is listed on their website. If the student arrives with an IEP or equivalent their teachers can try to meet the needs of students with mild special needs in a mainstream setting.

INDONESIA, Surabaya
SPECIAL EDUCATION
Surabaya Intercultural School (2016) PK-12 331
www.sis.sch.id A learning support teacher provides academic and organizational assistance and guidance for students who need support. Referrals are made by classroom teachers. English as a Second Language teachers provide language support in elementary and secondary. Students with little or no English participate in pull-out support to build their language skills. Teachers meet with the Student Services Department (ELL and learning support teacher), 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 – Special Education Services (2016) ---- ----
Special education in the Irish public schools can be good for the moderate, severe or profoundly disabled child. However, the services are difficult to access, the wait lists are long, and the treatment provided can be different than what parents are accustomed to in the states. Arriving in Ireland, one can expect to wait from a minimum of 3 months up to one year before school attendance is approved in these special programs in the public schools. 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.) If you have a child with autism, the wait can be even longer. Private therapy and Applied Behavioral Analysis (ABA) is available but the costs are very high and it is not always possible to find services in your area. In addition, ABA tutors are not easy to find and autism is, on the whole, underserviced in Ireland.
IRELAND, Dublin (cont’d)

SPECIAL EDUCATION (cont’d)

If You are Interested in the Irish Public School System: 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.

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. Currently, St. Andrew’s staffs six special needs teachers, one learning support teacher, and seven resource teachers. Accessibility to these services must be pre-arranged with the school and availability is not guaranteed.

A few elementary aged 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. At this time the school is only K-6.

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 may not be the best option for a posting for a family with special needs. While you can find services, the wait is frequently long, arranging services will be time intensive, and sessions are expensive with payment expected upfront. Just this past year, Dublin faced a complete lack of early intervention services ordinarily provided by the government. There are currently over 7,000 children waiting for services and no private early intervention teams available.

In addition, although there are private services available, the European approach can be much different from that experienced in the States, ultimately leaving the parents wanting more and feeling as though the treatment is inadequate. 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.

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, administered by the Office of Medical Service’s Child and Family Program (+1-202-663-1904.)
IRELAND, Dublin (cont’d)
SPECIAL EDUCATION (cont’d)

Private Therapists Available in Dublin Ireland:

- Speech and Language Therapist [www.speechmatters.ie](http://www.speechmatters.ie)
  Aisling Keogh +353 (0)86-857-0253
  Jonathan Linklater +353 (0)87-121-0044

- Ballsbridge Physiotherapy Clinic
  26 Wellington Road, Dublin 4
  +353 (0)1 660-6582
  Vivan Hanrahan specializes in children.

- Association of Occupational Therapist of Ireland [www.aoti.ie](http://www.aoti.ie)
  +353 (0)1 633-7222

- CATTS - Clinical Assessment & Therapy Team Service [www.cattsireland.com](http://www.cattsireland.com)
  JFK Consultancy Centre, Bluebell, Dublin 12
  +353 (0)86-888-2765

- Harry Conway of Dyspraxia Ireland [harry@dyspraxia.ie](mailto:harry@dyspraxia.ie)
  +353 (0)1 874-7085
  Even if your child doesn’t suffer from dyspraxia, Harry has been very helpful in finding private occupational and physical therapists.

Some useful websites to research special needs education in Ireland:

- [www.scoilnet.ie](http://www.scoilnet.ie)
- [www.sess.ie](http://www.sess.ie)
- [www.disability.ie](http://www.disability.ie)

**If your child needs special education services, contact the Office of Overseas Schools or Dublin's Community Liaison Office for a briefing. Do not assume that you will find services available in Dublin.**

St. Andrew’s College (2016) 1-12 1,262
[www.st-andrews.ie](http://www.st-andrews.ie) The Support for Learning department is staffed by 6 special needs teachers (SNA’s), one full-time learning support teacher and 7 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 (2016) 2-6 360
[http://www.hfss.org/](http://www.hfss.org/) (An Irish Public School) 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.
IRELAND, Shannon (cont’d)
SPECIAL EDUCATION (cont’d)
St. Flannan’s College (2016) 7-12 1,215
http://www.stflannanscollege.ie/ (An Irish Public School) The School has a trained special needs teacher to assess 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
Post Comments – Servicing Special Needs in Tel Aviv (2016) ---- ---- ----
Walworth Barbour American International School: 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: It is strongly recommended that in cases where a student has special needs, that prior to applying and accepting a post in Israel, information about the child be shared with the WBAIS counselor for an initial review and screening.

**Special note to parents of children with special needs: Parents, if you have a child with special needs, please understand that the recommended English speaking schools in Tel Aviv have limited resources and capabilities for providing instruction for children of such needs. It is in your best interest to contact the schools prior to bidding in order to discuss whether the school can accommodate your child. Please make sure to have all records available.

Walworth Barbour American International School in Israel (2016) PK-12 609
http://www.wbaism.com/ Special education services are provided for students with mild learning disabilities. Because of the rigorous nature of the program, WBAIS does not offer a program for students who have come from self-contained special education programs at another school or who are in need of significant pull-out special education assistance or shadows. If a student has a learning disability, the family should contact WBAIS ahead of time and provide all documentation (psychoeducational evaluation, IEP’s, 504 Plans, etc.) as soon as possible. In keeping with the philosophy of the school, students with diagnosed special learning needs participate maximally in the mainstream program and may be eligible to receive Resource Center support. The Resource Center offers support for students with learning disabilities, counseling services, ELL, writing assistance in high school, math labs, English enrichment program.

Tabeetha School (2016) K-12 291
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.

ITALY, Milan
SPECIAL EDUCATION
Post Comments – Education Options (2015) ---- ---- ----
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, Rome
SPECIAL EDUCATION

Post Comments – Schools in Rome Guide (2016)

Does your child need remedial help for learning or behavior problems? Some schools have full-time or part-time psychologists and therapists. If your child has a difficulty (whether or not it has been diagnosed), do not hesitate to ask whether the school has appropriate resources. You should provide the school with full details of your case, including any diagnosis reports or evaluations you have that can help the school make its admission decision. This is especially important in the case of physical difficulties, since many schools in Rome are ill-equipped to handle a physically handicapped child. Government agencies follow different regulations concerning screening procedures for children with special needs. For information on allowances, employees of the foreign affairs agencies (State, Commerce, Agriculture, USIA, AID) should contact the Financial Management Center at the Embassy. Employees of other agencies should consult their own regulations.

- **American Overseas School of Rome** (PK-13) [www.aosr.org](http://www.aosr.org) Students in all grades with mild to moderate hearing impaired students and those with mild learning disabilities or speech impairments can be accommodated in the regular classroom or through a resource room at all grade levels. Elementary and middle school students with moderate learning disabilities can be accommodated in the regular classroom or through a resource room at the elementary and middle school grade levels. Elementary students with moderate speech impairments can be aided in the regular classroom and through a resource room. A speech therapist is on staff. The school has a special needs teacher and staff trained to administer psychological tests and diagnose specific learning disabilities. The school is not accessible to the physically handicapped.

- **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.

- **Core International School** (3-11yrs) [www.coreinternationalschool.it](http://www.coreinternationalschool.it) An experienced learning specialist is available to assess learning and behavioral problems and develop a specialized education program. English as a second language classes are available beginning at age 4. A speech and language therapist is also available for consultations and individual help.

- **Marymount International School** (PK-12) [www.marymountrome.com](http://www.marymountrome.com) Students with mild to moderate learning disabilities or speech impairments can be accommodated in the regular classroom in the elementary and middle school grade levels. High school students with mild learning disabilities can be accommodated, and the school is accessible to some physically handicapped students. The school has staff trained to administer psychological tests and to diagnose specific learning disabilities. The school employs two psychologists, a speech therapist, special needs teachers and assistants for primary and secondary programs, and a special needs coordinator.

- **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 employs a learning support teacher and can call in outside experts. 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 and learning disabled 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 in the elementary grades. 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.
ITALY, Rome (cont’d)

SPECIAL EDUCATION (cont’d)

- **St. George’s British International School** (PK-12) [www.stgeorge.school.it](http://www.stgeorge.school.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.

JAMAICA, Kingston

SPECIAL EDUCATION

Post Comments – **Education in Kingston** (2016) ---- ---- ----

Few facilities exist in Kingston for educating the handicapped, and equipment and staff are limited. These facilities 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** (2016) PK-12 270 [http://www.aisk.com](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 two trained EAL teachers; two special education teachers and one 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.

JAPAN, Nagoya

SPECIAL EDUCATION

**Nagoya International School** (2016) PS-12 334 [www.nisjapan.net](http://www.nisjapan.net) Admission is based primarily on English language proficiency and 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 his/her age and for continued enrollment at NIS, satisfactory progress needs to be demonstrated. At the time of application, 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 English for Speakers of Other Languages (ESOL) and elementary school reading support) are available for students outside the regular classroom.
JAPAN, Osaka-Kobe

**SPECIAL EDUCATION**

**Canadian Academy** (2016)  
K-12  
602  
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.

**Osaka International School Kwansei Gaikuin** (2016)  
K-12  
280  
www.senri.ed.jp  
Mild to moderate hearing impaired at all grade levels. Mild learning disabled at all grade levels. The School is accessible for the physically handicapped. The School has staff who are trained to administer psychological tests and diagnose specific learning disabilities.

**Osaka YMCA International School** (2016)  
PK-8  
122  
www.oyis.org  
The School can accommodate students with mild learning needs. OYIS liaises with Tosabori YMCA to access counselling services. Students with mild learning needs are mainstreamed.

**St. Michael's International School** (2016)  
PK-5  
158  
www.smis.org  
Mild emotionally disturbed and speech impaired students can be accommodated. Mild to moderate learning disabled students can be accommodated. The School is not accessible for the physically handicapped. The School does not have staff who are trained to administer psychological tests or diagnose specific learning disabilities.

JAPAN, Sapporo

**SPECIAL EDUCATION**

**Hokkaido International School** (2016)  
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 support plans for those students with specific needs.

JAPAN, Tokyo

**SPECIAL EDUCATION**

**Post Comments – School Notes and School List** (2015)  
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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. 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/els](http://www.asij.ac.jp/els) 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** (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 Stephanie Del Rosario [Stephanie.DelRosario@aobajapan.jp](mailto:Stephanie.DelRosario@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 of extra support. The School has a strong English language support program. The School does not have any psychologist, counselor, 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) **Arnn Elementary** (K-6) and **Zama Middle School/Zama American High School** (7-12) [http://www.armn-es.pac.dodea.edu/](http://www.armn-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-j.com](http://gis-j.com/) ESL lessons. The School can accept moderately severe learning disabilities if space is available. An aide will be allowed within the classroom. The School offers a small, caring and low stress environment.

- **International School of Sacred Heart** (PK-12) [www.ishh.ac.jp](http://www.ishh.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.

- **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.
JAPAN, Tokyo (cont’d)
SPECIAL EDUCATION (cont’d)

• **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** (2½-12 yrs) [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.vis.ac.jp](http://www.vis.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** (2015) PK-12 467  
[http://www.stmaur.ac.jp/](http://www.stmaur.ac.jp/) The School offers programs to children with limited special needs. No wheelchair access. Students with learning differences are welcome providing that the level of support required is within the ability of the school to do so, or with some external support services the cost of which is borne by the parents. As a relatively small school, the level of learning support is limited. It is therefore essential that parents of children with learning differences/needs provide copies of any educational psychologist's report, medical reports, and other professional assessments undertaken, so that the school is able to honestly determine its ability to provide those services required to meet the applicant's needs. The School has a full-time learning support teacher, a speech therapist, and a full-time counselor/psychologist.

**Yokohama International School** (2015) PK-12 645  
[http://www.vis.ac.jp/](http://www.vis.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. The school welcomes students with diverse learning needs, however, it is not able to accommodate students with severe learning disabilities requiring sustained one-on-one learning or other individualized support. Counseling service include social and emotional support as well as academic and college guidance.
Jerusalem
SPECIAL EDUCATION
Jerusalem American International School (2016) PK-12 122
www.jerusalemais.org The School can accommodate some special needs including: mild emotionally disturbed, mentally handicapped, speech impaired, and visually impaired students. The School can accommodate mild to moderate learning disabled and hearing impaired students. The School has many stairs and no elevators, so students requiring wheelchairs cannot be accommodated. The School refers to experts in the local community to administer psychological testing and to diagnose specific learning disabilities.

The School takes every child on a case-by-case basis. Families must inquire first to determine if they have the resources to support the needs of the individual. Parents with children who have mild to moderate special needs cases are welcome to contact them. All students with special needs are reviewed by the learning support team before admission. The learning support team is able to work with most students in school. They also refer to outside professionals (speech, OT, counseling, etc.) in the community. Please note that while they have several students who have severe learning disabilities, their school is inclusive. They prefer not to pull-out excessively, but rather utilize support shadows (both part and full-time) if needed. Their learning support program consists of mild pull-out sessions (usually during the modern language class) and/or work with families to employ a shadow and provides in-class resources.

Anglican International School of Jerusalem (2016) PK-12 316
http://www.aisj.co.il The School can accommodate mild emotionally disturbed at the middle and high school grade levels. The School can accommodate mild hearing impaired and speech impaired students at all grade levels. The School can accommodate mild to moderate learning disabled students at all grade levels. The School can accommodate mild multiply handicapped students at the elementary grade levels. The School is accessible for the physically handicapped. The School has staff who are trained to administer psychological tests and to diagnose specific learning disabilities. The School has an extensive LLS department and full-time shadow teachers/aids.

Jordan, Amman
SPECIAL EDUCATION

Al-Masar Child Development Services: Al-Masar is dedicated to providing the highest quality of evaluation services, therapeutic intervention, education, and life skills support to individuals with developmental disorders, neurological dysfunctions and learning difficulties. Al-Masar was founded in 2006 by a group of professionals in the fields of rehabilitation and special education. It offers its services through the Early Intervention Program, the School Program, and Therapy Services (occupational therapy, speech/language therapy and physical therapy).

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

Therapy services are provided to school students, early intervention students, as well as students who are enrolled in regular schools and need the support in tutoring or therapy. Therapy services are also available to babies and toddlers. Therapists and teachers are mainly Jordanian and hold degrees recognized by national and international bodies within their specialty areas while the language of instruction is Arabic and English depending on the child’s background.

Website: http://www.almasar.edu.jo Email: info@almasar.edu.jo
JORDAN, Amman (cont’d)

SPECIAL EDUCATION (cont’d)

I Learn: I Learn was established in 2014, in affiliation with Al-Masar Child Development Services. I Learn aims to facilitate learning experiences for students with specific learning difficulties, through the provision of comprehensive therapeutic and educational service. Services are conducted in an interdisciplinary manner by well-trained and qualified teachers and therapists in their respective areas of specialty, with further training in the area of specific learning difficulties.

I Learn’s services include conducting diagnostic assessments, providing learning support services in the form of one-on-one tutoring, small groups instruction, and specific workshops (i.e. study skills or expressive writing), as well as providing occupational therapy and speech and language therapy services.

State-of-the-art remedial programs and curriculums that utilize multisensory modalities and are designed to meet the individual needs of students are used at I Learn, in order to bridge the gaps in academic performance and enable students to access academic curricula in their mainstream schools.

Website: www.ilearn.edu.jo  Email: info@ilearn.edu.jo

American Community School (2016)  PK-12  784
http://www.acsamman.edu.jo  *Note from Embassy Amman: Please be aware that ACS is a private institution, and as such, reserves the right to define what special needs they can accommodate. For this reason, full transparency on a child’s needs is highly recommended*

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. It is essential that a student entering ACS be able to succeed in the regular/mainstream classroom. 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 standards, outcomes, expectations, or level of performance.)

ACS has one student support teacher in the elementary school, and one student support teacher for the middle school and high school. There is no on-site testing, but the school works with some local testing centers for diagnostic purposes.

ACS does not offer support for students who are deaf, blind, visually handicapped, emotionally disturbed, intellectually disabled, speech impaired, or orthopedically impaired students. It offers service to students who have mild learning disabilities. These services are offered in the classroom and in the resource room.

International Community School (2016)  PK-13  702
http://www.ics.edu.jo/  *Note from Embassy Amman: Please be aware that ICS is a private institution, and as such, reserves the right to define what special needs they can accommodate. For this reason, full transparency on a child’s needs is highly recommended*  ICS accepts a limited number of children with mild special needs which can be met within a mainstream classroom (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). 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 admissions@ics.edu.jo.
JORDAN, Amman (cont’d)
SPECIAL EDUCATION (cont’d)
King’s Academy (2015) 9-12 510
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 will 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 (2016) PK-12 556
http://www.almaty.qsischool.org/ 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 (2015) 1-13 580
http://www.haileyburyalmaty.kz/ The School has a special needs-trained coordinator to assist children with special learning and behavioral needs, as well as gifted and talented pupils.

Miras International School (2015) PK-12 658
www.miras.kz The School has a teacher/coordinator assigned to work with 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
QSI International School of Astana (2016) K-12 252
http://www.qsi.org/kazakhstan/ast/ QSI Astana offers limited support programs for children with special needs at extra cost. Please contact the school directly for details. The School has a special education teacher and speech language pathologist on staff for consultative services.
KAZAKHSTAN, Astana (cont’d)
SPECIAL EDUCATION (cont’d)

Haileybury Astana (2016)  PS-10  431
http://www.haileyburyastana.kz  Haileybury currently cannot accommodate children with severe learning disabilities, although mild learning disabilities can be accommodated. The School has a LS (learning support) department headed by teacher qualified in learning support. The school is wheelchair accessible.

Miras International School (2016)  K-12  422
http://www.miras-astana.kz/en/  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 enrollment: declination in the psychological development of the child; diseases connected with abnormalities of the nervous system; and various chronic diseases which may cause difficulties in mastering the material and the handling of an increased learning 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 in SEN.

KENYA, Nairobi
SPECIAL EDUCATION

Post Comments – Information on Special Needs (2016)  ----  ----

Braeburn School at Garden Estates: www.braeburn.com  Braeburn School at Garden Estates can accommodate students with physical disabilities and are currently working with a blind student in the Early Years Program. 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  ISK offers mainstream or integrated programs for students with learning disabilities and/or mild learning problems and offer in-class and Learning Resource Center remedial support from qualified learning disabilities teachers. Therapies such as OT/speech and language and physical therapy are also offered, as are counseling services. At this time they accommodate a high school student who is hearing impaired by having teachers wear an amplifier, which transmits to her hearing aids. The campus is not currently accessible to students with physical disabilities who cannot manage stairs, stepping-stones or hills. ISK must be contacted in advance because special needs students are accepted on a case-by-case basis.

Kenya Community Center for Learning:  Kenya Community Center for Learning: Currently the students at this special school range in age from 11 to 21. All students have special needs. KCCL accepts the “Borderline Child,” i.e. not severe but moderate special needs. They have had several students with autism, Down’s syndrome, and cerebral palsy. They also have children with ADD, ADHD, communications disorders, blindness, and 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 and 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. https://www.facebook.com/Kenya-Community-Centre-for-Learning-KCCL-449375381756757/
KENYA, Nairobi (cont’d)

SPECIAL EDUCATION (cont’d)

The Rosslyn Academy: www.rosslynacademy.com Rosslyn Academy (a Christian school) operates a resource program for children with mild to moderate learning disabilities. Parents must contact Rosslyn in advance because special needs students are accepted on a case by case basis based on the school’s ability to provide for that child’s needs.

School of the Nations: www.schoolofthenations.org At School of the Nations, 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.

West Nairobi School: www.westnairobischool.org West Nairobi School (a Christian school) follows the American system, including aspects of the 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. The school believes in Least Restrictive Environment and students are included in mainstream classrooms as much as possible. The others are integrated for art/music/PE and any other nonacademic subjects such as theatre and community service. It is their plan to expand this program into the high school.

International School of Kenya (2016) www.isk.ac.ke The School reports that they can accommodate mild to moderate hearing impaired students at all grade levels in the regular classroom and a resource room; mild orthopedically impaired, speech impaired, and visually handicapped students at all grade levels in the regular classroom. The School is limited in its accessibility for the physically handicapped. They have staff that have been trained to administer psychological tests and to diagnose specific learning disabilities. They serve the needs of children with mild to moderate learning disabilities through a combination of small group pull-out and in-class support, co-teaching and resources.

ISK offers mainstream or integrated programs for managed numbers of students representing a range of mild and moderate learning challenges to the highly able, based on the school’s enrolment and resources. The school offers in class and small group support from qualified learning support 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 it is incumbent on the parents to provide the necessary equipment, such as audio transmitters for teachers to wear. The campus has limited accessibility to students with physical disabilities who cannot manage stairs, stepping-stones or steep inclines. ISK must be contacted in advance since they accept students on a case-by-case basis.

Entrance Assessment: The School cannot accept a student for enrollment until they have conducted their own entrance assessments to make sure they can provide an appropriate program for his/her needs. The entrance assessments are normally done on campus, but “remote” testing in the child’s current school can be arranged for students from Grade 5 onwards.

Lycée Denis Diderot (2016) www.diderot.ac.ke The School reports that they have 1 speech therapist, 1 psychologist, 2 French as foreign language teachers, and 3 specialized teachers for slow learners.
KENYA, Nairobi (cont’d)

*SPECIAL EDUCATION (cont’d)*

**Rosslyn Academy** (2016) 1-10 250

Rosslyn provides learning support services for students with mild learning needs. They must be able to participate in a mainstream regular education classroom (and in high school, a college preparatory curriculum), given accommodations and pull-out/inclusion services to work on academic skills. The learning support department consists of a department head, 1.5 full-time elementary specialists, 1 full-time middle school specialist, and 1 full-time high school specialist and 2 English language learner teachers. Typical disabilities presented at the school include reading disability/dyslexia, math disability, dysgraphia, ADHD, speech and/or language disorder, etc. Accommodations are available for some emotional disabilities. They do not currently have the support for any students with severe intellectual disabilities. The school is not accessible for the physically handicapped. If the student has been assessed or placed in any special education programs, be sure to attach the IEP to the application.

**School of the Nations** (2016) 1-10 250

[www.schoolofthenations.org](http://www.schoolofthenations.org) Learning Support Policy Document 2015: In order to ensure provision of adequate and appropriate Learning Support services, School of the Nations has developed a Learning Support Policy, which lays down clear guidelines on the provision of the services. School of the Nations will cater for the children with mild learning needs in the mainstream classroom. To ensure quality, our class will have maximum of 3 students (out of the 3, only 1 student needing a shadow teacher) with mild learning needs out of 20 students.

**Learning Support:** All teachers need a good understanding of Learning Support (LS), if they are to respond to the diversity of Learning Needs found in most classes. Teachers are expected to work closely and professionally with parents, Learning Support Assistants, Therapists and other service providers. The teacher is expected to plan and prepare specialised teaching programmes where necessary. Unless a child has a statement, most of the support, will have to be provided by the class teacher. The teacher should, therefore, be aware of LS procedures and be prepared to liaise with the Head Teacher, school consultant and teaching assistants and to communicate effectively with parents. The teacher’s aim should be to provide a positive approach that will give all children the opportunities to succeed and the encouragement to develop and feel good about their learning and themselves.

Parents are expected to provide up-to-date and honest information about their children’s needs. They are required to support their children at home, deal with behaviour issues appropriately and provide extra learning materials, therapies and personnel that are beyond the school’s reach.

A. Principles and values: In providing for those pupils defined as having Learning Needs, you (teacher) should:

- ensure all pupils are valued equally;
- ensure that all make progress;
- work in close partnership with parents/carers and children;
- ensure Learning Needs are identified and assessed as early as possible;
- ensure that all pupils have access to a relevant, broad and balanced curriculum;
- work in close liaison with the School Consultant and the child's parents.

B. Process of Identifying Children with Learning Needs by Teachers: The following procedure will be followed when identifying children with learning needs:

- In order to meet the needs of individual children, the class teacher, should monitor the progress of the pupil closely in the first instance, providing a range of intervention strategies and differentiated work.
- Detailed records of observations, children's strengths and weaknesses, intervention strategies used and concerns must be maintained. Using this evidence, the teacher might decide that the strategies used are not allowing the child to learn as effectively as possible and to make sufficient progress.
KENYA, Nairobi (cont’d)
SPECIAL EDUCATION (cont’d)

- If the child does not make sufficient progress, the teacher may decide that the pupil requires help over and above that which is normally available within the class or school. Consideration should then be given to putting the child's name on the school's Learning Support Register at School Action.
- If the pupil does not make sufficient progress under School Action, then s/he may be moved to School Action Plus in which, the parent’s involvement in provision of extra support, resources and outside services will be called upon. At this level, all the pupils receiving extra support under School Action Plus will have had formal evaluation.

C. Process of Identifying Children with Learning Needs by Parents: The parent may be concerned if the pupil is not making significant progress, behavior changes; the child develops phobias, refuses to go to school or does not seem to enjoy academic work anymore. The parent will then seek an audience with the class teacher to discuss the concerns. This must be documented and follow-up made. The parent and the teacher may agree on changes in teaching strategies or recommend for evaluation from school consultant.

D. Referral
- After identification the teacher will consult with the Headmistress and the school consultant for the next action which will lead to assessment and intervention plan either under school action or school action plus.
- The parents will arrange to meet the school consultant to discuss the way forward. An evaluation will then be done either by the school consultant or other professionals recommended by the school.
- The parents will be expected to meet the cost of the evaluation and other services that will follow thereafter.
- After the evaluation, a meeting will be convened to discuss appropriate intervention. The teachers who work the child, parents and the professional who did the evaluation will attend to discuss the way forward.

E. Code of Practice triggers for School Action: The triggers for intervention through School Action could be your (teacher) concerns, or the concerns of parents and others. These must be underpinned by evidence about a child who, despite receiving differentiated learning opportunities:
- makes little progress even when the teaching approaches are targeted to areas of weakness;
- shows signs of difficulty in developing literacy and mathematical skills, which result in poor attainment in some curriculum areas;
- presents persistent emotional or behavioural difficulties, which are not ameliorated by the behavior management techniques usually used in the school;
- has sensory or physical problems and continues to make little or no progress, despite the provision of specialist equipment;
- has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

F. Useful Check Lists: If the school, in consultation with the parents, concludes that the child could need further support to help progress, this is a useful checklist to follow.
- Seek help from the Head Teacher and the School Consultant.
- Head Teacher and School Consultant should consider your (teacher’s) reasons for concern, together with any information already in school.
- Additional information should be sought from the parents; they should always be consulted and kept informed of the action taken to help the child and the outcome of this action.
- School will liaise with other agencies, for example, the health, therapists, or social services, if they are involved with the child.
The Learning Support Consultant (who is in this case the school consultant) should take a lead in: assessing further the strengths and weaknesses of the child; planning future support for the child, in discussion with the teacher and parents; monitoring, and reviewing subsequently the action taken.

- As class teacher you should remain responsible for:
  - working with the child on a daily basis with differentiated learning approaches.
- The information collected about the child, and details of extra help given to them, must be incorporated in the child's progress record.

If the pupil will not make sufficient progress, the school authority will ask the parents to move the pupil to School Action in consultation with the school consultant.

**Procedures for Admission of children with Learning Needs**

1. For children with mild learning needs, before joining the school, basic evaluation will be done to find out if the school can effectively meet their learning needs.
2. Parents will be expected to disclose any medical, social and educational information that may be important in the child’s well-being and support in the school.
3. The principal will consult with the Learning Support Consultant before accepting pupils with mild learning needs.
4. Pupils who were receiving learning support in other schools, must disclose the nature of support and progress made under such support. The school will do its best to match that and even provide better services.
5. Conditional admission will be given to pupils with mild learning needs as the school assesses their ability to cope socially, academically and health wise. If the school feels that it cannot adequately meet the needs of the pupil following the recommendation from evaluation report, parents will be informed in advance and arrangements made for appropriate schooling elsewhere.
6. If the parent feels that the school is not appropriately meeting the needs of the pupil (probably due to staff and resource constrain), the parent can seek for advice for appropriate school placement and give the school sufficient time (one term) to prepare handing over document that may be used by the next school.

Procedures to register to School Action/School Action Plus After Admission: It is accepted that a difficulty in learning can arise at any time as a result of new curriculum demands, changed rates of learning, traumatic events and prolonged absence from school. The pupil’s admission will not be withdrawn in such an event.

1. Teachers/parents raise concerns.
2. Principal and parents discuss and consult with the school consultant.
3. Assessment by the school consultant
4. Register to School Action/School Action Plus

The school will endeavor to make reasonable adjustments, however, parents will be required to provide additional materials, staff and therapy. Parents are advised to keep in regular contact with the teachers and administration, advocate for their children’s quality education by sharing information openly with the teachers. School of the Nation is committed to offering world-class education for all children and will always do its best to provide quality education and the best staff in a serene environment. Kindly support us to support your children.

**Nondisclosure of information**: Nondisclosure of the child’s developmental, medical and learning needs will lead to the withdrawal of the admission if the condition is such that the school cannot adequately meet the learning needs of the child. Parents are therefore, advised to furnish the school with all the relevant information at the time of admission. Such information is important to the teachers and support staff to help them meet the needs of all the children appropriately.
KENYA, Nairobi (cont’d)
SPECIAL EDUCATION (cont’d)

Exclusionary Close: School of the Nations being a mainstream school will only admit pupils whose needs can be fully met in the mainstream classroom. **We will not admit students if:**

i. They have challenging behaviors that can threaten other pupil’s peaceful coexistence, learning and social interaction. Such behaviors include but not limited to: physical and verbal aggression, disruptive behaviors (disrupting lessons) among others

ii. They have severe developmental disabilities that require substantial environmental, curriculum and other resource adaptations,

iii. The services required cannot be provided in the school due to lack of specialised resources, expertise

iv. There is a medical condition that cannot be fully addressed when the student is in the school or if the student requires medication and therapies that cannot be given in the school.

Transition across the Year Groups/Key Stages: School of the Nations will always endeavor to provide the best support in a serene learning environment. We will not keep a pupil/student in the school if the school cannot sufficiently meet his or her learning needs. In this regard, if a student’s progress is significantly below average and the school has explored all the available options without significant success, the parents will be advised accordingly. The school will hold a meeting with the parents to explore possible options which may include moving the student to a school that can address his/her needs, retaining the learner in the current year group if professionally advised to do so and if it is to the best interest of the student.

KOREA, Busan
SPECIAL EDUCATION

Busan Foreign School (2016) N-12 245
[www.busanforeignschool.org](http://www.busanforeignschool.org) All classrooms are conducted through a differentiated approach, thus students specific needs are identified and targeted based on their current academic, behavioral, and social skills. The school is accessible for the physically handicapped, they have an elevator. The School does not have staff who are trained to administer psychological tests and to diagnose specific learning disabilities. Mild to severe emotionally disturbed, learning disabled, and orthopedically impaired students can be accommodated. Mild to moderate speech impaired and multiply handicapped can be accommodated. Mild visually handicapped and mentally handicapped students can be accommodated.

Busan International Foreign School (2016) N-12 453
[http://www.bifskorea.org/](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.
KOREA, Busan (cont’d)

SPECIAL EDUCATION (cont’d)

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:

- Any action to be taken.
- Staffing needs.
- Resources required.
- Any special programs.
- Any necessary medical arrangements.
- Arrangements for monitoring and assessing progress.
- 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

Dwight School Seoul (2016) PK-12 378
www.dwight.or.kr Mild learning disabled students can be accommodated. The School is accessible for the physically handicapped. The School is not accessible for the physically handicapped. The School does not have staff that is trained to administer psychological tests and can diagnose specific learning disabilities.

Korea International School (2016) PK-12 1,286
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 is currently seeking to hire 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) (2016) K-5 1,076
http://www.dodea.edu/SeoulAmericanES/index.cfm Mild to severe emotionally disturbed, learning disabled, mentally handicapped, and speech impaired students can be accommodated. Mild hearing impaired and visually impaired students can be accommodated. Deaf/blind 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.

Seoul American High School (DoDEA) (2016) 9-12 543
http://www.dodea.edu/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.
KOREA, Seoul (cont’d)
SPECIAL EDUCATION (cont’d)
Seoul American Middle School (DoDEA) (2016) 6-8 438
http://www.dodea.edu/SeoulAmericanMS/index.cfm Mild emotionally disturbed students can be accommodated. Mild to moderate speech impaired 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 (2016) K-12 995
http://www.yisseoul.org/ The School can accommodate mild emotionally disturbed, learning disabled, and orthopedically impaired students at all grade levels. The School can accommodate the mild speech impaired student at the elementary and middle school grade levels through an outsourced consultant at the school. The School is accessible for the physically handicapped. The School offers support through a Student Learning Center.

GIFTED AND TALENTED
Seoul American Elementary School (DoDEA) (2016) K-5 1,076
http://www.dodea.edu/SeoulAmericanES/index.cfm The School has a gifted and 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) (2016) 9-12 543
http://www.dodea.edu/SeoulAmericanMS/index.cfm The School has a gifted and talented program. 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) (2016) 6-8 438
http://www.dodea.edu/SeoulAmericanMS/index.cfm The School has a gifted and 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 one period every day.

KOSOVO, Pristina
SPECIAL EDUCATION
International Learning Group (2016) PK-5 130
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 does not have the capacity to work with severe learning disabilities that require 50-100% pull-out (self-contained).

Prishtina High School (2016) 1-12 81
http://www.prishtinahighschool.org/ The School 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 does not provide pull-out services.

KUWAIT, Kuwait
SPECIAL EDUCATION
American School of Kuwait (2016) PK-12 2,030
http://www.ask.edu.kw Services are available for mild special needs students: emotionally disturbed, learning disabled, orthopedically impaired, speech impaired, and visually handicapped. The school is wheelchair
KUWAIT, Kuwait (cont’d)
SPECIAL EDUCATION (cont’d)

accessible. 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.

**The British School of Kuwait** (2016) K-12 3,317
www.bsk.edu.kw Generally, there are no programs for special needs. There are accommodations for a mild learning disability at all levels. The school is wheelchair accessible.

**The English School** (2016) 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

**QSI International School of Bishkek** (2016) 2-18yrs 88
http://www.qsi.org/kyrgyzstan/kgz/ 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. The School provides 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. They have 4 teachers with Masters Degrees in Special Education.

**ESCA-Bishkek International School** (2016) 2-18yrs 150
www.esca.kg The School has a Support Services Department consisting of speech and language therapist (instructional resource teacher) and child and youth development consultant to provide support to students with special needs in accordance with ESCA-BIS Special Educational Needs Policy, which can be found at the following link:

**Hope Academy of Bishkek** (2016) PK-12 168
http://hopeacademykg.com/ Children with mild disabilities receive parental counseling and adapted coursework or testing accommodation. Children with moderate or severe disabilities have individualized education programs when necessary. The School has several students with learning disabilities, Asperger’s, and sight impairment, but no other students with diagnosed disabilities at this time. They have several parent volunteers with training in developmental neurology or counseling who consult on diagnosis, but we do not have someone on staff to do diagnosis. The School is searching for a special needs coordinator, but consults regularly with local specialists and parent volunteers. In the admissions process, they ask parents to identify any special needs their children may have, and consult with teachers to ensure that they can make adequate accommodations prior to offering admission.

**Oxford International School** (2016) K-10 312
www.oxford.kg The School is not ready to offer admission to severely disabled children, although mild conditions are accepted.

**Silk Road International School** (2016) K-12 238
www.csris.edu.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 (2015) PK-12 471
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 (2016) PK-12 357
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 (2016) PK-12 304
http://www.isriga.lv/en/ Applications for students with special needs will be considered on a case-by-case basis. The School has two staff members whose responsibility is to work on an individual level with students needing extra support, however, in more severe cases an assistant may need to be recruited at the additional cost of the parents. Differentiation is practiced in all learning processes. Admissions procedures are the same as for all students, however, families should provide as much details as they can with the application form so that the school can assess whether or not the needs of the specific student can be met.

LIBERIA, Monrovia
SPECIAL EDUCATION

American International School (2016) PK-9 91
www.aismonrovia.com The school is not staffed to meet the needs of children with learning disabilities. A child will not be admitted if they need more than 1 period a day (20%) of individual attention.

LITHUANIA, Vilnius
SPECIAL EDUCATION

American International School of Vilnius (2016) PK-12 251
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
LITHUANIA, Vilnius (cont’d)

SPECIAL EDUCATION (cont’d)
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.

LUXEMBOURG, Luxembourg

SPECIAL EDUCATION

Post Comments – Schools in Luxembourg (2016) ---- ---- ----

There is NO DoS assisted school in Luxembourg. Admission to International School Luxembourg is very difficult.

**International School of Luxembourg:** At ISL learning support is provided by specialist teachers across the school, for students with mild learning difficulties, to meet individual needs in accessing the curriculum. The ISL learning support is designed to provide students, who have identified learning differences, with individualized assistance so that they can access the general curriculum. The learning support teachers have a wide range of expertise with different types of learning profiles which can be shared with class teachers in order to enhance teaching and, ultimately, benefit students receiving learning support. They offer pull out instructions in small group settings or in-class support typically at a maximum of 4 lessons per week. When appropriate, the Learning Support Department collaborates with outside specialists within the Luxembourg community and beyond - such as speech and language therapists, occupational therapists or psychologists (services not offered by ISL) - to ensure that each student’s learning support plan includes strategies or recommendations from such specialists. At the time of admission, the documentation material required, to help ISL understand the child’s learning needs and evaluate how they can best support the child, is dependent on the child’s particular learning needs, but typically ISL will ask for copy of any psychological educational evaluation and/or other special testing that may have been done, and copy of any Individual Educational Plan that may have been developed. All potential applicants with learning differences are encouraged to contact the admissions office to learn more about the learning support offered by ISL for their particular situation.

**St. George’s International School Luxembourg:** St. George’s offers a comprehensive Special Educational Needs support program (SEN) for students with special needs in Primary and Secondary. To ensure every student can meet his/her academic needs, St. George’s has a limited number of spots available, per year group, for students with special educational needs. These students are monitored closely and provided an academic program he/she can follow. In addition, the school has a Special Educational Needs Coordinator (SENCO) in both primary and secondary. Upon applying, in addition to the application, St. George would need school reports, psychological reports and any testing results.

**European School Luxembourg:** The European Union Schools offers three levels of educational support for children with special needs. General support is given to students who may need additional help with acquiring effective learning strategies or study skills. This support is given in or out of the classroom to small groups and is short term. Moderate support is offered to students with a mild learning difficulty or in need of more targeted
LUXEMBOURG, Luxembourg (cont’d)
SPECIAL EDUCATION (cont’d)
support. This support is given to small groups of students for a longer period of time than general support, and each student has an Individual Learning Plan. This support is offered either in or outside the classroom. Intensive support is provided for students with special educational needs: learning, emotional, behavioral, or physical needs, with an agreement signed between the parent and director after an expert’s assessment of the student’s special individual needs. This support is offered in or outside the classroom and to small groups or to individual students. All students receiving intensive support have an Individual Learning Plan. The European Union Schools do not have resources outside of the school to provide special assistance to the students. The European Union Schools are entitled to declare themselves unable to meet the needs of a student, if they do not have the necessary resources for the student. (This information provided from Policy of the Provision of Educational Support in the European Schools.) At the time of admission, the European School needs full information about the pathology of the student and clear instructions from the specialized doctors with the program which the school must follow.

MACEDONIA, Skopje
SPECIAL EDUCATION
NOVA International Schools (2016)  PK-12  715
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): Students in K-12 with mild to moderate learning disabilities, such as dyslexia, dyscalculia, attention difficulties and language processing challenges may be given either pull-out or in classroom support by a learning specialist. Individualized Learning Plans are developed for students receiving CDL support. Basic “first step” counseling can be given when dealing with emotional issues, but students are referred to outside therapists for continual care. The Stanford Binet and Woodcock Johnson intelligence and aptitude tests can be given to help identify both learning difficulties and gifted ability. The Connors profile test is often used to help identify attention deficiency. The CDL employs special needs teachers who are specially trained. Also, there are speech therapy specialists and other special needs professionals available in the local community.

The learning specialist in the high school division provides both individualized and in class support to students identified in demonstrating a need for literacy support. One student with dyslexia is given support by both the ESL and English teacher, and additional support by the learning specialist. The other students receive support mainly in terms of reading and writing, and guidance with organizational skills (note making and time management), assessment preparation and their work is modified by the learning specialist and their teachers to ensure they have full access to the mainstream curriculum. Currently five students in the high school division receive support, four of whom receive daily support.

QSI International School of Skopje (2016)  PK-12  80
http://www.qsi.org/macedonia/mcn/  Core subjects such as Reading, Language Arts, and Mathematics are taught at the same time each day. 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 (2016)  PK-12  227

www.asamadagascar.org  ASA is small and strives to meet the needs of every child. The School continues 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.

The School has three licensed special needs teachers within the 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 (2016)  PK-12  688

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 to 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.

MALAYSIA, Kuala Lumpur

SPECIAL EDUCATION

Post Comments – Schools for Children with Special Needs (2016)  ----  ----

Kuala Lumpur has limited resources for individuals with learning needs. In recent years, more schools and learning centers have opened that offer learning support to children with special needs.

• Hils Learning Centre Sdn. Bhd  Contact: Hilary Craig, Director, Telephone: (603) 6203 0029
  Email: enquiries@hilslearning.edu.my; Website: www.hilslearning.edu.my

  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 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 offers home-schooling support as well as after school support for the different learner, including dyslexia dyscalculia, and other learning difficulties, school entry preparation, social skills development programs, play therapy and expressive therapies.

  Hils Learning works closely with: a Behavioral Optometrist for visual difficulties, an Occupational Therapist for sensory and physical therapy, Counselors and Psychologists for child/family therapy and a Nutritionist for dietary advice. Hils Learning liaises with schools, doctors, specialists 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 MA.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 30 years in schools and colleges and 10 years of private practice.

- **Early Autism Project Malaysia Sdn Bhd** Contact: Jochebed Isaacs, Director, Telephone: 013–3190301 Sheila Dass, Administrator, Telephone: 03-2094 0421 E-mail: eap@autismmalaysia.com; Website: 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 annual 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.

- **The Learning Connection** Contact: Sara Brennemen, Director, Telephone: +6 03 6203 6427 E-mail: sara@learningconnection.com.my; Website: www.learningconnection.com.my This 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. 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.

- **Oasis Place** Contact: Maalathi Socklingam, Centre Manager, Telephone: +603 2276 9111 E-mail: enquiries@oasisplace.com.my; Website: http://oasisplace.com.my/ Oasis Place is one of Malaysia’s largest private multidisciplinary interview centres for Autism and learning different individuals. Their core services are psychology, speech and language therapy, and occupational therapy.

**International School of Kuala Lumpur (2016)** PK-12 1,611 www.iskl.edu.my The School can accommodate mild to moderate learning disabled students at all grade levels. 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 differentiated teaching and learning for learning needs students. The School has inclusive learning resource support. The School has limited pull-out support.
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.
MALTA, Valletta  (cont’d)

SPECIAL EDUCATION (cont’d)

Chiswick House School/St. Martin’s College (2016)  PK-12  1,416
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 (2016)  PK-12  123
http://www.qsi.org/malta/mlt/  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.

GIFTED AND TALENTED

Verdala International School (2016)  PK-12  449
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.

Chiswick House School/St. Martin’s College (2016)  PK-12  1,416
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.

MARSHALL ISLANDS, Majuro

SPECIAL EDUCATION

Majuro Cooperative School (2016)  PK-12  319
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 IEP and oversees the implementation of the IEP. The special education teachers and other support staff may provide other support services for struggling students. These services may include small group work, 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 (2016) K-6 100
http://www.alexandrahouseschool.com/ Mild emotionally disturbed, learning disabled, and orthopedically impaired at the elementary grade levels can be accommodated in the regular classroom. Mild to moderate hearing impaired at the elementary grade levels can be accommodated in the regular classroom. The school is not accessible for the physically handicapped. The School has staff trained to administer psychological tests and diagnose specific learning disabilities.

Clavis International Baccalaureate Primary School (2016) PK-6 491
http://www.clavis.mu/ Mild emotionally disturbed, hearing impaired, learning disabled, speech impaired and visually handicapped at the elementary grade levels. Mild to moderate hearing impaired, learning disabled, speech impaired and visually handicapped at the elementary grade levels. Clavis defines itself as an inclusive school and accepts students with mild difficulties on a case-by-case basis for supported integration into the mainstream (regular) classes. The School offers counseling and learning support services. The School has also made arrangements for speech and language therapy to be available on site.

International Preparatory School (2016) N-6 360
http://www.ips-mu.com/ Mild learning disabled at the elementary grade levels. The School employs a special education needs coordinator as well 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. The School is not accessible for the physically handicapped.

Le Bocage International School (2016) 6-12 616
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, multiply handicapped, orthopedically impaired, speech impaired, and visually impaired can be accommodated in the regular classroom. Mild to moderate learning disabled can be accommodated in the regular classroom.

GIFTED AND TALENTED
Alexandra House School (2016) K-6 100
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, advanced level work in traditional academic content areas, and pull-out for special gifted sessions. Students are involved once a week for 2 hours as appropriate to their individual needs.

MEXICO, Ciudad Juarez
SPECIAL EDUCATION
Post Comments – Education Options (2016)
If your child has special needs, El Paso schools may be a better option. San Pablo Montessori School said they would accept someone with special needs, but needs to see the profile of the child to see if his needs would be met at the school. Monica, one of the directors, is also a speech therapist. 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.
MEXICO, Ciudad Juarez (cont’d)
SPECIAL EDUCATION (cont’d)
  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** (2016)  PK-12  1,493
  [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.

**The Canadian School** (2016)  PK-4  666
  [www.canadianschool.com.mx](http://www.canadianschool.com.mx) Canadian School has a Student Services Department that provides leadership and support to students, staff, and parents through the coordination of programs directed to support and enhance the academic, social, and personal growth of students. The School offers modifications and adaptations for students with mild special needs such as learning disabilities or specific learning and/or behavior needs. Student Services offers pull-out services (daily lessons for 45 min) for mild academic needs and counseling services for socio-emotional needs. The School has resource teachers (learning support teachers) and works closely with specialists in the city for formal diagnosis and therapy services.

**Instituto Thomas Jefferson, Valle Real Campus** (2016)  PK-12  781
  [http://itjvallereal.com.mx](http://itjvallereal.com.mx) Students with special needs are assessed on a case-by-case basis and the school analyzes the possible integration with or without a monitor. Monitors are interviewed by school staff and work together with the Exceptional Education Department but are externally hired by the families. As of the 2015-2016 school year we have an Inclusion Coordinator that works under the umbrella of an Exceptional Education Department guaranteeing that the student’s and the family’s needs are met and that IEP’s are being developed and applied.

**Lincoln School** (2016)  PK-12  465
  [http://lincolnschool.edu.mx/](http://lincolnschool.edu.mx/) The School provides service with a trained specialist from the National Institute for Learning Development who currently works with thirteen 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 year she will be qualified to apply diagnostic testing.

**Taleny, Talent Starter School** (2016)  PK-7  187
  [www.taleny.com](http://www.taleny.com) The School’s curricular program is adapted to students with special needs. The needs that can be serviced by the School are: emotionally disturbed, learning disabled, Asperger syndrome, orthopedically impaired, speech impaired. Depending on the level of their needs is the time that the children are pull-out, never being a severe. They have a complete human development department composed of a school psychologist, a development psychologist and a systemic family therapist. They work with students and teachers from preschool to middle school. All staff is responsible for observing the students and in any case, fill out an observation form that must be turned in to their HD department, whose major responsibility is to work with the students, their teachers and their families. In cases in particular, some evaluations and therapies must be done with a network of specialists that the school will recommend.
Admissions procedure: An integral evaluation is applied. It consists of a psychology evaluation (which evaluates the level of maturity in different areas, as well as the abilities in social and emotional areas), a reading, writing and math assessment. For ESL students they apply an English evaluation. They share the results with parents and make recommendations. The results will be used to design an academic plan to work on throughout the school year.

GIFTED AND TALENTED
Instituto Thomas Jefferson, Valle Real Campus (2016) PK-12 781
http://itjvallereal.com.mx ITJ provides gifted and talented services as an answer to the learning needs of our highly able students. The Gifted and Talented program functions as a project-based learning, pull-out experience for K2-12 students with high scores on the Wescher Scale. The program considers the studies and ideas of Francois Gagné, who differentiates gifts from talents and affirms that potential is developed and turned into a talent by formal and informal catalysts, which include intrapersonal abilities and learning processes. Our Gifted and Talented Program provides students with tools and strategies to complete different projects. If, for example, a student is interested in science, he will follow the process of choosing a topic, design a general plan, gather meaningful information and learn new tools to share his project to a real audience. As part of the project, G&T coordinates an acceleration program by subject in the areas of math and science.

MEXICO, Hermosillo
SPECIAL EDUCATION
Post Comments – Schools Available for Special Needs (2016) ---- ---- ----
Hermosillo has several schools providing support for special needs students, but higher levels of spoken Spanish are needed in many cases in order to benefit from these services. While most private schools may not have Special Education programs and cannot accommodate special needs students in the regular classroom, they will attempt to work with families to seek outside assistance.

- Preescolar D’Corazon: This school, located north of the Consulate, has an inclusive approach to education. Classroom assistants are provided to work with children on a daily basis. Students are given individual instruction in linguistics and physical therapy. Some few assistants speak English, and it may be a challenge to ensure pairing with an English speaking instructor. There is a waiting list for the school; however, the school is willing to work with the Consulate. http://www.decorazonac.com/quienessomos.php?ids=1
- Autismo: Part of the national system for special needs in Mexico, Teleton, (see CRIT below), this school specializes in autism. It is located very near D’Corazon. Space is limited for new students as the program’s philosophy is to provide a personal teacher for each child. Classes range from Kindergarten to 13 years of age. The School works to prepare the students for life after school. http://teleton.org/te-ayudamos/autismo
- Comunidad Down Siglo: This school, located north of the Consulate, is for Down’s syndrome students. The School works in appropriate subjects for this audience and plans activities according to the needs of the students. Very few staff members speak English. http://www.comunidaddownsigloxxi.org/
- CRIT Sonora: CRIT Sonora is part of the Teleton program, a nationwide facility geared towards therapies for special needs children. The Sonora facility in Hermosillo has a nutritionist, on site medical staff, pool therapy, visual therapy, physical therapy, and linguistic therapy. The facility designs programs to fit each child’s needs. There is a wait list; however CRIT indicates that they are willing to work with the Consulate. CRIT is located about 1.5 - 3 miles (3-5 km) from most Consulate housing. A limited number of staff members speak English. http://teleton.org/te-ayudamos/sistema-infantil-teleton

Bambú Montessori (2016) PK-6 95
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, Hermosillo (cont’d)

SPECIAL EDUCATION (cont’d)

Instituto Irlandes de Hermosillo (2016) PK-12 535
www.irlandeshermosillo.com Sunrise Program adapts the academic curriculum to the student’s needs. Most special needs students have a diagnosis of ADD/ADHD (attention deficit disorder/hyperactivity), SCD (social communication disorder). The School works with their families and therapists by having a weekly/monthly reunion, depending on the severity if the case. The school has 2 psychologists, one in preschool and the other attending elementary and junior high, although the school has no authority/permission by SEP to make any kind of diagnosis. The job then consists in referring those students that the administration sees that present any type of disability. The administration works very closely with the student’s neurologists and/or therapists. The School has worked with autism/Asperger shadows inside the classrooms. Adapting to the student’s needs, some leave school at certain time to receive their therapy (in autism cases) but almost all of students with any kind of diagnostic stay 100% at school. Admissions procedures: consists of: the School evaluates their academic grade depending on their age and latest grade coursed, the psychological examinations and interview and while both examinations are being executed our academic coordinators and psychologist are taking notes of every aspect deemed important for their academic and social life in the school.

Instituto Vanguardia (2016) PS-12 ----
www.institutovanguardia.com.mx The School incorporates special education students into the classroom from PK through high school. However, only one student with a special need is admitted per class. Special education needs include Down’s syndrome, autism, ADHD, and Asperger’s syndrome. Most classes have slots for these students already filled. As the classes are taught primarily in Spanish, the students need to have a strong command of Spanish in order to benefit in a classroom situation. They are willing to discuss special needs with interested parents on a case-by-case basis.

Prepa Tecnologico de Monterrey (2016) 10-12 550
http://www.itesm.mx/wps/wcm/connect/Campus/HER/Sonora+Norte/Programas+educativos/Prepa+Tec/ The School does not offer any services for those with learning disabilities or emotional conditions needing special services. The School can accommodate students with some physical handicaps i.e. wheel chairs, mild hearing impairments, dyslexia.

Secundaria Thomas Alva Edison (TAES) (2016) 7-9 480
www.her.itesm.mx/taes/ The School does not offer any services for those with learning disabilities or emotional conditions needing special services. The School can accommodate students with some physical handicaps i.e. wheel chairs, mild hearing impairments, dyslexia.

GIFTED AND TALENTED

Prepa Tecnologico de Monterrey (2016) 10-12 550
http://www.itesm.mx/wps/wcm/connect/Campus/HER/Sonora+Norte/Programas+educativos/Prepa+Tec/ Prepa TEC prides itself on programs for gifted and talented students in the areas of mathematics and science. Contact them directly for more information.

Secundaria Thomas Alva Edison (TAES) (2016) 7-9 480
www.her.itesm.mx/taes/ TAES prides itself on programs for gifted and talented students in the areas of mathematics and science. Contact them directly for more information.

MEXICO, Mexico City

SPECIAL EDUCATION

Post Comments – Mexico City School Information (2016) ---- ---- It is imperative that parents determine whether a school can meet the educational needs of their children, particularly if they have special needs. Very few schools have the resources and programs to support children with special needs, and those that do typically only accommodate mild disabilities. Similarly, schools generally do not offer specialized programs for gifted and talented students. It is incumbent on the parents to interview
MEXICO, Mexico City (cont’d)

SPECIAL EDUCATION (cont’d)
schools prior to enrollment and to understand any limitations that may exist in meeting their children’s particular needs.

Schools with Special Needs Programs

- **The American School Foundation** (ASF) Grades PK-12 Web: [www.asf.edu.mx](http://www.asf.edu.mx). ASF can accommodate students diagnosed with mild to moderate learning disabilities, speech and language impairment, and attention deficit hyperactivity disorder.

- **Greengates School** Grades PK-12 Web: [www.greengates.edu.mx](http://www.greengates.edu.mx). Greengates does not have a special needs department, but the school will discuss options and work with parents on a case-by-case basis.

- **Westhill Institute** Grades PK-12 Web: [www.westhillinstitute.edu.mx](http://www.westhillinstitute.edu.mx). Westhill is an inclusive school that offers special education services such as individualized education plans (IEPs), academic and social counseling, differentiated curriculum, and specialized classes.

- **British American School** Grades PK-12 Web: [wwwbritish.edu.mx/mex](http://wwwbritish.edu.mx/mex). Limited special needs; The British American School can address mild special needs through its Programa de Apoyo Didáctico, which provides students with additional academic support. Enrollment, however, is limited to three students per class.

- **Colegio Eugenio de Mazenod** Grades PK-12 Web: [www.mazenod.edu.mx](http://www.mazenod.edu.mx). Students with learning challenges and regular physical development have access to a support team that provides them with individualized strategies to facilitate their learning. Students with particular cognitive and/or emotional characteristics that may affect their academic progress in the regular classroom are assisted by the Integration Group.

- **Instituto Cumbres Mexico (Catholic, all boys)** Grades 1-12 Web: [www.cumbresmexico.com](http://www.cumbresmexico.com). No special needs programs but may admit students on a case-by-case basis.

- **Instituto Rosedal Vista Hermosa (Catholic, all girls)** Grades 1-12 Web: [www.cumbresmexico.com](http://www.cumbresmexico.com). No special needs programs but may admit students on a case-by-case basis.

- **Monarch Therapy School** Web: [www.monarchmexico.org/index.php/en/therapy-school](http://www.monarchmexico.org/index.php/en/therapy-school). **Mission:** Monarch Therapy School is a psycho-educational center dedicated to empower the children they work with, leading them to raise their own expectations, achieve greater independence, and integrate harmoniously with their environment. **Curriculum:** SEP. **Language of instruction:** Bilingual, Spanish or English depending on IEP. **Extracurricular activities:** The Monarch School has an afternoon therapy center that children can attend if they require additional therapeutic services. **Special needs:** Students at the school have generally been diagnosed with and/or display characteristics within a variety of spectrums, including autism spectrum disorder; attention deficit (hyperactivity) disorder (ADD or ADHD); epilepsy and related disorders; and emotional, social, and behavioral development difficulties. The school currently has 20 students ages 2 to 16, with one teacher for every two students. Students are grouped in terms of their development stage, having a range of 3 to 4 chronological years amongst their peers. Monarch Therapy School is able to work a shared program with other school setting depending on the child’s needs, coming to Monarch part time.

- **Colegio Atid (Jewish)** Grades PK-12 Web: [www.atid.edu.mx](http://www.atid.edu.mx). Limited case-by-case basis. Language of instruction is trilingual: Spanish, English, Hebrew.


MEXICO, Monterrey
SPECIAL EDUCATION
American School Foundation of Monterrey (2016) N-12 2,408
www.asfm.edu.mx  ASFM has a supervisor of learning support who was a principal and special education teacher and professional trainer of other teachers in Canada. There are 3 masters-level psychologists who will work with a team of teachers who have been training for learning support. The School has 2 students with learning needs at present whose parents provide funding for aides. They are currently supporting the learning needs of a child with high functioning autism and one with sensorimotor difficulties. They do not have on-site occupational therapy (OT) or speech therapy, although they do have limited OT-services available in English in the community. ASFM is rolling out reading interventions now, to be followed by writing and mathematics learning support. They are basing their program on the international school in Bogota that services many DOS children who require learning support. Other areas they are developing capacity in include emotional regulation and cognitive coaching. They do pull-out and push-in support in the classroom, with a strong preference for inclusion. At present, they can accept children with mild to moderate learning support needs, although a greater obstacle is the few numbers of overall available slots for any COM children. The school has final say on admitting children with special needs.

Instituto San Roberto (San Augustin Campus) (2016) PK-9 1,300
www.sanroberto.edu.mx  The School has 3 masters level psychologists who oversee the learning support for the school. Their capacity to support children with learning needs is identical to that of ASFM, with apparently a somewhat less congested pipeline for admission. The school has final say on admitting children with special needs.

MEXICO, Nuevo Laredo
SPECIAL EDUCATION
Post Comments (2016) ---- ---- ----
United Day School 1701 San Isidro Parkway, Laredo, TX 78045 (956) 723-7261 www.unitedday.org United Day School is a private school and does not offer what a normal public U.S. school does in terms of education for students with special needs. If your child has a special need, please contact the school to see if they can accommodate your child. They do follow IEPs to the best of their abilities, but they do not offer testing or specialized teachers to service students with special needs. There are outside services which can be hired to attend part of the school-day with your child, however, USG families have not used this service to date.

MEXICO, Tijuana
SPECIAL EDUCATION
Post Comments (2016) ---- ---- ----
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 operate on a modified year round calendar with school starting in late July and ending in early June.

School Options (2016) ---- ---- ----
• The Chula Vista Elementary School District of San Diego has over 50 elementary schools. The district is accredited by the Western Association of Schools and Colleges and guided by a superintendent and a six member board of trustees. Consulate children currently attend one Chula Vista Elementary School District School:

  • Eastlake Elementary School (K-6) The School has a range of special education services from speech and resource support to special day class that provides more significant classroom support for identified students, and they offer the Dual Immersion Program. All special education services are determined by assessment/evaluation and IEP team meetings. If there are students requiring
MEXICO, Tijuana (cont’d)
*SPECIAL EDUCATION* (cont’d)

special education needs, the pupil services staff will need to be included in placement decisions. The principal welcomes USG dependents, including those having special needs.

- The Sweetwater Union High School District (SUHSD) includes a total of fifteen high schools and eleven middle schools. The district schools are all accredited by the Western Association of Schools and Colleges and guided by a superintendent and a six member board of trustees. Consulate children currently attend several Sweetwater Union High School District schools:
  - **Bonita Vista Middle School** (7-8) [http://bvm.sweetwaterschools.org/](http://bvm.sweetwaterschools.org/) Extensive programs.
  - **Bona Vista High School** (9-12) [http://bvh.sweetwaterschools.org/](http://bvh.sweetwaterschools.org/) Extensive programs.

MICRONESIA, Seventh Day Adventist
*SPECIAL EDUCATION*

**Seventh Day Adventist** (2016)  
PK-12  390  
Email [pnisda@gmail.com](mailto:pnisda@gmail.com) The School can accommodate mild emotionally disturbed, mild to moderate hearing impaired in the regular classroom, mild to severe learning disabled at all grade levels, and severe orthopedically impaired students.

MOLDOVA, Chisinau
*SPECIAL EDUCATION*

**QSI International School of Chisinau** (2016)  
PK-12  81  
[http://www.qsi.org/moldova/mdv/](http://www.qsi.org/moldova/mdv/) 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** (2016)  
PK-12  330  
[www.isumongolia.edu.mn](http://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 two full-time EAL staff. These staff will do classroom observations and consult with staff about differentiating, accommodating and modifying, if necessary, teaching methods.

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*

American Academy Casablanca (2016)  
PK-12  532  
http://www.aac.ac.ma/  
The School plans to have a special education coordinator join them during the 2016-2017 academic year. Students will be tested academically, but outside testing is required for psychological testing.

George Washington Academy (2016)  
PK-12  852  
www.gwa.ac.ma  
Mild learning disabled students can be accommodated at most grade levels. The School can accommodate mild visual impairments as well. The school is not accessible for the physically impaired but building is underway that will allow for greater accessibility.

**MOROCCO, Rabat**

*SPECIAL EDUCATION*

Rabat American School (2016)  
PK-12  452  
http://www.ras.ma/  
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.

RAS learning support does not provide an alternate course of study or alternative program; rather it is meant to help the student be successful within the regular school curriculum. Learning support is intended to help the student develop learning strategies and to provide accommodations in the classroom that will enable academic success. Students may receive learning support in a variety of settings.

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. The child study team and administration will determine whether a student’s special needs can be met within the context of the school.

Decisions regarding admission and services for students with mild learning needs will be made on an individual basis within policy and program guidelines and within existing capabilities of the school.

They do 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.

**MOZAMBIQUE, Maputo**

*SPECIAL EDUCATION*

American International School of Mozambique (2016)  
PK-12  619  
www.aism.co.mz  
AISM accepts students with mild to moderate learning needs. Added support is available in literacy and mathematics in the primary school. A student support specialist works with identified middle school students. Moreover, a SEN generalist assists staff and students across all grade levels. Three dedicated counselors (PS, MS, HS) offer social and emotional support. Although most added support services for children with special needs are available in South Africa, there is little available here in Maputo and the situation is further complicated because of language.

**NAMIBIA, Windhoek**

*SPECIAL EDUCATION*

PK-13  540  
http://www.wis.edu.na/  
Students with learning difficulties are provided the opportunity for a range of learning support. From the School website: The teaching approach at WIS is child-centered and inclusive in order to work towards a situation in which the specific needs of each individual learner can be met. The staff of the Learning Support Department and the EAL Department assists and enriches the teaching programs taking place in the classroom to enable more learners to take part effectively and reach their full potential.
In-class support and withdrawal support: The learning support department offers in-class support and withdrawal support. During in-class support the learning support teacher provides extra, differentiated instruction to individual learners taking into account their individual needs and learning styles. During withdrawal support the learning support teacher works with an individual learner or small group of learners according to an IEP to support the learners to overcome possible backlogs and/or assist them to cope better with the content taught in the class.

The role of the Teaching Assistants: The teaching assistants play an essential role in supporting the learners in class. At WIS we strive towards a situation in which the teaching assistants are aware of the individual needs of the learners in their class and that they have knowledge and skills to assist the learners accordingly. The learning support department provides teaching assistants with training and advice to carry out this role.

Admission procedures: As part of the admissions procedure at WIS every student is assessed by a teacher of the Learning Support Department to get an impression of their academic and social/emotional strengths and weaknesses as well as their level of English proficiency. This information provides guidance as to whether EAL or Learning Support is required.

Special exam provisions: Some learners at WIS have a diagnosis from an educational psychologist stating that they have a learning difficulty or disorder that influences their progress/performance in a scholastic environment. Learners with such a diagnosis could be entitled to special exam provisions such as extra time, a reader, a scribe or a prompter during tests and/or exams. The learning support department keeps track of learners who are entitled to special exam provisions and organizes the appropriate support.

The EAL Department: The purpose of the EAL program is to enable students to acquire independence and confidence in English, to participate in the regular school program and to integrate quickly into all school activities. The EAL program caters for beginners of English and for intermediate learners of the English language from Kinder to Year 11. Depending on needs, learners are supported by an EAL teacher in class or they receive withdrawal support. For Kinder 1 and 2 EAL is part of the program of all learners. They visit the EAL teacher together and receive language enrichment. Young children learn through doing and much of their language learning takes place while participating in classroom activities. They learn language by using it in meaningful and developmentally appropriate situations. Students receive EAL support until they are reasonably fluent and have adequate literacy skills to cope competently at their year level.

WIS Internal Educational Psychologist: To gather more information about the academic abilities or social/emotional wellbeing of an individual learner the learning support department might advise parents to arrange an evaluation by an educational psychologist. The outcome of such an evaluation could assist the school and parents to get a better understanding about possible difficulties the child is experiencing in the scholastic environment and to give direction to the educational program to assist the learner to reach his/her full potential. These evaluations could take place at WIS by our internal educational psychologist. This gives learners the possibility to undergo the evaluation in an environment that is safe and familiar to them.

Mainstream versus Inclusive: Windhoek International School is an inclusive school with an open admission policy. The School believes all learners have the right to education. In addition to catering for learners from different cultural and religious backgrounds they cater for learners with a wide range of cognitive, social-emotional and physical abilities and challenges. This includes learners with special educational needs, secondary to for example Down Syndrome. Inclusion doesn’t mean compromising the level of the academic program, it means adapting the level of the academic program to the needs of the individual through differentiation.

Upon admission of a learner with specific educational needs a more extensive admission procedure could take place to enable the school and the parents/caregivers to carefully consider whether the school will be able to cater to the specific needs of the child.
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.

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.

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.

While the School has 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.
One of the learning objectives at AISR is to "ensure that both the faculty and the curriculum take into account individual learning styles, needs and levels of ability of the diverse student body in both instruction and assessment". 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:
  - 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:
  - Small group (3-4 students) instruction 2-5 periods per week in either a push-in or pull-out setting.
  - Accommodations for assignments and testing situations.
  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.
NETHERLANDS, Rotterdam (cont’d)

SPECIAL EDUCATION (cont’d)
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.

NETHERLANDS, The Hague

SPECIAL EDUCATION

American School of The Hague (2016) PS-12 1,239

www.ash.nl Learning Support: 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.

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

General Diploma: 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 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. 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 provides 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 enables them to better individualize programs and coordinate services.

School Psychologist: The school 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 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: The Middle School Special Education (MSSE) program is classified as a self-contained type classroom, with a strong emphasis on inclusion. The 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, 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. The School is planning to open the High School
NETHERLANDS, The Hague (cont’d)
SPECIAL EDUCATION (cont’d)
    Special Education (HSSE) program. This will ensure program continuity for those students moving up from middle school as well as new students to ASH.

Lighthouse Special Education/Three Little Ships Preschool (2016) 3-13yrs ----
www.lighthousesese.nl/ Three Little Ships Preschool is an inclusive preschool class of 16 children with 11 typically developing children and up to 5 children with Special Needs. There is a high student to teacher ratio: 3 adults to 16 children. www.threelittleships.nl

Lighthouse is a small international English speaking school for Special Educational Needs children. Lighthouse offers a very safe environment and a very 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 in a class. There is a high student to teacher ratio: at least 1 Special Education class teacher and 1 assistant per class. 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
Post Comments (2016) ---- ---- ----
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.
NEW ZEALAND, Auckland and Wellington (cont’d)

SPECIAL EDUCATION (cont’d)

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.

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) and Johnsonville (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. St Mark's Church School, an Anglican co-educational integrated school in Wellington catering to children aged from two (Early Childhood) up to Year 8, has been known to be very accommodating to students requiring IEP. In Wellington, a school for children with special needs of all spectrums, is located one block from the Embassy. Kimi Ora School, (www.kimiora.school.nz) which enrolls a maximum of 30 students, 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; applications must be submitted well in advance.

NEW ZEALAND, Auckland and Wellington (cont’d)
SPECIAL EDUCATION (cont’d)
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.

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

NICARAGUA, Managua
SPECIAL EDUCATION
Post Report – Special Education in Managua (2016)
- **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.
- **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.
- **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. Support is limited to children requiring one hour or less of one-on-one assistance per week.
- **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** (2015)
[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
NICARAGUA, Managua (cont’d)  
SPECIAL EDUCATION (cont’d)  
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. 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.

Altamar Preparatory School (2016)  
www.altamar.edu.ni  
The School has mainstream programs for students with special needs. This program emphasizes the importance of developing English and Spanish skills that prepare students to handle the material of their English and Spanish classes, tailored instruction that is challenging and suited for each student's proficiency, background and needs, opportunities for continued use of students' native languages, and professional development for teachers. The goal is to create a true partnership in which the mainstream teacher and ESL teacher work with the students to foster a sense of self-efficacy and ownership of learning. The School can serve learning disabled and mentally disturbed students. They have a psychologist trained to diagnose disabilities.

Lincoln International Academy (2015)  
www.lincoln.edu.ni  
The School provides counseling and guidance service to students, teachers and parents through the counseling department. The counseling department consists of a team of four counselors, (four psychologists—including a behavior specialist—one sensory integration specialist, 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 IEP, 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 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 (2016)  
www.nca.edu.ni  
In 2015 they launched their new SOAAR Program (Students of All Abilities Recognized). They believe that all children are capable of learning, yet understand that children may need various levels of support in order to be successful in the classroom. The SOAAR Program at NCA seeks to provide individualized support for children with disabilities, while including all children within the general education classroom to the fullest extent possible. Individual Education Programs (IEPs) shape the educational goals for students in the program and outline which supports are needed in order for them to reach their goals each academic school year. They have a full-time SOAAR coordinator and special education teacher, a full-time school psychologist who can do basic testing for initial screening of disabilities, and 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 their 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.
NICARAGUA, Managua (cont’d)

SPECIAL EDUCATION (cont’d)

Pierre & Marie Curie Universal School (2015)  PK-12  481

www.eupmc.edu.ni Students with special needs are supported within the regular classroom through the threshold program that provides the assistance of the language coordinator, subject teachers, aides, counselor and psychologist as needed. The School has had successful experience working with students diagnosed with ADHD, autism and varying learning disabilities.

Saint Augustine Preparatory Academy (2015)  PK-12  605

www.csa.edu.ni 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 (2015)  PK-12  250

http://www.saintedominicschool.edu.ni 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 the school. The School does not employ specialists, 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.

NIGER, Niamey

SPECIAL EDUCATION

American International School of Niamey (2016)  PK-12  79

www.aisniamey.org The School currently is pulling out 1 student for 30 minutes per day. The School has no trained or certified teacher for special needs.

Sahel Academy (2016)  K-12  152

www.sahelacademy.com Sahel Academy offers support services at both the secondary and elementary level for children who need such services. Students at the secondary level receive services that allow them to progress at their own speed. Sometimes this occurs as on-line courses or individual tutoring sessions. This typically would be at a level of 20% or less per day. Students in the elementary school are offered pull-out services at a level of 20% or less per day. The elementary CAP (Center for Academic Progress) offers an Orton-Gillingham based remedial reading program for those students with difficulty reading or dyslexia. Kindergarten students are screened for possible learning issues with SEARCH and TEACH and then given assistance. Services are available on an as needed basis for other learning difficulties.

The intervention process begins when a child is referred by a parent or teacher (or comes to the school with an IEP). Response to Intervention is the usual method for assisting students. There is one staff member who can administer educational assessments, but cannot make a formal diagnosis. The same staff member is the special education or CAP teacher. There is currently a volunteer speech and language pathologist that is available on an as needed, limited basis.

Students with learning disabilities, mild to moderate attention deficit disorders, and mild to moderate speech and hearing difficulties are the students that Sahel can assist. Each student would be treated on a case-by-case basis.
NIGERIA, Abuja

SPECIAL EDUCATION

Post Comments (2016)  

Special Needs: Abuja offers very limited services for special needs children. Incoming officers must carefully assess their child’s particular needs and reach out to the schools and post’s CLO for an assessment prior to bidding on an assignment to Abuja. Current special needs services offered in Abuja schools can generally only cater to students with IEPs, mild development delays and mild learning disabilities.

Gifted and Talented: There are currently no specific, independent gifted and talented classes offered in Abuja schools. The American International School of Abuja will strive to meet the needs of the students by differentiating within the classroom. AP classes are offered in secondary at the American International School of Abuja. Center for Teaching and Learning Academy offers an online extension program through the Center for Talented Youth at John Hopkins University.

American International School of Abuja (2016)  

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 (2016)  

PK-12  53  

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. In the 2016/17 school year, the School will have a special learning center for children with special needs. This center will be set up to address their sensory and life skills needs as well as differentiated academic needs.
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 schools 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.

**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
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.

AISL endeavours 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.
NIGERIA, Lagos (cont’d)
SPECIAL EDUCATION (cont’d)
AISL endeavors 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.

AISL endeavors 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.
• 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 (2016) K-12 646  
[www.oslointernationalschool.no](http://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. The School encourages parents of children with special needs to contact the School as soon as possible to see what support they can make available. Many external professionals in Norway can provide specialist services in English but as language may be an obstacle, the School prefers to receive early notification.

NORWAY, Stavanger  
**SPECIAL EDUCATION**  
International School of Stavanger (2016) PK-12 628  
[http://www.isstavanger.no/](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**  
The American International School of Muscat (2016) EC-12 798  
[http://www.taism.com](http://www.taism.com) TAISM has student support staff to provide services for students who require mild 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 moderate or severe 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 needs. A speech therapist is available on campus through a private contract. Admissions for students requiring special needs services must be reviewed prior to the decisions of the school administration. Additional documentation must be provided for review and an interview may be required.

American British Academy (ABA–an IB World School) (2016) K-12 1,048  
[www abaoman org](http://www abaoman org) The SLN Department offers mainstream in-class support to students with learning difficulties. Teachers differentiate lessons for all students including gifted and talented children. There is no provision for students with severe learning difficulties within the school.
PANAMA, Panama City  
**SPECIAL EDUCATION**  
**Balboa Academy** (2016)  
[http://www.balboaacademy.org/](http://www.balboaacademy.org/) An inclusive school that can accommodate for students with mild special needs. In the elementary school (K-4), they work with students based on their specific needs. Students with IEPs, 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. The School has a special services staff and department with degrees in education, special education and psychology.

**International School of Panama** (2016)  
[http://www.isp.edu.pa/](http://www.isp.edu.pa/) The Learning Support Department facilitates the learning process of students diagnosed as having special educational needs. They believe that the teachers, administrators, and parents play a key role in the special education process, and 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 5 special education specialists and 3 assistants providing services to students in the elementary, middle and high school divisions.

**Inclusion: Their Model for Special Education**: 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. 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 helps teachers with IEP implementation through one on one, hands-on coaching. They help develop strategies and plan an inclusive lesson that considers the goals set in the IEP.  
- **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 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**: 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 reports 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).
### Crossroads Christian Academy (2016)  
**PK-12**  
274  
[www.cccapanama.org](http://www.cccapanama.org)  
The School does not have any special programs for special needs. They do their best to accommodate needs but only make moderate adaptations. The School does not write IEPs but they do have resources outside the school that they can recommend for further evaluation and assessment.

### Knightsbridge Schools International Panama (2016)  
**PK-12**  
185  
[http://www.ksi-panama.com](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 (2016)  
**PK-12**  
726  
[http://www.themetropolitanschool.com](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 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 trimester 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. 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 (2016) N-8 571

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-Schools in Asuncion (2016) ---- ---- ----

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.

PERU, Lima

SPECIAL EDUCATION

Post Comments – Schools in Lima (2016) ---- ---- ----

It is imperative that you contact the School of your choice 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. There are limited resources, particularly in English, for special needs. Colegio Roosevelt and ICSL can accommodate mild learning disabilities (decided case-by-case) and the Anne Sullivan Center and Kallpa take children with more severe learning disabilities. English-speaking OT and speech pathologists are not currently available in Lima and most schools are not equipped to handle children with behavior disorders. It is recommended that parents review information from all the schools available and, if possible, interview schools prior to enrollment, to understand the programs and space availability. Please keep in mind, that no schools guarantee placement to children from the US Embassy and sometimes classes can be full.

- **Colegio Franklin D. Roosevelt** [www.amersol.edu.pe](http://www.amersol.edu.pe) FDR provides services for students in grades 4-12 who have been diagnosed with mild to moderate specific learning difficulties and/or Attention Deficit/Hyperactivity disorder which impact academic performance. If your child has special educational needs that can be met by the school, an educational plan to provide services will be developed and you will receive an invoice for such services. If your child has special educational needs for which FDR is not able to provide appropriate services, they may not recommend admission. In some cases, an on-site interview will be required in order to make a final decision.
  - For more information, please contact Ms. Nora Marquez [nmarquez@amersol.edu.pe](mailto:nmarquez@amersol.edu.pe) or Ms. Lorena Chavez-Molina [lchavezm@amersol.edu.pe](mailto:lchavezm@amersol.edu.pe).

- **Centro Ann Sullivan del Peru**: [www.annsullivanperu.org](http://www.annsullivanperu.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 two year olds; a classroom program for children two to eighteen; an inclusion program for children mainstreamed at a local school; and an assisted work program for those sixteen years and older.
• **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. For more information, please contact Director John Havill at [jrhavill@hotmail.com](mailto:jrhavill@hotmail.com).

• **Kallpa**: [www.facebook.com/AEKallpa](http://www.facebook.com/AEKallpa) Kallpa is a non-profit special needs educational center that works with children and adults for whom a mainstream education is not an option. The goal is to improve the quality of life for both students and their families. Kallpa is located in the Surco district, within a couple of miles of the embassy. Please contact [secretaria@asociacioneducativakallpa.com](mailto:secretaria@asociacioneducativakallpa.com), [anite@asociacioneducativakallpa.com](mailto:anite@asociacioneducativakallpa.com) for more information.

• **Tangram, Centro Psicopedagógico Bilingüe**: [www.tangram.edu.pe](http://www.tangram.edu.pe) TANGRAM is the first bilingual educational and learning center in Peru, founded in 1996. Their aim is to provide personalized support to students with special needs and different learning styles. Tangram’s school year is designed around a homeschooling program for children from kindergarten all the way through high school. Their unique alternative school program offers individual academic and psychological support to students in a relaxed environment. Their study groups do not exceed more than three students.
  - For more information contact: [gail@tangram.edu.pe](mailto:gail@tangram.edu.pe) or [lucero@tangram.edu.pe](mailto:lucero@tangram.edu.pe)

**PHILIPPINES, Manila**

**SPECIAL EDUCATION**

**International School Manila** (2016) PK-12 2,236
[http://www.ismanila.org/](http://www.ismanila.org/) ISM has a long history of supporting children with mild to moderate challenges. Elementary, middle and high school each have learning support resource teams comprising teachers, teacher assistants, speech and language pathologist and the educational psychologist to assess, monitor and cater to these students. Wherever practical the support will happen within class, but, where appropriate, students may be taught individually or in small groups. Beginning in school year 2016/17, ISM will offer a self-contained classroom for those children whose needs are largely beyond mainstream classroom work. The adult to student ratio will be 1:2 with a specialist teacher and a speech and language pathologist as well as teacher assistants. Initially, this will be a program for elementary students but is expected to expand into middle and high school in succeeding years.

**AmeriKids Preschool** (2016) PK 30
[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. Afterwards they will meet with the parents to share their observations and to report on their recommendations.

**Brent International School Manila** (2016) N-12 1,038
[http://www.brent.edu.ph/](http://www.brent.edu.ph/) Brent predominantly supports students with mild to moderate needs. Applicants with special needs are considered on a case-by-case basis. It is important that families inform the Admissions Office at the time of the initial application of any suspected or diagnosed needs. Families provide relevant documents regarding the history of support (psych-ed report, IEP, therapy, medication, etc). Spaces in their support program are limited and competitive. Applicants are accepted if the needed support is available for the applicant to be successful, and if we have a history of supporting students with similar needs. Brent employs two Student Services Coordinators, and 15 Support Teachers.

**Chinese International School Manila** (2016) PK-12 268
[http://www.cismanila.org/main/](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.
PHILIPPINES, Manila (cont’d)
SPECIAL EDUCATION (cont’d)

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.

Faith Academy (2016)
PK-12 524

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.
- 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.
- 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.
- 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:
  o 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.
SPECIAL EDUCATION (cont’d)

- 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.

- 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).
- 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.
- 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.
- Acceptance into an academic program does not necessarily guarantee acceptance into the boarding program.

The King’s School, Manila (2016) K-8 165
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.

One World School (2016) PK-12 70+
www.oneworldschool.edu.ph Individual Education Program for ages 1.8 to 18.

Preschool, Kindergarten and Grades 1-3:
- For children of all abilities, with and without special education needs
- Class size: maximum of 8 students per class, with one teacher and one assistant or two co-teachers
- Curriculum is inquiry-based and is under development, combining USA-based and Philippine-based curricula.
- Homework is not given in the preschool, but given on as needed basis for Kindergarten and Elementary School.
- Teachers have qualifications and training to work with children with special education needs.

Individualized Education Program:
- 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.
PHILIPPINES, Manila (cont’d)
SPECIAL EDUCATION (cont’d)
- Class size: maximum of 2 to 3 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.

Internship and Transition Program:
- Ages 18 +
- Adults with and without special education needs who wish to develop job skills.
- The program includes mentorship by One World School faculty, in-school volunteer work, and job training.

Wellness Center:
- Includes a diagnostic team: developmental psychologist, developmental behavioral pediatrician, speech and language pathologist, occupational therapist, and physical therapist.
- On-site assessments and therapies for One World School students.
- All specialists have qualifications and experience working with children with special education needs.

Saint Paul American School (2016) PK-12 200
www.stpaulclark.com The School’s teachers are trained to give ISP (Individual Student Plans) for students having trouble keeping up with their grade level of work. St. Paul is “limited” to offering “special education” for children who have mild learning disabilities, mild mentally handicapped or mild physical impairments.

Southville International School and Colleges (2016) PS-12 1,393
www.southville.edu.ph The School offers: INNOVE – Innovative and Alternative Education that draws on non-traditional educational methodologies niched for students with unique concerns for Optimum learning and effective life skills viable to provide education for all; special education laboratory; vision and task circles; learning assistance program; group tutorials; peer counseling; and EQ/ACT or Emotional Quotient and Achievers Core Training (Socio-Emotional Learning).

Summit School (2016) PK-1 50-80
http://summitschoolph.com/ The School does not have a distinct program for children with special needs. They provide a core program based on the needs of 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 (2016) PK-12 229
www.iskonline.org ISK offers a program for children with special needs including: dyslexia, dyscalculia, dysgraphia, attention hyperactivity deficit disorder, autistic spectrum disorder, highly able, as well as other intellectual, communication, behavior and social-emotional challenges. The level of services provided for special needs students range from: mild = mainstream or pull-out for up to 20% of the school day to moderate = mainstream or pull-out for up to 20-50% of the school day. The trained staff includes a learning support coordinator and two learning support assistants in the ISK Learning Center. The School does not have a psychologist on site trained to diagnose special needs. Admission is processed on a case-by-case basis.
**POLAND, Warsaw**  
**SPECIAL EDUCATION**

**The American School of Warsaw (2016)**  
PK-12  
949  
[www.aswarsaw.org](http://www.aswarsaw.org)  
Within the learning support team the School has resource teachers specialized in supporting students with learning and cognitive difficulties, speech and language therapy (in elementary only), and counseling. Currently ASW provides support for a managed number of students with mild to moderate learning needs. Unfortunately, they are not yet able to meet the needs of students with intense learning needs or those with significant emotional or behavioral needs. Each admission is reviewed on a case-by-case basis by a team including the divisional counselors, principals, learning support team members and the head of learning support in order to determine if they will be able to support a student’s needs. They do have limited space for students in the learning support department to protect the student-teacher ratios and to ensure high quality, ethical standards.

**Elementary School:** In addition to collaborating with the teachers in the classroom, the learning support program can provide additional small group or individual instructional support either in-class or as a pull-out program, for students experiencing academic difficulties in their regular classroom. The Speech and Language program provides small group or individual support for students experiencing speech or language difficulties, which could include speech, language, voice, cognition and swallowing. Students whose speech or language patterns or weaknesses are due to differences as a result of dialect, culture, or ethnicity; or differences resulting from the influence of a foreign language will NOT receive SLP support. The elementary school has two counselors, four resource support teachers, one speech-language therapist and a learning support assistant.

**Middle School:** The learning support program is designed to support the learning of students with mild to mild-moderate learning differences who require minimal support. The program is tailored to remediate basic skills, develop study habits and organizational skills, and learn strategies for applying skills to content area classes. Support is provided through a combination of pull-out and in-class methods. All evaluations are currently completed by outside consultants, some of whom are available in the local community. The middle school has one counselor, two resource support teachers and a learning support assistant.

**High School:** The purpose of the high school study skills program is to provide additional, small group support to students who need supplementary help with accessing the normal academic program. When an assessment is required, students are referred to outside consultants, some of whom are available in the local community. The scope of the program is appropriate for students with mild learning difficulties who are able to access the normal curriculum with some support. Currently, a modified, or different curriculum, is not available for students with moderate to severe learning difficulties. The high school has two counselors, two resource teachers and a learning support assistant.

There are special needs professionals in the greater Warsaw area; however, many do not provide services in English.

**The British School (2016)**  
PK-12  
1,018  
[www.thebritishschool.pl](http://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 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. 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
POLAND, Warsaw (cont’d)
SPECIAL EDUCATION (cont’d)
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.

The Lauder-Morasha Schools (2016) K-9 171
www.lauder-morasha.edu.pl The School can accommodate learning disabilities such as dyslexia, speech therapy and etc. They only diagnose readiness for school meaning pedagogical evaluations and behavioral observations but not psychological/mental – for that they cooperate with outside psychological offices.

PORTUGAL, Lisbon
SPECIAL EDUCATION

Carlucci American International School of Lisbon (2016) EC-12 637
http://www.caislisbon.org Students admitted 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 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.

International Preparatory School (2016) N-YR6 290
www.ipsschool.org Classroom teachers are responsible for planning and delivering differentiated lessons aimed at high, middle and lower ability groups. Out of class support is available at an appropriate level for identified pupils (individuals and small groups). A full-time SENCO and Special Needs Learning Support Assistant are employed by the school. A full-time EAL teacher supports pupils new to English at levels appropriate to needs. Outside specialists are available to us through consultation (speech therapists, diagnostic screening, etc), always through agreement with parents. Individual Education Plans (IEP) are devised by the classroom teacher and SENCO for all pupils receiving support. In severe cases, pupils with emotional/educational needs can be enrolled at IPS but this may incur additional costs to parents if additional staff needs to be employed for greater length of time for the individuals concerned.

St. Julian’s School (2016) PK-12 1,160
www.stjulians.com St Julian’s supports a principle of Inclusive Education in that we consider students with a range of needs in our educational policy and practice, responding positively and proactively to each child’s unique abilities. The school is, in most circumstances, is able to provide additional educational support for students, including those who require learning development or with medical conditions requiring particular attention. Support services for mentally handicapped, multiply handicapped, hearing impaired, orthopedically impaired and sight impaired are not available.
PORTUGAL, Lisbon (cont’d)

GIFTED AND TALENTED

St. Julian's School (2016)

PK-12  1,160

www.stjulians.com Each student is assessed on an individual basis. The School proposes suitable and dedicated programs. Gifted and Talented students would usually get advanced material so that they are suitably extended, especially in mathematics.

QATAR, Doha

SPECIAL EDUCATION

American School of Doha (2016)

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.

American Community School Doha (2016)

PK-12  363

www.acs-schools.com/ The School works to integrate students with special needs and those studying English as an additional language into the school program with the resources that are available.

ROMANIA, Bucharest

SPECIAL EDUCATION

American International School of Bucharest (2016)

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.

British School of Bucharest (2016)

PK-12  517

www.britishschool.ro The British School of Bucharest has a department that is focused on the support of children when required across all the Key Stages. The SEN department reflects the school aims of valuing each individual equally and providing opportunities for all students to: fulfil their potential; develop confidence and self-esteem; enjoy and value learning; develop personal responsibility and respect. The fundamental objective of the SEN department at the British School of Bucharest is to provide the support framework for students requiring assistance with their learning. The SEN department works with students with: learning difficulties; medical issues; behavioral and emotional difficulties. The school employs a part-time psychologist who works alongside the SEN department to give advice to teachers and parents to support students with emotional or learning difficulties in school.

Ioanid Preschool International Education (2016)

2-6yrs  60

www.internationalkindergarden.ro Inclusion where they can meet the needs.

RUSSIA, Moscow

SPECIAL EDUCATION

Anglo-American School of Moscow (2016)

PK-12  1,175

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 PK 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
RUSSIA, Moscow (cont’d)

*SPECIAL EDUCATION* (cont’d)

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
- 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 two 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
RUSSIA, Moscow (cont’d)
SPECIAL EDUCATION (cont’d)
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.

If your child has any learning disabilities, you should contact the admissions department to discuss your case individually.

RUSSIA, St. Petersburg
SPECIAL EDUCATION
Anglo-American School of St. Petersburg (2016) PK-12 182
www.aas.ru/spb Children with mild special learning needs can be served. Currently there is no learning needs support teacher on staff.

RWANDA, Kigali
SPECIAL EDUCATION
Green Hills Academy (2016) PK-12 1,690
www.greenhillsacademy.rw The School can deal with a wide range of learning problems. Their head of special needs has a Masters in this area from the University of Maryland.

SAUDI ARABIA, Dhahran
SPECIAL EDUCATION
International Schools Group (Dhahran Campus) (2016) PK-12 1,161
http://www.isg.edu.sa/ During the 2016-2017 academic year, on a pilot basis, the School implemented learning support (not for special needs like Autism). The main focus is for children who might fall behind academically in reading, writing, and arithmetic.

SAUDI ARABIA, Riyadh
SPECIAL EDUCATION
American International School Riyadh (2016) PK-12 1,676
www.aisr.org While teachers and counselors do provide limited additional support, AIS-R does not have a Special Needs Program or provide significant additional support for students who have exceptional needs. Students who have physical, emotional, social, behavioral or learning difficulties which cannot be appropriately remediated, given the school’s limitations, will not be admitted to AIS-R. In addition, AIS-R reserves the right to discontinue a student’s enrollment if it is determined that, despite the best efforts of the school, the student’s needs cannot be met by the existing educational program. Students with an existing Individualized Education Plan (IEP) or a 504 cannot be tested for admission unless prior approval has been given by the Admission’s Team.

MLS International (2016) PK-6 310
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 and school counselors. Admission is on a case-by-case basis.
International School of Dakar (2016) PK-12 539
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.

Dakar Academy (2016) K-12 207
www.dakar-academy.org Special education assistance is available for students K-12 who have documented learning challenges. Because of limited time and resources, elementary students are given priority. Basic cognitive and achievement assessments are available as needed; however, parents are strongly encouraged to have their child assessed in their home country when possible. Annual assessments are done to monitor student progress and program effectiveness. Their special education program is resource room based but encourages inclusion. Parents, teachers, and administrators work together to provide the best support possible to help our students achieve their full potential. This can be done through accommodations, modifications, and/or individual instruction. All of these are based on the child’s individual needs. An example of how their services for children with special needs may vary depending on the actual qualifications of the personnel in a given year, as well as the needs of the students is, they have a hearing impaired child this year and his classroom teacher who is also a qualified special education teacher is spending extra time working on speech with him.

If there is a family with a special needs child, the parents should contact the School directly so the School can determine if they can provide the necessary services based on the child’s individual situation.

École Actuelle Bilingue (2016) PK-5 475
http://www.ecole-actuelle-bilingue.com/ The school welcomes children with special needs, from 20% pull-out to 100% pull-out. 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 Belgrade (2016) PS-12 347
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 in addition to school tuition and fees. 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.

International Primary School (2016) PK-3 75
www.iqs.edu.rs The School does not believe in a pull-out method for any child. They have a special education coordinator who work with the teachers to identify and meet the needs of all our children. These teachers work full-time at our school. They also have an educational psychologist who is on call at all times. They cater to children with mild learning difficulties: learning disabled, speech impaired, hearing impaired, sight impaired, and emotionally disturbed.
**SIERRA LEONE, Freetown**

**SPECIAL EDUCATION**

**American International School of Freetown (2015)**  PK-9  25  
[http://ais-freetown.org](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](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.

**International Montessori School (2014)**  PS-4  92  
[www.internationalmontessorischoolsl.com](http://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/](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 (2016)**  -----  -----  

- **Dover Court International School (PK-11)** [http://www.dovercourt.edu.sg](http://www.dovercourt.edu.sg)  The School offers a variety of special education programs. It will be expanding to offer Year 12 and 13 in 2016.


- **Julia Gabriel Centre for Learning (PK-8)** [http://www.juliagabriel.com](http://www.juliagabriel.com)  The School offers a variety of special education and integration programs. This School has multiple campuses around Singapore.

- **Integrated International School (PK-12)** [www.iss.edu.sg](http://www.iss.edu.sg)  The School offers a variety of special education and integration programs.


- **The Winstedt School (K-7)** [www.winstedt.edu.sg](http://www.winstedt.edu.sg)  The School offers a variety of special education programs.

- **German European School Singapore (PK-12)** [www.gess.sg](http://www.gess.sg)  The European (English-speaking) side of this school offers a limited level of special education and integration programs.

- The following are not schools but can provide assistance to children with special needs:
  - Dynamics Success Center: [www.dynamics.com.sg](http://www.dynamics.com.sg)
  - OVSpring Developmental Clinic: [www.ovspring.com](http://www.ovspring.com)
SINGAPORE, Singapore (cont’d)
SPECIAL EDUCATION (cont’d)
Singapore American School (2016) PS-12 3,926
http://www.sas.edu.sg/ The School provides support services for mild to moderate learning disabilities and those in need of ESOL, speech and psychological and diagnostic services. They are currently serving about 12.5% of their student body that have identified special needs.

Blue House Nursery and International Preschool (2016) 18mths-6yrs 180
www.bluehouseinternational.com The School operates an inclusive policy, at the admission stage when a parent declares the specific needs of their children they meet to discuss how they can best support the family and their child. They engage shadow teachers where necessary, receive visits from specialists who wish to facilitate their specialist program in an educational setting. Individual Education Plans are prepared and reviewed within a timescale suited to each family. Children requiring one to one sessions are supported and there are sensorial environments to focus on specific areas of progression.

Dover Court International School (2016) N-YR11 1,200
www.dovercourt.edu.sg The Department of Supportive Education: Individualized support for children with additional needs, is offered through the Department of Supportive Education (DSE). The DSE provides a multifaceted, comprehensive program, offering individualized education and supportive therapies to both Singaporean and expatriate children who require Special Education Services.

Dover Court’s model of special education is based upon the belief that special education students and their teachers and mainstream students and teachers all benefit from being part of a truly inclusive model. In addition to its specialized teaching, the center provides: speech and language therapy, including social skills training; occupational therapy; physiotherapy; psychometric assessment; psychoeducational assessment; dyslexia screening; and educational support.

Fully qualified and experienced therapists provide therapy services to assist all children to attain optimal performance levels. A comprehensive individual program is created for any child requiring these services. Mainstream children are also able to access any therapy they may need. The center serves the local community as a field placement option for both trainee teachers of SEN and therapists. Many local and international trainee teachers have spent time in the center observing the specialized nature of the program and carrying out their practical assignments supervised by DCIS staff. The aims of education for children with special needs do not differ vastly from those for mainstream children. What is different is the manner in which they are taught. At Dover Court, they believe that children with special needs gain most by being exposed to the widest variety of educational opportunities and experiences. They do not conceptualize any child as having difficulties so great that they cannot participate in mainstream activities.

All children have a right to equal access to the full curriculum regardless of their special needs. They provide a broad, balanced, progressive and relevant curriculum which places emphasis upon the major aspects of children’s physical, emotional, social and cognitive development. The learning experiences offered address aesthetic and creative, human and social, linguistic and literary, mathematical, moral, physical, scientific, spiritual and technological development. The Centre offers a curriculum which is broad and balanced, differentiated and relevant. It takes into account the assessment of children’s progress, and promotes equal opportunities irrespective of gender, ethnicity or handicapping condition.

GEMS World Academy (2016) PK-12 600
www.gwa.edu.sg The School offers limited learning disability support.

Genesis School for Special Education (2016) 2 ½-21yrs 62
www.genesissschool.com.sg The School is 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 to the preschool,
SINGAPORE, Singapore (cont’d)
SPECIAL EDUCATION (cont’d)

kindergarten, primary and secondary school academic levels, as well as providing life skills and prevocational classes for older students who have reached their academic potential.

Recognizing that children with special learning needs benefit from a multifaceted approach to learning, Genesis School provides each child with an individualized program addressing social emotional development, expressive/receptive language, fine/gross motor skills, self-help skills and cognitive development. Genesis School adheres to a TEAM-based approach, maintaining continuous and open communication with teachers, therapists, parents and the principal.

A model school for delivery of special education services, founded in 1998. The Genesis School provides the following programs:

- Early intervention/Pre-Kindergarten (2 ½ to 5 year old children)
- Academic Studies (Kindergarten through 8th grade/Sec 2)
- Transitional-Vocational (16 years of age/young adults through adulthood)
- Certificate in Teaching children with Special needs
- Lindamood Bell Programs
- Genesis School for Special Education provides a full-time education to students with:
  - Attention Deficit Disorder/ADHD
  - Dyslexia
  - Autism Spectrum Disorder/Asperger’s Syndrome/PDD
  - Language Delay/Disorders
  - Developmental/Physical Disability
  - Specific Learning Disability/Others
  - Down Syndrome

Programs highlight a high teacher-student ratio, well-qualified teaching staff, various support services and active mainstream integration. Programs foster each student’s well-being and promote the process of reaching his/her highest potential.

German European School Singapore (2016)           PK-12           1,500
www.gess.sg  Mild-mainstream or pull-out for up to 10% of the school day. The School DOES NOT accept moderate or severe cases. The School DOES accept students who have mild dyslexia, dysgraphia, dyscalculia, ADD, ADHD, or Aspergers. Staff is not available to diagnose disabilities. They have one special needs teacher per campus.

International Community School (2015)             PK-12           479
http://www.ics.edu.sg/  The School’s Resource/Learning Support program is able to provide academic support services for students with mild, academic-based disabilities. Students must be able to participate and function in the general education classroom for 85% of the day or more (maximum of one period per week of pull-out services provided).

Students in direct services receive between one period every other day and one period per day of academic support from a trained special education teacher in a small group setting (3:1 or smaller). An Individualized Education Plan (K-5) or a Learning Support Plan (6-12) guides instruction for each student during resource periods and also includes accommodations for the general classroom and for related arts classes (music, PE, art, and library).

Students in consult services are provided classroom accommodations via an accommodations plan, and may meet periodically with resource staff depending on their areas of need.
Resource and learning support instruction focuses on academic goals related to the general curriculum, with an emphasis on remediation and a goal of complete independence for all students. Related services (OT, PT, SLT, etc.) are not provided through the school, but they often work with therapists to schedule time and space for students to receive services during the school day. They also have a full-time counselor who provides support for students throughout the school.

Due to limited resources, they do not take students with emotional or behavioral disorders or disabilities, as they do not have the necessary means to support them.

They are able to support students with mild disabilities, but due to facilities limitations, they are not able to support students who are wheelchair users.

At this time they do not have staff on-site qualified to administer diagnostic assessments, however they have several contacts within the international community who are able to conduct assessments. Outside assessments and services such as SLT, OT, PT, etc. are at the expense of the parents.

Resource admissions are limited by space within the grade level, space in the resource/learning support class, and the limitations regarding services that can be provided. They will not accept a student they are unable to provide appropriate support for, nor will they accept a student whose presence in class will prevent other students from achieving success (this concern is largely related to behavior issues). They are happy to provide referrals to other schools that provide more intensive levels of support or less rigorous curricula for students whose needs are greater than they are able to support.

**ISS International School (2016)**

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 under the “Services” tab. Parents requiring detailed information on provision for specific requirements should contact the school direct.

**Stamford American International School (2016)**

www.sais.edu.sg The Support for Learning Department respects the individual needs of every child in Stamford and provides a meaningful, challenging and caring environment which promotes continuous collaboration between the major stakeholders (superintendent, school coordinators, parents, classroom teachers, support for learning teachers and student).

The Support for Learning Department views each child as a unique person with achievable goals that can be successfully met by focusing on the child’s strengths, interests and cultural background and administering learning programs that are based on professionalism, accountability and ethical values.

The type of support provided for a child is determined by the child’s level of independence, academic and social skills. The decision as to which kind of support a child receives is made based on the collaboration of the superintendent, school director/principal, parents and support for learning coordinator.

The Support for Learning Department provides three types of support:

1. In class support for learning. Objective: to meet the child’s needs in the classroom alongside peers whilst implementing the same curriculum.
2. Pull-out support for learning. Objective: to meet the child’s needs outside the classroom by teaching groups of children with similar needs and setting achievable goals for each child based on a modified curriculum.
3. Individualized support for learning. Objective: to meet a student’s learning needs by giving the student one to one facilitation inside and outside the classroom and creating a specialized academic and/or social curriculum for the child.
The School aims to provide support for students with specific learning difficulties or learning differences to help them succeed in UWCSEA’s challenging learning program.

Their learning support teams on each campus work with classroom teachers and parents to identify appropriate support for currently enrolled students to enable them to thrive in the UWCSEA curriculum. The learning support staff works closely with the counseling team to further support both students and parents as appropriate. If necessary, the team also consults with outside speech and language pathologists, occupational therapists and educational psychologists in evaluating or addressing a student’s needs. It is important to note that the scope and availability of learning support services are limited. Applicants with mild learning difficulties will be considered, and must submit full information at the time of application. School reports are reviewed carefully, and applicants may be invited for further assessment. Based on the limited resources and services available, UWCSEA is not an appropriate school for students with moderate to severe learning or behavioral needs.

**Primary School:** In primary school, there is one learning support teacher per grade. For literacy and numeracy needs, students receive small group support from learning support teachers (approximately fifteen places per grade). Mild behavioral and social needs can be supported within the classroom. The most common learning difficulties addressed are language and numeracy delays.

**Middle School:** The learning support provision in middle school includes small group support for literacy challenges (approximately 8–10 places per grade). Difficulties in mathematics are supported directly by the Mathematics Department. The learning support teachers also offer mentoring for organization skills and mild behavioral needs for students with identified difficulties.

**High School:** In high school, there is one learning support teacher who focuses on helping students develop the habits and self-management skills needed to succeed in the rigorous academic curriculum. Small group or mentoring support is offered to address study skills and organizational habits. Development of study skills is also integrated within the personal and social education program for all students.
SINGAPORE, Singapore (cont’d)
SPECIAL EDUCATION (cont’d)

High School: there is one learning support teacher who focuses on helping students develop the habits and self-management skills needed to succeed in the rigorous academic curriculum. Small group or mentoring support is offered to address study skills and organizational habits. Development of study skills is also integrated within the personal and social education program for all students.

The Winstedt School (2016) K-7 100
www.winstedt.edu.sg The School serves children who learn differently, have learning difficulties, a learning disability diagnosis, or who have a unique learning profile that requires a small student to teacher ratio of generally 6/7 to 1, for ages 4 years to 13 years. TWS is for students who: learn differently, demonstrate weaknesses in processing language and information, working memory, reading and comprehension, math and executive functioning skills; have an average or above average cognitive ability; are keen to learn but struggling in school; thrive in a small class setting, and soar when teachers understand and support their learning needs; and want the curriculum and method of delivery to adapt to them.

These individuals may require individual and specialist support in the following areas:

- Learning needs
- Behavior, emotional and social development needs
- Communication and interaction needs
- Sensory and physical needs

This means TWS serves individuals who have low attainment levels in most areas of the curriculum and who have specific learning needs associated with AD(H)D, dyslexia, asperger’s, dyscalculia and dyspraxia amongst others. There are also children with Specific Learning Disorder (SLD) who have difficulty perceiving or processing information efficiently and accurately. Some may have associated speech and language delay or low levels of concentration and low self-esteem as a result of not being able to be engaged with the learning experience. A differentiated curriculum or special student grouping in a regular mainstream school is therefore more often than not, appropriate to meet the needs of these children. In order to meet the individual needs of each child:

- The children are taught in classes with a low student-teacher ratio (generally 6 to 1).
- Maximum class size is 15 students with a lead teacher and co-teacher present (collaborative teaching has been in place since the school’s inception with significant benefits observed). Having more than 15 students per class stands results in a watered down learning experience and jeopardizes the quality of learning.
- Each class is then divided into tutorial groups to help facilitate targeted learning needs, and all students have access to a full range of specialist therapy and learning support that is located on the school grounds. This model is comprehensive and ensures that every child’s needs are very much met in the school without the parents having to source for any outside providers.

Students requiring a different approach and learning goals (gifted accelerated learners, those working at a completely different pace to the rest of their peers in one subject area) have their needs met with specific goals reviewed on a regular basis and their progress reported to the parents. Note this is only done on a case-by-case basis as our students generally benefit from the current set up for the most part.

An occupational therapist or a speech and language pathologist visits each classroom once a week to carry out specific skills. These include, but are not limited to, executive functioning skills (organization, study skills, time management, and self-regulation), penmanship, and social skills (communicating effectively, social and communication skills, presentation skills). TWS has a fully equipped gym with specialize equipment accessible to those students requiring occupational therapy and for our own indoor sports activities. A schoolwide sensory integration program is implemented and every student has their own personal sensory tool kit. TWS students become advocates of who they are, where their resources lie and they work in tandem with their teachers.
SLOVAKIA, Bratislava
SPECIAL EDUCATION

QSI International School of Bratislava (2016) PK-12 205
http://www.qsi.org/slovakia/svk/ 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.

The British International School Bratislava (2016) 1-13 711
http://www.nordangliaeducation.com/our-schools/bratislava/ 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 two 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.

www.cambridgeschool.eu 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 (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 child 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.

French School of Bratislava (2016) 2-16yrs 211
www.ecolefrancaise.sk For each child with special needs, a specific, individualized program is offered. For students who are learning disabled or have multiple handicaps, there is both a speech therapist and a special education assistant for each of their individual needs.

SLOVENIA, Ljubljana
SPECIAL EDUCATION

QSI International School of Ljubljana (2016) PK-12 97
http://www.qsi.org/slovenia/sln/ Presently, QSI does their best to meet individual children’s needs. They will try to accommodate IEP’s and other needs, but they are limited in staff and resources for this. Parents are expected to find resources outside of the school. There are no special needs teachers at the school.

British International School of Ljubljana (2016) PK-YR13 186
www.britishschool.si Currently there is no support for special needs. They will make accommodations as they can.

SOUTH AFRICA, Cape Town
SPECIAL EDUCATION

Post Comments – Schools in Cape Town (2015) ---- ----
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.
SOUTH AFRICA, Cape Town (cont’d)
SPECIAL EDUCATION (cont’d)

*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, 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.

- **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](http://www.oakleyhouse.co.za) for additional information on the application and admission process.
SOUTH AFRICA, Cape Town (cont’d)

SPECIAL EDUCATION (cont’d)

Reddam House Constantia
Reddam House is a co-educational, non-denominational, independent private South African school. It caters for pre-primary (ages 3-6), Preparatory (grades 1–7), and College (grades 8–12) students. The school is located directly opposite the U.S. Consulate and does not offer a school-sponsored bus. Uniforms are required and can be purchased at the school. Reddam follows a mid-January to early-December calendar and places children in grades based on their date of birth. They have a speech therapist and occupational therapist on campus.

SOUTH AFRICA, Johannesburg

SPECIAL EDUCATION

Post Comments – Special Education in Johannesburg (2016)

- 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) This is a remedial preparatory school for children who are unable to make progress in a mainstream environment. There are 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.
- 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 eighteen 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 2 ½ 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.
- 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 (2015)

- The American International School of Johannesburg Pretoria Campus (PK-8) [www.aisj-jhb.com](http://www.aisj-jhb.com) The school has a Resource Department to assist students who present special needs and an ELL Department to assist the non-English home language students to gain a proficiency in the language of instruction. It is Board policy that classes for core academic subjects should not exceed 15-17, thus providing students with excellent individual attention.

- 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 three who have developmental disabilities or special needs. These include premature babies, cerebral palsy, autism, genetic disorders, pervasive developmental disabilities, shaken baby syndrome, etc.

- Care Center (18mths-12yrs) [www.carecenter.co.za](http://www.carecenter.co.za) a day school, focused on therapy and learning in Johannesburg. Specialized in early intervention, an adapted preschool curriculum and functional skills at the Centre of Focused Learning. They cater to learners affected by Autism Spectrum Disorder.

- Crossroads School (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 eighteen 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.

- 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.

- Flutterbys (2.5-12yrs) [http://ads.easyyinfo.co.za/htm/custom/flutterbys/index.htm](http://ads.easyyinfo.co.za/htm/custom/flutterbys/index.htm) This School is designed for children between the ages of 2 ½ and 9 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.

- 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.

- 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.

- 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.

- Pretoria Preparatory School [www.pretoriaprep.co.za](http://www.pretoriaprep.co.za) 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 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.

- Tomorrow’s People Primary and Nursery School (K-8) [www.tompeo.co.za](http://www.tompeo.co.za) 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.
SOUTH AFRICA, Pretoria (cont’d)

SPECIAL EDUCATION (cont’d)

- **UNICA** (3-18yrs) [http://unicaschool.co.za](http://unicaschool.co.za). 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.

SPAIN, Madrid

SPECIAL EDUCATION

Post Comments (2016)

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/) For students in grades 1-8, English-as-a-second-language and remedial reading are offered through the School’s Optimal Learning program. ASM may admit and offer assistance to students with a diagnosed very mild learning disability. Psychological testing, as well as private remedial assistance, is available in the community.

- **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.

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.
SPAIN, Madrid (cont’d)
SPECIAL EDUCATION (cont’d)

- **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.

- **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 (2016) PK-12 880
[www.asmadrid.org](http://www.asmadrid.org) 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. Middle school has support classes in general study skills and English language support as well as a learning support teacher who works with the grade 6 team.

SRI LANKA, Colombo
SPECIAL EDUCATION

Overseas School of Colombo (2016) PS-12 418

SUDAN, Khartoum
SPECIAL EDUCATION

Khartoum American School (2016) N-12 260
[www.krtams.org](http://www.krtams.org) Student Support Services staff are available at KAS to assist students who may have mild to moderate learning challenges.

SURINAME, Paramaribo
SPECIAL EDUCATION

Suriname International School (2016) PK-12 58
[www.suriname-internationalschool.com](http://www.suriname-internationalschool.com) The campus is wheelchair accessible. The School can make further accommodations (i.e. to bathroom stalls) if necessary.
SWEDEN, Stockholm

SPECIAL EDUCATION

Post Comments – Education Options (2016)  
Education in Sweden is based on a concept of socialist equality, which is to say that everyone should be treated equally. As a result, both gifted and those with learning disabilities tend to receive less attention than they would receive in a U.S. public school. SIS and BISS both offer some accommodations for children with mild to moderate special needs. Before coming to post with children who will need learning support, we strongly encourage parents to communicate with the prospective school and receive written assurances that the school can provide adequate services. If there are questions concerning special needs educational costs, contact the U.S. State Department Employee Consultation Service at MEDECS@state.gov.

Stockholm International School (2016)  
PK-12  569  
www.intsch.se/  The School does offer support which is assessed for specific children and then the program is made for the individual child. 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.

British International School of Stockholm (2016)  
PK-9  365  
www.bisstockholm.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 Individualized Learning Plan and will work both inside the classroom and outside the classroom with individualized or small group instruction. With externally funded one-to-one support, the School has also accommodated children with more significant learning difficulties.

SWITZERLAND, Berne

SPECIAL EDUCATION

Post Comments – Education in Berne (2016)  
All Special Kids  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.

SWITZERLAND, Geneva

SPECIAL EDUCATION

There is no DoS assisted school in Geneva. 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.

- International School of Geneva (ISG): ISG has two special needs program called Learning Support and the Extended Support Program. Enrollment is determined on a case-by-case basis. ISG will only accept a child if they have the resources to support the entire child’s needs. The School 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 – Students aged 3-12.
- LGB Campus – Students aged 3-18.
- Nations Campus – Students aged 3-20.
- For more information on the special needs offered by ISG visit [http://www.ecolint.ch/learning-ecolint/special-educational-needs](http://www.ecolint.ch/learning-ecolint/special-educational-needs)
- Email: admissions@ecolint.ch Tel: +41 22 787 26 30

**College du Léman (CDL):** The Learning Support Department at CDL offers assistance to students with mild to moderate learning differences in Grade 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 all student’s 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.” If you would like further information, contact Mrs. Alexandra Limon at alexandra.limon@cdl.ch. 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).
- Email: Alexandra Limon Alexandra.limon@cdl.ch Tel: +41 22 775 5591

**The Oak Hill School:** 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 child’s base school coordinates 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 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. 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 who diagnoses the child with a specific disorder. Oak Hill relies on testing such as the Woodcock-Johnson Psycho educational Battery.
- Address: 31 Chemin de Précoosy 1260 Nyon
- E-mail: education@oakhill.ch Tel: +41-22-354-0140 Web: [http://www.oakhill.ch/](http://www.oakhill.ch/)
SWITZERLAND, Geneva (cont’d)

SPECIAL EDUCATION (cont’d)

- **All Special Kids (ASK):** 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.
  
  - Address: 150 Rte de Ferney, Rm 425a 1211, Geneva
  - Email: info@allspecialkids.org Tel: +41- 22-788- 2102 Web: www.allspecialkids.org

- **FEDEA School for Autism:** 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. FEDEA 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.
  
  - Address: 2 Rue du Pont-Neuf 1110 Morges
  - E-mail: info@fedea.ch Tel: +41-21-803-6230 Web: http://www.fedea.ch/

- **GEMS World Academy-Dyslexia Center:** GEMS provides a specialist Dyslexia Center for children attending the school with the aim to enable dyslexic children to achieve their potential by identifying their needs as they arise, as early as possible, and to provide teaching and learning contexts on a withdrawal basis. Regular liaison with class teachers and parents ensure consistency in approach and support is tailored to the specific needs of the individual child. The Center offers a safe, calm and secure environment in which children grow in confidence and self-esteem.
  
  - Tel: +41-21-964-1818
  - Website: www.gemsworldacademy-switzerland.com/contents.php
Taiwan, Kaohsiung
Special Education
Morrison Academy Kaohsiung (2016) K-12 249
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
Taipei American School (2016) PK-12 2,280
www.tas.edu.tw In 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.

Grace Christian Academy (2015) 1-12 149
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 eleven 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.
TAIWAN, Taipei (cont’d)

**SPECIAL EDUCATION (cont’d)**

**Morrison Academy-Taipei Campus** (2016)  
K-10  
200+  
http://www.mca.org.tw/  
Morrison does not knowingly admit non-missionary LN students. Exceptions may be made by the Superintendent. If during the admissions process the registrar/principal determines that a student may have learning needs, then the registrar/principal may require the student to be screened for learning needs. This expense will be paid by the parent. (procedure 283) The learning specialist and the student’s IEP determine the amount of support and pull-out. Generally it is in-class support and minimal pull-out.

**Taipei Adventist American School** (2016)  
1-8  
121  
http://taas-taiwan.com/  
The School has two special education teachers. They service students in the mild to moderate disability range. They do have students in the severe range - if the student is at this level we require the parents contract with an ABA teacher to pay for a one-on-one aide.

**Taipei European School** (2016)  
K-12  
1,608  
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** (2016)  
PK-12  
101  
http://www.qsi.org/tajikistan/tjk/  
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. The School currently has two educators with special needs backgrounds.

**Hayot** (2016)  
N-6yrs  
86  
www.hayot.tj  
The School can accommodate students with Down’s syndrome and will integrate them into the classrooms.

TANZANIA, Dar es Salaam

**SPECIAL EDUCATION**

**International School of Tanganyika** (2016)  
PK-12  
1,023  
http://www.istafrica.com  
The school admits a managed proportion of students with mild and moderate learning support needs. The school has a total of 11 learning support teachers. Decisions on admission of students with intense learning support needs are made on a case-by-case basis. The access ramp for physically handicapped is available for ground floor classrooms only at the secondary school.

**Dar Es Salaam International Academy** (2016)  
K-10  
258  
www.dia.co.tz  
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. 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
TANZANIA, Dar es Salaam (cont’d)
SPECIAL EDUCATION (cont’d)

Teachers, psychologists, doctors etc.) will be considered and must be submitted when applying along with the other application documents. If a student applying 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, they 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.

- 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.

- 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 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
TANZANIA, Dar es Salaam (cont’d)

SPECIAL EDUCATION (cont’d)

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.
TANZANIA, Dar es Salaam (cont’d)

SPECIAL EDUCATION (cont’d)

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 be 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.
TANZANIA, Dar es Salaam (cont’d)
SPECIAL EDUCATION (cont’d)

- **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 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 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
attends 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).

**THAILAND, Bangkok**

**SPECIAL EDUCATION**

**Post Comments (2016)**

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.

**International School Bangkok (2016)**

[http://www.isb.ac.th/](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/](https://bangkokcommunityresources.wikispaces.com/).
THAILAND, Bangkok (cont’d)

SPECIAL EDUCATION (cont’d)

**The American School of Bangkok (2016)**

N-12 839

[www.asb.ac.th](http://www.asb.ac.th) The School currently has a Learning Support Department, which is made up of 3 teachers at each campus. The services provided fall most closely under the “mild” category for students with learning disabilities. The Sukhumvit campus currently has one educational psychologist employed, however, they usually refer parents to an outside organization for diagnosis when needed.

**Bangkok Patana School (2016)**

PK-12 2,275

[www.patana.ac.th](http://www.patana.ac.th) The School caters for children with a wide range of abilities. Their learning support teachers are available to assist students who need support in meeting the challenges of the curriculum. Learning support advises teachers on planning and providing further differentiation and resources as well as practical teaching and assessment support. The range of musical, sporting and artistic opportunities provided by the school also gives many opportunities for talents to be developed outside the formal classroom setting. Their learning support team works in partnership with students, parents, identified outside agencies, class/specialist teachers and the leadership team. They recognize individual strengths and differences in teaching the whole child. If any child experiences barriers to their learning, a collaborative approach to assessment is used to identify strengths, needs and if necessary, implement a program of support. In the rare case that they feel their resources are unable to adequately meet the specific needs of a child, they will suggest an alternative placement. The School follows many of the procedures of the UK Code of Practice. When a student is referred to the learning support team, parents will be informed. If a learning plan (IEP) is required, targets are set with parents and teachers and reviewed regularly. A learning plan is an individualized agreed plan of action which is regularly reviewed as part of the reporting cycle to parents. Students who are Stage 2 or Stage 3 within the learning support program will have a rider on their school report which states the child "Receives Learning Support". Children requiring speech and language therapy may be referred to the School’s speech therapist who will assess a child’s needs and then provide a program of therapy if appropriate. Fees are charged for the services of the speech therapist and for any in-school support which is in addition to that provided by their learning support teachers. If outside specialist assessment/intervention is recommended, for example, from an educational psychologist, the learning support staff can provide information on contacts and options available to parents.

**Berkeley International School (2016)**

K-12 325

[www.berkeley.ac.th](http://www.berkeley.ac.th) The special needs provision currently consists of a whole school special needs coordinator (SENCo), and the first and only fully integrated specific learning differences program in the Asia Pacific region. The program caters to students who have been identified by an educational psychologist or specialist teacher as having specific learning differences (including: dyslexia, dyspraxia, dyscalculia and attention difficulties) and, who are struggling to access the school curriculum through regular classroom instruction. The students in this program are taught by SEN qualified teachers and dyslexia (Orton Gillingham) practitioners. The students in the program receive pull-out for 1 hour per day for intensive dyslexia intervention and push-in one hour per day for language arts lessons to ensure that the strategies taught in OG are transferred to the classroom. The dyslexia specialist is fully trained to assess and report on specific learning differences. The SENCo manages the whole school ‘at-risk’ students through both pull-out/push-in support where deemed necessary. The amount of support is dependent on the level of need and provision available; the services provided are generally push-in/out by the SEN teacher.

**Harrow International School (2016)**

PK-Y13 1,372

[http://www.harrowschool.ac.th/](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 their admissions for referral to this specialist department.
**THAILAND, Bangkok (cont’d)**

**SPECIAL EDUCATION (cont’d)**

<table>
<thead>
<tr>
<th>School Name</th>
<th>Grade Levels</th>
<th>Student Population</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Village International Education Centre</td>
<td>PK-K</td>
<td>3-20 yrs</td>
<td>Provides services to children who need ASDAN (special needs life skills); dyslexia; autism; Equals (special needs life skills); speech and language; occupational therapy. The School offers the following programs: ABA and counseling.</td>
</tr>
<tr>
<td><strong>GIFTED AND TALENTED</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The American School of Bangkok</td>
<td>PK-12</td>
<td>839</td>
<td>The School has an accelerated learning program which consists of 1-2 teachers at each campus, collaborating with professionals at other schools in the area to provide additional challenges and collaborative learning opportunities for our accelerated students.</td>
</tr>
</tbody>
</table>

**THAILAND, Chiang Mai**

**SPECIAL EDUCATION**

<table>
<thead>
<tr>
<th>School Name</th>
<th>Grade Levels</th>
<th>Student Population</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chiang Mai International School</td>
<td>PK-K</td>
<td>495</td>
<td>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); and 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 are wheelchair accessible); 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 (<a href="http://www.power-of-speech.com/">www.power-of-speech.com/</a>) that families can investigate when students require speech therapy. 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.</td>
</tr>
<tr>
<td>Grace International School</td>
<td>K-12</td>
<td>540</td>
<td>The School serves students with the following mild to moderate learning differences as staff and classroom space are available: hearing impairment or central auditory processing disorder; learning disability; speech and language impairment, intellectual disability; autism; ADHD; sensory integration disorder and other OT challenges; cerebral palsy; and English language learning needs on a year-by-year, case-by-case basis. The elementary school building is accessible for physically handicapped students though the current secondary building is not. The secondary has English and math foundations classes available most years. Families whose children have special needs should contact the registrar. Screening through email correspondence may be available for students with severe learning differences. Other students with special needs should fill out the standard student application form, which includes questions addressing parental concerns and student needs.</td>
</tr>
<tr>
<td>Nakornpayap International School</td>
<td>K-12</td>
<td>420</td>
<td>The School can provide very limited servies. They have an ESL teachers and two learning support teachers are available.</td>
</tr>
</tbody>
</table>

**CMIS facilities**

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. 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.
TIMOR-LESTE, Dili
SPECIAL EDUCATION
Post Comments (2016) ---- ---- ----
Neither school offers specialized special needs provision. The QSI director reports that mild hearing and vision disabilities at elementary levels are catered for on an individual basis. The facility is not accessible for physically handicapped and cannot cater for moderate learning disabilities at the middle school levels. DIS is partially accessible for the physically disabled as it is all on one level. It offers no special education services, although it tries to accommodate gifted children and children with mild disabilities.

Dili International School (2016) PK-12 310
www.distimor.org The DIS admissions policy states that they can accept students with mild to moderate special needs. Each case will be examined individually to determine the student’s specific needs. There is not currently a specific special needs teacher on staff; however, per the owner of the school, there are special needs qualified teachers on staff. If a student does require additional support, attention, or resources, the school will host/accommodate as well as facilitate those, but the parents must pay for them in addition to the tuition fees.

Quality Schools International of Dili (2016) PS-12 89
www.qsi.org/east-timor/etm QSI Dili does not offer programs to special needs students. In Dili, there are no occupational therapists, speech therapists, psychologists, or physical therapists. QSI is able to refer students and parents to online speech therapy programs, but does not have a therapist or program on site. QSI is not equipped to accommodate special needs students, as there are no special needs teachers at the school or within the community.

TOGO, Lomé
SPECIAL EDUCATION
Arc-En-Ciel International School at Lomé (2016) PK-12 494
http://www.arc-en-ciel.org/ The School has a Special Educational Needs (SEN) Policy to address the needs of students with special needs (e.g. learning difficulties, behavioral needs). The School is proud to provide opportunities for inclusive education and it is seen as beneficial for the child and the wider school. The School works with parents to find the best solution for a child, depending on his/her need. They are in contact with various specialists (speech therapist, education psychologist, psychiatrist) who carry out assessments as requested by the school and whom they can recommend to the parents should on-going in-put be needed.

British School of Lomé (2016) PS-13 263
http://www.bsl.tg/ 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.
SPECIAL EDUCATION (cont’d)

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/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

- Secondary special needs coordinator
- Primary special needs coordinator
- 2 ESL teachers
- 2 special needs teaching assistants

GIFTED AND TALENTED

British School of Lomé (2016)

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)
TRINIDAD AND TOBAGO, Port of Spain
SPECIAL EDUCATION
The International School of Port of Spain (2016) PK-12
www.isps.edu.tt

Special Educational Needs Philosophy: The International School of Port of Spain is committed to developing the individual potential of each student and aims to provide a comprehensive, sequential framework for meeting individual student needs while simultaneously promoting high standards of academic achievement. In keeping with International Baccalaureate principles, we provide support for our students with special educational needs, and support for our teachers through successful inclusion because we believe that all students should have equitable access to learning and opportunities for achievement. Classroom teachers and special needs teachers collaborate on differentiated instruction to address students’ diverse learning styles, interests and abilities. ISPS has limited services for students with special needs. Students with specialized learning needs, behavioral needs, or English language needs, are evaluated by Student Support Services prior to placement. It is essential that the school be aware of the services each student needs in order to determine if ISPS is able to provide an appropriate placement and offer the necessary support. Besides providing the required academic record for all students, any student with a history of special needs must also provide current psychoeducational reports, special education plans, and any other anecdotal records available.

ESOL Program: (English for Speakers of Other Languages): ESOL students will be assessed and programs will be designed to meet their individual needs. In most cases students will be fully immersed in general education classes with assistance being provided in the classroom. In some instances students will be pulled out for small group or individual sessions with support staff. If a student has no English background it may be necessary to provide initial individual instruction. If private instruction is necessary in order for a student to be successful, ISPS reserves the right to ask the parents to bear the cost of these sessions.

Within the MYP, intermediate academic language proficiency in English is a pre-requisite for admission into ISPS because the primary language of instruction at ISPS, in all grades, is English. All students are expected to complete the objectives of the MYP Language and Literature course in English. Students are not admitted to the school unless it is deemed that the ESOL support we can provide to them is sufficient to enable them to experience success in the English language and literature coursework.

TUNISIA, Tunis
SPECIAL EDUCATION
American Cooperative School of Tunis (2016) PK-12
http://www.acst.net

ACST does cater for students with mild special learning needs. They provide a team of academic support teachers who are usually trained in the U.S. and certified as special needs teachers. Approximately 50% of this support occurs as a pull-out, separate class and the other 50% would be the academic support teachers "pushing in" to support the student in a regular classroom. Unfortunately, however, it is difficult for the School to access outside agencies in Tunisia, such as occupational therapists, speech therapists, and educational psychologists.

TURKEY, Adana
SPECIAL EDUCATION
Incirlik Unit School (DoDEA) (2015) K-12
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
TURKEY, Adana (cont’d)

SPECIAL EDUCATION (cont’d)

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.

GIFTED AND TALENTED

Incirlik Unit School (DoDEA) (2015)  
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 her own.

TURKEY, Ankara

SPECIAL EDUCATION

Bilkent Laboratory and International School (2015)  
www.blisankara.com  
*NOTE: School is bilingual Turkish/English*  
BLIS Elementary and Middle School

Learning Support Programs: The BLIS Elementary Support Program was developed to meet the needs of students in grades 1-8 who are in need of additional support in the areas of reading, writing and mathematics. The BLIS support teachers assesses the students to direct the instruction of each student. Students are assessed on a regular basis to change the intervention if necessary for improved student achievement.  
BLIS Elementary Accelerated Learning Team (ALT): The ALT consists of the elementary principals, counselor, psychologist, language program coordinator, and learning center teachers. The ALT works closely with classroom teachers to support the learning of students. The ALT facilitates learning outcomes by offering additional support to those students for whom regular classroom differentiated instruction is not enough to enable a student to learn at a rate commensurate with their peers. The team offers suggestions and sometimes, with parental approval, students are offered support in the learning support program. The ALT provides support for Early Childhood students through fourth grade. The ALT supports students who are experiencing difficulty, particularly in reading, language and behavioral guidance.  
English as an Additional Language (EAL): The EAL teacher designs and delivers programs which support the English language development of students whose first language is not English and need additional support. The teachers collect data through an assessment called the Language Assessment System (LAS). EAL programs are delivered in a variety of ways to meet the different needs of EAL students at different stages of learning English according to their LAS scores.
TURKEY, Ankara (cont’d)

SPECIAL EDUCATION (cont’d)

British Embassy School Ankara (2016) PK-7 193
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 (2016) PK-12 261
www.oisankara.org The School can accommodate children who have mild learning disabilities, across all grade levels. The 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 (2016) K-12 614
www.iics.k12.tr Each child is evaluated upon application

MEF International School (2016) PK-12 509
http://www.mefis.k12.tr/ 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 (2016) PK-12 509
http://www.mefis.k12.tr/ 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 (2016) PK-12 250
http://www.qsi.org/turkmenistan/tkm/ 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 core-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:
    - **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.
Students who enter ISU with an IEP (Individual Education Plan) 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 OLC (Optimal Learning Centre) Department 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. Examples of support include; specific OLC sessions to work on reading, writing, math or organization; in class support with the Teaching Assistant, classroom accommodations, use of computer for note taking, and extra time for test taking. Student progress is monitored and reported to parents.

Students that require significant curriculum simplification to make adequate progress in the educational setting may have a ‘modified curriculum program’. This can include significant modifications in the general education classroom and simplified expectations to the MYP requirements. Students that require 1:1 support in the educational setting, may be recommended to have a Learning Support Assistant (LSA) in the classroom. The LSA is a private contracted individual by the family to meet the needs of the student in the classroom, but is supervised by the Learning Support Department.

For students with more severe needs that require significant modification to the their educational program, they offer functional life skills which can be a combination of small class size, high interest courses, with a focus on life skill development. Offerings this year included culinary arts, horticulture, tailoring and design, and work experience. This encompasses hands on learning through basic math, literacy, digital documentation, social skills and executive planning skills.

**Level of services provided for special needs students**: mild = mainstream or pull-out for up to 20% of the school day; moderate = 20-50% pull-out; severe = 50-100% pull-out. 80% of special education serviced students are mild, and 10% classify as moderate with 20-50% pull-out and 10% of students are ‘severe’ receiving 50-100% pull-out.

**Detail which needs can be serviced**: 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 ed department can provide with an ISU teaching assistant, a family may be asked to provide a LSA (learning support assistant) to help meet the academic needs of a student in the classroom. This expense is expected to be met by the family.

**Is there staff on site trained to diagnose disabilities?** 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.

**Are there special needs teachers employed at the school or are they available in the community to work with the student?** They have trained special needs teachers at the school who work with students. They help locate tutors to support students at home that have experience working with special needs.
UGANDA, Kampala (cont’d)
SPECIAL EDUCATION (cont’d)

Acacia International School (2016) PK-10 208
www.acacia.co.ug Acacia employs a part-time qualified SEN teacher and full-time learning support teacher to oversee students with learning issues and we also draw on a number of outside specialists to assess students who show signs of special educational needs, to provide formal diagnosis and to in some cases to provide weekly in-school instruction. Students who are unable to access classroom instruction either because of mild learning difficulties or because they are English language learners receive two to five 40-minute lessons per week individually or in groups of up to 4 students. Acacia has limited facilities or expertise to care for students with moderate to severe special needs.

Ambrosoli International School (2016) PK-YR6 278
www.ambrosolischool.com Ambrosoli is an inclusive school which accepts children who need additional learning support as long as they feel that they are able to meet their needs. In mainstream school they provide support for children with learning challenges e.g. dyslexia. They also support children with EAL. The 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.

École Française Les Grand Lacs de Kampala (2016) ---- 195
French programs for children with special needs: PPRE; PAI; PPS; and PAP.

Heritage International School (2016) PK-12 391
http://www.heritage.co.ug/ They have a Student Support Services Team that supports students with mild to moderate learning disabilities, mild to moderate learning difficulties, gaps in learning, those struggling with a new school system, speakers of languages other than English as a First Language, and those with social and emotional challenges. They offer both in-class and out of class assistance with an emphasis on inclusion. Personal Assistants paid for by the parents are sometimes used to support those students with more severe needs. They have a Heritage Haven where a special needs coordinator works with students, personal assistants, teachers and training assistants to support those with more severe needs. These students will go through the normal admissions process, but records and IEPs from previous schools will be required. Additional meetings are held with their Student Support Service specialists and additional testing may be carried out. All students under our SSST have an IEP if they are receiving additional support.

Kampala International School Uganda (2016) PK-12 550
www.kisu.com/ KISU admits children with very mild special needs on assessment by the Learning Support Department.

UKRAINE, Kyiv
SPECIAL EDUCATION

Kyiv International School (2016) PK-12 608
http://www.qsi.org/ukraine/ukr/ 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. Mild orthopedically impaired can be accommodated at the middle school grade levels. The School is only able to offer assistance and programs for children who are mildly disabled. They do not have staff who are trained to administer psychological tests and to diagnose specific learning disabilities.

Pechersk School International Kyiv (2016) PK-12 390
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 disabled at all grade levels can be accommodated in the regular classroom and through the use of a resource room. The School provides in class SEN support and will not pull-out for more than one period per day. The school is accessible to enter the building but not to all the floors for the physically handicapped.
**UKRAINE, Kyiv (cont’d)**

*SPECIAL EDUCATION (cont’d)*

**British International School** (2016)  
www.britishschool.com.ua  
N-YR13  
581  
BISU has a Special Educational Needs Coordinator, who oversees the care and provision of the School’s special needs students. Their coordinator is assisted by two learning support assistants within their secondary schools and by classroom assistant teachers within their primary schools. Within nursery to year 4 each class has a bi-lingual assistant teacher, whom is fluent in both Ukrainian and English. In Years 5 and 6 the assistant teachers are shared across the year groups. The School also has EAL coordinators; one based in their Pechersk campus the other within Nivki. The EAL coordinators are supported by EAL assistants. Both coordinators and assistants withdraw students for intensive EAL sessions; and within the secondary school also provide in class support for subject specialists.

**Kiev Christian Academy** (2016)  
http://kca.org.ua  
K-12  
128  
KCA currently may only service students with mild special needs (learning disabilities). They do not have staff to diagnose these disabilities. They have access to educational consultants located in Kyiv.

**GIFTED AND TALENTED**

**Kyiv International School** (2016)  
www.qsi.org/ukraine/ukr  
PK-12  
608  
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 and emphasizes higher level thinking skills.

**UNITED ARAB EMIRATES, Abu Dhabi**

*SPECIAL EDUCATION*

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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.

* A Note about Special Needs Children: Specials needs programs in Abu Dhabi are very limited. In general, the schools here have almost no formal special needs curriculums. Those that do tend to educate children under age 14. Many also only accept children that are Emirati citizens. With that said, The Future Centre for Special Needs, 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. Click http://www.dubaifaqs.com/schools-special-needs-abu-dhabi.php to read the listing. Lastly, Dr. Beatrice Cameron, the Regional Officer for Near East Asia at the State Department’s Office of Overseas Schools can share her expertise and provide more assistance with questions and concerns regarding special needs programs in this region and Abu Dhabi in particular. Contact her at cameronbh2@state.gov or call (202) 261 8211.

- **The Future Center for Special Needs** (PK-12)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 students with disabilities to enjoy an enhanced quality of life, and pursue their dreams. Students 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.
UNITED ARAB EMIRATES, Abu Dhabi (cont’d)
SPECIAL EDUCATION (cont’d)
- **Stars for Special Abilities** (PK-Adult+) [http://www.starzuae.com](http://www.starzuae.com) Stars for Special Abilities 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. Stars for Special Abilities offers 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 (2016) PK-12 1,200
[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 (2015) ---- ---- ----
Specials Needs programs in Dubai are very limited. In general, the schools here have almost no formal special needs curriculum. Those that do only tend to educate children under age 14. If you have a child with an established IEP (Individual Education Program), it may be very difficult to continue the educational support standard suggested in the plan. When communicating with schools in Dubai the parent should be knowledgeable of the IEP and prepared to discuss the student’s needs with the school’s ability to serve those needs. **American School of Dubai:** ASD does not guarantee admission to students from the Consulate community nor reserve classroom spaces. Any information regarding “seats” at ASD is related to the payment process only. Parents should contact [CLODubai@state.gov](mailto:CLODubai@state.gov) to verify ASD desk availability prior to initiating the admissions process for each child as early as possible. Please note that timing is critical and parents will need to request admittance and make educational decisions long before arriving at Post. It is recommended that you begin the application process as soon as you receive your assignment notification. Unlike some other overseas posts, the Consulate cannot ensure that ASD will admit any or all of your children. Each year there are Consulate students who are not admitted to ASD due to academic concerns, special needs or lack of desks at ASD. There are no guaranteed admissions, particularly for children with special needs and children who have had behavioral or academic difficulties.

Post Comments – Special Needs Programs/Services available (2015) ---- ---- ----
- **Dubai Autism Center** [www.dubaiautismcenter.ae/](http://www.dubaiautismcenter.ae/) Dubai Autism Center (DAC) is a non-profit organization which is not able to cover the salaries of its employees with student tuition and relies on fundraising to maintain its budget. Tuition is significantly lower than local private schools (20,000 AED vs. 50,000 AED) and is kept low to assist families whose children are enrolled. About 50% of the student body is local, and teachers speak Arabic and English. The teacher/student ratio is 2/4; the teachers have degrees in special education or psychology. The Center uses portions of Applied Behavioral Analysis (ABA) intervention along with speech, OT, music, movement, computer, and activities of daily living (specifically for the older children) and develops IEPs for the students. ABA is not used in its entirety; instead, several therapy approaches are used as the program is tailored to the individual student. The waiting list is about 80 students long. Prior to getting onto the waiting list, information of the child’s abilities must be provided. Once the child is in the country, the Center expects to be able to do evaluations to further assess how the child with function within the classes that
are already established. Therefore, waiting-list rank has weight, but more important are how the child functions and will benefit the group. With that in mind, you can see that the Consulate really has no pull in getting a child moved from the waiting list to active enrollment. The importance of early diagnosis is associated with dramatically better outcomes for individuals with autism. Dubai Autism Center has established a multidisciplinary team specialized in the assessment and diagnosis of ASD. The members of the team are Family Program Coordinator, Clinical Psychologist, Speech and Communication Therapist, Occupational Therapist, Pediatrician, Behavior Modification Therapist, Child Psychiatrist, Neurologist

- **Dubai Center for Special Needs** [www.dcsneeds.ae/](http://www.dcsneeds.ae/) DCSN is a non-profit organization that provides specialized education and therapy for children with various disabilities. DCSN is largely dependent on the generosity of the local community and corporations for support. Their goal is to provide each of their students the chance to lead an enhanced quality of life. A qualified Child and Family Psychologist, the Director oversees the administration, therapy departments and educational programs ensuring that the curriculum and rehabilitation programs are in line with the latest internationally approved special education standards and guidelines. Currently there are 136 students at DCSN from various backgrounds. 54% of DCSN students are U.A.E. nationals. Their students range in age from 4 to 32 years old and are placed into classes based on their abilities. Split into 4 sections, their students will be in one of the following class groups: nursery, academic, prevocational or multi-sensory. Each section sets specific goals for the year as well as monthly educational themes. Therapy plays a vital role in the growth of their students. They have several dedicated therapists who work with students on a daily basis to improve their skills. Physiotherapy, occupational therapy, and speech therapy sessions are scheduled on a regular basis depending on each student's needs. Art and music are also integral parts of students' learning and therapy. Students learn to paint, make pottery, participate in woodworking and play instruments. These various art forms play an important role in physical development, building self-confidence and gaining new life skills.

- **Al Noor Special** [www.alnooruae.org](http://www.alnooruae.org) Al Noor's mission is to provide all individuals with special needs, regardless of background, the same opportunity through professional training and care to realize their potential and integrate into the wider community. Range of services provided: Department of Psychology and Social Work, Department of Occupational Therapy, Department of Physiotherapy, Department of Communication, Language and Speech, Autism Unit, Al Noor Research Program, Vocational Training Unit

- **Child Early Intervention Medical Center** [www.childeimc.com](http://www.childeimc.com) Child Early Intervention is a specialized center that focuses on all aspects of child development from birth to 18 years. They offer developmental and psychological assessments, therapy services; special needs support and a variety of programs for children who require early intervention in learning or behavior. Their approach emphasizes individualized services for children and families that incorporate the importance of health and wellness, culture, family, language, community and how they contribute to a child's overall development. They offer parents, caregivers, and professionals within the community the resources and tools they require for successful intervention.

- **Stepping Stones Center for Autistic Spectrum Disorders** [www.steppingstonesca.com](http://www.steppingstonesca.com) an internationally recognized organization that treats and educates individuals with Autism and related disorders along with other areas of special needs such as ADD/ADHD. Specialties include counseling, psychology, special needs, and speech language pathology.

- **kidsFIRST Medical Center** [www.kidsfirstmc.com](http://www.kidsfirstmc.com) At kidsFIRST, being child-centered is the core of their approach. They are interested in developing the whole child – emotionally, physically, and mentally. Being child-centered is often not the easiest or quickest approach, but they believe that it results in the best outcome for the child. While they focus on the child, everyone involved in the child’s life plays an important role.
**The Rashid Pediatric Therapy Centre** [www.rashidc.ae](http://www.rashidc.ae) The Rashid Pediatric Therapy Centre is a humanitarian organization, which provides quality education and therapy services to children with special needs. Inaugurated in 1994, the Centre aims to ensure that international standards of excellence in education and therapy are maintained at every level. The Centre is unique in the Emirates for providing a holistic multi-disciplinary approach to special education. Each child receives a program specially designed to meet his or her individual needs. Parents are encouraged to participate in all aspects of the Centre's functioning and to be actively involved in their child's learning. The Rashid Centre aims to provide high quality, integrated education services and therapies for children with special needs. The center's purpose is to develop children's abilities to function and learn within their environments, that is, home, school, and community, and to develop maximum independence and participation in these environments. Their aim is to deliver services that set high standards and expectations for children with special needs residing in the UAE, and to develop awareness and an understanding of disability issues in the Gulf Community.

**The Developing Child Center** [http://www.tdcc.ae/intervention.php](http://www.tdcc.ae/intervention.php) Phone: [+971] 971-43011900 Email: info@tdcc.ae. The Developing Child Centre is a multi-disciplinary center dedicated to unlocking children's potential by advancing their learning & development through building skills & overcoming challenges.

- **Step 1: Evaluation & Assessments:** They provide an individualized approach to meeting the diverse needs of every child. Every child has an initial assessment helping them identify their stage of development and enabling the Center to produce an individualized program focusing on their specific needs.
- **Step 2: Early Intervention Nursery:** Children aged 2-6 years of age who have missed or have delayed developmental milestones. The Center provides intense & individualized support. Individualized educational plans (IEP) are developed for each child and daily classes are open from 8am to 1pm, Sunday to Thursday.
- **Step 3: Learning & Therapy Support Services:** Open to all children up to the age of 18, their extensive & comprehensive learning & therapy support services help children build & develop their skills.

Comment from Valerie Davis RMO/P: Very appealing early intervention nursery for children ages 2-6, with speech and language, OT, behavioral therapists trained in U.S. or U.K. appropriate for autistic spectrum disorders, Down syndrome, severe ADHD or developmental delays. Individual case management and services including above are available to children from birth to 18 years old, but the nursery school is limited to ages 2-6. Located near where Consulate families live, very attractive and warm environment.

**Child Learning and Enrichment Center** [http://www.childlearning.ae/child-learning-day-program.html](http://www.childlearning.ae/child-learning-day-program.html) Email: childlec@childlearning.ae They work with children who have various complex needs and who require specialized treatment approaches to help them adapt and function in everyday life...Each child has an Individualized Education Plan (I.E.P.) that outlines goals and objectives for each child’s learning. The preparatory classrooms are modeled after a typical preschool, KG, and Year 1 classroom where students learn in a small group setting and through structured play sessions. Group lessons focus on imitation skills, compliance, group participation, turn taking, and the development of pre-academic or academic skills. Such skills include math, phonics, reading, handwriting, and spelling, amongst other academic skills of appropriate rigor. The students also participate in morning meeting/circle time, art, gym, group activities, and snack times. Academic and behavior data are recorded daily to document progress on each IEP goal, and parents are notified of their child’s progress through the use of parent communication logs. At Child Learning and Enrichment Medical Center, the staff works to develop new skills and behaviors that will support the child’s inclusion into the home, school, and community. They use a variety of specialized techniques and approaches to address independence, self-help skills, functional academics, maladaptive behaviors, motor skills, communication, and social skills.
SPECIAL EDUCATION (cont’d)

Comment from Valerie Davis RMO/P: Child Learning and Enrichment Medical Center, day classroom serves children with a range of special needs from the ages of three to ten. Highly regarded by UAE Western trained ASD professionals year round, 8 a.m. until 1 p.m. Would not recommend for child who will “age out” as there is no equivalent program for kids older than ten, but appropriate for those who can stay in the program during a posting to Dubai. Kariman Hamami is co-head teacher has a teaching background, Amanda Smith has a University of California bachelor's psychology degree and her experience has been with autistic children. Also has clinical input from highly qualified UK child psychologist and Autism expert, Dr. Fiona Desire.

American School of Dubai (2015) PK-12 1,657
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 (2015) PK-12 745
http://www.bradentonprepdubai.com/ Student Support Program: The school has high expectations of effort and success from all students. They believe that their students, including those identified as having “additional needs” have a common entitlement to a broad and balanced academic and social curriculum. At BPA the curriculum is based upon Common Core standards, which are accessible to all, and all students are fully included in every aspect of school life. BPA is committed to inclusion. They aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced difficulties previously. The special educational needs of children will be met, where appropriate, within mainstream (classroom) settings. It may be necessary at times for this to be in a withdrawal (out of class) setting. They pay attention to the provision for and the achievement of different groups of learners: English language learners, learners with ‘additional needs’, and ‘gifted and talented’.

Learning Support (LS): BPA is committed to differentiated instruction to attend to the individual needs of all students. The Learning Support Program (LS) is available for students who require additional support in grades 1-12. This support is designed to assist students to achieve grade-level equivalencies in the mainstream classroom.

English Language Learners (ELL): BPA believes that all English language learners whose language level is insufficient to cope with a full curriculum in English should be offered ELL classes or in-class support appropriate to their age and level to enable them to perform effectively in the mainstream as rapidly as possible. Therefore, they immerse ELL students in an authentic language environment which is comprehensible, yet challenging, where specific language is targeted for instruction, where acquired language is used in meaningful tasks, and where an attempt is made to mirror grade level content and teaching styles. The language curriculum recognizes and respects the varied interests, abilities, needs and diverse cultural backgrounds of their students. It presents a progressive course of study, which gives insight into structures and functions of the language and emphasizes communication. They are committed to challenging their students through the implementation of a variety of instructional methods and strategies in a positive environment, conducive to further learning.

Collegiate American School (2015) PK-9 889
www.casdubai.com 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
**UNITED ARAB EMIRATES, Dubai** (cont’d)

*SPECIAL EDUCATION* (cont’d)

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** (2015) PK-12 2,298

[www.gemsaa-dubai.com](http://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** (2015) PK-12 745

[http://www.bradentonprepduabi.com/](http://www.bradentonprepduabi.com/) To meet the needs of high ability learners, BPA provides opportunities for extension activities to challenge their students. In the mainstream classroom, high ability students are continuously challenged through the use of ability groupings and tiered assessment strategies.

**UNITED KINGDOM, Belfast**

*SPECIAL EDUCATION*

Post Comments – Schools in Belfast (2016) ---- ----

There is NO DoS assisted school in Belfast. 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 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](http://www.gemsaa-dubai.com)
- [Link to Belfast Education and Library Board Special Needs Page](http://www.bradentonprepduabi.com/) (once on page refer to links at left)

**UNITED KINGDOM, London**

*SPECIAL EDUCATION*

Post Comments – Special Education (2015) ---- ----

There is NO DoS assisted school in London. Employees are urged to write or call the school of their choice as soon as possible to register their children as there is considerable competition for admittance into many schools in London. Do not consider any school decision as final until you receive a written letter of acceptance for your child to the school of your choice! In addition, parents must understand that no school is obligated to accept a child whose needs it determines it cannot meet. Unlike public schools in the U.S., 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 that need. If you have any questions, please feel free to contact the Regional Education Officer in the Office of Overseas Schools and the CLO.
UNITED KINGDOM, London (cont’d)
SPECIAL EDUCATION (cont’d)

We strongly advise 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 situation. If already at post, see the Community Liaison Office for brochures and listings. The CLO has a book on “Schools for Special Needs A Complete Guide”, published by Gabbitas Educational Consulting.

The following listing of special schools includes both independent and state schools. Several of the Special Education schools listed below are top quality. However, none of them offer true mainstreaming. Additionally, physical premises of schools are often not the standard commonly found in the U.S. We strongly advise 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 challenges. Inspection reports have been linked for most schools; they offer a plethora of information about the individual schools. **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 (60 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, all of whose parents have highly recommended the school. Abingdon House is located within close distance of Regents Park. [www.abingdonhouseschool.co.uk](http://www.abingdonhouseschool.co.uk)
  Head: Roy Enlish
  Age range: 5-13
  Broadley Terrace
  London NW1 6LG
  Tel: 0845 230 0426
  Email: ahs@abingdonhouse.school.co.uk
  Learning Disabilities Addressed: ADD, ADHD, Autistic Spectrum, Dyscalculia, Dyspraxia and Dyslexia

- **FAIRLY HOUSE** (private). Age range 5-14. 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)
  Headmaster: Michael Taylor
  30 Causton Street
  London SW1P 4AU
  Tel: 0207 976 5456
  Junior School: (Grades 1-4) Senior School: (Grades 5-9)
  Learning Disabilities Addressed: ADD, Dyscalculia, Dyspraxia and Dyslexia

- **SNOWFLAKE SCHOOL**: (private) a very small independent day school for pupils with autism aged 5-16 years old. Students remain at Snowflake until they are ready to join higher functioning autistic pupils or mainstream education. Many pupils have moderate learning difficulties, including speech, language and communication needs. All have difficulties in behavioural, emotional and social development. The school has consistently been awarded an “Outstanding” by Ofsted Reports. [www.snowflakeschool.org.uk](http://www.snowflakeschool.org.uk/)
  Headteacher: David Haswell
  46a Longridge Road
  London SW5 9SJ
  Tel: 020 7370 3232
  Learning Disabilities Addressed: Autism
UNITED KINGDOM, London (cont’d)
SPECIAL EDUCATION (cont’d)

- BLOSSOM HOUSE SCHOOL (private): a specialist independent day school for children from 3-19 years with speech, language and communication difficulties. All classes are multi-sensory and follow the National Curriculum. Speech and language therapists, occupational therapists and physiotherapists work alongside the teachers in the classroom. They also have a campus in central London for ages 3-8 years old (nursery to Year 3). [www.blossomhouseschool.co.uk](http://www.blossomhouseschool.co.uk)
  Principal: Joanna Burgess
  Station Rd
  Motspur Park
  KT3 6JJ
  Tel: 020 8946 7348

  **Learning Disabilities Addressed:** Speech, Language, and Communication Disorders

- THE MOAT SCHOOL (private): a coeducational day school for children ages 11 to 16 with dyslexia and related specific learning difficulties. The ability profile of the school is below the national average, with a small number having ability that is average or above average. The school does follow the National Curriculum. The school benefits from being housed in what is a school building, as opposed to a converted building. [http://www.moatschool.org.uk/](http://www.moatschool.org.uk/)
  Headmistress: Clare King
  Bishop’s Avenue
  London SW6 6EG
  Tel: 020 7610 9018

  **Learning Disabilities Addressed:** Dyslexia, Dyspraxia and Dyscalculia

- PARAYHOUSE SCHOOL (private): a coeducational day school. 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 School’s objective 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. The School specifically provides educational programs for children with Down syndrome, epilepsy, moderate learning difficulties and speech/language difficulties. [www.parayhouse.com](http://www.parayhouse.com)
  Head Teacher: Sarah Jackson
  Age range 7-16
  New King’s Annex
  Fulham London SW6 4LY

  **Learning Disabilities Addressed:** moderate-severe learning difficulties

- CENTRE ACADEMY (private) 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 the educational consultation 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. They offer the American High School Diploma. [www.dcedservices.com](http://www.dcedservices.com)
  Head of School: Natalia Ambridge
  Age range: 8-19
  92 St. Johns Hill
  Battersea SW11 1SH
  Tel: 0207 738 2344/Fax: 0207 738 9862
  Email: info@centreacademy.net

  **Learning Disabilities Addressed:** ADD, ADHD, autistic spectrum, Asperger’s syndrome, dyslexia and dyspraxia, moderate learning difficulties
UNITED KINGDOM, London (cont’d)
SPECIAL EDUCATION (cont’d)

- THE HOLMEWOOD SCHOOL (private) is a small coeducational school for children ages 7-18 years old. The school is housed in a converted series of buildings adjacent to a tube station. The school caters to children with high functioning autism, Asperger’s Syndrome, language, communication and social pragmatic difficulties. The school is partnered with the Dwight School, a mainstream school. Children are able to access the curriculum in the Dwight school for a portion of their day. [http://www.thsl.org.uk/](http://www.thsl.org.uk/)
  - Head of School: Lucia Santi
  - 88 Woodside Park Road
  - London N12 8SH
  - Tel: 020 8920 0660
  - Learning Disabilities Addressed: high functioning autism, Asperger’s syndrome

- THE DOMINIE (private) is a special independent day school for ages 6-12 which specializes in providing education for dyslexic and dyspraxic children. The approach is multi-sensory and multi-disciplinary where each child’s developmental needs are considered and addressed. The school hosts a maximum of 32 children. [www.thedominie.co.uk/](http://www.thedominie.co.uk/)
  - Principal: Anne O’Doherty
  - 55 Warriner Gardens
  - London SW11 4DX
  - Tel: 020 7720 8783
  - Learning Disabilities Addressed: dyslexia, dyspraxia

- THE RAINBOW SCHOOL FOR CHILDREN WITH AUTISM (private) is a special independent day school for ages 4-11. It is an ABA/VB (verbal behavior) school which offers a broad and balanced curriculum with a focus on developing functional communication. They also have a school for ages 4-19, also in Wandsworth.
  - Principal: Karen Sorab
  - Tram House
  - 520 Garratt Lane
  - London SW17 0NY
  - Tel: 020 8879 7700
  - Learning Disabilities Addressed: Autism, Asperger’s Syndrome

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
  - Avenue Road
  - London NW8 6HX
  - Tel: 0207 681 8080

- 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
UNITED KINGDOM, London (cont’d)
SPECIAL EDUCATION (cont’d)

- **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

- **EDUCATIONAL CONSULTANTS FOR CHILDREN WITH SPECIAL NEEDS:**
  - Bowker Consulting: Gill Bowker, 500 Avebury Blvd., Milton Keys MK9 2BE
    Tel: (0)1908-547-950
  - Humphrys’ Education Ltd.: 110 Ellesmere Rd., London, NW10 1JS
    Tel: 44 (0)208-452-2599 Web: [www.humphreys-education.com](http://www.humphreys-education.com)

URUGUAY, Montevideo
SPECIAL EDUCATION

**Uruguayan American School** (2016) N-12 320
[www.uas.edu.uy](http://www.uas.edu.uy) UAS provides services for students with special learning disabilities up to grade 8. The Uruguayan American School accepts students with specific mild learning disabilities and with physical disabilities (e.g., orthopedic, auditory, visual, or other health impairments) provided that the school facilities and personnel are able to accommodate them. Because UAS does not have the facilities or resources to accommodate children with significant learning, emotional or physical disabilities, the school cannot accept students for whom the available resources are not sufficient. However, at the discretion of the school leadership, in certain instances the school may admit students whose learning and/or physical needs exceed the school’s capacity to support, provided that:

- Any accommodation needed (e.g., additional staff, resources, equipment, etc.), is paid for by the parent or a source other than the school.
- The school approves any resources and support personnel in advance.
- The parent arranges for and provides any additional resources or support needed.
- No significant modifications to the school facility are needed to accommodate the disability.
- The school has had sufficient time to prepare before the student is enrolled.

UAS requires complete records (testing and medical) for all students applying with a diagnosed disability. Parents of a child receiving any special services, such as learning disabled instruction, remedial support, speech/language therapy, occupational/physical therapy, or seeing any educational specialist outside of the regular classroom, must notify the school prior to beginning the admissions process. If the student is admitted, ongoing communication among the school, the parent, and if applicable, the outside support specialist(s) will be required.

**Lycée Français “Jules Supervielle” Montevideo** (2016) PK-12 995
[www.lf.edu.uy](http://www.lf.edu.uy) The School offers some individualized educational opportunities for special needs but the campus and faculty are not sufficiently equipped to accommodate children with special needs.

**Woodlands School** (2016) PK-12 644
[www.woodlands.edu.uy](http://www.woodlands.edu.uy) 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
Tashkent International School (2016) PK-12 479
http://tashschool.org/ 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 (one full-time teacher in secondary, 1.8 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.

The British School of Tashkent (2016) PK-YR9 415
http://www.britishschool.uz/en/home.aspx 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.

VENEZUELA, Caracas
SPECIAL EDUCATION
Escuela Campo Alegre (2016) N-12 522
www.ecak12.com 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.

Colegio International de Caracas (2016) PK-12 190
http://www.cic-caracas.org/ 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.

International Christian School (2016) PK-12 97
http://icscaracas.com/ ICS offers services for children with special needs.

VIETNAM, Hanoi
SPECIAL EDUCATION
Post Comments (2016) ---- ---- ----
• United Nations International School has a special student support services including learning support program, counseling services and English as an additional language (EAL). The School accepts children that require special needs learning on a case-by-case basis.
VIETNAM, Hanoi (cont’d)
SPECIAL EDUCATION (cont’d)
- **Concordia** does not offer services for students with special learning needs or specific learning disabilities that require an IEP (Individualized Education Program). Students who require any special learning needs will be handled on a case-by-case basis. However, they do have some students currently enrolled with certain learning difficulties, and they offer constant communication and guidance for all children who attend allowing them to work with children that may require extra guidance.
- **Hanoi International School** HIS has two teachers who are certified in teaching specialized learning classes. They classes offer one-to-one and one-to-three learning.

United Nations International School of Hanoi (2016) K-12 1,122
[http://www.unishanoi.org/](http://www.unishanoi.org/) UNIS Hanoi offers support services for children from Discovery (3 yrs) to grade 12 who have special learning needs. Students are generally supported in the context of mainstream classes but some pull-out services are provided where appropriate. A tiered system exists to determine the level of support and specialist intervention such students require. Specialist teachers are employed at all levels; the support team includes a psychologist, a speech and language pathologist, and counselors. The learning support staff is trained to diagnose disabilities. UNIS Hanoi is an inclusive school and will endeavor to accommodate any student with special learning needs for whom the school has sufficient resources. There is access for the physically handicapped.

Hanoi International School (2016) K-12 290
[www.hisvietnam.com](http://www.hisvietnam.com) HIS has specialist staff to offer learning support to those with learning disabilities—mild and moderate levels. They also carry out diagnoses testing. They have a comprehensive EAL/ESL provision.

VIETNAM, Ho Chi Minh City
SPECIAL EDUCATION

Australian International School (2016) PS-13 1,100
[www.aisvietnam.com](http://www.aisvietnam.com) The School offers support to students with mild to moderate learning needs and intellectual disabilities. Families should inform the School of the child’s special needs when completing an enrolment application form. The School will ask for a full educational psychology report at the application stage. A standard entrance test will be offered, followed by a meeting with the learning support coordinator (and an educational psychologist if necessary). Admission to the School is offered if the School has sufficient resources to support the student’s special needs. Students requiring in-class support will be provided with a support teacher who will work with the student in class to assist them to access the curriculum as fully as possible. Although they do not have a member of staff at the School to diagnose disabilities, they do have preferred specialists that they use to refer families to. They also work closely with Applied Behavior Analysis(ABA) therapists and speech therapists within our community to assist with supporting some of our students.

British International School (2016) PK-12 2,100
[http://www.bisvietnam.com/](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 (2016) PK-12 983
[www.ishcmc.com](http://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.
VIETNAM, Ho Chi Minh City (cont’d)

SPECIAL EDUCATION (cont’d)

Saigon South International School (2016) PK-12 953

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 have 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 speech therapist works 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. 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 three 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 (2016) PS-12 517

www.aislusaka.org The School supports students with mild special needs on a case-by-case basis. AISL employs 2.5 SEN teachers who serve students with diagnosed special educational needs in preschool through grade 12. Assessment for special needs assistance is by externally validated, internationally recognized Educational Psychological Assessments. 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 and the family 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 (2.4 FTE) to implement a Differentiated Instructional Resource Program in literacy and mathematics for 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 (highly able students and students who require remediation). 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.