Overseas Schools Offering Support to Children with Special Needs
2017-2018

This list of schools offering Special Education and/or Gifted and Talented programs is compiled from information collected through the 2017-2018 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.

OFFICE OF OVERSEAS SCHOOLS

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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 maintains a database with detailed information on over 600 overseas schools and preschools, including course offerings, special programs, programs for children with special needs, extracurricular activities, graduation requirements, etc. The information can be found on the A/OPR/OS Intranet website at http://aopros.a.state.gov/pdf/pdf/alpha.html.

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

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LEGEND

The following abbreviations and acronyms are used in this list.

A/OPR/OS	The acronym for Administration/Operations/Office of Overseas Schools
A/OS	Office of Overseas Schools
DoDEA	Department of Defense Education Activity
EC	Early Childhood Education
ESOL	English for Speakers of Other Languages
F	Foundation
Forms	British educational levels: Forms I-V are roughly equivalent to U.S. grades 8-12
IB	International Baccalaureate
IEP	Individualized Education Plan
IGCSE	International General Certificate of Secondary Education. Examinations for this certificate are taken at the end of the 10th grade.
ILP	Individual Learning Plan
K	Kindergarten
MAP	Measures of Academic Progress
Mths	Months (age of child)
N	Nursery
PK	Prekindergarten
PS	Preschool
R	Reception, equivalent to U.S. preschool
RTI	Response to Intervention
SEN	Special Education Needs
SST	Student Support Team
YR	Year of compulsory education in the U.K.
Yrs	Years (age of child)

SCHOOLS OFFERING SUPPORT TO CHILDREN WITH SPECIAL NEEDS 2017-2018

COUNTRY/CITY/SCHOOL	GRADES	ENROLLMENT

ALBANIA, Tirana

SPECIAL EDUCATION

Tirana International School (2017) PK-12 208

http://www.qsi.org/albania/alb/ Mild emotionally disturbed, hearing impaired, and learning disabled students can be accommodated at all grade levels. Mild multiply handicapped and orthopedically impaired students at the elementary school grade levels can be accommodated. The school is accessible for the physically handicapped.

World Academy of Tirana (2017) K-12 270

www.wat.al Mild to moderate emotionally disturbed, learning disabled, mentally handicapped, and speech impaired students can be accommodated in the regular classroom. Mild hearing impaired students can be accommodated. Mild to severe multiply handicapped and orthopedically impaired students can be accommodated. The school is accessible for the physically handicapped. The school has staff who are trained to administer psychological tests and diagnose specific learning disabilities.

ALGERIA, Algiers

SPECIAL EDUCATION

American International School of Algiers (2017) K-6 19

www.aisalgiers.org Currently, there are no services for children with special needs. However, with small class sizes the teachers are able to provide differentiated instruction based on each individual student's needs.

ANGOLA, Luanda

SPECIAL EDUCATION

Luanda International School (2017) ---- 634

www.lisluanda.com Mild visually handicapped students at all grade levels can be accommodated. Mild to moderate emotionally disturbed and learning disabled students at all grade levels can be accommodated. Mild to severe hearing impaired, orthopedically impaired, and speech impaired students at all grade levels can be accommodated. The school is accessible for the physically handicapped.

Lycée Française Alioune Blondin Bèye (instruction in French) (2017) ---- ----

http://www.lfluanda.net/ Mild emotionally disturbed and hearing impaired students can be accommodated in the regular classroom. The school is accessible for the physically handicapped. The school has staff who are trained to administer psychological tests and diagnose specific learning disabilities.

ARGENTINA, Buenos Aires

SPECIAL EDUCATION

Asociación Escuelas Lincoln - Lincoln School (2017) PK-12 704

http://www.lincoln.edu.ar Mild emotionally disturbed, mentally handicapped, and speech impaired students can be accommodated. Mild to moderate learning disabled students can be accommodated. The school is accessible for the physically handicapped. The schools has teachers and administrators who have received training to work with the learning disabled student.

Buenos Aires International Christian Academy (2017) PK-12 212

www.baica.com Mild to moderate learning disabled students can be accommodated. The school is accessible for the physically handicapped on the lower level. The school has staff who are trained to administer psychological tests and to diagnose specific learning disabilities. The school has teachers and administrators who have received training to work with the learning disabled.

ARGENTINA, Buenos Aires (cont'd)
SPECIAL EDUCATION (cont'd)

Northlands School (2017) PK-12 2,000
www.northlands.edu.ar (The school operates on the Southern Hemisphere calendar) Mild emotionally disturbed, hearing impaired, learning disabled, orthopedically impaired, speech impaired, and visually handicapped students at all grade levels can be accommodated. The Nordelta campus is accessible for the physically handicapped. The school has teachers and administrators who have received training to work with the learning disabled.

AUSTRALIA, Canberra
SPECIAL EDUCATION

Post Comments–Special Education (2017) ---- ----
Special education is identified as disability education in Australia. Information regarding disability education in the ACT can be found through the ACT Government Education Directorate webpage:
http://www.education.act.gov.au/school_education/disability_education
As described: "All schools in the ACT are required to make reasonable adjustments for students with disability at the time of their enrollment and during the course of their education, ensuring they have the support they need to successfully access and participate in the school curriculum, programs and activities in the company of their peers."

Disability Education support is available for school students from pre-school through to year 12. It is recommended that you contact the school your child plans to attend to discuss their individual needs. Schools will work directly with parents to establish an appropriate plan of action for a child's education, which may include any or all of the following:

- A consult and review of any previously assigned Individualized Education Plan (IEP), testing results, etc. to understand your child's education needs
- Establishing disability criteria (See ACT Student Disability Criteria)
- Testing based on consultation and disability criteria
- Making reasonable and appropriate adjustments to a child's education plan and/or the development of an Individual Learning Plan (ILP) based on established need.

A pre-established IEP will not simply be instituted when your child is enrolled at an ACT school. An IEP will be reviewed by the school's leadership team in coordination with the parents and the learning support coordinator at the school to assist in establishing necessary support and accommodations or establishing an Individual Learning Plan (ILP) for your child. Please read the *Student Centred Appraisal of Need: Booklet for Parents, Carers and Staff* for more details to assist you in the process.

Before placement and a program can begin with your child, you must have an ACT address. If you are placed in temporary housing upon your arrival to Canberra, you may use the U. S. Embassy address to begin the process of review, plan development, and placement. Once your permanent residence has been assigned you must provide that to the school as soon as possible.

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

Information specific to Catholic Schools and Independent Schools special education programs can be found at:

- Archdiocese of Canberra and Goulburn
  - http://www.ceocg.catholic.edu.au/
  - Students with Special Needs (Disabilities) – Identification and Support Policy
- Association of Independent Schools
  - www.ais.act.edu.au

AUSTRALIA, Canberra (cont'd)
GIFTED AND TALENTED

Post Comments-Gifted and Talented (2017) ---- ----

Information regarding gifted and talented education in the ACT can be found through the ACT Government Education Directorate website:

http://www.education.act.gov.au/teaching_and_learning/gifted-and-talented-education

As described: "The Gifted and Talented Students Policy 2014 reflects the ACT Government's continued interest in pursuing the very best provisions to ensure that very best for our gifted and talented students… The aim of the Policy is to ensure that every child has the opportunity to receive developmentally appropriate programs regardless of their socio-economic or cultural background, based on their level of giftedness and those other factors which are individual to each student."

If you are interested in a specific program or would like information, you should contact the school directly to see what their school may offer. Be aware that when schools are at full capacity it may be difficult for those outside of the priority enrollment area to be placed in a particular school.

Some examples of gifted and talented programs in the ACT include:

- Challenging Academic Program (CAP) at Palmerston District Primary School
  - http://www.palmdps.act.edu.au/our_school/gifted_and_talented_program
- Pathways for Accelerated Learners (PALS) at Curtin Primary School
  - http://www.curtinps.act.edu.au/curriculum_and_assessment/pals_program
- Accelerated Learning Program at Garran Primary School
  - http://www.garranps.act.edu.au/programs/enrichment
- Lyneham Enriched Academic Program (LEAP) at Lyneham High School
  - http://www.lynehamhs.act.edu.au/our_school2/special_progams
- The Unicorn Challenge Program at Alfred Deakin High
  - http://www.adhs.act.edu.au/special_programs/gifted_and_talented_education

Both Catholic and Independent Schools set their own criteria and programs for gifted and talented students. The best approach is to get in contact with your school of interest and inquire about their gifted and talented education.

Information specific to Catholic Schools and Independent Schools can be found at:

- Archdiocese of Canberra and Goulburn
  - http://www.ceocg.catholic.edu.au/
- Association of Independent Schools
  - www.ais.act.edu.au

Information regarding International Baccalaureate (IB) programs can be found at:

http://www.ibo.org/about-the-ib/the-ib-by-country/a/australia/

The mission of International Baccalaureate is: "…To develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right."

There are nine schools in the ACT who offer IB programs and include:

- North Ainslie Primary School
  - http://www.nthainslieps.act.edu.au/
- Gold Creek School
  - http://www.goldcreek.act.edu.au/home

AUSTRALIA, Canberra (cont'd)
GIFTED AND TALENTED (cont'd)

- Red Hill School
  - http://www.redhillps.act.edu.au/
- Canberra College
  - http://www.canberrac.act.edu.au/international_baccalaureate
- Narrabundah College
  - http://www.narrabundahc.act.edu.au/our_college/international_baccalaureate
- Melba Copland Secondary School
  - http://www.mcss.act.edu.au/#navarticlecontent-3
- Telopea Park School
  - http://www.telopea.act.edu.au/curriculum/myp
- Canberra Girls Grammar School
  - http://www.cggs.act.edu.au/senior-school/curriculum/international-baccalaureate/
- Canberra Grammar School
  - http://cgs.act.edu.au/?s=IB+program

If you are interested in your child attending an IB school, contact the school directly for more information or to inquire about enrollment availability.

AUSTRALIA, Melbourne
SPECIAL EDUCATION

Comments from the Office of Overseas Schools (2017) ---- ----

Wesley College: The school is able to provide for some special needs students. Port Phillip Specialist School: This is a government/public school, led by Principal Juliet Cooper, which caters to the specialized learning needs of children with moderate to severe range of disabilities, ages 2.8-18 years. For a school to qualify as a Special School, students enrolled have an IQ of 70 or below. The enrollment is appropriately small with 105 students in the 5-18 years age category and another 12 children, ages 2.5-4 years old. The faculty, comprised of 15 teachers with specialized training, and 16 teacher assistants attend to the students in individualized and small group settings in accordance with the individual learning plan for each child, updated at the beginning of each year and in July. The school has an integrated related services model in that speech clinicians and occupational therapists work directly in the classroom along with the staff. The school also has a pool to deliver aquatic therapy. *The REO was impressed with this school, although families should understand that its focus is with severely disabled children*.

Post Comments (2017) ---- ----

The Victorian Department of Education and Early Childhood Development coordinate the "Program for Students with Disabilities" which aims to maximize student potential growth in education and learning, and ensures that students with disabilities are valued and participate in all aspects of school life. Special education services for children begin in prep. Where possible children are mainstreamed into regular classes with the help of additional resources and area specialists. Mild/moderate intellectually challenged children requiring special programs are taught in specialist schools. Programs in these schools concentrate on training in self-care, gross/fine motor skills, sensory experiences and language development depending on specific needs. For further information:

http://www.education.vic.gov.au/school/teachers/learningneeds/Pages/default.aspx

Applications on behalf of international students can be made under the Program for Student with Disabilities on the same basis as for other Victorian government school students. The application is to be submitted by the school once the enrollment has commenced, and it is requested that the student's international status be noted in the application's cover letter.

Information relating to international student enrollment processes is detailed at:

http://www.education.vic.gov.au/school/parents/secondary/Pages/international.aspx

Further information on the process is provided at:

http://www.education.vic.gov.au/school/teachers/management/Pages/internationalstandards.aspx

AUSTRALIA, Melbourne (cont'd)

SPECIAL EDUCATION (cont'd)

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

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 – Schools in Perth (2017) ---- ----

Presbyterian Ladies' College, an independent girls' school affiliated with the Uniting Church (Presbyterian, Methodist, and Congregational Churches). PLC offers some services for children with special needs and has a "Learning Enrichment Center". The school will consider admitting children with ADD or dyslexia children but probably not an autistic child. There is currently a child enrolled who is sight impaired. The admission of children with special needs would be on a case-by-case basis. Christ Church Grammar School, and independent Anglican day and boarding school for boys, offers a self-contained as well as a resource and mainstream learning support program. Services are offered to eligible students including those with moderate intellectual impairment. The school's Peter Moyes Center, includes several classrooms within the main campus and provides a self-contained program for boys. The Peter Moyes Center provides a service to students with a range of disabilities which vary in the level of support needed from low to high. These include Severe Language Impairment, Autism, Down syndrome, Intellectual and Multiple Disabilities. Shenton College, a purpose-built secondary school, has a Deaf Education Centre for Deaf and Hard of Hearing students. All of the Deaf Education center facilities are embedded in Shenton College to construct an inclusive learning environment.

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.

GIFTED AND TALENTED

Post Comments-Schools in Perth(2017) ---- ----

Shenton College Academic Talent Program is one of the select gifted and talented programs funded by the Department of Education and Training to provide special programs for academically gifted children. Students joining the Shenton ATP so do through the annual testing program administered by the Department of Education. There is a Humanities and Math/Science stream, students join one or both of these depending on their test results.

AUSTRALIA, Sydney

SPECIAL EDUCATION

Post Comments-Education Handbook (2015) ---- ----

Note: This information was last updated by post in 2015. Please verify with the schools that these programs are still available. 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) ---- ----

Note: This information was last updated by post in 2014. Please verify with the schools that these programs are still available. 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 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.

AUSTRALIA, Sydney (cont'd)
SPECIAL EDUCATION (cont'd)

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)
Arranounbai School (02-9452-3168)
Aspect South East Sydney for Autistic Children (02-9454-8359)

Blessed Sacrament Catholic Primary School (2014) K-6 169
http://www.bscliftongardens.catholic.edu.au/Pages/Home.aspx Note: This information was last updated by post in 2014. Please verify with the schools that these programs are still available. Learning support groups are provided for children who need additional support, but there is not a developed special needs program at the school.

AUSTRALIA, Sydney (cont'd)
SPECIAL EDUCATION (cont'd)

Giant Steps (2014) K-12 81

http://giantsteps.net.au/ Note: This information was last updated by post in 2014. Please verify with the schools that these programs are still available. 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.

Inner Sydney Montessori School (2017) PK-12yrs 296

www.isms.nsw.edu.au ISMS has a Learning Support Team which offers professional assistance for students with disabilities, learning or behavioral difficulties and other additional needs. The Learning Support Team provides regular lessons with a multi-sensory approach and support for the students identified in either 1:1 or group situations according to their needs. Specialist staff work closely with classroom teachers and parents to develop a tailored individualized program suited to the student to assess, monitor and evaluate their progress.

Knox Grammar School (2017) K-12 2,700

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 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 the school counselor.

How the Program Works: Students 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 students. 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 students.

Pymble Ladies' College (2017) K-12 2,120

www.pymblelc.nsw.edu.au There are staff that support students that require learning support needs. Currently, they can only support mild needs.

AUSTRALIA, Sydney (cont'd)

SPECIAL EDUCATION (cont'd)

Sydney Church of England Co-Ed Grammar School Redlands (2017)K-12 1,672
www.redlands.nsw.edu.au/ "Learning Support" is provided for students who are finding it difficult to keep up with the pace of work, or who have been diagnosed with a specific learning difficulty which hinders their progress. Following individual testing and assessment, Individual Education Plans are developed. Specialist staff works with small groups inside and outside timetabled lessons. In addition, individual support is provided on an as needs basis. Learning support is provided for Redlands students requiring additional support in numeracy and literacy, English as a second language (ESL) and intensive English course (IEC).

GIFTED AND TALENTED

Knox Grammar School (2017) K-12 2,700
http://www.knox.nsw.edu.au/ Students identified as gifted and talented receive a program designed to provide opportunities to work beyond the core curriculum. The program allows the students 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 students 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 Note: This information was last updated by post in 2015. Please verify with the schools that these programs are still available. 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.

Sydney Church of England Co-Ed Grammar School Redlands (2017)K-12 1,672
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

Post Comments – Schools Summary (2017) ---- ----
Danube International School is more accommodating with special needs learning. ***International Christian School of Vienna*** has been a good alternative international school to families that need additional accommodations for children with special needs.

American International School of Vienna (2017) PK-12 783
www.ais.at Mild emotionally disturbed, hearing impaired, mentally handicapped, multiply handicapped, speech impaired (with outside resources), and visually handicapped students can be accommodated. Mild to moderate learning disabled students can be accommodated. Mild to moderate orthopedically impaired students can be accommodated through outside resources. Mild to moderate ADHD and autistic students can be accommodated in the regular classroom.

AUSTRIA, Vienna (cont'd)
SPECIAL EDUCATION (cont'd)

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.

Vienna International School (2017) PK-12 1,420
www.vis.ac.at The School can accommodate the deaf/blind student. The school can accommodate the emotionally disturbed, hearing impaired, learning disabled, speech impaired, and visually handicapped student. The mild to moderate orthopedically impaired student can be accommodated. The school is accessible for the physically handicapped. The school has teachers and administrators who have received training to work with the learning disabled.

AZERBAIJAN, Baku
SPECIAL EDUCATION

Baku International School (2017) PK-12 215
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 (2017) 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) ---- ----
Note: This information was last updated by post in 2014. Please verify with the schools that these programs are still available. 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-Year 13 www.lucayainternationalschool.com, 242-373-4004
- Bishop Michael Eldon School, N-12 www.bmeswarriors.com, 242-373-4391
- Mary Star of the Sea Catholic School, PK-6 www.mss.cec.edu.bs, 242-373-3456
- Sunland Baptist Academy, PK-12 www.sunlandbaptistacademy.org, 242-373-3700

BAHAMAS, Freeport (cont'd)
SPECIAL EDUCATION (cont'd)

- 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

Schools for Children with Special Needs (2014) ---- ----
Note: This information was last updated by post in 2014. Please verify with the schools that these programs are still available.

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.

The Beacon School: School director: Cheryl Wood. Phone contact: 1-242-352-8445.
This school is a Bahamian government-run school in Freeport. It is the only school on the island that serves children with all types of learning disabilities, however they do not have any programs for the hearing or visually impaired child. They serve ages 5 through 21 years old. There are around 100 students currently enrolled in the school that follows the calendar of most other schools on island, having a break in the summer. The enrollment is open to non-Bahamians. Class size is 8-10 students, with 10 being the maximum number allowed per class. The school has been in existence for 35-40 years, with the current campus being in use since 1997. There is a speech/language therapist as well as a full-time nurse on staff. Children are able to participate in physiotherapy at the Rand Hospital that is nearly adjacent to the school. While this school has in the past served at least one member of the U.S. government dependent community, a parent is strongly encouraged to visit the school prior to making a decision as to the appropriateness of this facility for their child. Interviews within the Freeport community have yielded concerns with the school's resources being stretched beyond what they should. The only fees for the school are for gym clothing and books, usually totaling less than $200. Insurance is also required, but current health insurance should be sufficient. There is no website. It is located on Frobisher Road in downtown Freeport.

BAHAMAS, Nassau
SPECIAL EDUCATION

Post Comments-Special Needs Schools (2016) ---- ----

- ***Seahorse Institute*** http://www.seahorseinstitute.org/ 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 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

BAHAMAS, Nassau (cont'd)
SPECIAL EDUCATION (cont'd)

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) www.caribbeancenter.org Caribbean Center for Child Development is an internationally recognized center that has been created to facilitate the journey for children, adolescents and adults who struggle. 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 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 (2017) PK-12 385
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) (2017) K-12 769
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 (2017) 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.

BAHRAIN, Manama (cont'd)

SPECIAL EDUCATION (cont'd)

The Children's Academy (2017) 3-12yrs 59

gregmcdonald@childrensacademybahrain.com 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. The Children's Academy is equipped with a state of the art Sensory Room and a Soft Play area.

The Children's Academy caters for pupils between the ages of 3 and 9 years who struggle to achieve expected levels of attainment at school, and for whom differentiation or special pupil grouping in mainstream settings is not enough. Some pupils have specific learning needs associated with dyslexia, dyscalculia or dyspraxia. Some have speech and language delay or low levels of concentration and self-esteem.

The Children's Academy provides an individualized education within a nurturing learning environment offering high levels of academic and therapeutic support. At the heart of the school's ethos is the belief that the development of a positive self -image is the key to the development of a child's full potential. To this end, the school is committed to providing an educational environment in which all children can experience success.

The Children's Academy also offers an afternoon Outreach program for pupils between the ages of 9 to 16. The Outreach program is aimed at those with a variety of learning and development needs and focuses on building life and social skills.

Riffa Views Interntional School (2017) PK-12 420

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.

GIFTED AND TALENTED

The Bahrain School (DoDEA) (2017) K-12 769

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 (2017) PS-12 502

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-

BANGLADESH, Dhaka (cont'd)
SPECIAL EDUCATION (cont'd)

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.)

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

The Codrington School (2017) PK-12 170
www.codrington.edu.bb Mild hearing impaired, multiply handicapped, and speech impaired students can be accommodated. The school has a visiting speech therapist. Mild to moderate learning disabled students can be accommodated. The School has 3 LS teachers and an ESL teacher. As a small school they try to accommodate where possible.

Lockerbie College (2017) 3-12 65
www.lockerbiecollege.com Mild emotionally disturbed students can be accommodated through counseling provided by an education psychologist. Mild to severe hearing impaired students can be accommodated. Mild to moderate learning disabled students can be accommodated. 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 teachers and administrators who have received training to work with the learning disabled and other types of handicaps (behavioral, social, and emotional). The school provides a full integrated classroom environment, private remedial classes differentiated instruction and specialist intervention.

BARBADOS, Bridgetown (cont'd)

SPECIAL EDUCATION (cont'd)

Providence School (2017) PK-10 303

http://psbarbados.com/ Mild to moderate learning disabled, mentally handicapped, multiply handicapped, orthopedically impaired, speech impaired and visually handicapped students in the elementary grade levels can be accommodated in the regular classroom. The school has teachers and administrators who have received training to work with the learning disabled and other handicaps.

St. Gabriel's School (2017) 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.

Post Comments – Schools in Brussels Directory (2017) ---- ----

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***: Note: this is a DoDEA school and U.S. government dependents are not automatically enrolled. Department of State dependents are third in order of acceptance. 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.
- ***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 https://www.isb.be/learning/student-support-services.
- ***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.
- ***Community Help Service (CHS)***: offers a full range of diagnostic and remedial services by an English-speaking professional staff. Counseling, testing and evaluation procedures are carried out and the appropriate referrals for ongoing help can be made. There is a charge for services. Web: http://www.chsbelgium.org/en/

BELGIUM, Brussels (cont'd)
SPECIAL EDUCATION (cont'd)

The International School of Brussels (2017) PS-12 1,460
http://www.isb.be Mild emotionally disturbed and hearing impaired students at all grade levels can be accommodated. Mild to moderate mentally handicapped and multiply handicapped students at all grade levels can be accommodated. Mild to severe learning disabled, orthopedically impaired, speech impaired, and visually handicapped students at all grade levels can be accommodated. The school is accessible for the physically handicapped. The school has staff who are trained to administer psychological test and to diagnose specific learning disabilities. The school has teachers and administrators who have received testing to work with the learning disabled and other types of handicaps. The school has mild, moderate and intensive learning support; OT, SLT, PT.

Academy for Collaborative Education of Brussels (2017) PK-12 50
www.aceofbrussels.com Mild emotionally disturbed, hearing impaired, learning disabled, multiply handicapped, orthopedically impaired, and speech impaired students at all grade levels can be accommodated. The school has staff who are trained to administer psychological tests and diagnose specific learning disabilities. The schools has teachers and administrators who have received training to work with the learning disabled and other types of handicaps. Programs can be individually designed in consultation with teachers, professionals, and parents.

The British School of Brussels (2017) 1-18yrs 1,347
http://www.britishschool.be/ Mild emotionally disturbed, hearing impaired, learning disabled, orthopedically impaired, speech impaired, and visually handicapped students can be accommodated. Some of the school buildings are accessible for the physically handicapped. The school has teachers and administrators who have received training to work with the learning disabled. There is some in-class support and/or 1:1 support, if necessary.

BSB is a non-selective school. They cater to the individual needs of students and support a variety of needs. They accept students, if the school can meet their needs and have the resources to do so. Support is provided to students throughout the school day (during lessons, before school, break times and lunchtimes), as needed. Some students have a 1:1 Learning Support Assistant to support them individually in lessons so that they can access the curriculum. This level of support incurs an additional cost to parents. The school does not have an Educational Psychologist on staff but does have access to clinical psychologists and other multidisciplinary professionals (privately). The Head of Secondary AEN is qualified (Certificate of Competence in Educational Testing and Certificate in Psychometric Testing, Assessment and Access Arrangements) to assess students for exam access arrangements. Support is provided in Learning Support lessons instead of a second modern foreign language in Years 7 – 9 and as an option choice in Years 10 – 11. Some in-class support is provided by Learning Support Assistant.

Brussels American School (DoDEA) (2017) K-12 258
http://www.brus-ehs.eu.dodea.edu/ Note: this is a DoDEA school and U.S. government dependents are not automatically enrolled. Department of State dependents are third in order of acceptance. Mild to moderate learning disabled and speech impaired students at all grade levels can be accommodated in the regular classroom and through a resource room. The school has staff who are trained to administer psychological tests and diagnose specific learning disabilities.

BELIZE, Belmopan
SPECIAL EDUCATION

QSI International School of Belize (2017) PK-12 28
https://www.qsi.org/belize/bze/ Mild learning disabled and speech impaired students at all grade levels can be accommodated in the regular classroom on a case-by-case basis.

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

GOVERNMENT SERVICES

Child Development Program of Bermuda

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

List of Child & Adolescents Services and Programs:

www.gov.bm/portal/server.pt?open=512&objID=505&mode=2&in_hi_userid=2&cached=true

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

Bermuda Ministry of Health, Seniors and the Environment

Continental Building
25 Church Street, Hamilton, HM 12
OR
P.O. Box HM 380, Hamilton, HM EX
Telephone: (441) 278-4900

AUSTISM & PERVASIVE 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

BERMUDA, Hamilton (cont'd)
SPECIAL EDUCATION (cont'd)

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 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

BERMUDA, Hamilton (cont'd)
SPECIAL EDUCATION (cont'd)

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
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BerCon Ltd.

10 Church Road (P.O. Box SN236), Southampton Parish, SNBX
Telephone: (441) 504-1890 Fax: (441) 236-5083
Email: info@bercon.bm and Website: www.bercon.bm
Info: BerCon Ltd., established in 2001, is an educational consulting firm that specializes in providing individualized educational. It offers support that addresses early intervention and language development, school success and parent-teacher education. The team of consultants include: speech/language pathologist, language interventionist, occupational therapist, physiotherapist and educational psychologist. BerCon Ltd. supports a neurodevelopmental approach.

The Association of Diagnostic & Psychological Services

Assessment; ADHD Services; Intervention; Consultation; Therapy for Children, Families & Adults
Registered Clinical Psychologists & Consultant Pediatrician:
Dr. Alicia Hancock, Dr. Steven Hancock, Dr. Bente Lundh, Dr. Tina Arorash
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E-mail: adpsadmin@logic.bm

BERMUDA, Hamilton (cont'd)
SPECIAL EDUCATION (cont'd)

DYSLEXIA

The Reading Clinic

Julie Dunstan, Executive Director
54 Serpentine Road, Pembroke, HM 08
Telephone: 441-292-3938
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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
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OR
P.O. Box HM 2200, Hamilton, HM JX
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Website: www.benedict.bm

BOLIVIA, La Paz
SPECIAL EDUCATION

American Cooperative School (2017) PK-12 542
http://www.acslp.org/ Mild hearing impaired, multiply handicapped, orthopedically impaired, and visually impaired students can be accommodated. Mild to moderate emotionally disturbed, learning disabled, mentally handicapped, and speech impaired students can be accommodated. The school has staff who are trained to administer psychological tests and diagnose specific learning disabilities. The school has teachers and administrators who have received training to work with mild learning disabled students. All children must be able to function effectively within the ACS educational program. All students must be able to complete the program of study that leads to the American High School Diploma.

If a prospective parent has a child with a learning disability, attention deficit disorder or any other disability, the family must communicate directly with the appropriate principal at the American Cooperative School as early as possible before any application steps have been taken. The American Cooperative School has the ability to design, develop, and implement programs for students who have moderate to severe disabilities; however, we must be notified in advance in order to develop an appropriate plan. All testing, evaluations and school reports must be accurate and forwarded to the school to be reviewed by the Student Support Team (SST) to determine if the school can meet the educational needs of the prospective student before he or she can be accepted. It is very important that families with government agencies, non-governmental organizations and international organizations always

BOLIVIA, La Paz (cont'd)
SPECIAL EDUCATION (cont'd)

communicate directly with the school. Admission in all cases is contingent upon a determination by the ACS Admissions Committee that:

1. The student will be able to meet ACS academic standards.
2. The student has a record free from behavioral or disciplinary problems.
3. The school, with its given resources, will be able to meet any special needs of the student mild learning disabilities and development of English language skills.

Highlands International School (2015) PK-12 225

www.highlandsinternational.org Note: This information was last updated by post in 2015. Please verify with the schools that these programs are still available. 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.

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 straggling 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 Note: This information was last updated by post in 2015. Please verify with the schools that these programs are still available. Maru-a-Pula offers services for special needs students with mild needs, using a mainstream 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 paid for by the family. Their Director of Forms 1 and 2 is on the Executive Committee of Support 4 Learning (SNASOB) and maintains close relationships with the limited number of educational specialists in Gaborone. Extra time is available for students who require it in all forms including IGCSE and A-Levels.

BOTSWANA, Gaborone (cont'd)
SPECIAL EDUCATION (cont'd)

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 Note: This information was last updated by post in 2015. Please verify with the schools that these programs are still available. 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.

BRAZIL, Brasilia
SPECIAL EDUCATION

Escola Americana Brasilia (2017) PK-12 678
http://www.eabdf.br/ The student support team looks at each admission case individually to determine if student needs can be successfully met at EAB and in Brasilia. The Student Services Program at EAB serves students with mild learning disabilities who can, with support, succeed in the regular education program. The team uses the response to intervention model to determine appropriate support for each student. The team also utilizes school assessment data and reports, as well as work 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 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.

Brasilia International School (2017) PS-12 180
http://www.brasiliainternationalschool.com/ BIS can accommodate students with mild learning disabilities in the regular classroom. The school has a paraprofessional learning support assistant.

Escola das Nacoes/School of the Nations (2017) PK-12 830
http://www.schoolofthenations.com/ School of 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.

BRAZIL, Recife

SPECIAL EDUCATION

American School of Recife (2017) N-12 469
www.ear.com.br Mild learning disabled, orthopedically impaired, and speech impaired students can be accommodated. 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 teachers and administrators who have received training to work with the learning disabled.

BRAZIL, Rio de Janeiro

SPECIAL EDUCATION

Escola Americana do Rio de Janeiro (2017) PK-12 1,050
http://www.earj.com.br/ The school has a Resource Center and offers Individual Education Plans when there is a diagnosis.

The British School (2017) PK-12 2,218
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 (2017) PK-12 584
http://www.olmrio.com/ Mild to moderate emotionally disturbed and learning disabled students at all grade levels can be accommodated. Mild mentally handicapped and speech impaired students at all grade levels can be accommodated. 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 teachers and administrators who have received training to work with the learning disabled and other types of handicaps. (Note this school is on the Southern Hemisphere calendar)

BRAZIL, São Paulo

SPECIAL EDUCATION

Associacão Escola Graduada de São Paulo (2017) PK-12 1,222
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. The school has pull-out and push-in programs. While support services are provided, all students must be able to meet the grade level requirements. 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 in NOT modified.

Chapel School – Escola Maria Imaculada (2017) PK-12 674
http://www.chapelschool.com/ Students are not admitted if the school cannot meet their academic needs. 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 some teachers and administrators who have received training to work with the learning disabled.

Pan American Christian Academy (2017) 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 (2017) PK-YR13 1,294

http://www.isb.edu.bn/ The School can accommodate mild to moderate emotionally disturbed, hearing impaired, speech impaired, and visually handicapped students; they can accommodate mild to severe learning disabled 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. The school has a dexterity/movement coach and a dyslexia program.

Jerudong International School, Brunei (2017) PK-12 1,690

www.jis.edu.bn The School can accommodate mild hearing impaired, learning disabled, multiply handicapped, speech impaired, and visually handicapped students at all grade levels. The School is accessible for the physically handicapped student (they have a lift and ramp).

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 (2017) PK-12 210

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.

Ecole Français Saint Exupéry (instruction in French) (2017) PK-5 528

http://www.lfse.org The school reviews special education on a case-by-case basis. They have some cases where the students come to the school with their personal aids/nurse. For students falling behind in courses, teachers provide 1 hour a week of intensive instruction for them in a small group. The school also refers families of a child with special needs directly to specialists such as speech therapist, psychologist, or physical therapist. (Most, if not all, of these local therapists are French speaking.) The teachers then meet with the specialist to learn ways to better integrate those students into the classroom.

BURKINA FASO, Ouagadougou (cont'd)
SPECIAL EDUCATION (cont'd)

Groupe Scolaire les Laureats (instruction in French) (2017) PK-12 320
www.leslaureats.net The level of service provided is for mild needs. They have information about a speech therapist and a psychologist who work with the students that have special needs. They can give therapy in the school but the bill is directly paid by the parents. Mild learning disabled and speech impaired students can be accommodated. The school is accessible for the physically handicapped. The school has teachers and administrators who have received training to work with the learning disabled.

Lycée Français Saint Exupéry (2017) 6-12 546
http://www.lfse.org The school has some cases where the students come to the school with their personal aids/nurse. The school also refers families of a child with special needs directly to specialists such as speech therapist, psychologist, or physical therapist. The teachers then meet with the specialist to learn ways to better integrate those students into the classroom. The teachers are regularly trained related to mild handicaps such as dyslexia.

BURMA, Rangoon
SPECIAL EDUCATION

The International School of Yangon (2017) PK-12 725
www.isyedu.org The School can accommodate students who are mild learning disabled through differentiation and learning support in grades 6-8.

BURUNDI, Bujumbura
SPECIAL EDUCATION

Bujumbura International Montessori School (2017) K-11 367
www.bimsonline.net Currently there are several students attending the school with special needs; they have Downs syndrome, and severe ADS. They don't consider themselves experts with working with children with special needs but they are aware that extra care is necessary with these students. The students with Downs syndrome are integrated within the regular school program and the student with ADS is set up with a 1 to 1 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.

CAMBODIA, Phnom Penh
SPECIAL EDUCATION

International School of Phnom Penh (2017) PK-12 872
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.

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

CAMBODIA, Phnom Penh (cont'd)
SPECIAL EDUCATION (cont'd)

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.

The School is accessible for the physically handicapped but that access is limited. The School does not have staff who are trained to administer psychological tests and diagnose specific learning disabilities.

Canadian International School of Phnom Penh (2017) N-6 317
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 the School at 18 months of age. They will not serve any students they feel they cannot provide a stable and productive education for. If they accept the child they must show that they can support the child's learning. Currently, the School supports 3 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, and they are pleased with the progress of their children. The School has 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.

Ecole Francaise Internationale (2017) N-3 53
www.efi.asia (Instruction in French and English) School can accommodate mild to severe emotionally disturbed students. The School can accommodate mild to severe learning disabled students. The School is accessible for the physically handicapped student.

iCAN British International School (2017) N-9 315
www.ican.edu.kh The School will accept learners who have specific needs on a case-by-case basis if they assess that they can meet those needs.

CAMEROON, Douala
SPECIAL EDUCATION

American School of Douala (2017) PK-12 193
http://www.asddouala.com/ The Special Needs Coordinator provides intervention support to Lower School students who demonstrate a need for academic and/or social and behavioral support. This determination is based on DIBELS reading skills assessments, MAP testing results (in mathematics, reading, and science), classroom observations, and teacher and parent referrals.

CAMEROON, Yaoundé
SPECIAL EDUCATION

American School of Yaoundé (2017) PK-12 204

www.asoy.org ***Student Support Team (SST)***: The purpose of the Student Support Team (SST) is to identify students who are at risk academically, socially, behaviorally, or emotionally, and to implement appropriate interventions and services for them. Referrals to the SST may be made from a variety of sources, including the elementary, middle, and high school instructional teams, as well as parents and administration. The SST also evaluates the records of prospective students with learning and/or other difficulties to determine the appropriateness of ASOY's program to meet individual student needs. In addition, the SST monitors and evaluates students placed on academic or social probation and students with chronic attendance issues. The SST is made up of the following members: SST Chairperson/Learning Support Coordinator; a member of the admin leadership team; referring teacher(s) and/or class advisor(s) as relevant; other professionals as relevant; and parents and students as relevant.

SST Services may include in-school counseling, specific classroom accommodations, taking tests in the Learning Support classroom; in-class co-teaching, a Learning Support class (see below), extra tutoring, outside professional services, or an educational and/or psychological evaluation, medical assessment, hearing/vision screening. Outside services, resources and evaluations are at parental expense.

The Director, in collaboration with the SST and the Board, reserves the right to terminate admission if one or more of the following conditions exist:

1. If a student's learning, behavioral, emotional, social, or other difficulties are interfering with his/her ability to learn and achieve in the regular program.
2. If a student's learning, behavioral, emotional, social, or other difficulties are interfering with the learning and achievement of other students.
3. If parents fail to follow SST recommendations to obtain an evaluation, counseling services, medical assessment, or other support services for their child.
4. If a student is deemed to be a danger to himself/herself and/or to others.

Learning Support Program: The school maintains a Learning Support Program to support students with learning and/or other difficulties. The aim of the program is to maximize student achievement, potential, and compensatory skills. Services offered may include consultation with classroom teachers, classroom modifications and accommodations, monitoring of students, co-teaching in the regular classroom, and learning support classes whose frequency is determined based on need. Learning support services are supplemental to the regular instructional program and are, therefore, offered for an additional fee.

A current and relevant Student Action Plan (SAP) is required for all students enrolled in the Learning Support Program. The student action plan details appropriate goals and services to be provided and is reviewed annually to evaluate progress, determine needs, and establish future goals. In addition, parents are required to sign a contract agreeing to the terms of the action plan and granting permission for their child to be tested at the beginning and end of each school year to denote progress.

New students with learning or other difficulties are considered for admission if they can achieve primarily in the regular classroom with minimal support. The school administration, in collaboration with the SST, maintain discretionary authority for determining the admission of students based on previous school records, evaluation reports, and the extent to which student needs can be met within the school's resources. For a new student with a current incoming Individualized Education Plan (IEP) or action plan, the student action plan will be implemented to the greatest extent possible within the school's resources. For a student with incoming testing documentation and/or evaluation reports, the Student Support Team (SST) will develop an appropriate action plan based on the student's identified needs and areas of concern. For a poor-performing student currently enrolled at ASOY for whom services are warranted, an action plan will also be developed based on the student's needs, areas of concern, and evaluation results. The action plan of each student shall be reviewed and revised at least annually and/or at the end of each school year.

CAMEROON, Yaoundé (cont'd)
SPECIAL EDUCATION (cont'd)

A Student Action Plan shall include the following:

- Present levels of performance
- Progress in the regular curriculum
- Identified strengths and needs
- Meaningful and measurable goals
- Classroom accommodations to be implemented
- Type of service to be provided
- Time frame of services in the learning support program

Students experiencing learning and/or other difficulties who have not been formally evaluated may also receive services on an individual basis, pending availability of resources needed for testing and the needs of the student. Any student receiving services must have a recent evaluation (within 3 years) on record. The SST, in coordination with parents, will set up a timeline for the needed evaluations to take place.

Students of concern are first addressed in the elementary, middle school, and high school instructional teams before being referred to the SST. For additional information and guidelines concerning procedures and services for students with learning and/or other difficulties, please contact the coordinator of the Learning Support Program.

CANADA, Calgary
SPECIAL EDUCATION

Post Comments –Education Opportunities (2017) ---- ----

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 at CBECommunications@cbe.ab.ca. Private, separate and charter schools will need to be contacted directly for information on special 4 education programs. With the exception of DSEPS, private schools are not required to enroll students with special education needs. However, Calgary Academy (https://calgaryacademy.com/) and other private schools also offer excellent opportunities for children facing a variety of educational challenges.

CANADA, Halifax
SPECIAL EDUCATION

Post Comments (2017) ---- ----

The Halifax School Board has plans in place to address educating children with special needs. Parents of these children should identify the public school in their area of residence, and notify the school as early as possible about the needs of their child. An Individual Program Plan will be created based on the child's strengths and needs with input from educators and the parents. Information on this HRSB Special Education Policy is available at http://www.hrsb.ca/sites/default/files/hrsb/Downloads/pdf/board/policy/sectionC/C.006-specialeducation.pdf. An effort is made to keep children with special needs within the regular school system, particularly at the high school level.

The Nova Scotia Education and Early Childhood Development website http://studentservices.ednet.ns.ca/ contains publications and links regarding Autism in Education, Autism Spectrum Disorder (ASD), Service Dogs and Children with ASD, and other topics. Also available, as a link from this site, is the Provincial Criteria for the Development of an Individualized Program Plan (IPP) and "The Program Planning Process: A Guide for Parents and Guardians". The Atlantic Provinces Special Education Authority (APSEA) maintains a website with information relating to children and youth who are deaf, hard of hearing, deafblind, blind or visually impaired. Their website is https://www.apsea.ca/MainPage/policies.php.

CANADA, Montreal

SPECIAL EDUCATION

Post Comments (2017) ---- ----

As far as programs for children with special needs, the school options are somewhat limited. A few children of Consulate employees with Special Needs Educational Allowances (SNEAs) and/or Individualized Education Plans (IEPs) have attended Kells Academy (located in the Notre Dame de Grace, NDG, neighborhood of Montreal), St. Georges', Selwyn House, Centennial Academia (CLO was told by one parent that Centennial caters to children with ADD or ADHD), and Kuper Academy (located on the West Island) where the children of several CBP officers attend. More private schools are now employing school counselors and resource room teachers to help out those students who may have some learning disabilities. In addition, many of the English-language private schools have advanced programs for those students who are gifted and talented and need more accelerated courses.

Quebec public schools try to integrate and mainstream special needs students into the regular classroom. Assistance within a classroom is available, but this depends on what the individual public school is willing to offer. Please note, that to receive special needs assistance in the public school system the child will go on a waiting list to have his/her IEP reviewed. There is also a specialized school for the deaf in Montreal. Whether a family chooses a private or public school, it is highly suggested that parents contact schools directly to find out what services are provided.

CANADA, Ottawa, Ontario

SPECIAL EDUCATION

Post Comments – School Information (2017) ---- ----

Children with special needs may find difficulty having established American Individual Educational Plans (IEP) accepted by local school districts, and services to your child may be postponed until the local school affords an evaluation. Special programs for learning disabled, physically handicapped, and gifted children 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.

- ***Astolot Educational Centre***
  Web: www.astolot.com
  Email: astolot@rogers.com
  Co-ed school, grades 1 – 12 in Old Ottawa South. Small school (40 students) that works to support students who may be gifted, have dyslexia, dysgraphia, or social or emotional needs. Student to teacher ratios 10:1 elementary grades, 6:1 upper grades. Work load is determined by ability, not age/grade. Students are taken out of the school often for field trips, outdoor education activities, etc. Astolot provides tutoring services after school for non-enrolled students. No uniform required. Tuition: CAD$13,800 grades 1-8; CAD$15,800 grades 9-12.
- ***Cedar Ridge High School***
  Web: www.cedarridgehighschool.ca
  Email: info@cedarridgehighschool.ca
  English instructed school located in Kanata, extension of Kanata Montessori School. Co-ed school from grades 9-12. Emphasis on 21st century competencies, including innovation, creativity, collaboration, and communication; 100% technology-based. Very small school (35 students) with an average class size about 8-10 students. Differentiated teaching and learning strategies catered toward each student. Optional participation in Duke of Edinburgh program. Uniforms are not required. Nonrefundable registration fee of $495. Tuition CAD$13,900.

CANADA, Ottawa, Ontario (cont'd)
SPECIAL EDUCATION (cont'd)

- ***Joan of Arc Academy***
  Web: www.joanofarcacademy.com
  E-mail: administration@joanofarcacademy.com
  Fully bilingual all girls' school, Kindergarten to 8. Located in Nepean. Enrollment: 380 students. Small class sizes, so able to provide more individualized attention to students. Stresses the use of both English and French and the school day is divided evenly with instruction in the two languages. Application fee: $100 refundable. Initial registration fee: $1500 non-refundable, if accepted & registered. Uniforms required.
- ***March Academy***
  Web: www.marchacademy.ca
  Email: information@marchacademy.ca
  Co-ed school grades 1-6. Small school (32 students) with the goal of individualizing the curriculum to each student's needs. Works on the philosophy of educating the whole child, with a focus on children who do not do well in a more traditional school setting. Every student takes piano lessons at school. One hour physical education session every day, activities include tae kwon do and yoga in addition to sports and games. Uniform required for Mondays and special events. Pieces are ordered through Lands' End with costs estimated around $35. Tuition: CAD$14,000.
- ***Turnbull School***
  Web: www.turnbull.ca
  E-mail: admin@turnbull.ca
  Enrollment: Approx. 350 students, co-ed grades Jr. kindergarten through 8. Located in Central Park/Merivale area. No uniform, but a dress code. Thanks to small class sizes and specialization of staff, they are able to help children that may have some learning difficulties, provided that the student's gaps are not too great. Daily PE, strong math, science and information technology programs as part of a well-rounded program that includes music, art, drama & strong core French program. Study skills taught as core subject beginning in grade 5. Instrumental music program for grades 4-8, including band. Places great emphasis on the development of the child as a whole by trying to teach the student social skills as well as a strong academic background. Variety of co-curricular activities/clubs and intramural sports offerings. $200, one time only, new student deposit held in the account until the student is no longer attending the school. Deposit money applied to outstanding account upon departure. Incidental fees that must be paid, such as notebooks, homework planners, and field trips. Tuition: Kindergarten: CAD$18,450; Grades 1–8: CAD$20,300.
- ***Venta Preparatory School***
  Web: www.ventapreparatoryschool.com
  E-mail: info@ventaprep.com
  website: http://mcm.ocsb.ca
  Small co-ed day & boarding school located just outside of Ottawa near Kanata on 50 acres of land. Grades Junior K-10. English, Math, and Science through grade 8 are taught according to the University of Cambridge International Examinations program. Maximum enrollment at the school is 97 students with a maximum of 12 students per class. Individualized programs to satisfy needs of bright & gifted children as well as children with ADD/ADHD, NVLD, Dyslexia. There are boarding facilities for students that stay for just the school week, but also for students whose parents may live out of town and can board 7 days a week. About 15% of the student population is boarders. Music & physical education taught daily. Offers before & after school care as well as flex boarding. Requires a school uniform CAD$300 – 500. Non-refundable application fee; full psychological/educational assessment before admission. No homework assigned for grades 1-7. Tuition (includes am snack, lunch, and pm snack): Kindergarten: CAD$12,800; grades 1-8: CAD$17,800; and grades 9-10 CAD$20,000.

CANADA, Ottawa, Ontario (cont'd)
SPECIAL EDUCATION (cont'd)

- ***Heritage Academy***
  Web: www.heritage-academy.com
  E-mail: info@heritage-academy.com
  English Elementary and Secondary courses. Located in Centretown West. Co-ed, grades 1 through 12. School enrollment is small with about 103 students & student: teacher ratio maximum of 12:1 at primary level, 14:1 at high school level. 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. 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. US History course offered in grade 11. Heritage is a PSAT and SAT testing centre. Uniforms are required, CAD$200. Before care (7:30-8:15) and after care (4-5:30) available for $7/hour. Tuition CAD$16,000.
- ***MindWare Academy***
  Web: http://mindware.ca/
  MindWare Academy's program serves students aged six to fourteen (grades 1-8). Their elementary program offers a language-intensive, small classroom experience with a daily individualized tutorial. Students in their Intermediate program, which also offers a daily individualized program, enjoy small classes with added electives to allow them to explore individual interests. Students are placed in grades depending on their age. Generally they have a Primary class, a grade 4 class, a grade 5 class, a grade 6 class, a grade 7 class and a grade 8 class. If numbers are low in one grade they may combine two together. There is a maximum of 8 children in a class. All students receive five periods of instruction daily. Core subjects such as language and math are taught in the morning while physical education and electives are taught in the afternoons. The Academy is on a balanced day which allows children plenty of time to eat lunch and then receive time to play outside at our wonderful park.

  MindWare incorporates social skills in daily teaching and learning activities and takes pride in offering social support to all children in attendance. Students learn to become efficient and productive members in society. Classes are small and structured and teachers respect social anxieties by providing predictable schedules and by teaching young students how to prepare for changes in routine. The children work toward building meaningful friendships as they climb the social staircase. Through individual remediation and on the spot social coaching throughout daily academic and social tasks, students learn to develop and maintain connections with others, to engage in cooperative play, to respect social boundaries, to become lifelong problem solvers, and to self-regulate.

CANADA, Toronto, Ontario
SPECIAL EDUCATION

Post Comments - Special Needs Schools (2017) **----** **----**

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:

CANADA, Toronto, Ontario (cont'd)
SPECIAL EDUCATION (cont'd)
PRIVATE SCHOOLS (In alphabetic order)

- ***Arrowsmith School***, Toronto (alternative school/grades 1-12/coed) 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/ 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/ 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/ 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/ 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 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/ 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.

CANADA, Toronto, Ontario (cont'd)
SPECIAL EDUCATION (cont'd)

- ***Monarch House***, Oakville (special needs/autism/speech therapy/occupational therapy/lifespan 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) http://www.newhavencentre.com/ 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://kidscancentre.com/oakwood The School uses the Developmental Individual Differences Relationship-based (DIR®) model. They offer a transition program which is a one-to-one program to help children transition to the regular academic classes. Academic classes are also offered for grades 1-8.
- ***Shoore Centre for Learning***, Toronto (alternative school/grades 7-12/coed) http://www.shoorecentre.com/ 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 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.
- ***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.willowwoodschool.ca/ WillowWood provides support for many kinds of learners, including ESL, those with learning disabilities, gifted, etc. Individualized programming allows students to work at their own pace and on specific areas of delay. Students are able to advance or remediate as needed, in specific areas, so a student excelling in English but struggling in math can work at two grade levels at the same time.
- ***The YMCA Academy***, Toronto (special needs, alternative school/9-12/coed) http://www.ymcaacademy.org/ 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.

CANADA, Toronto, Ontario (cont'd)

SPECIAL EDUCATION (cont'd)

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.

Chantrell Creek (2016) K-7 390

https://www.surreyschools.ca/schools/chantrellcreek/Pages/default.aspx 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.
For more information visit http://www.bced.gov.bc.ca/specialed/special_ed_policy_manual.pdf and https://www.surreyschools.ca/EducationalPrograms/SpecialNeedsSupport/Pages/default.aspx

Chartwell Elementary (2016) K-7 ----

http://go45.sd45.bc.ca/schools/chartwell/Pages/default.aspx For more information on West Vancouver student support services, please visit http://westvancouverschools.ca/resources/students/student-support-services. 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.

Collingwood School (2017) PK-12 1,260

www.collingwood.org Mild to moderate hearing impaired students can be accommodated. Mild to moderate learning disabled students can be accommodated at all grade levels in the regular classroom and thorough a resource room. Severe learning disabled students can be accommodated at the elementary and middle school grade levels in the regular classroom and/or self-contained classroom. The school is accessible for the physically handicapped (ramps, elevators, accessible door openings). The school has a psychologist on campus one day per week for consultation and conducts assessments offsite as requested by families. The school has teachers and administrators who have received training to work with the learning disabled and ADHD.

CANADA, Vancouver, British Columbia (cont'd)
SPECIAL EDUCATION (cont'd)

Delta Christian School (2016) K-7 103
http://www.deltachristianschool.org/contact/ For additional information please visit: http://www.scsbc.ca/EducationalSupport/SpecialEdLearningAssistance.html. 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.

Eagle Harbour Montessori School (2016) K-4 44
http://go45.sd45.bc.ca/schools/eagleharbour/Pages/default.aspx For more information on West Vancouver student support services, please visit http://westvancouverschools.ca/resources/students/student-support-services. 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.

Fraser Academy (2017) 1-12 ----
https://fraseracademy.ca/ Fraser Academy, founded in 1982, is a fully accredited, independent day school dedicated to helping students in grades 1-12 with dyslexia and language-based learning differences to become successful learners. Their program features: small classes, one-to-one or small group OG language instruction, school-wide executive function curriculum, firm support structure, interactive classrooms, adapted curriculum leading to graduation, multisensory learning approach, shared schedules, technology, experienced teaching principles and practices, and specialist faculty. All students follow a core curriculum along with individualized education plans. All program features are incorporated into the daily schedule to ensure that students never miss out on learning opportunities in the classroom.

- Junior School (grades 1-6) program is centered on the development of reading, writing, spelling, vocabulary and numeracy. The learning environment offers small classes of ten students or less.
- Middle School (grades 7-9) focuses on developing and solidifying literacy and numeracy skills. Personalized skills development, health and career education, and executive function coaching are unique features of this program.
- Senior School (grades 10-12) focuses on providing students with the preparation to succeed as self-advocates and independent learners in the post-secondary arena of their choice.

James McKinney Elementary School (2016) K-7 306
http://mckinney.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.

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.

CANADA, Vancouver, British Columbia (cont'd)
SPECIAL EDUCATION (cont'd)

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.
For more information visit http://www.bced.gov.bc.ca/specialed/special_ed_policy_manual.pdf.

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.
For more information visit http://www.bced.gov.bc.ca/specialed/special_ed_policy_manual.pdf.

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.
For more information visit http://www.bced.gov.bc.ca/specialed/special_ed_policy_manual.pdf.

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.

CANADA, Vancouver, British Columbia (cont'd)

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.

Star of the Sea School (2017) K-7 452

www.staroftheseaschool.ca Mild hearing impaired students can be accommodated. Mild to severe learning disabled students can be accommodated in the regular classroom and thorough a resource room. Mild to moderate speech impaired students can be accommodated in the regular classroom or through a resource room. The ground floor of the school is accessible for the physically handicapped. The school has teachers and administrators who have received training to work with the learning didsabled.

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.

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

CHILE, Santiago

SPECIAL EDUCATION

Comments from the Office of Overseas Schools (2017) **----** **----**

Lincoln International Academy: the school has a three tier special needs program, specialized (includes autism and is offered at the Chicureo campus ONLY), mixed and regular (which is an inclusion program in which everyone is taught the same leasson but the exams are adapted to the child). The regular program can only hold 2 children per class which is 25 in total per class. The school does not permit special education instructors other than their employees into the classes .

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 Child and Family Program in MED or your agency before accepting an assignment to Santiago.

International School Nido de Aguilas (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.

CHINA, Beijing

SPECIAL EDUCATION

Post Comments: Synopsis of Special Needs Info (2017) ---- ----

Information provided to the Community Liaison Office by the schools, May 2017

- **British School of Beijing, Shunyi**: At BSB we are an inclusive team which consists of a SEN Coordinator (SENCo) and Counsellor working together with a multidisciplinary team (class teacher, teaching assistants and if necessary external specialists). Our team's aim is to provide additional support, where required, to assist all students at BSB to meet their individual potential. The Inclusion Team (see below for further information) has strong links with class teachers, parents and students which are critical for the educational and emotional success of the students in our care. All additional teaching support given to a child should build on and complement the support delivered by the class teacher in the regular classroom situation. Effective additional teaching support can be provided to a child in a number of different ways including:
  - ✓ a child being taught by the class teacher, as part of a small focus group, within the regular classroom
  - ✓ a child being withdrawn for one to one SEN or Counselling support
  - ✓ a child being part of a small group in class with SEN or Counselling support
  - ✓ a child being part of a support group taught by an SEN teacher out of the regular classroom environment

  No single method outlined above will suit all children with Special Educational Needs for the duration of their school life. Our specialists are flexible and may use a variety of the methods described above, in different combinations and using different resources, to meet a child's changing needs as required. The school will take the particular needs of individual children into account when planning how best to provide support to them.

  Who is part of the Inclusion Team? At BSB we have an educational philosophy to integrate and include students with learning difficulties and social-emotional needs by differentiating and individualizing their learning experiences. Our Inclusion Team, consisting of the SENCo and Counsellor, work collaboratively with teachers, parents and specialists to help students achieve their full potential.

  SENCO: The Special Educational Needs Coordinator (SENCo) plays a key role in determining the strategic development of the Special Educational Needs policy, support and provision in the school to raise the level achievement and rate of progress of children with Special Educational Needs. The SENCo will also work together with children with special needs setting up individual or group support outside or inside of the classroom to ensure that their needs are met and supported. The SENCo works with the teachers and teaching assistants to provide appropriate intervention programs to support children with their learning. SENCo can apply for exam access accommodations where necessary. Please visit the following link to learn more about their program. http://www.nordangliaeducation.com/our-schools/beijing/shunyi/learning/learning-support

- **British School of 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. They endeavor to work with families to ensure that they have provision in place to cater to the specific needs of their child. They offer the support of a one to one Teaching Assistant for any student that may need the additional support during their lessons.

- **International School of Beijing**: ***Learning Support Policy*:** In support of the mission, purpose, and philosophy of the School, as existing space and resources allow, students with learning needs will be admitted in accordance with the School's admissions policy. Decisions regarding admission and services for a student will be made on a case-by-case basis within the Board policy and these guidelines parameters. The Board tasks the Head of School and other leadership with developing and articulating a rationale for matching student needs with staffing and other resources. The Student Support Team*, will at least annually, assess and review student progress and resulting needs. The Head of School or designee will periodically review the effectiveness of the programs and supports for students with mild learning needs and provide recommendations for improvement as needed.

CHINA, Beijing (cont'd)

SPECIAL EDUCATION (cont'd)

The type and level of support services offered to individual students as determined by the Student Support Team* will be designed to foster student academic achievement. Learning support services are designed to encourage positive relationships between the students, parents, teachers, specialists, and other school personnel.

The School accommodates students with special needs within the parameters of its existing resources and program options. If the Student Support Team* determines that those resources are inadequate to meet an individual student's needs, the division principal may deny admission or continued enrollment. Decisions that result in discontinued enrollment at ISB will be in collaboration with parents to support the transitioning student.

The program will be consistent with the adopted standards-based and assessment-driven model in order to foster successful teaching and learning in every classroom. Learning support services are not intended to provide an alternative course of study; rather they are intended to help a student be successful within the regular school curriculum. Classroom teachers maintain primary responsibility for the instruction and work in collaboration with the learning support specialists to ensure a student's learning needs are met.

The School does not have an educational program for:

- ✓ Students who require a self-contained learning environment.
- ✓ Students with developmental, physical and/or emotional needs/disabilities that require services beyond the scope of our existing programs.
- ✓ Students who exhibit a continual pattern of behavior in the classroom that is disruptive to the learning process.

*The Student Support Team generally consists of a leadership team member or designee, the director of student support services, the parents, counselor, learning support teacher, and classroom teacher(s) who interact directly with the child.

- **Ivy Schools**: While several of their 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**: 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.

- **Western Academy of Beijing**: ***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.

CHINA, Beijing (cont'd)

SPECIAL EDUCATION (cont'd)

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**: YCIS Beijing aims to assist children of foreign personnel as much as possible. However, there are limits to the range of services provided, resources obtainable, teacher and specialist expertise available in YCIS Beijing. For this reason, YCIS Beijing can only accept students with mild learning difficulties, i.e. those children who can work successfully in a regular classroom environment with minimum support. We do employ a SEN teacher to work with students, in-class and in a withdrawal capacity. The school reserves the right (in consultation with the parents) to review all prior school reports, recommendations, and external assessments, and conduct an interview to determine the student's level of need/s. The school will only accept students whom we believe will be successful in the YCIS Beijing 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.

- **3e International School**: Children with special needs are considered on a case-by-case basis to ensure that all needs can be met if admitted.

- **Beijing City International School**: BCIS provides learning support for those students who require additional assistance in mastering the curriculum. Acceptance into the school for children with special needs is made on a case-by-case basis. Determination is based on whether they have sufficient expertise and resources to accommodate the student. BCIS personnel do not diagnose disabilities.

- **Dulwich College Beijing**: The School accepts students with learning needs on a case-by-case basis. Mild needs are supported either through in-class or pull-out sessions. Students needing extra support are requested to hire a shadow at their own expense. They do not have services for severe learning needs that may require professional services such as speech or physiotherapy

- **Lycée Française International de Pekin**: The School currently has 4-5 mentally handicapped or sight impaired students. These students' families engage a personal assistant (with the help and agreement of the school) to assist their child in classes. The School also has several dyslexic students; 2 external speech therapists assist them after school.

GIFTED AND TALENTED

Post Comments: Synopsis of Special Needs Info (2017) ---- ----

Information provided to the Community Liaison Office by the schools, May 2017

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

CHINA, Chengdu

SPECIAL EDUCATION

QSI International School of Chengdu (2017) PK-12 370
http://www.qsi.org/china/cdu/ The School employs a certified special needs person with a doctorate from a U.S. university (Hong Kong nationality). The school is accessible for the physically handicapped in the middle school and high school buildings. The school does not have staff who are trained to administer psychological tests nor to diagnose specific learning disabilities.

Chengdu ISC International School (2017) PK-12 350
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 (2017) PK-12 376
www.lis-chengdu.com LIS can accommodate mild emotionally disturbed and learning disabled students at the elementary grade levels. LIS can accommodate mild mentally handicapped and speech impaired students. There is no psych testing on premises. A licensed clinician is available with diagnosis capabilities.

CHINA, Guangzhou

SPECIAL EDUCATION

American International School of Guangzhou (2017) PK-12 992
http://www.aisgz.org/ AISG can accommodate mild emotionally disturbed, hearing impaired, learning disabled, orthopedically impaired, and speech impaired students at all grade levels. The school is accessible for the physically handicapped at the middle school and high school grade levels only. The school does not have staff who are trained to administer psychological tests nor diagnose specific learning disabilities.

The British School of Guangzhou (2017) PK-12 1,319
http://www.nordangliaeducation.com/our-schools/guangzhou/ The School can accommodate mild emotionally disturbed and learning disabled students at the elementary and high school grade levels. The School can accommodate mild hearing impaired students at the elementary school grades levels. The School can accommodate mild speech impaired and visually handicapped students. The School does not have staff who are trained to administer psychological tests and diagnose specific learning disabilities.

Utahloy International School of Guangzhou (2017) K-12 830
www.utahloy.com/gz/ The School can accommodate mild emotionally disturbed, learning disabled, and speech impaired students. Students are admitted on a case-by-case basis, the School is as inclusive where possible and if they can support the learning needs of the student they will do so. The School has a SEN department.

CHINA, Hong Kong

SPECIAL EDUCATION

Post Comments – Special Education Learning Needs (2017) ---- ----

- ***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.

CHINA, Hong Kong (cont'd)
SPECIAL EDUCATION (cont'd)

- ***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
  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 Harbour 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 Kadow, Dean of Admissions
  Email: kadowd@ics.edu.hk and admissions@ics.edu.hk
  Website: 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 behavioral development, and achievement delays that adversely affect their learning and educational performance to such a degree that they cannot receive a standard course of study. The Bridges curriculum focuses on functional academics, communication, socialization, and the application of Bible principles. The school integrates Bridges students in the general student population for non-academic classes. Students enrolled in Bridges may complete the program leading to a certificate of completion rather than a standard high school diploma.
- ***English Schools Foundation***
  25/F, 1063 King's Road, Quarry Bay
  Tel: (852) 2574-2351
  Website: http://www.esf.edu.hk (Various campuses http://www.esf.edu.hk/our-schools/overview)
  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).

CHINA, Hong Kong (cont'd)
SPECIAL EDUCATION (cont'd)

- ***Autism Partnership School (APS)***
  2/F 17 B Ventris Road, Happy Valley, Hong Kong
  Tel: (852) 2526 3061
  Website: 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/
  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/
  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
  Website: http://www.nordangliaeducation.com/our-schools/hong-kong/admissions/entry-requirements-and-assessments
  Possible Conditions: The School appreciates 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 bereavement.

CHINA, Hong Kong (cont'd)
SPECIAL EDUCATION (cont'd)

- ***American School Hong Kong (ASHK)***
  6 Ma Chung Road, Tai Po, New Territories, Hong Kong
  General Enquiry: +852 3919 4100 | Admissions: +852 3919 4111|
  Email: admissions@ashk.edu.hk
  Website: http://ashk.edu.hk/

  ASHK is committed to providing support for students with language difficulties and Special Education Needs (SEN). As an inclusive school community, ASHK recognizes the value of a diverse student body. The school currently serves a small group of SEN students who each present with one or more of the following: Attention Deficit Hyperactivity Disorder (ADHD); social anxiety disorder; developmentally delayed; developmental verbal dyspraxia; sensory processing disorder; speech and language impairment. All SEN students are mid-level to high functioning and are usually able to access, with additional support, the full range of programs and courses offered at the school. SEN students have been identified through teacher and parent referrals. Some have entered the school with an assessment already undertaken by an educational psychologist. For these students, an Individual Education Plan (IEP) has been developed and was shared with teachers. For students who were identified after the admissions process was complete and the school year started, the school has initiated an assessment requirement for those with the greatest needs so that an IEP can be developed.

CHINA, Shanghai
SPECIAL EDUCATION

Shanghai American School (2017) PK-12 2,888
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.

Britannica International School, Shanghai (2017) PK-13 399
www.britannicashanghai.com The School can accommodate mild hearing impaired, learning disabled, and speech impaired students in the regular classroom. The School is accessible for the physically handicapped in the foyer only, not the classrooms. The School does not have staff who are trained to administer psychological tests not to diagnose specific learning disabilities. All prospective students carry out a formal assessment. Applicants are also asked to provide a report from their previous school. Children up to 13 years old are assessed for their cognitive ability. Applications for children age 14 and above include an interview with the Principal and an assessment in math and English.

The British International School, Puxi Campus (2017) PK-12 1,502
http://www.nordangliaeducation.com/our-schools/shanghai/puxi/ If the School feels it is able to meet the child's individual needs as part of their core curriculum, they would be considered on a case-by-case basis.

The Essential Learning Group (2017) PK-12 34
www.chinaelg.com 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,

CHINA, Shanghai (cont'd)

SPECIAL EDUCATION (cont'd)

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/

Yew Chung International School of Shanghai (2017) PK-12 1,355
http://www.ycis-sh.com/en/ Limited resources are available for students with minor special needs. The School is accessible for the physically handicapped.

CHINA, Shenyang

SPECIAL EDUCATION

QSI International School of Shenyang (2017) PK-8 23
https://www.qsi.org/china/syg/ The School can accommodate mild learning disabled students in the regular classroom.

CHINA, Wuhan

SPECIAL EDUCATION

Wuhan Yangtze International School (2017) PK-12 238
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 (2017) ---- ----

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 and these schools have limited space with stringent admissions requirements and will not admit all special needs children.

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.

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.

COLOMBIA, Bogota (cont'd)
SPECIAL EDUCATION (cont'd)

Knightsbridge International - The School has a number of students who require differentiation and modifications in the instruction. They are all mainstreamed in the regular classroom. The psychologist shares with the teachers a summary with recommendations provided after testing to be used in the classroom (use of technology, extra time, small assignments, etc.). The school has a great connection with the Learning Center located in Bogotá. They refer students to them and they work closely with their psychologists, their school based psychologist, the family and teachers to serve students with special needs. The School's students with special needs are helped with differentiation as well as the RTI model. They have an MDT (Multi-disciplinary committee) that meets weekly to discuss IEP's and what intervention is taking place in the classroom. They review all accommodations and or modifications being made in the classroom and make suggestions to teachers and report to parents the findings every 3 weeks. At Knightsbridge Schools failing a grade is not an option unless they see that a child needs more time in the emotional aspects of his/her life because of immaturity. They provide their students with "opportunity days" so that students can stay with their teachers and get additional support in the different areas after school. This helps cut back on tutoring and helps the school intervene in areas of weakness for their students. These "opportunity days" do not have an additional cost to parents.

Colegio Gran Bretaña- Has a small special needs program and is an option for 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 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 (2017) PK-12 1,753
www.cng.edu The School can accommodate mild to moderate hearing impaired, learning disabled, mentally handicapped, multiply handicapped, orthopedically impaired, speech impaired, and visually handicapped students at all grade levels in the regular classroom, through a resource room, and through an extended resource room. The School can accommodate severe learning disabled students at the elementary and middle school grade levels through a resource room and an extended resource room. The School can accommodate severe mentally handicapped and speech impaired students at the elementary school grade levels through a resource room and extended resource room. 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 teachers and administrators who have received training to work with the learning disabled.

Colegio Anglo-Colombiano (2015) PK-11 1,820
http://www.anglocolombiano.edu.co/ Note: This information was last updated by post in 2015. Please verify with the schools that these programs are still available. 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/ Note: This information was last updated by post in 2015. Please verify with the schools that these programs are still available. 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

COLOMBIA, Bogota (cont'd)
SPECIAL EDUCATION (cont'd)

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.

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 (2017) PK-12 975
http://www.gimnasiomoderno.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.

COLOMBIA, Bogota (cont'd)

SPECIAL EDUCATION (cont'd)

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/ Note: This information was last updated by post in 2015. Please verify with the schools that these programs are still available. 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

Post Comments–Schools in Bogota and Cartagena (2017) ---- ----

Colegio Gran Britanico offers limited special needs assistance. Colegio Jorge Washington offers limited special needs assistance.

Colegio Jorge Washington (2015) N-12 763

www.cojowa.edu.co Note: This information was last updated by post in 2015. Please verify with the schools that these programs are still available. COJOWA's Learning Center team supports students with special learning needs through a multi-tiered approach. Professionally trained staff, psychologists, and reading specialists accommodate and modify the general curriculum to provide required remedial instruction and support individual student needs. Assistance is provided to eligible students through an inclusion model within the child's classroom or via a pull-out model for direct individual intervention.

Philosophy:

- Create a positive learning environment for students who lack the skills needed to meet academic standards.
- Intervene in the development of strategies for adequate skills and habits in the learning process.
- Develop positive self-esteem that allows students to confront their learning difficulties.
- A child with learning disability gains self-confidence to be able to work independently.

Common Characteristics:

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

CONGO, DEMOCRATIC REPUBLIC OF THE, Kinshasa

SPECIAL EDUCATION

The American School of Kinshasa (2017) PK-12 323

http://www.tasok.net/ Mild to moderate learning disabled students can be accommodated at all grade levels in the regular classroom and through a resource room. The school is accessible for the physically handicapped. The school has teachers and administrators who have received training to work with the learning disabled.

COSTA RICA, San Jose

SPECIAL EDUCATION

American International School of Costa Rica (2017) 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.

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 can make accommodations in the regular classroom, through the use of a resource room and in self-contained classrooms. They can accommodate the deaf and/or blind student. The School is accessible for the physically handicapped. They have staff trained to administer psychological test and diagnose specific learning disabilities.

Country Day School (2017) PK-12 800

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 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. SSP 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 SSP.

COSTA RICA, San Jose (cont'd)

SPECIAL EDUCATION (cont'd)

Pan-American School (2017) 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 (2017) 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 – Schools and Kindergartens (2017) **----** **----**

American International School: The school does not provide special education services, but can accommodate children with moderate learning disabilities on a case-by-case basis. Contact the school to discuss specific issues. ***École Française de Zagreb***: Instruction is in French. Students with special needs are accepted on a case-by-case basis, but there are no dedicated/trained instructors. Facilities are not handicap accessible.

CROATIA, Zagreb (cont'd)
SPECIAL EDUCATION (cont'd)

Deutsche Internationale Schule in Zagreb: Students with special needs are accepted on a case-by-case basis. Facilities are not handicap accessible.

American International School of Zagreb (2017) PK-12 250
http://www.aisz.hr/ ***Lower School***: The American International School of Zagreb recognizes that its students have varied backgrounds, interests, and individual learning differences. They believe that a quality educational program provides challenges for all students and support for students with special learning needs. To that end, Learning Support is designed to increase the academic and emotional success of all students. The Student Support Services Team (SST) collaborates with other specialists and classroom teachers to assess and design educational support for students who are having learning difficulties. They are able to support students with mild and moderate learning difficulties by providing:

- Pull out services in a small setting
- In class support
- Curricular accommodations and/or modifications
- Instruction in study skills
- Teacher and parent consultation
- Cooperation with external specialists
- Accommodation for standardised testing
- Self-advocacy and self-awareness training.

Upper School: Student Support Services at AISZ is based on the following principles:

- Inclusion: American International School of Zagreb promotes the principle that all students are entitled to equitable access to learning, achievement and the pursuit of excellence in all aspects of their educational programs. The practice of inclusion is not necessarily synonymous with full integration in regular classrooms, and goes beyond placement to include meaningful participation and the promotion of interaction with others.
- Integration: The world is diverse, and by experiencing diversity at AISZ, we reflect the world and gain the knowledge, skills and attitudes that allow individuals to build strong, interdependent and respectful relationships. AISZ promotes an inclusive education in which students with learning needs are fully participating members of a community of learners.
- Independence: AISZ believes that life-long learners and socially responsible citizens are self-directed. Students are given support in academic, social, emotional, or language learning with the goal of providing students the knowledge, skills and attitude to be self-managing, self-monitoring and self-modifying.
- Scope of Support: AISZ provides academic, counseling, and English as an Additional Language (EAL) support to meet the needs of students. The Student Support Team (SST) coordinates an approach for assisting students to maximize progress through a collaborative partnership with students, teachers, and parents.

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 LSP are provided with an I.E.P. 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

CUBA, Havana (cont'd)
SPECIAL EDUCATION (cont'd)

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.

CUBA, Havana (cont'd)

SPECIAL EDUCATION (cont'd)

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.

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/ Note: This information was last updated by post in 2014. Please verify with the schools that these programs are still available. 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.

CUBA, Havana (cont'd)

SPECIAL EDUCATION (cont'd)

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 Note: This information was last updated by post in 2015. Please verify with the schools that these programs are still available. 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, 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-Schools and Nurseries (2017) ---- ----

The Junior School: Pupils with specific learning needs are catered for through additional support, where appropriate. The Giving Tree Nursery: Our student support program is successful at including students with learning differences and meeting their needs in a positive and proactive way utilizing a multi-disciplinary team.

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.

CYPRUS, Nicosia (cont'd)

SPECIAL EDUCATION (cont'd)

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.
- ✓ ***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.

Highgate Private School (2016) N-13 245

www.highgateschool.ac.cy 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 Junior School (2016) PK-7 793

www.thejuniorschool.com 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.

CYPRUS, Nicosia (cont'd)

SPECIAL EDUCATION (cont'd)

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 Senior School (2016) 7-13 360

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

GIFTED AND TALENTED

Highgate Private School (2016) N-13 245

www.highgateschool.ac.cy The School's accelerated program takes place out of class as a personalized or group activity.

The Junior School (2016) PK-7 793

www.thejuniorschool.com 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 – Schools and Kindergartens (2017) ---- ----

International School of Prague: ISP offers limited services to children with special needs. Admission for a child with identified learning needs (either with an IEP or from a teacher's report), is on a case-by-case basis. ***Riverside School***: Riverside is open to working with children who have identified learning needs and thoroughly reviews such applications to grant admission on a case-by-case basis. ***Christian International School of Prague***: CISP is open to working with children with all kinds of learning and physical needs.

International School of Prague (2017) PK-12 864

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 (2017) PK-12 552

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

CZECH REPUBLIC, Prague (cont'd)

SPECIAL EDUCATION (cont'd)

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 (2017) PK-12 552

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. 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 (2017) PK-12 940

http://www.cis.dk/page.cfm?p=308 *Primary School* 33 total students served in learning support, 3 of those students are served in self-contained classroom, 3 have Intensive Plus services but served in a mainstream classroom, and an additional 17 are in early intervention, 9 Accommodation Plans

- *Middle School* 12 total students served in learning support, 3 of those students receive Intensive Plus services requiring support 60%+ of the day, 5 Accommodation Plans
- *High School* 14 total students served in learning support, 2 of those students receive Intensive Plus services requiring support 60%+ of the day, 19 Accommodation Plans.

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 teachers and administrators who have received training to work with the learning disabled and students with other types of handicaps.

DOMINICAN REPUBLIC, Santo Domingo

SPECIAL EDUCATION

Post Comments – School Insights (2017) ---- ----

Carol Morgan School: The Optimum Learning Program is available from prekindergarten to 12th grade and is able to provide some assistance to children with certain mild learning disabilities, as well as to the gifted and talented. *American School of Santo Domingo*: The School is fully ADA and prepared to manage children with special needs together with their school psychologist, and are fully prepared to handle SNEA children who come with an IEP.

DOMINICAN REPUBLIC, Santo Domingo (cont'd)
SPECIAL EDUCATION (cont'd)

Carol Morgan School (2017) PK-12 1,074
www.cms.edu.do Mild hearing impaired, learning disabled, multiply handicapped, and visually handicapped students at all grade levels can be accommodated in the regular classroom and in a resource room. Mild to moderate speech impaired students at all grade levels can be accommodated in the regular classroom and in a resource room. The School is accessible for the physically handicapped. The School has some staff who are trained to administer psychological tests and to diagnose specific learning disabilities.

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

The Community for Learning (2015) PK-12 398
www.tcfl.edu.do Note: This information was last updated by post in 2015. Please verify with the schools that these programs are still available. 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 (2017) PK-12 450
www.mcschool.edu.do 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. 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. Frequency, duration and mode of services are dependent on the needs of the student.

St. George School (2017) N-12 748
http://www.stgeorge.edu.do/ Learning disabled students are required to have a formal diagnosis from an external specialist. After diagnosis, the School will contemplate the accommodations they can provide 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 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.

DOMINICAN REPUBLIC, Santo Domingo (cont'd)

SPECIAL EDUCATION (cont'd)

St. Joseph School (2017) N-12 610

www.sjs.edu.do Mild hearing impaired students at the middle school grade levels can be accommodated in the regular classroom. Mild learning disabled students at all grade levels can be accommodated in the regular classroom, in a resource room and through pull-out. Mild speech impaired students can be accommodated at the elementary grade levels in the regular classroom and in a resource room. The School is accessible for the physically handicapped. The School has staff trained to administer psychological tests and diagnose specific learning disabilities. Teachers and administrators have been trained to work with the learning disabled and other types of handicaps.

ECUADOR, Guayaquil

SPECIAL EDUCATION

InterAmerican Academy (2017) N-12 264

www.interamerican.edu.ec Mild emotionally disturbed, hearing impaired, learning disabled, orthopedically impaired, and speech impaired students can be accommodated. The curriculum for the different subject areas get implemented in the classroom with the appropriate pacing and is supported by other teaching structures that include differentiated instruction, English Language Learning support, and an individualized program for those students with specific learning needs.

ECUADOR, Quito

SPECIAL EDUCATION

Post Comments (2017) ---- ----

It is strongly suggested that parents looking for programs for children with special needs contact the schools to find out precisely what staff, resources, etc. are available for them. Although school literature may mention special needs programs, they may not correspond to U.S. expectations and parents should ask the schools detailed questions about the services offered and the qualifications of the providers. Inquiring early on what the school could offer with regard to a child's school needs is very important. This will give the schools the opportunity to evaluate carefully the information the parents provide.

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.

ECUADOR, Quito (cont'd)
SPECIAL EDUCATION (cont'd)

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.ee 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 (2017) PK-12 845
http://www.cacegypt.org Mild emotionally disturbed, learning disabled, and speech impaired students at the elementary and middle school grade levels can be accommodated in the regular classroom. Mild hearing impaired students at all grade levels can be accommodated in the regular classroom. The school is accessible for the physically handicapped. The school has teachers and administrators who have received training to work with the learning disabled.

Maadi British International School (2017) PK-8 326
www.mbisegypt.com Mild hearing impaired, learning disabled, and multiply handicapped students at the elementary and middle school grade levels can be accommodated in the regular classroom and through a resource room. Mild speech impaired students can be accommodated in the regular classroom and through a resource room. Mild orthopedically impaired students can be accommodated. The school has staff who are trained to administer psychological tests and diagnose specific learning disabilities. The school has teachers and administrators who have received training to work with the learning disabled and students with other types of handicaps. MBIS is an inclusive school. Mainstream teaching is fully differentiated to meet all children's learning needs.

Maadi Community School (2017) R-10 75
www.mceducation.org Mild learning disabled students at the elementary school grade levels can be accommodated. Mild to severe mentally handicapped students at the elementary school grade levels can be accommodated. The school has staff who are trained to administer psychological tests and diagnose specific learning disabilities. The school has teachers and administrators who have received training to work with the learning disabled and students with other types of handicaps.

New Cairo British International School (2017) K-12 686
http://www.ncbis.net/ Mild hearing impaired, multiply handicapped, orthopedically impaired, and speech impaired students can be accommodated in the regular classroom. Mild learning disabled students can be accommodated in the regular classroom and through a resource room. 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 teachers and administrators who have received training to work with the learning disabled and students with other types of handicaps.

EL SALVADOR, San Salvador

SPECIAL EDUCATION

Academia Británica Cuscatleca (2017) 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.

EQUATORIAL GUINEA, Malabo

SPECIAL EDUCATION

Colegio Maria Cano (instruction in Spanish, French, English) (2017) K-10 322
milondo@yahoo.com Instruction in Spanish, French, and English pending demand. Mild emotionally disturbed at the elementary school grade levels. Mild learning disabled and visually handicapped at all grade levels can be accommodated. The school is accessible for the physically handicapped. The school has teachers and administrators who have received training to work with the learning disabled. The school has a speech therapist.

Lycée Français Le Concorde (instruction in French) (2017) K-12 437
www.lyceefrancaismalabo.org Mild to moderate emotionally disturbed and mentally handicapped at the elementary school grade levels. Mild to severe learning disabled at the elementary school grade levels. Mild multiply handicapped students can be accommodated. The school is accessible for the physically handicapped. The school has teachers and administrators who have received training to work with the learning disabled.

ESTONIA, Tallinn

SPECIAL EDUCATION

International School of Estonia (2017) K-12 150
http://www.ise.edu.ee/ Mild emotionally disturbed, hearing impaired, learning disabled, mentally handicapped, multiply handicapped, orthopedically impaired, speech impaired, and visually handicapped students at all grade levels can be accommodated in the regular classroom. The school is accessible for the physically handicapped on the main floor only. The school has staff who are trained to administer psychological tests and diagnose specific learning disabilities.

Tallinn European School (2017) N-12 191
http://www.est.edu.ee/ Mild emotionally disturbed and learning disabled students at all grade levels can be accommodated in the regular classroom.

Admissions: deputy director, school psychologist and SEN teacher analyze the presented admission documents. The school expects parents to answer honestly the following questions in the application form: *Are there any medical concerns or special needs the school should be aware of? *Is the pupil in need of any remedial teaching in any subject? *Where there any individual plans considered or implemented in the pupil's previous schools? The deputy director, support coordinator and/or psychologist carry out a family interview to get to know better the prospective new pupil and ask any questions that came up while reading the admission documents. A play session and/or trial day(s) depending on pupil´s age and time of applying. During the trial day teachers try to find out if the pupil is academically ready for the applied class and how is the pupil´s socio-emotional behavior in and outside of class time. Teacher(s) take notes about the pupil during the whole day and provide their written feedback to deputy director. In case of a serious doubt or evidence for a SEN from the family interview a member from the Support Team will be involved in the observation of the pupil.

Always before accepting a pupil with special needs we try to determine, which support the pupil needs and do we have all the necessary resource to enable this pupil to achieve learning outcomes that correspond to the requirements of the curriculum of Tallinn European School.

ESTONIA, Tallinn (cont'd)

SPECIAL EDUCATION (cont'd)

The support system of Tallinn European School has three levels, where every previous level serves as a ground for an enhanced performance of every following level.

1. General Support– activities include all pupils. The aim is to notice and provide initial support. On Level 1, the class teacher and subject teachers have leading role of intervention: differentiation in classroom, differentiated homework, parent consult, student consult, individual progress review, after care activities, extra-curricular activities, homework club. Level 1 provides only short-term support services.
2. Moderate Support– includes pupils with learning difficulties, language issues, emotional/behavioral difficulties, late arrival to TES. Main aim is to provide more specific support; specific learning objectives and criteria for evaluating the progress and success of the support are set (group work plan, ILP). Means of support are: learning support groups organized vertically, horizontally (organizational skills, study skills), social skills group, language support groups, compulsory consultations, counseling. The determination of special needs and implementation of specific support services shall be supervised by the school's support coordinator and in cooperation with support specialists. Level 2 support services are with moderate intensity.
3. Intensive Support– includes activities with pupils with special educational needs, who need specific learning arrangement and resource-intensive additional support services due to their special needs. Main aim is to provide specific support in order to help pupil develop his/her competencies. Means of support are: individual learning plan, individual learning assistant, counselling, support groups, special arrangements. If necessary, we cooperate with the network outside the school and conduct additional surveys. A requirement to get intensive support is medical/psychological/multidisciplinary report + decision from support team + approval from Director. Level 3 support services are long-term.

The support team consists of: 1) Support Coordinator/SEN Teacher, 2) Support Teacher, 3) Language Support Teacher, 4) Psychologist/Nursery Educational Adviser, 5) Nurse.

ETHIOPIA, Addis Ababa

SPECIAL EDUCATION

Post Comments – Education in Addis Ababa (2017) ---- ----

Please contact the schools to discuss your child's needs, before bidding, to make certain the school's program can meet their needs. The International Community School has the strongest special education options available but they are not set up to handle students with extreme needs. Please contact admissions.

International Community School of Addis Ababa (2017) PK-12 948

http://www.icsaddis.edu.et ***Please contact the school to discuss your child's needs, before bidding, to make certain the school's program can meet their needs***. 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. The School has teachers and administrators who have received training to work with the learning disabled.

LionHeart Academy (2016) PK-5 50-60

http://www.lionheart-edu.com/ ***Please contact the school to discuss your child's needs, before bidding, to make certain the school's program can meet their needs***. School works with local learning specialists to develop services that support mild to moderate medical & 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.

Sandford International School (2016) K-YR13 893

www.sandfordschool.org ***Please contact the school to discuss your child's needs, before bidding, to make certain the school's program can meet their needs***. 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

International School Suva (2017) PK-12 600

www.international.school.fj The School can accommodate the mild emotionally disturbed student at the middle and high school grade levels in the regular classroom. Mild hearing impaired students at the middle school grade levels can be accommodated in the regular classroom. Mild to severe learning disabled students can be accommodated in the regular classroom (with LS assistants for the severe learning disabled) and in a resource room. Mild to moderate mentally handicapped students can be accommodated in the regular classroom and in a resource room. Severe mentally handicapped students can be accommodated if they have LS assistant. Mild multiply handicapped students can be accommodated at all grade levels in the regular classroom. Moderate multiply handicapped students can be accommodated if they have a LS assistant. Mild speech impaired students can be accommodated in the regular classroom and through online speech therapy with the University of Maine. The School is not accessible for the physically handicapped. The School has staff who are trained to administer psychological tests and to diagnose specific learning disabilities.

Multiple Intelligence School (2015) 1-12 95

www.intelligencefiji.org Note: This information was last updated by post in 2015. Please verify with the schools that these programs are still available. 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 (2017) PK-12 358

www.ish.edu.hel.fi 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 teachers and administrators who have received training to work with mild to moderate learning disabilities and other types of handicaps.

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).

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 Note: This information was last updated by post in 2015. Please verify with the schools that these programs are still available. 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 Note: This information was last updated by post in 2015. Please verify with the schools that these programs are still available. 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 (2017) ---- ----

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. For information about overseas schools, you are encouraged to contact the Regional Education Officer for Western Europe, Christine Brown browncl2@state.gov.

American School of Paris (2017) K-12 753

www.asparis.org Mild emotionally disturbed, hearing impaired, and speech impaired students at all grade levels can be accommodated. Mild to moderate learning disabled students at all grade levels can be accommodated. The school is accessible for the physically handicapped. The school has teachers and administrators who have received training to work with the learning disabled and other types of handicaps.

International School of Paris (2017) PK-12 706

www.isparis.edu/ 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 (2017) 3-14yrs 360

www.marymount.fr/ Mild to moderate emotionally disturbed students can be accommodated. Mild to severe hearing impaired, learning disabled, mentally handicapped, multiply handicapped, orthopedically impaired, speech impaired and visually handicapped students can be accommodated. 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. 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 teachers and administrators who have received training to work with the learning disabled.

SPRINT – Special Needs Resource Website (2017) ---- ----

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

Banjul American International School (2016) PK-12 53

http://baisgambia.org/ 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 (2017) PK-12 253

http://www.qsi.org/georgia/grg/ 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. The school has teachers and administrators who have received training to work with the learning disabled.

GERMANY, Berlin

SPECIAL EDUCATION

Post Comments – FAQs (2017) ---- ----

What about special learning needs (IEP) and other support? *John F. Kennedy School*: some assistance, but parents should carefully consider the bilingual aspect of the school. 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.bbis.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.

GERMANY, Berlin (cont'd)
SPECIAL EDUCATION (cont'd)

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

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. **<u>However, there is not a program for special needs students above grade 6</u>**. 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 only*** 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 occupational therapy, 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/ Note: This information was last updated by post in 2015. Please verify with the schools that these programs are still available. 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 Note: This information was last updated by post in 2013. Please verify with the schools that these programs are still available. The School aims to build an inclusive culture of learning. To this end, they have a SEN 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. 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, or if special needs arise after admission, parents may be asked to provide additional private support.

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 (2017) PK-12 1,806

http://www.fis.edu/ Mild emotionally disturbed, hearing impaired, orthopedically impaired, and speech impaired. Mild to moderate learning disabled students can be accommodated. The school is accessible for the physically handicapped. The school has teachers who have received training to work with students who are dyslexic.

European School RheinMain (2017) PK-12 1,450

www.es-rm.eu Mild emotionally disturbed, hearing impaired, and visually handicapped students at all grade levels can be accommodated. Mild speech impaired students at the elementary school grade levels can be accommodated. Mild to moderate learning disabled students at all grade levels can be accommodated. The school is accessible for the physically handicapped. The school has teachers and administrators who have received training to work with the learning disabled.

Metropolitan School Frankfurt (2017) PK-12 520

http://www.m-school.de/ Mild emotionally disturbed, orthopedically impaired, and visually handicapped students at all grade levels can be accommodated. Mild speech impaired students at the elementary grade levels can be accommodated. Mild to moderate learning disabled students at all grade levels can be accommodated. The school has staff who are trained to administer psychological tests and diagnose specific learning disabilities. The school has a teacher who has received training to work with the learning disabled.

GIFTED AND TALENTED

Metropolitan School Frankfurt (2017) PK-12 520

http://www.m-school.de/ The school has a gifted and talented program. There are no special procedures within the admissions process for testing gifted/talented students. The focus of the program is enrichment, critical thinking or higher order thinking, and advanced level work in traditional academic content areas.

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/ Note: This information was last updated by post in 2014. Please verify with the schools that these programs are still available. 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.

GERMANY, Munich

SPECIAL EDUCATION

Munich International School (2017) PK-12 1,227

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. The school has teachers who have received training to work with the learning disabled student. MIS serves students with mild to moderate learning needs. Students needing learning support are considered for accommodations to meet the needs listed in an IEP.

Bavarian International School (2017) PK-12 1,112

www.bis-school.com 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 (2017) PK-12 730

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.

GHANA, Accra (cont'd)
SPECIAL EDUCATION (cont'd)

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 cognitive strengths effectively to overcome limits & find success in classroom.

Pupil Support Personnel: 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 of Accra (2017) PK-12 175
www.aisghana.org AIS employs a full-time, certified special education teacher, who is able to cater to the needs of children with mild learning disabilities and those needing mild academic and social accommodations. They offer enrollment to a limited number of students who require support services to enable these students to develop their abilities and learn to perform successfully within the academic setting. A student who has been identified through formal psycho-educational testing may be eligible to participate in this program; parents should submit documentation at the time of application to the school. A student whose admission test scores are lower than expected for the requested grade level but shows other strengths may be admitted with the requirement to receive support services. AIS contracts services from a certified clinical psychologist for testing and diagnosis.

Ghana International School (2017) PK-12 1,400
www.gis.edu.gh Each section of the school has a Special Education Needs Coordinator (SENCO) and support staff. The Secondary School SENCO has a Masters degree in Special Education and has over ten years experience working in the United States. The Junior Secondary School SENCO is currently pursuing a Masters degree in special education in the UK and has experience in the special education systems in the UK. The Infant School SENCO has a degree in Special Education. The School's emotional counselor has a doctorate in clinical psychology. Students with special education needs (SEN) receive support and specialized instruction both in the classrooms and in a pull-out setting. Presently, we provide services for students with mild (pull-out for up to 20% of the day) learning or behavioral disabilities. They are able to support students with ADHD, learning disabilities, and emotional/behavioral problems and some orthopedic impairments. They are open to having a discussion with any family about the special needs of their child to determine if GIS would be an appropriate placement. The school will provide a designated support assistants (DSAs) for student who are working to an Individual Education Plan (IEP). They use local resources for educational-psychological assessments.

GREECE, Athens
SPECIAL EDUCATION

American Community Schools of Athens (2017) PK-12 920
http://www.acs.gr/optimal-match/ Students that are interested in applying for Special Learning Support (Optimal Learning Program), must submit a recent psycho-educational report (not older than 2 years) from a special education expert - translated in English and complete the following form for Learning Support Services. These applications are reviewed by a special Admissions Committee in May and are considered on special priority, due to the limited space available in the Optimal Learning Program. In case a student in his regular application knowingly fails to disclose special learning needs, the application will be rejected. The Optimal Learning Program offers students with learning differences an opportunity to fully participate, contribute and excel in the classroom. Students who receive Optimal Learning services are provided the necessary accommodations in order to be empowered so they can reach their fullest academic potential.

GREECE, Athens (cont'd)
SPECIAL EDUCATION (cont'd)

Byron College – The British International School (2017) PK-Y13 410
www.byroncollege.gr The following 3 Byron College have been published and posted on our website:

- SEN Policy: http://www.byroncollege.gr/images/Documents/Our-Policies/2014/Special%20Educational%20Needs%20Policy.pdf
- G&T Policy: http://www.byroncollege.gr/images/Documents/Our-Policies/2014/Gifted%20Talented%20Policy.pdf
- EAL Policy: http://www.byroncollege.gr/images/Documents/Our-Policies/2014/EAL%20policy.pdf

Campion (2017) PK-13 591
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 (2017) PK-12 388
http://www.isa.edu.gr The Learning Center involves a team of special educators, educational psychologists, and counseling psychologists who work together with mainstream teachers and administrators in order to support the social and academic growth of students with mild learning differences. Students are in mainstream classes and are pulled out of classes 4 -10 academic periods per week, according to their needs.

Formal psycho-educational testing is required to test for learning differences. The battery of tests that are recommended consists of both cognitive and achievement assessments. Some of the assessment tools that are used are: The Wechsler Intelligence Scale for Children (WISC III) is used to assess the intellectual ability, as well as cognitive strengths and weaknesses. The Woodcock Johnson (III) Psycho Educational Battery is a trial that is composed of two major parts: The test of Cognitive Abilities and the Tests of Achievement. The Test of Nonverbal Intelligence (TONI-3) is a language-free measure of cognitive ability. The Conners 3 consists of scales that help assess ADHD and related problems in Executive Functioning, Learning Problems, Defiance/Aggression and Peer/Family Relations. The Brigance Diagnostic Comprehensive Inventory of Basic Skills (CIBS-R) consists of a series of assessments that measure basic academic skills, such as reading, problem solving, computation skills and spelling. In addition, the Gilliam Autism Rating Scale 3 can be used to help examine the possibility of Autism Spectrum Disorder and set relevant instructional objectives for specific populations, if appropriate. The Asperger Syndrome Diagnostic Scale may help determine the possibility of Asperger Syndrome, if required, for specific populations. These tests are only used for an initial screening, if needed, or to set instructional objectives; diagnosis of autism does not take place in school. If needed, a formal assessment is conducted outside school, by the appropriate professionals.

St. Catherine's British School (2017) PK-13 1,108
http://www.stcatherines.gr/ ***In the Nursery*** (3-4 yr. olds) the School currently has 47 children and in Reception (4-5yr olds) they have 72 children in three classes. Before the children enter the School, the parents fill in a Unique Child booklet and discuss the contents with the teacher. This covers the children's development, phobias, allergies, interests, position in the family etc. This is a good starting point for the teachers to plan the first few weeks. All staff has regular training in identifying special needs and the School has a big learning support department. If children are seen to have a learning difference in the classroom setting, they inform the learning support department, and meet with the parents to discuss the child. They have specialists such as occupational therapists, speech therapists etc. to refer the parents to, depending on the need. They also facilitate the therapy sessions

GREECE, Athens (cont'd)
SPECIAL EDUCATION (cont'd)

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.

St. Lawrence College (2017) PK-13 718
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.

GREECE, Athens (cont'd)

GIFTED AND TALENTED

International School of Athens (2017) PK-12 388

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 will be conducted at the beginning and end of each year to monitor the student's progress and further need of enrichment.

GREECE, Thessaloniki

SPECIAL EDUCATION

Pinewood-American International School Thessaloniki (2017) PK-12 311

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 (2017) PK-12 352

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 (2017) **P**K-12 1,591

www.cag.edu.gt/ Each School 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 (2017) PK-12 175

www.antiguais.org AIS provides limited services and curricular accommodations for students with mild to moderate special needs, such as learning disabilities, gifted and talented students, and emotional issues. AIS has qualified staff on-sight who are trained to diagnose and work with special needs. Counselors work with local professionals to address the need for occupational therapy outside of school. Admissions procedures require additional testing for students with special needs.

Bibliotech (Specialized Tutoring Academy) (2017) K-12 95

www.bibliotech.com.gt The Academy is 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 and www.keystonehighschool.com

GUATEMALA, Guatemala (cont'd)

SPECIAL EDUCATION (cont'd)

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 (2017) 4-12 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.

The director of Cayala Learning Academy received her Masters in Education with a focus on Special Education and has extensive experience working with students of varying abilities. Additionally, the teachers at Cayala Learning Academy are trained and able to work with all levels of students. However, if a student requires more individualized attention than a 5-1 ratio for a physical or mental disability, then a shadow teacher may be required. 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 (2017) PK-12 402

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 Interamericano (2017) PK-12 392

The School has an academic support program. They can accommodate mild special needs students. They have academic support trained staff but do not have a school Psychologist. All major disability support required is outsourced. Professional testing is required in order to provide support for students with special needs.

GUATEMALA, Guatemala (cont'd)
SPECIAL EDUCATION (cont'd)

Colegio Monarch Guatemala (2016) PK-12 22
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.

Equity American School (2017) PK-12 165
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.

GUYANA, Georgetown
SPECIAL EDUCATION

Georgetown International Academy (2017) PK-12 156
https://www.giagy.org/ Children with special needs that cannot be easily addressed in a regular classroom setting will only be admitted after careful assessment of the child's needs and the school's ability to meet those needs.

HAITI, Port-au-Prince

SPECIAL EDUCATION

Post Comments – Schools in Haiti (2017) ---- ----

There are limitations on what is offered in the curriculum in the schools in Haiti compared to what is offered in schools in the United States…*Union School*: The School works diligently to meet the needs of all students. Their Resource Center services students in need of special education, ESL, and reading remediation…

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.

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 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, San Pedro Sula

SPECIAL EDUCATION

Escuela Internacional Sampedrana (2016) N-12 1,421

http://www.seis.edu.hn/website/ ***Special Needs Program in Elementary***: 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. They also have other not-otherwise specified disabilities, such as Asperger's and neurological such as ADD and ADHD. The level of services varies for each individual student. Even though they try to mainstream to the maximum extent possible, each particular case will vary. Some students will just require 20% of services, while others require 50%. They have both pull-out services and push-in services as well. The high school special needs coordinator holds a Master of Arts in special education from an accredited U.S. institution and a special needs administration license. With a multi-disciplined team, they are able to diagnose disabilities after a thorough psycho-educational evaluation. High school only has one special needs coordinator who also teaches students under the program.

HONDURAS, Tegucigalpa

SPECIAL EDUCATION

American School of Tegucigalpa (2016) PK-12 1,158
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 Note: This information was last updated by post in 2015. Please verify with the schools that these programs are still available. Very limited services are available for students with mild special needs, mostly ADD-related needs. Two resource teachers work with elementary. A proposal is currently being considered to add a resource teacher for secondary.

DelCampo International School (2016) PK-12 1,367
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 max) 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 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.

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.

DelCampo 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 (2017) PK-12 874
www.aisb.hu AISB admits students with limited learning needs, problems or disabilities within the guidelines listed in its admissions policy. As stated in the policy, students may not spend more than 30% of their time within the program. Additional information will be required to assess whether our school can meet the academic needs of the applicant. This includes evaluations, IEPs and school referrals.

Britannica International School (2017) K-12 392
www.britannicaschool.hu The School is prepared to consider applications from students with special educational or physical needs under the following circumstances: The nature of the special needs is clearly established prior to admission; and the scope of the special needs does not exceed the competencies and provisions available within the school, or through agencies known to the School; with which it can work.

HUNGARY, Budapest (cont'd)
SPECIAL EDUCATION (cont'd)

British International School, Budapest (2016) N-12 700
www.bisb.hu The School has a learning support coordinator.

International Christian School of Budapest (2017) K-12 242
www.icsbudapest.org Mild to moderate emotionally disturbed, hearing impaired, mentally handicapped, and speech impaired students at all grade levels can be accommodated. Mild visually handicapped, orthopedically impaired, and multiply handicapped students at all grade levels can be accommodated. Mild to severe learning disabled students at all grade levels can be accommodated. Please note, as our staff is transient, it is best to email the school to inquire about current services available. Many of our students with special needs will meet, as needed, with our Occupational Therapist (COTA), speech therapist, and/or socialization teacher. The school is accessible for the physically handicapped and transport is available between their 2 buildings. The school has staff who are trained to administer psychological tests and diagnose specific learning disabilities. The school has teachers and administrators who have received training to work with the learning disabled and autism

ICELAND, Reykjavik
SPECIAL EDUCATION

Comments from the Office of Overseas Schools (2017) ---- ----
The International School of Iceland: There is very little explicit provision made for special education students. The smaller class sizes allow for the integration of some special education students who can benefit from the increased attention of the classroom teacher, but parents whose children need the implementation of an American-style individualized educational program would not be able to send their children to this school or to any school in Iceland at this point in time.

International School of Iceland (2017) K-10 90
www.internationalschool.is Children who have special needs will be considered for admission on an individual basis, and will be admitted if it is determined that our program is appropriate for the child. Parents of students with special educational needs should indicate the nature of the need on the application form and enclose all assessments, Individual Educational Programs and other documentation that will help the decision process. The International School currently cannot provide psychological services, occupational or speech therapy or assistance with severe cases of ADD/ADHD. Parents of children with physical disabilities should contact the school regarding the nature of the disability, as accommodation may be possible..

International Department of Landakotsskoli (2017) K-10 75
www.idl.is Mild emotionally disturbed, hearing impaired, mentally handicapped, multiply handicapped, orthopedically impaired, speech impaired, and visually handicapped students at all grade levels can be accommodated. Mild to severe learning disabled students at all grade levels can be accommodated. The school has staff who are trained to administer psychological tests and diagnose specific learning disabilities. Students with learning disabilities are offered additional support in the classroom, individual sessions with resource teacher and an individualized learning plan.

INDIA, Chennai
SPECIAL EDUCATION

Post Comments-Chennai Schools at a Glance (2017) ---- ----
American International School-Chennai: The school is equipped to accommodate students with mild to moderate learning disabilities; applications are reviewed on a case-by-case basis. Special arrangements may also be made for outside assistance. *Indus Early Learning Center*: Individual Education Plans employed; will work with specialists from other agencies to support the child where required.

INDIA, Chennai (cont'd)
SPECIAL EDUCATION (cont'd)

American International School-Chennai (2017) PK-12 836
http://www.aischennai.org/ PK – 12 Learning Support Services: AISC believes in the value of each student. We take to heart our school mission: Together we inspire a love of learning, empowering all students with the courage, confidence, creativity and compassion to make their unique contribution in a diverse and dynamic world.

A student may be referred to Learning Support Services either through documentation from their previous school or through a multi-tiered system of consultation, supports and interventions as a response to student need. The LSS Teacher works closely with School's Counselors, Psychologist, Occupational Therapist and Speech and Language Therapist, as well as the student's Teachers and Administrators to best meet the student's needs. At times, a full psycho-educational assessment may be required to help ascertain the best way to support the student. Students with mild to moderate disabilities can receive support services with an Individual Learning Plan (ILP) that identifies academic needs, goals, and accommodations for the student. The ILP is agreed upon by a team of professionals as well as parents and is updated yearly for appropriateness.

INDIA, Hyderabad
SPECIAL EDUCATION

Post Comments (2017) ---- ----
International School of Hyderabad: to support and enhance the differentiated instruction that goes on in the regular classroom, Inclusion Department works with students with special educational needs. This is either done through support within the classroom or on a pullout basis to ensure the children get exactly what they need.

Chirec International (2015) N-12 1,030
www.chirecps.ac.in Note: This information was last updated by post in 2015. Please verify with the schools that these programs are still available. 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 Note: This information was last updated by post in 2015. Please verify with the schools that these programs are still available. 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.

International School of Hyderabad (2015) PK-12 275
www.ishyd.org Note: This information was last updated by post in 2015. Please verify with the schools that these programs are still available. ***Learning Support and Extension***: To support and enhance the differentiated instruction that goes on in the regular class room, the learning support team works with students with special educational needs like English language learners and high achieving students who need greater challenges. Extension work is provided to ensure that every child is spurred on and feels challenged sufficiently.

INDIA, Hyderabad (cont'd)
SPECIAL EDUCATION (cont'd)

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) PK-12 95
www.mosaichyderabad.com Note: This information was last updated by post in 2015. Please verify with the schools that these programs are still available. 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) PK-12 3,058
www.oakridge.in Note: This information was last updated by post in 2015. Please verify with the schools that these programs are still available. 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 (2017) 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 (2017) EC-12 700

http://www.asbindia.org 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. Having said that, ASB has vetted a small number of psychologists, psychiatrists, and OT specialists in Mumbai.

Currently, ASB is able to support students on a continuum of services for mild learning differences, mild language difficulties, and students needing extra assistance in specific academic areas. Their current ILS Department is comprised of: Speech Language Pathologist (Pre-K to G12), Social Communication and Interventionist (Pre-K to G1), Academic Support Specialists (KG-Grade 5 and G6-G12), Reading Specialist (KG-G5), School Counselors (Pre-K to G5, G6-G8, and G9-G12), Literacy Coach (Pre-K to G5 and G6-G12), High Achievement Coordinator 6-12, School Psychologist (part time), Occupational Therapist (EC – 5), and EAL Specialists (G1-G5, G6-G8, and G9-G11). 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 those children who need additional extensions, the school will help determine what would be best within the context of a child's current learning plan.

DSB International School (2017) K-12 210

www.dsbindia.com Mild learning disabled students at all grade levels can be accommodated in the regular classroom. 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. DSB is capable of providing for students with mild learning-related needs. They can provide in-class support (mild). DSB is not equipped for students with more severe needs. Our Garden Campus is not suitable for students who are physically impaired and/or require the use of a wheel chair. They have 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 their students.

INDIA, New Delhi

SPECIAL EDUCATION

American Embassy School (2017) PK-12 1,075

http://aes.ac.in Mild emotionally disturbed, learning disabled, multiply handicapped, speech impaired, and visually handicapped students at all grade levels can be accommodated in the regular classroom and through a resource room. Mild to moderate hearing impaired students can be accommodated in the regular classroom and through a resource room. Moderate learning disabled, speech impaired, and visually handicapped students at the elementary and middle school grade levels can be accommodated. Mild to moderate orthopedically impaired students at all grade levels can be accommodated. The school has staff who are trained to administer psychological tests and diagnose specific learning disabilities.

INDIA, New Delhi (cont'd)
SPECIAL EDUCATION (cont'd)

The British School (2017) R-13 1,062
http://www.british-school.org/ Mild emotionally disturbed and learning disabled students at all grade levels can be accommodated in the regular classroom and through a resource room. Mild visually handicapped students at the elementary school grade levels can be accommodated in the regular classroom. 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 teachers and administrators who have received training to work with the learning disabled and other types of handicaps.

INDONESIA, Jakarta
SPECIAL EDUCATION

Jakarta Intercultural School (2017) 1-12 2,317
www.jisedu.or.id 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 not been trained to administer psychological tests and diagnose specific learning disabilities. The School has teachers and administrators who have received training to work with students with MILD learning disabilities.

ACG School Jakarta (2017) PK-YR13 353
www.acgedu.com ACG School Jakarta provides an inclusive learning environment for students with special education needs and recognizes that every child learns in different ways and at a different pace. As such the school has developed a culture and environment where the school and parents work in partnership to provide the most appropriate support in a range of areas. ACG School Jakarta currently caters for students with mild mobility impairment, developmental disorders and learning difficulties. Individualized learning plans are developed to meet specific needs, and working on an inclusive model; students are supported within the regular classroom. 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 professional development opportunities to the teaching staff and STAs, providing the necessary support for students to reach their potential.

Australian Independent School Indonesia (2017) PK-12 500
www.ais-indonesia.com Mild to moderate emotionally disturbed, hearing impaired and speech impaired students can be accommodated. Mild to severe learning disabled and multiply handicapped students at the elementary grade levels can be accommodated. Mild to moderate learning disabled and multiply handicapped students at the high school grade levels can be accommodated. Mild to severe mentally handicapped students at all grade levels can be accommodated. Mild visually handicapped students can be accommodated. Severe learning disabled, mentally handicapped, and multiply handicapped students are accommodated in a self-contained classroom. 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. The school can accommodate students with autism.

British School Jakarta (2017) EC-Y13 1,467
www.bsj.sch.id Mild emotionally disturbed and learning disabled students can be accommodated at all grade levels. Mild to moderate hearing impaired students at all grade levels can be accommodated. Mild speech impaired at elementary grade levels can be accommodated. The school is not accessible for physically disabled students. The School does not have staff that have been trained to administer psychological tests and diagnose specific learning disabilities.

INDONESIA, Jakarta (cont'd)
SPECIAL EDUCATION (cont'd)

Sekolah Pelita Harapan – Kemang Village (2017) PK-12 591
www.sph.edu The School can accommodate mild emotionally disturbed students at all grade levels through counseling and a play therapy room. The school can accommodate mild learning disabled students at the elementary school grade levels. The school can accommodate mild speech impaired students. The School is not accessible for the physically handicapped student.

Sekolah Pelita Harapan – Lippo Village (2017) PK-12 999
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 Note: This information was last updated by post in 2015. Please verify with the schools that these programs are still available. 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 (2017) PK-12 317
www.sis.sch.id Mild learning disabled students can be accommodated at all grade levels in the regular classroom and in a resource room. The School is accessible for the physically handicapped. They do not have staff who have been trained to administer psychological tests and to diagnose specific learning disabilities.

IRELAND, Dublin
SPECIAL EDUCATION

Post Comments – Special Education Services (2017) ---- ----
Overview: While special education in Ireland can be good for the moderate, severe or profoundly disabled child, the services are difficult to access and the wait lists are long. Arriving in Ireland, one can expect to wait from a minimum of 3 months up to one year before school attendance is approved. If you have a child with autism, the wait can be even longer. Private therapy and ABA is available but the costs are very high and it is not always possible to find services in your area.

Local Special Education Services: The American Embassy is located in Ballsbridge. Most Embassy families live south of the Embassy in the catchments area of St. Michael's House. This organization supplies 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.
St. Michael's House offers 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, mainstream with support or look into St. Augustine's School. St. Augustine's school, www.saintaugustines.ie offer therapy services, but will only accept children with specific disabilities, typically the higher end of functioning.

IRELAND, Dublin (cont'd)
SPECIAL EDUCATION (cont'd)

Autism on the whole is underserviced in Ireland: The Embassy is aware of three public schools for autism and complex needs. The Red Door, www.thereddoorschool.com does practice Applied Behavior Analysis (ABA), however it has a wait list of two to three years, so it is not a feasible option for children from the Embassy. St. Michael's House, www.smh.ie has several classes dedicated to students with autism and mild to severe medical needs. Lastly, the Setanta School, www.setantaschool.ie, caters to kids between 12-18 years old with Autism and moderate to severe learning disabilities. It is worth noting, the Setanta School and St. Michael's house DO NOT use Applied Behavior Analysis (ABA) as part of their curriculum. Also, places fill quickly and both have waiting lists.

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

Summary: In conclusion, Ireland is not the best option for a posting for a family with special needs. While you can find services, the wait is frequently long, all are expensive and payment would be expected to be paid upfront prior to each session. Ireland is being flooded with immigrants and the strain on the schools is showing. If a posting in Dublin is your only choice, come prepared. Previous families with a special needs child have brought their own teacher/live-in nanny so that their child's program was not interrupted.

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. Just this past year, Dublin faced a complete lack of early intervention services usually provided by the government. There are over 7,000 children waiting for services and no private early intervention teams available.

Dublin's Health Unit, DublinHealthUnit@state.gov, can provide more information on local speech, language, and occupational therapists in Ireland. They can also help you manage your Special Needs Educational Allowance (SNEA), administered by the Office of Medical Service's Child and Family Program, tele: 202-663-1904.

PRIVATE THERAPIST AVAILABLE IN DUBLIN

- Speech and Language Therapist: www.speechmatters.ie
  Aisling Keogh 086 857 0253
  Jonathan Linklater 087 121 0044
- Independent Speech-Language therapists of Ireland http://isti.ie/
- Ballsbridge Physiotherapy Clinic
  26 Wellington Road, Dublin 4 Tel: 01 660 6582
  Vivian Hanrahan specializes in children
- The Children's OT-private OT services for children The Children's Practice
  Suite 5 Cube 1 Beacon South
  Sandyford Dublin 18
  Tel: 086-272-7665 (Niamh)
  120 euro=l hour Mon & Sat appointments at the Practice
  www.thechildrensot.com info@thechildrensot.com (house calls can be discussed)

IRELAND, Dublin (cont'd)
SPECIAL EDUCATION (cont'd)

PUBLIC SERVICES

- Association of Occupational Therapist of Ireland
  Tel: 01-633-7222
  www.aoti.ie
- CATTS-Clinical Assessment & Therapy Team Service
  JFK Consultancy Centre
  Bluebell, Dublin 12
  Tel: 086 888 2765
  www.cattsireland.com
- Harry Conway of Dyspraxia Ireland
  Tel: 01-874-7085
  harry@dyspraxia.ie
  Even if your child doesn't suffer from dyspraxia, Harry has been very helpful in finding private occupational and physical therapists.

WEBSITES

- Some useful websites to research special needs education in Ireland:
  www.scoilnet.ie
  www.sess.1e
  www.disability.ie
  www.bacb.com

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

St. Andrew's College (2016) 1-12 1,262
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/ (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.

St. Flannan's College (2016) 7-12 1,215
http://www.stflannanscollege.ie/ (Irish Public School) The School has a trained special needs teacher to asses and help students with learning difficulties. Dedicated classes equipped with special facilities are available for students with specific learning needs.

ISRAEL, Tel Aviv

SPECIAL EDUCATION

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 (2017) PK-12 609

http://www.wbais.net/ Mild learning disabled students at all grade levels can be accommodated in the regular classroom and through a resource room. Mild speech impaired students at all grade levels can be accommodated in the regular classroom and through a resource room. The elementary school has speech therapists who work with students at parent expense. Please note that WBAIS have had students at their school who have mild hearing impairment but they do not offer special programs or services for them other than community resources. They have local speech and occupational therapists who come in and work with elementary children as part of the school day, at parent expense. 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 but refer to local community resource for testing and evaluations. The school has teachers and administrators who have received training to work with the learning disabled.

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

American School of Milan (2017) PK-12 800

www.asmilan.org Mild to moderate emotionally disturbed, hearing impaired, learning disabled, mentally handicapped, and speech impaired at the elementary and middle school grade levels can be accommodated in the regular classroom.

International School of Milan (2017) PK-12 1,000

www.internationalschoolofeurope.it/en/milan Mild to moderate learning disabled at all grade levels can be accommodated in the regular classroom. ISM is able to provide a limited level of support for students with mild to moderate learning difficulties. They expect parents to inform them of any previously identified special needs or previously received support at the time of application. In some cases, parents may be asked to commit to providing extra support for their child, which may take the form of out of school support.

ITALY, Rome

SPECIAL EDUCATION

American Overseas School of Rome (2017) PK-12 629

www.aosr.og Mild to moderate learning disabled students at the elementary school grade levels can be accommodated in the regular classroom and through a resource room. Mild to moderate speech impaired students can be accommodated in the regular classroom.

ITALY, Rome (cont'd)
SPECIAL EDUCATION (cont'd)

AMBRIT International School (2017) K-8 510
www.ambrit-rome.com Mild emotionally disturbed and learning disabled students can be accommodated at the elementary and middle school grade levels in the regular classroom and through a resource room. The school is accessible for the physically handicapped (the elevator is very small and not appropriate for most wheelchairs). The school has some teachers who have received training to work with the learning disabled.

Core International School (2017) PK-5 139
www.coreinternationalschool.it Mild to moderate emotionally disturbed, learning disabled, mentally handicapped, orthopedically impaired, speech impaired, and visually handicapped students can be accommodated. Mild multiply handicapped students can be accommodated. 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 teachers and administrators who have received training to work with the learning disabled and students with other types of handicaps.

Marymount International School (2017) PK-12 670
www.marymountrome.com Families follow the regular admission's procedure. On the application form there is a section that asks if the student has ever been evaluated for Special Needs or has ever received Special Needs services. If the family shares that the student has been evaluated, received services or if there are any concerns with the school records and recommendations, the Learning Support Coordinator reviews the file. Based on the information further information and/or testing is requested before a decision can be made. If the student's level of need is high, requesting a one to one assistant (at the expense of the parent) as a condition of acceptance may be required. They strive to be a responsibly inclusive school. However, they do maintain a balance of needs at each grade level, which means that they cannot accept all students with special needs who apply. They also generally do not have programs for students who fall in the more severe range of need. Every application is handled on a case-by-case basis. They offer Individual Learning Plans (ILPs) for students who are in need of accommodations and/or modified programs. Support for Learning Support varies from a monitor plan (no pull out support but accommodations) to Tier 3 support (generally daily support or more). We have qualified Speech and Occupational Therapists who work at the school during the school day. These services are at the expense of the parents. The school has two elementary Learning Support teachers, a middle school Learning Support teacher, a High School Learning Support teacher and a whole school Learning Support Coordinator. They also have two school psychologists.

The New School (2017) (PK-12) 220
www.newschoolrome.com Mild emotionally disturbed, hearing impaired, learning disabled, speech impaired, and visually handicapped students can be accommodated. The School is not accessible to the physically handicapped student.

Rome International School (2017) (PK-12) 515
www.romeinternationalschool.it Mild hearing impaired, learning disabled, orthopedically impaired, speech impaired, and visually handicapped students at all grade levels can be accommodated in the regular classroom. The school is accessible for the physically handicapped.

St. George's British International School (2017) (PK-12) 850
www.stgeorge.school.it Mild emotionally disturbed, hearing impaired, mentally handicapped, multiply handicapped, orthopedically impaired, and speech impaired students at all grade levels can be accommodated. Mild to moderate learning disabled and visually handicapped students at all grade levels can be accommodated. 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 teachers and administrators who have received training to work with the learning disabled and students with other types of handicaps.

JAMAICA, Kingston

SPECIAL EDUCATION

American International School of Kingston (2017) PK-12 298

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 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 (2017) K-12 629

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.

Osaka International School Kwansei Gaikuin (2017) K-12 280

www.senri.ed.jp Mild to moderate hearing impaired at all grade levels. Mild to moderate 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.

JAPAN, Osaka-Kobe (cont'd)
SPECIAL EDUCATION (cont'd)

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 (2017) 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 & Special Needs Information (2017) PK-12 467
If your child has special needs considerations, it is important to contact the Regional Education Officer (REO) and CLO for guidance as most schools in Tokyo do not offer special needs programs, and most of those support only a narrow range of mild to moderate needs. Spaces fill very quickly. For a detailed discussion of specific needs, parents must contact schools directly to inquire if the school can offer support and/or extension required.

- ***The American School in Japan***: 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***: 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***: 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. 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***: Some (mild) learning support offered as short 'booster-style sessions' that run 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.
- ***Gregg International School***: Can accept moderately severe learning disabilities if space is available. An aide will be allowed within the classroom. School offers a small, caring and low stress environment.
- ***International School of the Sacred Heart***: 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.

JAPAN, Tokyo (cont'd)
SPECIAL EDUCATION (cont'd)

- ***International Secondary School***: 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 reading specialists, 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 Tokyo***: Can support mild learning disabled, orthopedically impaired, and speech impaired at all grade levels. An assessment or diagnosis service is not available. Financial support available through the School Support Program.
- ***KAIS International School***: Can support mild learning disabled students. Please contact the school directly to discuss accommodations.
- ***Mitsui Gardens International Preschool***: Support is given, on a case-to-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***: 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***: 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.
- ***St. Mary's International School***: Offers an ESL program, and has special needs specialists on staff.
- ***Tokyo International School***: 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. The school does not have the facilities or personnel required to serve the educational needs of students who have significant physical/emotional challenges, or learning difficulties that may hinder success in the classroom.
- ***Yokohama International School***: 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 to 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.
- ***Yoyogi International School***: School can accommodate children with (mild) special needs.
- ***Information on Special Needs Programs***: 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), International Secondary School (ISS), International School of the Sacred Heart (ISSH), K International School (KIST), KAIS, Mitsui Gardens International Preschool, Montessori School of Tokyo (MST), Seisen International School (SIS), St. Mary's International School (SMIS), Tokyo International School (TIS), Yokohama International School (YIS), Yoyogi International School. 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 two schools: International Secondary School (ISS), and Gregg International School (GIS). Again, it is IMPORTANT to contact the schools directly to ascertain if your child's needs can be met at one of their schools.

JAPAN, Yokohama

SPECIAL EDUCATION

Saint Maur International School (2017) PK-12 484

http://www.stmaur.ac.jp/ The School offers programs to children with limited special needs. No wheel chair 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 (2017) PK-12 687

http://www.yis.ac.jp/ Mild hearing impaired students at the elementary school grade levels can be accommodated. Mild learning disabled students at all grade levels can be accommodated. Mild speech impaired students at all grade levels 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. The school has teachers and administrators who have received training to work with the learning disabled. Collaboration between EAL(English as Additional Language) and LS(Learning Support). LS programs use "Monitor," "LS1," "LS2" to categorize different levels of support; Wilson method; Orten Gillingham method, some Lindamood Bell Program, Modified YIS Program (for middle and high school), speech therapy. The school invites guest speakers for professional development and runs various internal sessions for staff and community. Senia Japan was "born" at this school and they just hosted Senia Asia 2017 conference on their campus with learning support related workshops. The school introduced Lidcombe (Speech) Program to Japan. The school hosts a workshop for Japanese and international speech therapists every year. The school collaborates with external psychologists; speech language therapists; occupation therapists to help students (also regular hospitals for hearing and vision checkups).

JERUSALEM

SPECIAL EDUCATION

Jerusalem American International School (2017) PK-12 103

www.jerusalemais.org Acceptance for children with special needs is on a case-by-case basis. Families must inquire first to determine if JAIS has the resources to support the needs of the individual. Parents with children who have mild to moderate special needs cases are welcome to contact JAIS. All students with special needs are reviewed by the JAIS learning support team before admission. The learning support team is able to work with most students in school. JAIS also refers to outside professionals (speech, occupational therapy, counseling, etc.) in the community. Please note that while JAIS has several students who have learning disabilities, JAIS is inclusive. JAIS prefers not to pull students out of class excessively, but rather utilize support shadows (both part and full-time) if needed. The learning support program consists of mild pull-out sessions (usually during the modern language class) and if needed, works with families to employ a shadow and provides in-class resources.

Anglican International School of Jerusalem (2017) PK-12 305

http://www.aisj.co.il The school has a well-developed learning support department, which offers both in class and one-to-one learning support in lessons across the curriculum. Mild emotionally disturbed, hearing impaired, multiply handicapped, orthopedically impaired, and speech impaired students can be accommodated. Mild to moderate learning disabled students can be accommodated.

JORDAN, Amman

SPECIAL EDUCATION

Post Comments - Additional Special Needs Information (2017) ---- ----

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

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 (2017) PK-12 780

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, intellectual 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.

JORDAN, Amman (cont'd)
SPECIAL EDUCATION (cont'd)

International Community School (2016) PK-13 702
http://www.ics.edu.jo/ **Post comment: 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.

King's Academy (2015) 9-12 510
http://www.kingsacademy.edu.jo Note: This information was last updated by post in 2015. Please verify with the schools that these programs are still available. 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, group study, standardized test assistance and special needs learning programs.

KAZAKHSTAN, Almaty
SPECIAL EDUCATION

Almaty International School (2017) PK-12 554
www.qsi.org/kazakhstan/kaz 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 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 (2017) 1-13 579
http://www.haileyburyalmaty.kz/ Mild emotionally disturbed students can be accommodated at the elementary and middle school grade levels. Mild learning disabled, orthopedically impaired, and speech impaired students can be accommodated at all grade levels. The school has teachers and administrators who have received training to work with the learning disabled. The school has a Special Education Needs/Learning Support Department consisting of a coordinator and assistant, who identify/assist children with special learning and behavioral needs. Services fall within the mild range, and include in-class support as well as direct small-group and one-to-one support for pupils.

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.

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 leaning load.

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

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

KENYA, Nairobi

SPECIAL EDUCATION

Post Comments – Information on Special Needs (2017) ---- ----

- ***International School of Kenya***: http://www.isk.ac.ke ISK offers mainstream or integrated programs for students with learning disabilities and/or mild learning problems. They also 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 also 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 based on the ISK's ability to provide for that child's needs.
- ***Rosslyn Academy***: http://www.rosslynacademy.com Rosslyn Academy 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 schools ability to provide for that child's needs.
- ***Braeburn School at Garden Estates***: http://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.

KENYA, Nairobi (cont'd)
SPECIAL EDUCATION (cont'd)

- ***West Nairobi School***: www.westnairobischool.org West Nairobi 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 non-academic subjects such as theatre and community service. It is their plan to expand this program into the high school.
- ***School of the Nations***: www.schoolofthenations.net/beta/prep 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.
- ***My School***: http://www.myschoolmontessori.co.ke My School is an early childhood school that offers a Montessori education to children between the ages of 1 ½ and 6 years of age. They prepare children to enter year one at another school of the parents' choosing. Classes do not exceed 15 students. Most are smaller. The school accepts students with mild to moderate special education needs. They have on staff two well-trained special needs teachers who provide tutoring and specialized instruction, helping teachers to modify instruction for students.
- ***Kenya Community Center for Learning***: https://www.facebook.com/Kenya-Community-Centre-for-Learning-KCCL-449375381756757/ 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.

International School of Kenya (2017) PK-12 924
www.isk.ac.ke The School reports that they serve 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. 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 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.

KENYA, Nairobi (cont'd)
SPECIAL EDUCATION (cont'd)

Admission Procedures:

The goal of the admissions process is to ease your child's entry into ISK at the appropriate stage between Pre-kindergarten and grade 12 and to welcome the whole family into the ISK community.

1. In order to be considered for enrollment we will need to have the following in place:
   - Application fee of US $ 375
   - Completed Online Application Form
   - School records from the 3 previous years (translated into English if applicable)
   - Confidential School Report Form (can be downloaded from our website)
   - Any pertinent/relevant educational documents (IEP, psycho-educational testing reports, other assessments etc. as applicable)
   - Copy of Passport
   - Completed Health Form (can be downloaded from our website)
   - Two current passport photographs (can be submitted upon arrival)

Additional information and forms are available on our website

2. Entrance Assessment: We cannot accept a student for enrollment until we have conducted our own entrance assessments to make sure we 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 (2017) K-12 643
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.

Rosslyn Academy (2017) PK-12 678
www.rosslynacademy.com The Academy provides learning support services for students with mild to moderate learning disabilities, ADHD and learning struggles. They can service students with hearing impairment, if they are able to communicate adequately through spoken language and function successfully in a general education classroom, with minor accommodations. A student with a visual impairment would need to be able to function within a general classroom with minor accommodations. They also offer support for English Language Learners. Students need to be able to function successfully in a general education classroom with "mild" levels of support (mainstream or up to 20% of the school day). They do not have the resources to support those with more severe intellectual impairments. The layout of their campus is not conducive to those with anything other than mild mobility difficulties. They do not currently offer speech-language therapy or occupational therapy, but do have relationships with professionals in the community who are willing to offer these services on campus during the school day, at cost to parents. They have a Psychologist-in-Residence on staff that is able to perform educational psychological assessments at cost to parents. The Psychologist also assists in maintaining individualized educational plans or accommodation plans for students with emotional disabilities that require "mild" support while here at school. They are not able to accommodate students who would require more than "mild" support for an emotional disability. They currently employ the equivalent of 4.5 full time Learning Support specialists to service their 3 schools- elementary, middle and high school. They also have the equivalent of 2 full-time English Language Learner teachers, and 2 emotional health counselors. There are also several special education tutors available in the community, as well as professionals for services such as speech-language therapy, physical therapy, occupational therapy, social skills, etc. For admissions, they only admit students with mild to moderate learning disabilities. However, admission for students with known learning needs is not guaranteed. Besides spots available, they limit the number of students that require extra services in each grade level based on their ability to provide those students with the time and resources they believe they will need to thrive at Rosslyn. Each year they look at applicants on a case-by-case basis. Admission is dependent on the amount of space in their Learning Support program and the amount of students in the grade level already receiving extra support. Because they are a school owned by three mission agencies, they prioritize the admission of missionary applicants.

KENYA, Nairobi (cont'd)
SPECIAL EDUCATION (cont'd)

School of the Nations (2017) 1-10 250

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.
- 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.

KENYA, Nairobi (cont'd)
SPECIAL EDUCATION (cont'd)

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.

KENYA, Nairobi (cont'd)
SPECIAL EDUCATION (cont'd)

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.

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 (2017) N-12 258
www.busanforeignschool.org Mild to severe emotionally disturbed, learning disabled, and orthopedically impaired students at all grade levels can be accommodated. Mild to moderate speech impaired and multiply handicapped students at all grade levels can be accommodated. Mild visually handicapped and mentally handicapped students at all grade levels can be accommodated. The school is accessible for the physically handicapped (has an elevator). The school has teachers and administrators who have received training to work with the learning disabled.

Busan International Foreign School (2017) N-12 398
http://www.bifskorea.org/ Mild emotionally disturbed students at all grade levels can be accommodated. Mild to moderate learning disabled students at all grade levels can be accommodated. Mild mentally handicapped and speech impaired students can be accommodated. The school is accessible for the physically handicapped. The school has some teachers and administrators who have been trained to work with the learning disabled.

KOREA, Seoul

SPECIAL EDUCATION

Dwight School Seoul (2017) PK-12 407
www.dwight.or.kr Mild learning disabled students can be accommodated. Service for the learning disabled are determined through the Quest department. The Quest Department provides services in skill development for students with learning difficulties and in need of various skill improvements; personalized learning for students who have interests or in need of extra support in specific areas of academic discipline.

Korea International School (2017) PK-12 1,170
www.kis.or.kr Mild hearing impaired, multiply handicapped, and orthopedically impaired at all grade levels. Mild to moderate learning disabled, mentally handicapped, speech impaired and visually handicapped at all grade levels. The School is accessible for the physically handicapped. The School has staff that is trained to administer psychological tests and can diagnose specific learning disabilities. Student support services provides students identified with special needs with academic intervention and classroom support. The School has staff who are trained to work with students you are learning disabled and autistic.

Seoul American Elementary School (DoDEA) (2017) K-5 964
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) (2017) 9-12 471
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.

Seoul American Middle School (DoDEA) (2017) 6-8 417
http://www.dodea.edu/SeoulAmericanMS/index.cfm Mild emotionally disturbed students can be accommodated. 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 handicapped. The School has staff that is trained to administer psychological tests and can diagnose specific learning disabilities.

KOREA, Seoul (cont'd)

SPECIAL EDUCATION (cont'd)

Yongsan International School of Seoul (2017) K-12 982

http://www.yisseoul.org/ The School can accommodate mild emotionally disturbed and orthopedically impaired students at all grade levels. The School can accommodate the mild to moderate learning disabled student at all grade levels. The School can accommodate the mild to moderate 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, remedial and mild learning disability support.

GIFTED AND TALENTED

Seoul American Elementary School (DoDEA) (2017) K-5 964

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) (2017) 9-12 471

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) (2017) 6-8 417

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

QSI International School of Kosovo (2017) PK-12 25

https://www.qsi.org/kosovo/ksv/ Mild learning disabled, multiply handicapped, orthopedically impaired and speech impaired students can be accommodated in the regular classroom.

American School of Kosova (2017) PK-12 501

www.askosova.org For students with more serious needs in grades K-5 they require the parents to pay for a classroom assistant whom they select, hire, and supervise. This year they have one student in grade 4 who has this kind of assistant. For students with serious needs in grades 6-12 they have hired a special education teacher from the U.S who began in August 2017. Her focus is on building a program in which she supports students in the classroom and "pulls out" students, as needed, for specialized lessons in English and math instruction.

As the School begins their program to meet the needs of exceptional learners, they do not yet have the ability to work with students who are blind or physically handicapped; however, they hope that they will be able to do so in the future.

International Learning Group (2017) PK-5 126

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). There is one teacher on staff experienced teaching Special Needs.

KOSOVO, Pristina (cont'd)
SPECIAL EDUCATION (cont'd)

Prishtina High School (2017) 1-12 115
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 (2017) PK-12 2,054
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 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 (2017) K-12 3,266
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 (2017) PK-8 627
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

Cambridge Silk Road International School (2017) K-12 251
www.sris.edu.kg Mild to moderate emotionally disturbed and visually impaired students at the elementary and middle school grade levels can be accommodated. Mild learning disabled and speech impaired students at the elementary school grade levels can be accommodated.

ESCA-Bishkek International School (2017) PK-12 180
www.bis.kg Mild social and emotional needs can be accommodated at all grade levels. Mild hearing impaired, learning disabled, multiple needs, physically impaired, speech impaired, and visually impaired students can be accommodated at all grade levels. Moderate learning disabled, and speech impaired students at the elementary school grade levels can be accommodated. Mild/moderate specific learning difficulties such as dyslexia can be support in class and additional pull-out support if needed. Children with moderate complex needs such as ASD can be supported if additional 1:1 adult support is funded by parent or the organization paying for the school fees. The school is accessible for the physically handicapped. The school has teachers and administrators who have received training to work with the learning disable and other types of handicaps.

Hope Academy of Bishkek (2017) PK-12 156
http://hopeacademykg.com/ Mild learning disabled and mentally handicapped students at the elementary and middle school grade levels can be accommodated. Mild speech impaired students at the elementary school grade levels can be accommodated. The elementary school is accessible for the physically handicapped. The school has teachers and administrators who have received training to work with the learning disabled and students with autism. They have a Special Needs Coordinator who oversees the implementation of Individual Learning Plans. Teachers, administration, and parents work together to determine what is needed for the child based on diagnostic exams taken elsewhere as well as parent and teacher observation. They have access to a neurological pediatrician and an occupational therapist who assist in the development and implementation of learning plans.

LAOS, Vientiane

SPECIAL EDUCATION

Vientiane International School (2017) PK-12 482

www.vislao.com Mild emotionally disturbed, learning disabled, and mentally handicapped students at all grade levels can be accommodated. Mild to moderate emotionally disturbed, learning disabled, and mentally handicapped students at the elementary school grade levels can be accommodated.

LATVIA, Riga

SPECIAL EDUCATION

The International School of Latvia (2017) PK-12 365

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 1 to 1 assistants when needed. The current staff are 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 (2017) PK-12 313

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 (2017) PK-10 115

www.aismonrovia.com The school is presently not staffed to meet the needs of children with severe to moderate learning disabilities, physical or mental disabilities, or emotional problems. These students will not be admitted to the school. A child will not be admitted if they require Individualized Education Program that our present staff is not able to fully and adequately meet. Students who have a record of disciplinary problems will not be admitted, and current students can be dismissed for similar reasons as per school policy. Students with special needs may apply for enrollment but parents of these students should be aware that AISM does not have a special needs program and/or department. Admission for special needs students will be limited to mild needs only. All special needs students will be required to provide previous I.E.Ps (Individual Educational Plans), formal medical evaluations and all previous records to be reviewed by the Admission committee/Director. All special needs students will be placed on a conditional enrollment for one to two months. At the end of this period, the Director will reassess the enrollment for the term. At this time there are no support services in the local community.

LITHUANIA, Vilnius

SPECIAL EDUCATION

American International School of Vilnius (2017) PK-12 278

http://www.aisv.lt/ ***Special Needs Policy***: In line with effective teaching practices, learning support most often occurs in an inclusive manner.

An inclusive education is defined as "an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers." An inclusive education is paramount to high quality education for all learners and the development of a society that embraces diversity and respects the rights and dignity of all. Inclusive education is necessary to achieve social equity and is an essential element of lifelong learning.

LITHUANIA, Vilnius (cont'd)

SPECIAL EDUCATION (cont'd)

AISV can provide educational services for a carefully managed number of students with a range of physical, academic or emotional needs. It should be noted however that the school has limited resources to serve special needs students; if a student requires additional testing, one-to-one support and/or external consultation, additional payment will be required. (See the AISV Admissions and Placement Policy.)

AISV's teachers are dedicated to fostering the intellectual and emotional/social growth of each student. To foster active learning, we work to develop students' understanding of how they learn and how they are progressing. We use differentiated instruction to provide all students access to the curriculum. The school allocates professional development for teachers on current instructional and assessment strategies to meet the needs of a range of learners. Our SEN program is intended to provide additional support to students and teachers who need additional strategies and resources to maximize their success.

Admissions and Placement: Admission is open to all qualified applicants who can benefit from AISV's program. The school does not, however, provide educational services for student with significant physical, mental or emotional needs.

Admission is granted according to available space, with preference given to returning students and siblings of the current students. The school reserves the right to refuse admission to non-English-proficient, limited-English-proficient, and/or special needs applicants.

Queen Mortos School (instruction in Lithuanian) (2017) 1-7 400
www.kmmokykla.lt Mild emotionally disturbed, learning disabled, mentally handicapped, and speech impaired students can be accommodated. The school has teachers who have received training to work with the learning disabled and other types of handicaps. **(Post comments) This school's instruction is in Lithuanian and WOULD NOT be a primary choice for most families. However, they do have speech therapists, psychiatrists and are willing to work with our embassy to accommodate children with learning disabilities. While our base school is working to establish special needs capabilities it is not yet able to handle needs as severe as those this school is willing to work with.**

LUXEMBOURG, Luxembourg

SPECIAL EDUCATION

École Européene Luxembourg 1 (2017) PK-12 3,252
www.euroschool.lu 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 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.

More on learning support can be found at the school's website:

- http://www.euroschool.lu/esluxone/Documents/Nursery-Primary/Support/guidelines%20support%20EN.pdf
- http://www.euroschool.lu/esluxone/Documents/Nursery-Primary/Support/GUIDANCE%20SUPPORT%20PRIMARY%20EN.pdf

LUXEMBOURG, Luxembourg (cont'd)
SPECIAL EDUCATION (cont'd)

Information can also be found at the European School website:

- https://www.eursc.eu/en/European-Schools/studies-certificates/educational-support.

École Européene- Luxembourg II (2017) PK-12 2,549
www.eel2.lu 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 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.

Any student at one time or another may experience the need for learning support. Different types and levels of support are available in order to provide the best response to a student's particular needs. These support measures allow students to progress and develop according to their potential and to have a successful school experience. To meet the needs of each student, teachers may adapt their approach to respond to any identified challenges. A diversified teaching method allows for differentiated education that can address a variety of needs. When, however, this differentiated practice is not sufficient, the school offers a range of support options. The three types of learning support are: general, moderate, and intensive. Students may find that for any variety of reasons they need support in on specific area or discipline, they need to catch up in a particular subject of skill, or they have moderate learning difficulties or special needs. Support is flexible and varies according to the development and progress of each student.

More on learning support can be found on the school's website:

- http://www.eel2.eu/en/page/learning-support

or at the European School website:

- https://www.eursc.eu/en/European-Schools/studies-certificates/educational-support

The International School of Luxembourg (2017) PK-12 1,363
www.islux.lu Note: Students are not admitted or even considered for admission to ISL without a face-to-face interview. The cost for travel for this interview is not reimbursable by the Department of State. ISL believes that all students have a unique learning profile. The Support Services Team is dedicated to creating a positive learning environment that responds to diverse learning needs. The team collaborates with students, teachers, families and others in the community to foster the healthy development of all students, supporting them in reaching their full potential and preparing them for lifelong learning as independent global citizens.

The following applies to all sections of the school:

- ✓ Learning Support teachers provide services for students with mild learning differences to meet their diverse needs as they access the general curriculum.
- ✓ Students benefit from a balance of inclusive support and differentiated instruction alongside discrete instruction in small groups, to address specific needs relating to the individual learning profile.

LUXEMBOURG, Luxembourg (cont'd)
SPECIAL EDUCATION (cont'd)

Scope of Academic Support

At ISL, they can support students with these learning needs by providing:

- Pull-out instruction in a small group setting
- In-class support
- Instruction in study skills, including metacognitive approaches
- Consultative support for teachers and parents
- Collaborative planning with teachers to support differentiated instruction for a wide range of learners
- Cooperation with external specialists
- Accommodation for standardized testing
- Self-advocacy skill development, with an emphasis on fostering a growth mindset

Please note: The following services are not provided by ISL; however they can be accessed privately in Luxembourg or surrounding area.

- Speech and language therapy
- Fine, gross and sensory motor therapy
- Intensive, or long-term socio-emotional therapy
- Complete Psychoeducational evaluation

In keeping with the requirements of the external examination bodies such as CIE and IBO, any students receiving testing accommodations must have a full psychoeducational or psychological evaluation which has been conducted by an external, fully qualified and licensed professional psychologist. Evaluations from nonqualified individuals will not be accepted under any circumstances. Parents seeking services from an external source are strongly advised to consult with the school on this matter before proceeding. For more information on learning support, please visit the ISL website under "At a Glance" http://www.islux.lu/page.cfm?p=535.

St. George's International School (2017) PK-12 770
www.st-georges.lu 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.

MACEDONIA, Skopje
SPECIAL EDUCATION

NOVA International Schools (2017) PK-12 730
www.nova.edu.mk Mild emotionally disturbed students at all grade levels can be accommodated. Mild to moderate learning disabled students at all grade levels can be accommodated. The school has staff who are trained to administer psychological tests and diagnose specific learning disabilities. The school has teachers and administrators who have received training to work with the learning disabled.

The Centre for Differentiated Learning (CDL) at NOVA International School provides support to students with mild to moderate learning difficulties, foundational gaps in learning and behavioral or emotional challenges. The aim of the centre is to provide the optimal teaching strategies that will allow students to reach their full potential. Our assistance extends beyond the classroom setting by working closely with students, teachers, parents, and administrators. The center also provides in class and one-to-one support.

Identifying students that will benefit from the CDL is the first step in the assessment process. Newly enrolled students with an existing Individualized Education Plan (IEP), or those that have an identified learning difference or behavioral challenge are accepted directly into the center. Students may also be referred to the center by a concerned parent, teacher or counselor.

MACEDONIA, Skopje (cont'd)
SPECIAL EDUCATION (cont'd)

The process involves several different steps:

- assessment to identify learning needs
- application of individualized education plans (IEP)
- regular monitoring to ensure effectiveness and student progress

The Center for Differentiated Learning (CDL) has Learning Specialists who are specifically trained to work with children who learn in different ways and need extra support. The Center for Differentiated Learning constitutes of coordinator who is a trained psychologist and a team of learning specialists who have received special training to help children with learning differences. The team of learning specialists provides support for children who need customized support. They work both as in class and pull out support. Children who are helped by the CDL receive support beyond what is given to the other students. This involves:

- Special testing to assess a child's strengths and difficulties
- Creation of an Individualized Education Plan (IEP) that focuses on the specific skills and knowledge needed.
- Regular tutorials and in class support with a learning specialist to carry out the IEP
- Consultation with the student's other teachers to assist in carrying out the IEP in all subjects
- Regular consultations with parents, teachers and administrators
- Assessments to chart the child's progress
- Use of additional classroom resources to implement the IEP.

QSI International School of Skopje (2017) PK-12 79
http://www.qsi.org/macedonia/mcn/ Mild to moderate emotionally disturbed, hearing impaired, learning disabled, mentally handicapped, multiply handicapped, orthopedically impaired, speech impaired, and visually impaired students at all grade levels can be accommodated in the regular classroom, through a resource room or a self-contained classroom. The school is accessible for the physically handicapped. The school has a teacher who has received training to work with the learning disabled.

MADAGASCAR, Antananarivo
SPECIAL EDUCATION

The American School of Antananarivo (2017) PK-12 230
www.asamadagascar.org Mild to moderate hearing impaired and learning disabled students can be accommodated in the regular classroom and through a resource room. Some parts of the campus are accessible for the physically handicapped. The school has teachers and administrators who have received training to work with the learning disabled.

MALAWI, Lilongwe
SPECIAL EDUCATION

Bishop Mackenzie International School (2017) PK-12 663
http://www.bmis.mw/ Mild learning disabled students at all grade levels can be accommodated in the regular classroom, through a resource room (there is in class support). Moderate learning disabled students at the elementary school grade levels can be accommodated in the regular classroom and/or self-contained classroom. Mild orthopedically impaired students can be accommodated at the elementary school and middle school grade levels in the regular classroom. The school is accessible for the physically handicapped. The school has teachers and administrators who have received training to work with the learning disabled and other types of handicaps.

MALAYSIA, Kuala Lumpur

SPECIAL EDUCATION

International School of Kuala Lumpur (2017) PK-12 1,523
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.

The Alice Smith School (2017) PK-12 1,570
http://www.alice-smith.edu.my/ Mild to moderate emotionally disturbed students at the middle and high school grade levels can be accommodated. Mild learning disabled, orthopedically impaired, speech impaired, and visually handicapped students at the middle and high school grade levels can be accommodated. The school is accessible for the physically handicapped. The school has staff who are trained to administer psychological tests. School has teachers and administrators who have received training to work with the learning disabled and other types of handicaps.

Early Autism Project (2017) ---- ----
www.autismmalaysia.com Early Autism Project Malaysia (EAP) is a service provider for individuals with autism. They provide individualized intervention treatment programs for people on the autism spectrum. Their parent company, Wisconsin Early Autism Project (WEAP) has been providing services for people with autism for the last 20 years in different parts of the USA, Australia, the United Kingdom, Canada, Singapore and Malaysia. Curriculum covers: 1. Early Learner Skills: cooperation, imitation, attention; 2. Communication and Language; 3. Play Skills; 4. Social Skills; 5. Pre-academic; 6. Daily Living Skills; 7. General LPA

Extracurricular: Each child has 1. Music and Movement; 2. Arts and Crafts; 3. Outdoor Play; 4. 3 Field Trips a Year; 5. Family Day Performance.

Hils Learning Centre for Children with Special Needs (2017) ---- ----
www.hilslearning.edu.my Hils Learning is not a school. They are a learning centre that supports children who learn differently and those who require after school support.

They offer:

1. Psychoeducational Assessments
   a. For students younger than 18 years of age
      - ✓ Wechsler Intelligence Scale for Children – 5th Edition (WISC-V)
      - ✓ Wechsler Individual Achievement Test – 3rd Edition (WIAT-III)
      - ✓ Child Behaviour Checklist for Ages 6 – 18 (CBCL)
      - ✓ Teacher's Report Form for Ages 6 – 18 (TRF)
      - ✓ Youth Self-Report for Ages 11 – 18 (YSR)
      - ✓ Neale Analysis of Reading Ability II (NARA II) - for students up to 12 years of age
      - ✓ Reading Inventory for the Classroom by Susan Flynt and Robert Cooter (for Grades 1 - 12)
   b. For students above 16 years of age
      - ✓ Wechsler Adult Intelligence Scale - 4th Edition (WAIS-IV)
      - ✓ Adult Self-Report (ASR)
      - ✓ Adult Behaviour Checklist (ABCL)
2. Supporting homeschooling programs (Grades 1 - 12 for US, Canadian, and British curriculum or any other program of the parent's choice)
3. Academic support
   a. Dyslexia (including the Davis Dyslexia Correction Program)
   b. Dyscalculia
   c. School entry preparation
   d. After school learning support

MALAYSIA, Kuala Lumpur (cont'd)
SPECIAL EDUCATION (cont'd)

4. Social skills acquisition using Social Thinking by Michelle Garcia Winner
5. Play Therapy certified by Play Therapy International
6. Counselling registered with the Malaysian Board of Counsellors
7. Parent support
8. Training for Teacher Assistants certified by the British Psychological Society (BPS).

Mont'Kiara International School (2017) PK-12 776
www.mkis.edu.my Mild learning disabled at all grade levels can be accommodated. Mont'Kiara International School respects each student as a unique human being, each possessing individual learning needs. Faculty and staff are committed to a service delivery model that involves close collaboration with parents and other stakeholders. Within the limits of available resources and within the parameters of the programs established at Mont'Kiara International School, they will attempt to meet the individual learning needs of each student.

Given the limitation of resources and programs, Mont'Kiara International School does not presume to be able to meet every need. They will strive, however, to create a learning environment that will foster cultural understanding, personal safety, emotional well-being and active engagement in an academic program that will promote growth for each of our students.

MALI, Bamako
SPECIAL EDUCATION

American International School of Bamako (2017) PK-12 176
http://www.aisbmali.org/ ***Admission Procedures***: Part of the registration requirement is providing report cards from the last three years of school. The current teacher(s) is asked to complete a confidential reference form on the applicant. If this information indicates that the prospective student will be successful at AISB, the student is admitted. If there are any gaps in this information or questions as to whether the child's needs will be able to be met at the school an admissions test (short version of MAP) is given. As a small school, students receive a lot of attention and it is difficult for them to "fall between the cracks" as sometimes happens in much larger schools. However, at this time AISB does not have a dedicated special needs teacher. Students who need extra pullout support are given this on a 1-1 basis by one of our teachers – usually instead of taking French. There is an extra fee for this service.

MALTA, Valletta
SPECIAL EDUCATION

Verdala International School (2017) PK-12 449
http://www.verdala.org/ Mild hearing impaired at the elementary and middle school grade levels. Mild learning disabled at all grade levels. Moderate learning disabled at elementary and middle school grade levels. Moderate mentally handicapped at the middle school grade levels. Mild orthopedically impaired at the elementary school grade level. Moderate orthopedically impaired at the elementary and middle school grade levels. Mild speech impaired at the elementary school grade level. Mild visually handicapped at the high school grade level. The school is accessible for the physically handicapped student. The school is accessible for the physically handicapped student.

Chiswick House School/St. Martin's College (2017) 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.

MALTA, Valletta (cont'd)

SPECIAL EDUCATION (cont'd)

QSI International School of Malta (2017) 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 (2017) 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 (2017) 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.

MAURITANIA, Nouakchott

SPECIAL EDUCATION

TLC International School (2017) PK-12 155

www.tlcmauritania.com The school can accommodate the mild hearing impaired and visually handicapped student at all grade levels. Mild learning disabled students at elementary and middle school grade levels. The school has staff who are trained to administer psychological tests and diagnose specific learning disabilities. The school has teachers and administrators who have received training to work with the learning disabled.

MAURITIUS, Port Louis

SPECIAL EDUCATION

Alexandra House School (2017) K-6 99

http://www.alexandrahouseschool.com/ The school will accept students with mild learning challenges on a case-by-case basis. 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.

Clavis International Baccalaureate Primary School (2017) PK-6 520

http://www.clavis.mu/ Mild hearing impaired students can be accommodated. Mild to moderate learning disabled (moderate with learning support assistant in class) and speech impaired (speech and language therapist in the school) students can be accommodated. Inclusion plans are written by the Inclusion team with class teachers and are tailored to a child's individual needs.

Le Bocage International School (2017) 6-12 591

http://www.lebocage.net/ Mild emotionally disturbed at the middle school grade levels can be accommodated. Mild learning disabled students at all grade levels can be accommodated. Students are mainstreamed. Some may receive 1-to-1 support in the resource room for a maximum of 2 hours per week). Mild speech impaired at all grade levels can be accommodated. The head of learning support is a qualified assessor.

GIFTED AND TALENTED

Alexandra House School (2017) K-6 99

http://www.alexandrahouseschool.com/ The school differentiates for students who are advanced.

Le Bocage International School (2017) 6-12 591

http://www.lebocage.net/ The School has started a pilot program to cater for gifted students. Gifted students in Form 1 have the opportunity to work on projects of special interest through the Peer Mentoring Program (meeting once per week over one semester). The LS Department provided recommendations to teachers to cater for gifted students in the mainstream. The school has plans to register some gifted students on an enrichment program online. Admission to the program is through an IQ test, attainment tests, observation, checklist, feedback from feeder/previous school. The focus of the program is on enrichment and creativity.

MEXICO, Ciudad Juarez

SPECIAL EDUCATION

El Paso Independent School District (EPISD) (2017) ---- ----

www.episd.org Public school district in El Paso, Texas. Mild to severe emotionally disturbed, hearing impaired, learning disabled, mentally handicapped, multiply handicapped, orthopedically impaired, speech impaired, and visually handicapped students at all grade levels can be accommodated. The schools are accessible for the physically handicapped. The school district has staff who are trained to administer psychological tests and diagnose specific learning disabilities. The school has teachers and administrators who have received training to work with the learning disabled and other types of handicaps. EPISD has a separate facility available for children whose needs cannot be met in the traditional class/school environment.

MEXICO, Guadalajara

SPECIAL EDUCATION

Post Comments – School Information (2017) PK-5 772

The Department-sponsored school, American School Foundation of Guadalajara (ASFG), does not guarantee space for Consulate children. As with most schools, ASFG evaluates special needs children on a case-by-case basis and admissions and/or accommodation can be challenging. Most students are successfully admitted, but the individual schools reserve the rights of admission. In the instances where a school refuses to admit a child, reason for denial is often due to the inability of the school to provide for special needs or for developmental social skills, or due to availability of space in a particular grade level.

MEXICO, Guadalajara (cont'd)
SPECIAL EDUCATION (cont'd)

- ***American School Foundation***: They can work with students who have mild to mild-moderate special needs, but only when they can be successful in the regular classroom.
- ***Instituto Thomas Jefferson, Valle Real Campus***: Students with special needs are assessed on a case-by-case basis and the school analyzed the possible integration with or without a monitor. The school has a director to oversee their Support Services Department for students with special needs.
- ***The Canadian School***: Students with special needs are assessed on a case-by-case basis and the school analyzes the possible integration with or without a monitor and modifications.
- ***Lincoln School***: The school provides supportive services for special needs students with a trained specialist from the National Institute for Learning Development.
- ***Taleny***: The program is adapted to students with special learning needs.

American School Foundation of Guadalajara (2017) PK-12 1,463
www.asfg.mx Mild to moderate hearing impaired, learning disabled orthopedically impaired, and speech impaired students at the elementary school grade levels can be accommodated. Mild to severe visually handicapped students at the elementary school grade levels can be accommodated. Mild speech impaired and multiply handicapped students at the elementary school grade levels can be accommodated. 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 teachers and administrators who have received traingin to work with the learning disabled.

Academic Support Elementary School: Support Services provides educational support in English language subjects (reading, writing, math, science). Support Service teachers provide direct instruction in English language subjects through small pull-out classes and co-teaching in the regular classroom. Students can be referred by their teachers and parents. Students receiving support service are monitored by the support service teachers in close consultation with the homeroom teachers. In addition, parental communication is sustained via conference meetings, e-mails and simple check-in conversations. Documentation is housed and kept up to date by Support Service personnel related to meeting minutes, student success plans and the confidential files for students with diagnosed conditions. It is Support Service's aim to provide the necessary level of academic assistance to any 'at risk' learners in the most timely and effective manner possible.

Academic Support Middle School: Support Services in middle school provides educational support in English language subjects (reading, writing and math) for students with documented needs. Support Service teachers generally work with students in their regular classrooms providing them with extra assistance. Students receiving support service are monitored by the support service teachers in close consultation with the homeroom teachers and the middle school academic advisor. In addition, parental communication is sustained via conference meetings, e-mails and simple check-in conversations. Documentation which consists of meeting minutes, student success plans and confidential files for students with diagnosed conditions, is housed and kept up to date by the middle school academic advisor. It is Support Service's aim to provide the necessary level of academic assistance to any 'at risk' learners in the most timely and effective manner possible.

The Canadian School (2017) PK-5 772
www.canadianschool.com.mx The school is committed to achieve success for every student. Their professional staff of psychologists and learning specialists assist students to optimize their learning. The Student Services Department provides a multidisciplinary approach to address student needs (academic, social and/or emotional). The team works in collaboration with students, teachers, professionals and parents to support the whole child.

Instituto Thomas Jefferson, Valle Real Campus (2017) PK-12 916
http://itjvallereal.com.mx Support Services Department: the process starts when teachers refer any related concerns to their Learning Specialist (LS), observations are then made and communication with parents takes place. L.S. is in charge of making initial recommendations to teachers and parents and to refer the case to external specialists who can give more information on what the diagnosis is.

MEXICO, Guadalajara (cont'd)

SPECIAL EDUCATION (cont'd)

If, according to results from therapists, the student needs minor accommodations. LS works directly with the teacher to implement strategies in the classroom. She gives follow-up and continues making observations. According to results and therapists advice, this follow-up may be continuous or temporary, and of course includes constant communication with parents and teachers. Parents are informed and participate throughout the process. But if the student needs more important and constant accommodations or even modifications to the curriculum to eliminate or reduce learning barriers, the case is considered to have an Individualized Educational Plan.

For the purposes of Special Education Provision, when a student presents moderate to severe learning difficulties or has already been diagnosed (i.e., ADD inattentive or hyperactive, dyslexia, dyscalculia, difficulties for socialization as a result of any disorder), the Support Services Department forms an intervention team to design the IEP, including teachers, parents, specialists, case manager and support services director. This IEP includes present levels of performance as well as modifications and accommodations that must be present throughout the school year. The school's Case Manager is in charge of follow-up, communication with parents, teachers and team.

The SSD is new, but is already working with different students, families and teachers who need constant support. They currently serve students with Down syndrome, ADHD, dyslexia, autism and developmental delays, some of them have a Support Teacher (monitor) who works with their team and is constantly in the classroom facilitating for the student, others are receiving constant prompting and help from teachers. Some of these students struggle with social interaction and for that area the school works hand in hand with the Human Development Department for advice, follow-up and strategies.

The school is open to implement and provide for students, since they are the center and most important part of their project. Special provisions like audio devices, special seating and use of technology for handwriting problems, are considered and implemented if needed.

The SSD is student centered, and works to empower children through their high abilities, strengthen them to reduce or eliminate learning barriers and integrate them in an international community. They have formed a team of experts including, as mentioned above, a Learning Specialist and a Case Manager, but also a Special Spanish teacher who works with our international community and a Gifted and Talented Coordinator, all of them guided by a Support Services Director. For those gifted students who struggle in learning areas (twice exceptional) we provide constant support and for students who show talent in non-academic areas like sports and arts, they offer support through online education.

Since ITJ considers the emotional wellbeing of their students as one of its main goals, the Human Development Department, formed by a group of experienced psychologists, works hand in hand with teachers and parents to provide support and follow-up for any emotional needs.

GIFTED AND TALENTED

Instituto Thomas Jefferson, Valle Real Campus (2017) PK-12 916

http://itjvallereal.com.mx The SSD is student centered, and works to empower children through their high abilities, strengthen them to reduce or eliminate learning barriers and integrate them in an international community. They have formed a team of experts including, as mentioned above, a Learning Specialist and a Case Manager, but also a Special Spanish teacher who works with our international community and a Gifted and Talented Coordinator, all of them guided by a Support Services Director. As one of our first projects, 8 years ago the school designed a Gifted and talented program to serve our highly able students with a pull-out method through project based learning. They identify talent with professional testing in order to maximize abilities, but also work in areas of opportunity related to personality development. They work very close with teachers and parents to provide the needed support and coach the educational process. For those gifted students who struggle in learning areas (twice exceptional) we provide constant support and for students who show talent in non-academic areas like sports and arts, they offer support through online education.

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

Instituto Irlandes de Hermosillo (instruction in Spanish) (2016) PK-12 535

www.irlandeshermosillo.com Sunrise Program adapts the academic curriculum to the student's needs. Most special needs students have a diagnostic 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 (instruction in Spanish)(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.

MEXICO, Hermosillo (cont'd)
SPECIAL EDUCATION (cont'd)

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.

Secondaría Thomas Alva Edison (bilingual instruction) (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.

Secondaría 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, Matamoros
SPECIAL EDUCATION

Comments from the Office of Overseas Schools (2017) ---- ----
These comments are from the most recent Regional Education Officer Trip Report, November 2017. Some demographic data may have changed since this visit.

Schools in Brownsville, Texas:

- *St. Mary's School* - offers an accredited, religious based program for 350 students PK-6th grade. The school offers support for children with special needs and has been willing to accommodate and follow specific recommendations from an IEP.
- *Hidden Talents Academy* - located in a renovated home in Brownsville. The school accepts children with all types of special needs from PK through 7 years. Children are accepted with unique behaviors, developmental delays or disabilities. Hidden Talents employs certified and fully qualified teachers, instructional assistants with creditable years of previous experience with children with special needs. HTA had approximately 60 students. The students are engaged in behavior and sensory strategies, social skills, individual, small and large group instruction. The program also includes the development of fine and gross motor skills and activities in indoor/outdoor setting. In addition, HTA works with outside services that may include occupational, physical and speech therapies.

MEXICO, Mexico City
SPECIAL EDUCATION

Post Comments – Mexico City School Information (2017) ---- ----
Schools with Special Needs Programs

- ***The American School Foundation*** (ASF) Grades PK-12 Web: 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. Greengates does not have a special needs department, but the school will discuss options and work with parents on a case-by-case basis.

MEXICO, Mexico City (cont'd)
SPECIAL EDUCATION (cont'd)

- ***Westhill Institute*** Grades PK-12 Web: 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: www.british.edu.mx/mex. Limited special needs; the 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. Students with learning challenges and regular physical development have access to a support team that provides them with individualized strategies to facilitate 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. 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. No special needs programs but may admit students on a case-by-case basis.
- ***Monarch Therapy School*** Web: www.monarchmexico.org/indes.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. Limited case-by-case basis. Language of instruction is trilingual: Spanish, English, Hebrew.
- ***Escuela Montessori de la Ciudad de Mexico*** Grades PK-6 Web: www.montessorimexico.com.mx. Limited case-by-case basis. Language of instruction: Spanish with two hours of English per day.
- ***Lycee Franco-Mexicain*** Grades PK-12 Web: www.lfm.edu.mx. Limited case-by-case basis. IEPs available. Language of instruction: French and Spanish.

American School Foundation, A.C. (2017) K-12 2,547
www.asf.edu.mx Mild to moderate learning disabled and speech impaired students can be accommodated. 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 teachers and administrators who have received training to work with the learning disabled. Services for Academic Success: Services for Academic Success (SAS) serves students with formally diagnosed, mild to moderate learning disabilities, specifically, speech and language impairment and attention deficit hyperactivity disorder. The SAS program has been recognized as one of the most solid of its kind in international schools for more than 20 years. The main purpose of the SAS program is to facilitate a student's success in the learning challenges he or she faces in his or her daily academic environment, closing learning gaps to ensure they can participate fully in regular classes. Services are available from ECC through grade 12 as an integrated support system in which regular and special educators provide the best alternatives for academic success. Specialists create IEPs to facilitate the remediation of learning differences for each student in the program. The main goal of SAS is to facilitate the full integration of all students into the school community.

MEXICO, Mexico City (cont'd)
SPECIAL EDUCATION (cont'd)

Greengates School (2017) PK-12 1,210
www.greengates.edu.mx Mild learning disabled students can be accommodated.

MEXICO, Monterrey
SPECIAL EDUCATION

American School Foundation of Monterrey (2017) N-12 2,414
https://www.asfm.edu.mx/page.cfm?p=1003 Guided by the ASFM mission of open minds, caring hearts and global leadership, the Support Services Department ensures progress for all learners through advocacy, and consistent and continuous support. We provide healthy learning environments that promote holistic growth through curiosity, rigor, creativity and challenge. We acknowledge and embrace differences, and foster respect and acceptance through inclusion, empathy and compassion. Support Services collaborates with teachers, parents and the community to serve our students and their families. We call on all stakeholders to help build the life skills, independence, problem solving strategies, goal setting, and cultural awareness that prepare our students to enjoy life and be positive contributors to society.

MEXICO, Nuevo Laredo
SPECIAL EDUCATION

Post Comments (2017) ---- ----
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 – School Options (2017) ---- ----
The U.S. Consulate in Tijuana has a current MOU with the Coronado Unified School District (CUSD) in San Diego, California. All incoming students who wish to attend public schools in the U.S. can attend schools in CUSD. Note that only one elementary school will be used for new Consulate students and CUSD will determine each school year which elementary school students will attend based on available space. The District provides full services for students with special needs.

MICRONESIA, Seventh Day Adventist
SPECIAL EDUCATION

Seventh Day Adventist (2016) PK-12 390
Email 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.

MONGOLIA, Ulaanbaatar
SPECIAL EDUCATION

International School of Ulaanbaatar (2017) PK-12 334
www.isumongolia.edu.mn Weekly Student Support Team (SST) meetings are held for both primary and secondary programs to review student progress and strategize about newly identified students of need. Individual teachers are invited when the team needs additional information or to discuss educational strategies. The teams are comprised of the Heads of Primary and Secondary, English as an Additional Language staff and the SEN staff. There are 1.5 full-time SEN and 2 full-time EAL staff. These staff will do classroom observations and consult with staff about differentiating, accommodating and modifying, if necessary, teaching methods.

MONGOLIA, Ulaanbaatar (cont'd)

SPECIAL EDUCATION (cont'd)

When a formal referral is received and the SST decides testing is appropriate, parental approval is gotten and testing is then done by a SEN staff member. Frequently the Woodcock/Johnson batteries are used to assess students and recently the Special Needs Assessment Profile (SNAP) is also administered. If the team decides that the student is in need of an educational psychologist assessment names of professionals in SE Asia are given to the parents because there are none in Mongolia.

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

MOROCCO, Casablanca

SPECIAL EDUCATION

Casablanca American School (2017) N-12 683

http://www.cas.ac.ma Casablanca American School (CAS) offers support to students with academic needs through the Language, Literacy & Learning Department (LLL). The members of this department serve students with a variety of educational needs. The LLL Department is comprised of teachers specialized in the following areas:

- English Language Learning (ELL)
- Reading Support
- Learning Support
- Talented and Gifted (TAG)

Services include pullout and push-in instruction, mainstreaming, in-class support, and a student-centered professional coaching program for teachers. Specific criteria for entrance and exit from the service areas are used and strictly adhered to.

The Saturday Recovery Program at CAS is designed to provide students in the Upper School an opportunity to recover the skills and knowledge that they require to perform at grade level and be prepared for the challenging IB Program. Students will be pretested to help pinpoint their specific needs, and action plan will subsequently be developed in concert with teachers and parents.

George Washington Academy (2017) PK-12 879

www.gwa.ac.ma Mild learning disabled students can be accommodated at all grade levels. Moderate learning disabled students at the elementary school grade level can be accommodated. Mild multiply handicapped, speech impaired, and visually handicapped students can be accommodated. The school is accessible for the physically handicapped. The school has staff who are trained to administer psychological tests and diagnose specific learning disabilities.

MOROCCO, Rabat

SPECIAL EDUCATION

Rabat American School (2017) PK-12 432

http://www.ras.ma/ Applicants for admission are considered on an individual basis. The decision to enroll a student is based on evaluation of the complete application file, comprehensive admissions assessments and parent interviews. Official U.S. dependents whose parents or guardians are employed by or under contract with the U.S. government are admitted regardless of space IF the applicants meet the academic, behavioral and linguistic standards of RAS. RAS does not offer a program for students who have come from a self-contained special education program at another school or who require more support than RAS's resource department can provide. The RAS student service team and administration will determine whether a student's education needs can be met within the context of the school. When a student's special needs are known, the parents are responsible for sending a copy of the student's current IEP, physiological report, school records for the past three years, the amount of small group or one-on-one instruction the student currently receives, the degree of the child's diagnosed disability, and/or any other relevant information, by March 1 of the year in which the child would enter RAS.

MOZAMBIQUE, Maputo

SPECIAL EDUCATION

American International School of Mozambique (2017) PK-12 584

www.aism.co.mz AISM accepts students with mild to moderate learning needs. As learning challenges vary greatly they determine admissions on a case-by-case basis. As a school, they believe in a full-inclusion approach to support and the vast majority of services are delivered within the mainstream context. Individual extension is available based on the needs of the individual child.

- ***Primary School***: A learning specialist and a teaching assistant are employed in the primary school to support students in need of additional support. Generally added support focuses on literacy and mathematics. Depending on the needs of the child, additional pull-out support may be provided in a short-term cycle of support.
- ***Secondary School***: A learning specialist and a teaching assistant are employed in the secondary school and support students with additional needs. The focus of support varies greatly based on individual needs and the learning plan. Support is most often inclusive and occurs in the mainstream classroom. A small portion of students may qualify for additional remediation via a pull-out class.
- ***Supplemental Services***: The school does not currently provide supplemental services such as occupational therapy, speech therapy, etc., however those services are available either in the community and/or in nearby South Africa. They have, depending on the needs of the child, worked with outside providers to offer space for service delivery to support a child's learning plan.

As an inclusive community, they would encourage you to contact our admissions department so they may better understand the needs a prospective student and provide the most complete information to the family prior to admission.

NEPAL, Kathmandu

SPECIAL EDUCATION

Lincoln School (2017) PK-12 241

www.lsnepal.com Mild learning disabled students can be accommodated at all grade levels in the regular classroom and through a resource room. The school can accommodate the developmentally delayed student at the elementary school grade levels in the regular classroom and through a resource room. The school has teachers and administrators who have received training to work with the learning disabled and other types of handicaps.

Board Policy Pertaining to the Admission of Students Requiring Learning Support

8.1.1 ADMISSION OF STUDENTS WITH LEARNING DISABILLITIES

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 support teacher with a total student population in the secondary school of approximately 135 students. At the elementary level, Lincoln employs one elementary support teacher for a total elementary population of 110 students.

Forms of Support Available: Possible forms of learning support at Lincoln are:

- Pull out classes in math and reading & writing with a support teacher
- Occasional in class support from the support teacher
- In the secondary, after school support is also available from 3:15 to 4:00pm on certain days, depending on the availability of teachers.

NEPAL, Kathmandu (cont'd)

SPECIAL EDUCATION (cont'd)

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 British School, Kathmandu (2017) N-YR13 513

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

École Française Internationale de Katmandou (2017) PK-5 68

www.efiktm.com Special needs students can be admitted in the school after interview with the principal. An individual curriculum might be established after studying the child's file. The school has no specialized staff able to diagnose or work individually with the student.

NETHERLANDS, Amsterdam

SPECIAL EDUCATION

International School of Amsterdam (2017) N-12 1,368

www.isa.nl 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.

NETHERLANDS, Rotterdam

SPECIAL EDUCATION

The American International School of Rotterdam (2017) PK-12 248

www.aisr.nl 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.

NETHERLANDS, Rotterdam (cont'd)

SPECIAL EDUCATION (cont'd)

For staffing, admissions & admin purposes, it should be noted that a Tier 1 student requires about:

- 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 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.

  For staffing, admissions and admin purposes, it should be noted that a Tier 2 student requires about:
  - 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 & modifications for assignments, instructional delivery, and testing.

  For staffing, admissions and admin purposes, it should be noted that a Tier 3 student requires about:
  - 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 (2017) PS-12 1,218

www.ash.nl ASH is committed to being an inclusive school and providing appropriate programs to support a manageable number of students with a wide range of learning needs. They are a member school of The Next Frontier Inclusion initiative (NFI). This means ASH is committed to ensuring their staff are regularly trained to best meet the needs of our diverse student body through a commitment of professional development funding. Mild emotionally disturbed students can be accommodated (moderate on a case-by-case basis). Mild hearing impaired students can be accommodated (moderate to severe on a case-by-case basis). Mild to severe learning disabled and speech impaired students can be accommodated. Students with mild to severe cognitive disabilities can be accommodated. Mild multiply handicapped, orthopedically impaired, and visually handicapped students can be accommodated (moderate to severe on a case-by-case basis). 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 teachers and administrators who have received training to work with the learning disabled and students with other types of handicaps.

NETHERLANDS, The Hague (cont'd)
SPECIAL EDUCATION (cont'd)

Lighthouse Special Education/Three Little Ships Preschool (2017) 3-13yrs 26
www.lighthousese.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.

ADHD Support Group : Everyone is welcome to come along to our group if you have a child with ADD/ADHD or think that your child may have ADD/ADHD or just want to find out more information. Please join our relaxed, friendly group of international parents.

Autismecafé: Autismecafé is an initiative for parents and family members of children with autistic disorders. In a relaxed atmosphere, you can meet others, receive information, ask questions and obtain assistance in finding help. At the moment Autismecafé organises parents evenings in Alphen aan den Rijn, Leiden and Den Haag. www.autismecafe.nl (in Dutch)

Dyslexia Parent Support Group: A friendly, internationally represented group for parent with dyslexic children. We meet monthly during term time either for an informal coffee morning or a chance to listen to a guest speaker with a specialist interest in dyslexia. A great way to meet other parents and to find out what services are available in your local area.

ACCESS: Established in 1986, ACCESS is a not-for-profit organization committed to supporting the International Expatriate Community in The Netherlands. It is a source of free information in the English language and of services, including publications, courses, counselling referrals and community events. www.access-nl.org

Three Little Ships Pre-school is an inclusive pre-school 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. For more information: 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. For more information: www.lighthousese.nl

Both three Little Ships and Lighthouse are able to cater for children with autism. The school works with children's own ABA therapists and also uses the STAR program in school with some children. The staff are trained in a variety of special needs provision including STAR and PECS.

NEW ZEALAND, Auckland and Wellington

SPECIAL EDUCATION

Post Comments (2017) ---- ----

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.

The Education Act 1989, the New Zealand Disability Strategy and the United Nations (UN) Convention on the Rights of Persons with Disabilities, all guide New Zealand Special Education policy. For an overview of New Zealand Special Education Policy Principles see: www.education.govt.nz/ministry-of-education/overall-strategies-and-policies/special-education-policy-principles

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. The Ministry of Education will determine the level of support the child will need while at school, and thus provide funding to the state school to accommodate the student. The process of assessment is long and may require the student to be at post before the Ministry of Education can complete the assessment. Keep in mind the Ministry of Education will only begin the assessment process if the student will be attending a state school. If you plan on enrolling your student in a private school, the assessment will not be relevant.

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

Specialists are based at offices around the country and help coordinate special education services and share skills and expertise by working with the wider education sector including families and educators. Specialist services provided include: early intervention, cochlear implant program, transition to school, severe behavior challenges, communication disorders, moderate physical needs, and moderate needs related to hearing loss. In ***Wellington***, specifically, there are limited resources and specialist are in high demands. Families have reported increased difficulty of identify adequate specialists to meet the needs of their children.

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.

NEW ZEALAND, Auckland and Wellington (cont'd)

SPECIAL EDUCATION (cont'd)

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 advanced.
- Auckland: has the following schools for special needs students: Sommerville Special School (www.sommervillespecial.school.nz), Wilson School (www.wilson.school.nz , Mount Richmond School (www.mtrichmondschool.co.nz), Oaklynn School (www.oaklynn.school.nz), Rosehill School (www.rosehill.school.nz), Sunnydene School (http://www.sunnydene.school.nz), Sir Keith Park School (www.skp.school.nz), Carlson School for Cerebral Palsy (www.carlson.school.nz), Arohanui Special School (www.arohanui.school.nz). Sommerville Special School is the closest to current Consulate housing.

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

American Nicaraguan School (2017) PK-12 1,046

http://www.ans.edu.ni/ The school can accommodate the deaf/blind student. The school can accommodate the mild emotionally disturbed students at all grade levels and moderate emotionally disturbed students at the elementary and middle school grade levels. Mild learning disabled, mentally handicapped, multiply handicapped, speech impaired, and visually handicapped. Mild to moderate orthopedically impaired students can be accommodated. The school is accessible for the physically handicapped.

NICARAGUA, Managua (cont'd)
SPECIAL EDUCATION (cont'd)

Lincoln International Academy (2017) PK-12 670
www.lincoln.edu.ni Mild to moderate emotionally disturbed and learning disabled students at all grade levels can be accommodated. 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 teachers and administrators who have received training to work with the learning disabled and ASD.

Nicaragua Christian Academy International (2017) PK-12 350
www.nca.edu.ni The school can accommodate

- The deaf/blind student.
- Emotionally disturbed students. Mild at all grade levels. Moderate at elementary & middle school grade levels.
- Hearing impaired students. Mild at the elementary and middle school grade levels. Moderate at the elementary school grade levels.
- Learning disabled students. Mild at the elementary and middle school grade levels. Moderate to severe at the elementary school grade levels.
- Mentally handicapped students. Mild at the elementary and middle school grade levels. Moderate to severe at the elementary school grade levels.
- Multiply handicapped students. Mild at the elementary and middle school grade levels. Moderate at the elementary school grade levels.
- Orthopedically impaired students. Mild to moderate at all grade levels.
- Speech impaired students. Mild to moderate at all grade levels.
- Visually handicapped students. Mild at all grade levels. Moderate at elementary and middle school 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 teachers and administrators who have received training to work with the learning disabled and some who have received training to work with other types of handicaps.

Saint Augustine Preparatory Academy (2017) PK-12 552
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.

NIGER, Niamey
SPECIAL EDUCATION

American International School of Niamey (2017) PK-12 64
www.aisniamey.org The school currently has one employed certified special needs/gifted and talented teacher devoted to mild special needs school wide.

Lycee La Fontaine (2017) PK-12 781
www.lfniamey.fontaine.ne The school has on-site academic assistance for learning disabilities.

Sahel Academy (2017) 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

NIGER, Niamey (cont'd)
SPECIAL EDUCATION (cont'd)

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 (2017) PS-12 460
www.aisabuja.com Students with special needs must submit any additional documentation such as a psychological evaluation, Individualized Educational Plan (IEP), and/or any other relevant documentation needed to support their application. It is the responsibility of the parents to disclose all documentation fully prior to an offer of admission being made so that the school administration can determine if the child's needs can be met at AISA. Failure of any applicant to disclose fully in any instance may result in the offer of acceptance being rescinded. AISA reserves the right to deny admission to students whose special needs cannot be serviced by the school.

The elementary school addresses individual needs through differentiation in the classroom. Additional support is provided through our English Language Learner program, for students working towards English proficiency, and through our Learning Support Services program, for students with significant academic difficulties. The elementary school strives to develop students' skills, knowledge, and character to enable them to achieve their full potential.

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

NIGERIA, Abuja (cont'd)

SPECIAL EDUCATION (cont'd)

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.

NIGERIA, Lagos

SPECIAL EDUCATION

American International School of Lagos (2017) PS-12 684

http://www.aislagos.org/ The American International School of Lagos (AISL) is fully committed to the education and learning needs of all students. We recognize that all of our students have individual learning needs that at one time or another may require some kind of accommodation within the school environment. To this end, AISL Student Support Services offers counseling and learning support.

Counseling Program: The counseling program at AISL provides education, prevention and intervention services for students. It addresses the areas of academic achievement, personal/social development, careers, and university guidance. With a dedicated school counselor for each division of school (elementary, middle and high), AISL students are provided comprehensive resources that empower them to become productive, successful and well-adjusted adults. AISL counselors often provide classroom guidance lessons and individual counseling, facilitate student groups, coordinate school-wide programs, host parent forums and seminars, and provide guidance to students in submitting competitive university applications.

Learning Support Program: The primary goal of the learning support program is to ensure elementary and middle school students' academic and social success. AISL has a demanding English language medium curriculum. When elementary and middle school students are English language learners or in need of academic support that extends beyond the regular classroom, they may be enrolled in the learning support program. In the high school, AISL offers an English communications class for ninth and tenth graders.

Eligibility for the Learning Support Program: The learning support program is geared toward elementary and middle school English language learners and students with mild learning difficulties. High school students need to be proficient in English and able to meet rigorous English language academic standards. Additional factors are taken into consideration when making recommendations for a student's placement in the Student Services program, such as Measures of Academic Performance (MAP) results and in-class performance.

How and When Support Is Provided: Learning support teachers and classroom teachers meet regularly to provide contextualized instruction that targets students' individual needs. As much as possible, support is given in the mainstream classrooms through differentiation. In many cases and especially for English language learners, learning support is provided during the World Language block, in lieu of World Language. In middle school, it may also be provided during mainstream English class time. Depending on student needs and curricular demands, support is also provided with additional in-class instruction.

Identifying and Monitoring Student Support Needs: AISL utilizes a student study team model for the purpose of reviewing and monitoring student progress. The student study team includes the divisional counselor, principal, and student support teachers. This team meets on a regular basis to review new and existing student support cases. Most often these meetings result in recommendations for interventions. Additional recommendations may be made for students and parents.

Fees: Learning support is a fee-based program; there is an annual fee for students enrolled in the learning support program.

NORWAY, Oslo

SPECIAL EDUCATION

Oslo International School (2017) K-12 650

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 (2017) PK-12 525

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 (2017) EC-12 738

http://www.taism.com Mild hearing impaired, learning disabled, mentally handicapped, multiply handicapped, orthopedically impaired, speech impaired, and visually handicapped students can be accommodated in the regular classroom and through a resource room. The school is accessible for the physically handicapped. The school has teachers and administrators who have received training to work with the learning disabled.

American British Academy (ABA–an IB World School) (2017) K-12 1,040

www.abaoman.org Mild learning disabled and mentally handicapped students can be accommodated. The school has teachers and administrators who have received training to work with the learning disabled.

PANAMA, Panama City

SPECIAL EDUCATION

International School of Panama (2017) PK-12 1,262

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

PANAMA, Panama City (cont'd)
SPECIAL EDUCATION (cont'd)

5 special education specialists and 3 assistants providing services to students in the elementary, middle and high school divisions. The school can accommodate the mild emotionally disturbed student at all grade levels in the regular classroom and through a resource room. The school can accommodate the mild to moderate learning disabled student at all grade levels in the regular classroom and through a resource room. The school is accessible for the physically handicapped. The school has teachers and administrators who have received training to work with the learning disabled.

Balboa Academy (2017) PK-12 967
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 IEP's, 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.

Crossroads Christian Academy (2017) PK-12 263
www.cccapanama.org The school can accommodate students with learning disabilities in the regular classroom. The school has staff who are trained to administer psychological tests and to diagnose specific learning disabilities.

King's College Panama (2017) PK-12 340
http://www.ksi-panama.com Mild emotionally disturbed, hearing impaired, and speech impaired elementary school grade level students can be accommodated in the regular classroom. Mild orthopedically impaired students at the elementary and middle school grade levels can be accommodated within the regular classroom. Mild learning disabled students can be accommodated within the regular classroom. The school has limited accessibility for the physically handicapped. The school has teachers and administrators who have been trained to work with the learning disabled and other handicaps.

Knightsbridge Schools International Panama (2017) PK-12 200
http://www.ksi-panama.com Mild emotionally disturbed and students at the elementary school grade level can be accommodated. Mild hearing impaired students can be accommodated. Mild learning disabled students at all grade levels, moderate learning disabled students at elementary and middle school grade levels, Severe learning disabled students at the elementary grade levels can be accommodated. Mild to moderate mentally handicapped students at all grade levels can be accommodated. Mild to severe multiply handicapped students at the elementary grade levels can be accommodated. Mild to severe orthopedically impaired students at all grade levels can be accommodated. Mild to moderate speech impaired students at the elementary and middle school grade levels can be accommodated. Severe speech impaired students at the elementary grade level can be accommodated. Mild visually handicapped students at all grade levels can be accommodated. The school is accessible for the physically handicapped. The school has teachers and administrators who have received training to work with the learning disabled.

PANAMA, Panama City (cont'd)
SPECIAL EDUCATION (cont'd)

Metropolitan School of Panama (2017) PK-12 821
http://www.themetropolitanschool.com Mild learning disabled at the elementary school grade levels can be accommodated in the regular classroom and through a resource room. The school has some teachers and administrators who have received training to work with the learning disabled.

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

American School of Asuncion (2017) PK-12 717
www.asa.edu.py Students applying for admission to ASA with an existing ILP/IEP or outside psychological evaluation and diagnosis that impacts student learning and/or social development will be considered by the SST for admission into the Academic Support Services Program. The type and severity of their special need will be taken into account based on the ability of ASA to service the child's needs.

The Academic Support Center of the American School of Asuncion is able to provide services for students with mild disabilities by providing up to five hours weekly of additional support services. These disabilities can be defined as impairments that are sufficiently mild so that generally normal functioning is possible when appropriate medical, educational, or other special services are provided.

ASA support teachers work collaboratively with classroom colleagues to assist in the implementation of student accommodations, while supporting classroom curriculum. Support teachers develop individual learning plans (ILP) with the ILP team.

Candidates for the Academic Support Services Program must meet specific criteria to be admitted into the program. The following sections provide descriptions of the procedures followed by the Academic Support team to assure the necessary support is facilitated for candidates who qualify.

Students can be referred to the Academic Support Center by a parent, teacher, administrator, and/or the student themselves via the Student Study Team (SST) referral process. A request of support services should be made through a Division Principal, classroom teacher, counselor, or Academic Support teacher.

ADMISSION REQUIREMENTS FOR ACADEMIC SUPPORT SERVICES PROGRAM: An authorized outside evaluation from a certified professional (neurological-psychologist, psychologist, educational psychologist, etc.) must be provided for review by the SST. The school reserves the right to require additional testing if deemed necessary. All evaluations need to be translated into English before presenting them to the school.

All admissions to the Academic Support services program must be approved by the SST. A student admitted to ASA seeking admission to the Academic Support Services Program based on an existing evaluation/diagnosis must provide a current evaluation completed within the last 6 months.

The American School of Asuncion recognizes that enrollment and overseas location prevent the school from funding a comprehensive special education program. Students who have physical handicaps, emotional / behavioral difficulties, and / or learning disabilities severe enough to require individualized assistance beyond the School's limited learning resource program, will not be enrolled at the School, or in the case of students already enrolled, be permitted to reenroll. (Board Policy 6740)

PARAGUAY, Asuncion (cont'd)
SPECIAL EDUCATION (cont'd)

Individual Learning Plan: An ILP is a document that establishes a set of learning goals and objectives for an individual student. It is designed to help students value and actively engage in the learning process. An ILP helps identify a particular student's strengths, challenges, interests and learning styles and then matches that profile to resources and tools that can maximize his/her learning potential within a given learning environment.

Levels of Support: Students may receive one of two types of support under two bases: consultative or direct. The level of support that qualified candidates will receive is decided by the SST and documented in the student's ILP.

- Consultative Support: Students receiving consultative support are in their regular classroom 100% of the academic school day with supplementary aids and services based on their active ILP. They receive ILP accommodations and are provided mentoring from an Academic Support teacher.
- Direct Support: Students receiving direct support are in the regular education environment no less than 85% of the academic school day with supplementary aids and services based on their active ILP. They receive ILP accommodations, are provided mentoring from an Academic Support teacher, and attend Academic Support class for a maximum of five hours per week.

Re-Evaluation: Students admitted into the Academic Support Services Program will be re-evaluated to assess their academic progress. Following their initial evaluation, each student will be required to provide a re-evaluation every three years. This evaluation should be conducted by a certified professional (neurological-psychologist, psychologist, educational psychologist, etc.) and must be translated into English. Assessment results will be discussed with the SST and shared with parent(s)/legal guardian at the upcoming ILP meeting. Evaluation and re-evaluation assessment results will be added to the student's Academic Support folder.

Asuncion Christian Academy (2017) ---- ----
www.aca.edu.py The school can accommodate the deaf/blind student. Mild to severe emotionally disturbed, hearing impaired, learning disabled, and mentally handicapped students can be accommodated. Mild to moderate speech impaired students can be accommodated. The school is somewhat accessible for the physically handicapped. The school has staff who are trained to administer psychological tests and diagnose specific learning disabilities. The school has teachers and administrators who have received training to work with the learning disabled and other types of handicaps.

Pan American International School (2017) ---- ----
Mild to moderate emotionally disturbed and learning disabled students can be accommodated. Mild hearing impaired, speech impaired, and visually handicapped students can be accommodated at all grade levels. Mild mentally handicapped students at the elementary and middle school grade levels can be accommodated. The school has staff who are trained to administer psychological tests and diagnose specific learning disabilities. The school has teachers and administrators who have received training to work with the learning disabled and other types of handicaps.

PERU, Lima
SPECIAL EDUCATION

Colegio Franlkin D. Roosevelt (2017) PK-12 1,738
www.amersol.edu.pe Information regarding the SEN Program can be found in the school's webpage at https://www.amersol.edu.pe/learning/student-support. Students who are both diagnosed with a learning disability and who are gifted/talented also access services through our Special Educational Needs (SEN) Learning Support Program. Services are provided in the least restrictive environment for students who have diagnosed mild to moderate learning disabilities and/or Attention Deficit/Hyperactivity which impact academic performance. Learning Support services are provided to address educational needs, attending to students' strengths while helping them to learn strategies in order to meet academic demands independently. The school is accessible for the physically handicapped. The school has teachers and administrators who have received training to work with the learning disabled. The school can accommodate mild learning disabilities at all grade levels.

PERU, Lima (cont'd)
SPECIAL EDUCATION (cont'd)

International Christian School of Lima (2017) K-12 144
www.icslima.org Mild emotionally disturbed, hearing impaired, learning disabled, mentally handicapped, speech impaired, and visually handicapped students can be accommodated at all grade levels. ICS-Lima has two teachers who are certified Special Education teachers. Students are provided with push-in or pull-out services. The school only provides support for the student who can function well in the classroom. Students with ADHD, ADD, dyslexia, mild asperger's syndrome and others can be admitted and helped at ICS-Lima. Students enrolled at ICS-Lima who are recommended for testing are sent out to an English speaking therapist who is trained to diagnose disabilities and test students. Students who are gifted/talented are given supplemental material and staff work with them at their level to help them to continue to grow academically.

Newton College (2017) K-12 1,583
www.newton.edu.pe The school has the full range of learning abilities, from gifted and talented to special needs. Most accommodations are done in class with differentiated teaching. In more severe cases, learning support staff help children with special needs. The school has staff who are trained to administer psychological tests and diagnose specific learning disabilities. The school has some teachers and administrators who have received training to work with the learning disabled and other types of handicaps.

San Silvestre School (2017) PK-12 1,398
www.sansilvestre.edu.pe Mild emotionally disabled, hearing impaired, orthopedically impaired, and speech impaired students can be accommodated. Mild to moderate learning disabled students can be accommodated. The school is accessible in the Early Years and Secondary buildings for the physically handicapped. The school has staff who are trained to administer psychological tests and diagnose specific learning disabilities but requests specific learning disabilities be diagnosed by outside specialists. The school has teachers and administrators who have received training to work with the learning disabled.

Tangram (2017) ---- ----
www.tangram.edu.pe Tangram, is the first Bilingual Educational and Learning Centre in Peru founded in 1996. Their purpose is to offer support to children and adolescents with Specific Learning Difficulties and Special Needs, different learning profiles as well as to provide counseling to their parents and families. The multidisciplinary team of experts working at TANGRAM can offer a specialized and comprehensive approach that integrates the family, school and therapist. The school conducts psychological, learning and academic, speech, occupational and physical assessments. They design and custom support, prevention and intervention programs as they promote the strengths, skills and talents of each student. Their multidisciplinary approach allows them to offer a comprehensive, global and balanced support.

ALTERNATIVE MORNING SCHOOL is a unique home school based program recognized by the Peruvian Ministry of Education which provides personalized tutoring to students in primary and secondary levels. The individual learning programs are adapted and tailored to meet the individual needs of each student seeking to discover their talents and enhance their skills. Morning School at TANGRAM (Monday to Friday from 9 a.m. to 1:30 p.m.)

SERVICES PROVIDED

- ✓ Assessments and personalized support and intervention programs
- ✓ Psychology: cognitive, emotional, attentional and behavioral issues. Parental and family counseling and coaching
- ✓ Dyslexia, dysgraphia and dyscalculia
- ✓ Speech and language communication and pronunciation
- ✓ Occupational therapy, physiotherapy, sensory integration

PHILIPPINES, Manila

SPECIAL EDUCATION

International School Manila (2016) PK-12 2,236

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. Since the beginning of the school year 2016/17, ISM has offered 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/ 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/ 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/ The CARE Department ensures academic, emotional and social success of their students identified with special needs. They are committed to working together with parents and other professionals to effectively and efficiently serve children with unique challenges and abilities. Their programs provide support and guidance to CARE students in meeting the requirements of the curriculum with accommodations, adaptations, and specially designed instruction.

Programs/Services

- Math support
- Resource room
- Phonemic Awareness Program
- One-on-one sessions
- Push-in classroom support
- Handwriting Class
- Formal Testing: achievement, math, language, reading
- NILD Educational Therapy

For parents whose children have been or may be assessed as being in need of CISM's CARE Program or Learning Support:

- Students with special education needs are admitted—and retained—at the discretion of the School. It is the School's responsibility to determine the level of support required by the student. This determination may take place during the admission process or at any subsequent stage during the student's time at the School. CARE program fees are not pro-rated.
- The School may require that a student have a paraprofessional or shadow teacher to assist in the implementation of the Learning Support Plan. The cost of employing the paraprofessional will be borne by the parents.

PHILIPPINES, Manila (cont'd)
SPECIAL EDUCATION (cont'd)

- 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. They 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:
  - Elementary: goes to learning center for math and language arts but is in regular classes for science and/or social studies, Bible, Tagalog, music, P.E., art, computer, and/or band.
  - Middle school: the student has at least 4 of 8 classes in regular classes (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: student has at least 4 regular classes where they can succeed with no, or minimal, accommodations; such as Bible, industrial arts, home ec, 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 boarding program.

PHILIPPINES, Manila (cont'd)
SPECIAL EDUCATION (cont'd)

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 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.
- 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, & special education needs.
- 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.

PHILIPPINES, Manila (cont'd)
SPECIAL EDUCATION (cont'd)

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 (2017) PK-12 281
www.iskonline.org Student Support Team - meets when a student experiences challenges to consult on possible solutions (members: Learning Support Coordinator, Counselor, Principal, EAL teachers, Teacher/s). Individual Learning Plans (ILPs) - are written when there is a diagnosed learning difference and the student requires classroom accommodations and/or modifications.

POLAND, Warsaw
SPECIAL EDUCATION

The American School of Warsaw (2017) PK-12 975
www.aswarsaw.org Mild emotionally disturbed, hearing impaired students at all grade levels can be accommodated. Mild to moderate learning disabled students at all grade levels can be accommodated. Mild mentally handicapped and multiply handicapped students at the elementary and middle school grade levels can be accommodated. Mild to moderate speech impaired students at the elementary school grade levels can be accommodated. Mild visually handicapped students can be accommodated. The school is accessible for the physically handicapped (ramps and elevators but no automatic doors). The school has teachers and administrators who have received training to work with the learning disabled.

The school offers Learning Support – different levels of support based on students' needs – Learning Support Class, push-in support, pull-out, collaboration with teachers, short term, intensive interventions (may be individual or small group – in either regular classroom or in LS class).

The British School (2017) PK-12 1,105
www.thebritishschool.pl Mild emotionally disturbed students can be accommodated. Mild to moderate hearing impaired students can be accommodated. Mild to moderate learning disabled students can be accommodated. Mild to moderate orthopedically impaired students at the elementary school grade levels can be accommodated. Mild to severe speech impaired students at the elementary school grade levels can be accommodated. 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 teachers and administrators who have received training to work with the learning disabled.

PORTUGAL, Lisbon

SPECIAL EDUCATION

Carlucci American International School of Lisbon (2017) PK-12 675
http://www.caislisbon.org Mild learning disabled, hearing impaired, and speech impaired students can be accommodated. The school is accessible for the physically handicapped. The school has teachers and administrators who have received training to work with the learning disabled.

Students admitted to CAISL must be able to function within the regular classroom setting and be able to work towards successful completion of CAISL academic requirements. 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. Only students with diagnosed learning disabilities may receive services from the Learning Support (Special Needs) Department. Therefore, CAISL requires that students with special needs applying for entrance into CAISL include all previous testing done both in and outside of schools that they have attended as well as current IEPs. The specialists may also request permission to be in contact with the student's current and previous schools. Applications for students with Special Needs are thoroughly reviewed by the appropriate faculty (case by case) to determine if CAISL is able to meet their needs and the results are communicated as soon as possible to the parent. CAISL learning specialists may 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 (2017) N-YR6 295
www.ipsschool.org Mild emotionally disturbed, hearing impaired, mentally handicapped, multiply handicapped, orthopedically impaired, and visually handicapped students can be accommodated. Mild to moderate learning disabled and speech impaired students can be accommodated. The school is accessible for the physically handicapped. The school has teachers and administrators who have received training to work with the learning disabled.

Oeiras International School (2017) 5-12 309
http://oeirasinternationalschool.com Mild hearing impaired, learning disabled, and orthopedically impaired students can be accommodated. 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 teachers and administrators who have received training to work with the mild learning disabled.

St. Julian's School (2017) PK-12 1,180
www.stjulians.com Mild emotionally disturbed, learning disabled, hearing impaired, mentally handicapped, orthopedically impaired, speech impaired, and visually handicapped students at all grade levels can be accommodated. Moderate to severe learning disabled students can be accommodated at the elementary and middle school grade levels. The school has staff who are trained to administer psychological tests and diagnose specific learning disabilities. The teachers and administrators have received training to work with the learning disabled.

St Julian's supports a principle of Inclusive Education in that they consider students with a range of needs in their educational policy and practice, responding positively and proactively to each child's unique abilities. The school is, in most circumstances, able to provide additional educational support for students, including those who require learning development or with medical conditions requiring particular attention.

GIFTED AND TALENTED

St. Julian's School (2017) PK-12 1,180
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 (2017) PK-12 2,249

www.asd.edu.qa/ The American School of Doha admits students who are reasonably able to meet ASD standards. Admission for students needing learning support will be determined on a case-by-case basis, and is dependent upon whether a particular student's needs match the level of support available. ASD does not offer the full continuum of special education programs as mandated by law for public schools in the United States. The pedagogical approach employed at ASD recognizes that students learn in different ways and at various paces. Intervention and support plans are implemented by classroom teachers, instructional assistants, and specialist support teachers. Differentiation is provided by teachers to support students in developing strategies to become independent learners. Using best practices and assessments, the program empowers each student to work towards his or her individual goals. The belief is that collaboration between teachers, learning assistants, instructional assistants, parents, and students is necessary in order to provide an effective program of support. Students who have mild learning difficulties that interfere with their academic performance in the classroom, and who are at risk of not meeting the grade level standards of our school, may qualify for placement in the Intervention or Learning Support program. Students who qualify for the program after an established referral process has been followed, will receive an 'intervention plan' or 'individual support plan' dependent on the students' respective needs. Students may be supported in-class or out of class, individually or in small groups. The objectives of the Intervention and Learning Support program are to identify students who are experiencing difficulty meeting ASD standards and to provide them with the support they need to improve their school performance.

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 (2017) PK-12 830

www.aisb.ro Mild emotionally disturbed, hearing impaired, learning disabled, and mentally handicapped students at all grade levels can be accommodated. Mild multiply handicapped students at the elementary school grade level can be accommodated. The school is accessible for the physically handicapped. The school has SEN teachers and others who have received basic training in SEN.

British School of Bucharest (2017) ---- 477

www.britishschool.ro Mild to moderate hearing impaired, learning disabled, and speech impaired students at all grade levels can be accommodated. The school has staff who are trained to administer psychological tests and diagnose specific learning disabilities. The school has teachers and administrators who have received training to work with the learning disabled and other types of handicaps.

King's Oak British International School (2017) K-9 130

www.kingsoakschool.ro They are non-selective and wherever possible will accommodate children with additional needs. They have an additional needs coordinator and a school psychologist on site. They have children with mild additional needs throughout school being accommodated within their year groups and the teachers differentiate the learning goals according to their needs. Sometimes pupils will receive specific therapy or additional learning sessions outside the classroom (e.g specific language or motor skill programs). They have a sensory room where children can go for some additional input and their Psychologist is also a school counselor. They do have children with more profound needs within school who are helped by a shadow teacher. There are specialist teachers who can be employed to assist children. Each child is assessed on their individual needs. They have plans to open a more specific department where children who are unable to attend a mainstream setting can be taught by specialists, and where possible integrated, into subjects with their peers.

RUSSIA, Moscow

SPECIAL EDUCATION

Anglo-American School of Moscow (2017) PK-12 1,145

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 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.

RUSSIA, Moscow (cont'd)
SPECIAL EDUCATION (cont'd)

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

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 (2017) PK-12 179
www.aas.ru/spb Mild to moderate learning disabled students can be accommodated. The school has teachers and administrators who have received training to work with thee learning disabled student.

RWANDA, Kigali
SPECIAL EDUCATION

International School of Kigali (2017) PK-12 250
www.iskr.org Mild learning disabled students at the elementary and middle school grade levels can be accommodated. Mild visually handicapped students can be accommodated. The school has staff who are trained to administer psychological tests and diagnose specific learning disabilities. The school has teachers and administrators who have received training to work with the learning disabled. Parents are asked to highlight any learning difficulties or other problems that children may have. The school asks for previous report cards and information from previous teachers. A discussion is then held between support team and parents to see if the school is in a position to help the child concerned during which they will also study an IEP that is already available. Accommodations for students runs through most academic classes. Students will also receive specific pull-out sessions two or three times a week. There are some speech and movement specialists in Kigali and where necessary the school can connect the parents with these specialists.

Kigali International Community School (2017) PK-12 271
www.kicsrw.org Mild emotionally disturbed and visually handicapped students at all grade levels can be accommodated in the regular classroom. Mild mentally handicapped, multiply handicapped, orthopedically impaired, and speech impaired students can be accommodated in the regular classroom and through a resource room. Mild to moderate learning disabled students at all grade levels can be accommodated in the regular classroom and through a resource room. The school has teachers and administrators who have received training to work with the learning disabled and other types of handicaps.

SAUDI ARABIA, Dhahran

SPECIAL EDUCATION

International Schools Group (Dhahran Campus) (2017) PK-12 1,251
http://www.isg.edu.sa/ Mild learning disabled and speech impaired students can be accommodated in the regular classroom. They are incorporating an Rtli process which identifies students in need using their response to instruction and intervention vs. psychological testing. Staff will be getting training on how to ID using this process.

SAUDI ARABIA, Jeddah

SPECIAL EDUCATION

American International School Jeddah (2017) PK-12 1,250
www.aisj.edu.sa Mild to severe learning disabled students and speech impaired students can be accommodated. The school has staff who are trained to administer psychological tests and diagnose specific learning disabilities. The school has teachers and administrators who have received training to work with the learning disabled.

British International School of Jeddah (2017) PK-Y13 ----
www.bisj.com Mild emotionally disturbed, learning disabled, speech impaired, orthopedically impaired, and visually handicapped students can be accommodated. The school has staff who are trained to administer psychological tests and diagnose specific learning disabilities. The school has teachers and administrators who have received training to work with the learning disabled.

SENEGAL, Dakar

SPECIAL EDUCATION

International School of Dakar (2017) PK-12 567
http://www.isdakar.org/ Mild learning disabled students at all grade levels can be accommodated. The school is accessible for the physically handicapped. The school has teachers and administrators who have received training to work with the learning disabled.

Dakar Academy (2017) PK-12 237
www.dakar-academy.org Mild learning disabled students at all grade levels can be accommodated. Moderate learning disabled students at the elementary school grade levels can be accommodated. Severe learning disabled students can be accommodated in a self-contained classroom. Mild to severe mentally handicapped students can be accommodated in the regular classroom and/or through a resource room and/or self-contained classroom. Mild to moderate multiply handicapped students can be accommodated in the regular classroom and/or through a resource room and/or self-contained classroom. Mild to moderate orthopedically impaired students can be accommodated. The school has teachers and administrators who have received training to work with the learning disabled.

École Actuelle Bilingue (instruction in French) (2017) PK-5 482
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.

SERBIA, Belgrade

SPECIAL EDUCATION

International School of Belgrade (2016) PS-12 347
https://www.isb.rs/site/page/academics/student-support/support-services/15 Mild learning disabled students at all grade levels can be accommodated. The school is partially accessible for the physically handicapped. The school has teachers and administrators who have received training to work with the learning disabled.

The specialist ISB learning support department is a team devoted to providing the necessary academic support for ISB students from PreK through to grade 12. They all value working collaboratively with teachers as well as parents in establishing, strengthening and maintaining ISB students' love for learning, academic progression and intrinsic motivation. The International School of Belgrade has three learning support specialists on staff at the

SERBIA, Belgrade (cont'd)
SPECIAL EDUCATION (cont'd)

lower and upper school campuses. The role of these specialists is to academically assist students with mild learning needs. ISB's student study teams meet regularly to address student needs and develop accommodation and intervention strategies in collaboration with PreK-12 teachers. Specialized support in the areas of speech and language therapy, occupational therapy and academic tutoring may be found in Belgrade and is paid for by the parents. ISB can provide learning support for students with mild learning needs (students who require up to 180 minutes of support per week to access the curriculum). In the lower school, this time frame can also be used in extending and challenging advanced learners.

Lower School (Grades PK-2): The lower school learning support teacher's responsibilities include; Identifying and working in partnership with students in PreK through to grades 2 who find it challenging to meet academic grade level expectations, while offering the necessary instructional support for our ISB students of significantly high ability levels who require additional academic challenges.

Lower School (Grades 3-5): The upper elementary student support teacher works with grades 3-5 to provide services for those students needing additional support to meet the academic grade level expectations. Instructional support is also available for students of significantly high ability levels at the upper elementary grade levels who are in need of additional academic challenges. The upper elementary learning support teacher believes in respecting students' individual profiles and creating student-targeted goals in response to identified, assessed needs. Within a framework of professional collaboration and home to school partnerships, the upper elementary learning support teacher aims to provide students and teachers with an opportunity to engage in best practices around access and extensions to learning.

Upper School (Grades 6-12): Our upper school learning support coordinator assists teachers with students facing challenges with the curriculum, as well as those requiring extra interventions. The learning support coordinator may work with the student in the classroom context or support the student during designated learning support time. The main emphasis of our upper school learning support practices is to ensure that the appropriate support mechanisms and strategies are in place to allow all students access to the curriculum.

SINGAPORE, Singapore
SPECIAL EDUCATION

Post Comments – Special Education in Singapore (2017) **----** **----**

- ***Dover Court International School*** (PK-12) http://www.dovercourt.edu.sg The School offers a variety of special education programs.
- ***Genesis School for Special Education*** (PK-8) http://www.genesisschool.com.sg/ The School offers a variety of special education programs.
- ***Julia Gabriel Centre for Learning*** (PK-8) 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 The School offers a variety of special education and integration programs.
- ***St. Gerard's School LP*** (N-K) http://www.stgerards.com.sg The School offers a variety of special education programs.
- ***The Winstedt School*** (K-7) www.winstedt.edu.sg The School offers a variety of special education programs.
- ***German European School Singapore*** (PK-12) 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
  - OVSpring Developmental Clinic: 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 multi-faceted, 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.genesisschool.com.sg The School is a child-centered, family-oriented program providing full-tim 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, kindergarten,

SINGAPORE, Singapore (cont'd)
SPECIAL EDUCATION (cont'd)

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/ Note: This information was last updated by post in 2015. Please verify with the schools that these programs are still available. 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.

SINGAPORE, Singapore (cont'd)
SPECIAL EDUCATION (cont'd)

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) PK-12 650
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) N-12 2,709
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.

SINGAPORE, Singapore (cont'd)
SPECIAL EDUCATION (cont'd)

UWC South East Asia - Dover Campus (2016) PK-12 2,986
www.uwcsea.edu.sg 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.

UWC South East Asia - East Campus (2016) PK-12 2,475
www.uwcsea.edu.sg 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. The 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.

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 (2017) PK-12 183
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 (2017) 1-13 732
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.

Cambridge International School (2017) N-YR13 338
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.

SLOVENIA, Ljubljana

SPECIAL EDUCATION

QSI International School of Ljubljana (2017) PK-12 98
https://www.qsi.org/slovenia/sln/ Mild learning disabled, multiply handicapped, orthopedically impaired, and speech impaired students can be accommodated in the regular classroom.

British International School of Ljubljana (2017) PK-YR13 177
www.britishschool.si Mild learning disabled students at the elementary and middle school grade levels can be accommodated.

SOUTH AFRICA, Cape Town

SPECIAL EDUCATION

American International School of Cape Town (2017) K-12 480
www.aisct.org AISCT will in practice deny admission to those students who can be determined, on the basis of the posted criteria and other information which may be available, to have learning difficulties which are beyond the scope of the school's educational program or who have not performed adequately at previous school(s), regardless of the reason. The school expects all teachers to cater to the students' individual needs. Of course, with the range of language proficiencies at a school like AISCT, each teacher is called upon to develop individualized programs and expectations. AISCT hopes to continue to admit students who have a desire and motivation to succeed but who have had difficulties which can be addressed within the normal framework of its classroom program. If the expectations and performance of these students are significantly different than those of the other students in the classes, the school's progress reports will so indicate this as a "modified program" to ensure clear communication with parents and other educational institutions.

SOUTH AFRICA, Cape Town (cont'd)
SPECIAL EDUCATION (cont'd)

If, however, the requirements or individual needs of a student are so great as to demand an inordinate amount of time and attention from teachers, to the detriment of the other students in the classes, then admission will not be offered to that child. In older grades particularly, poor past performance, whether due to learning differences or other problems, can result in denial of admission to AISCT.

After a child has been enrolled and the school becomes aware of learning differences outside of the range described above, the school reserves the right to withdraw the offer of enrollment. This admission revocation is particularly applicable if the parents have not been completely honest in the presentation of information at the time of application.

Sometimes learning difficulties are obscured by language difficulties and do not become evident for several months or a student who is achieving at first and second grade level within the range described above is not able to achieve in the third grade for developmental or other reasons. In cases of students already enrolled at AISCT who subsequently evidence learning differences, the criterion for continued enrollment becomes this: "Are we doing this child or the other children in the class a disservice by continuing to enroll him?" The first half of this question is often complicated by the subsequent consideration, "What will the parents do if the child is asked to withdraw?" However, the school must make its determination on the basis of what the parent should do in the child's best interest, which in some cases means leaving South Africa. In such cases thus far, the school administration and teachers involved have been able to work with the parents to pursue alternative programs at least several months prior to withdrawal from AISCT, and the children in question have usually been able to complete the school year at AISCT.

AISCT does not employ a school psychologist or psychiatrist and has no program specifically for children with significant learning differences. As such, the students at AISCT are expected to be able to succeed to some degree within the existing program with only the sort of support routinely expected of an international school teacher. (To succeed means to learn and show academic and social progress. Routinely means the same level of extra support which a teacher might be expected to provide a beginning English student.)

AISCT will continue to refer children to qualified educational psychologists when testing can provide information which will help with an admissions decision or in cases when testing will help the school to work more effectively with students already enrolled. Students with emotional or behavioral problems beyond the range which the school is qualified to address may be required to arrange counseling as a condition of continued enrollment.

Oakley House School (Southern Hemisphere calendar) (2017) R-12 201
www.oakleyhouse.co.za Mild emotionally disturbed and speech impaired students can be accommodated. Mild to moderate learning disabled students can be accommodated. 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 teachers and administrators who have received training to work with the learning disabled.

The school year starts in January and ends in December. They follow the full National Curriculum (CAPS) of South Africa. Oakley House School is a private remedial school that offers sympathetic help to children whose learning difficulties affect their ability to achieve their potential in a mainstream classroom. It caters for children from grade K to 12 who have specific learning difficulties. They provide specialized teaching for children who have dyslexia, ADD/ADHD, dyspraxia dyscalculia, speech and language delays, motor difficulties, sensory difficulties, and Asperger's Syndrome in a mild to moderate range.

They offer small classes (maximum class size from grades 1-6 is ten). Children are placed into even smaller like-ability groups for mathematics and literacy hour work every day in order to target areas for development in these two core skill sets.

SOUTH AFRICA, Cape Town (cont'd)

SPECIAL EDUCATION (cont'd)

Applicants should be of average ability, or above, and have an assessment from an educational psychologist indicating that they have learning difficulties. As a small specialist school with a very limited number of places, they carefully assess the suitability of each learner before making a decision as to whether they can offer a place. Oakley House High School will not offer any learner a place unless the staff feels confident that they can help him or her. Oakley House School will not accept learners who have emotional or behavioral problems which might seriously inhibit their progress or compromise the learning of others.

SOUTH AFRICA, Durban

SPECIAL EDUCATION

Post Comments – Education in Durban (2017) ---- ----

There are limited special needs schools. Those that are available are at least 45min – 1hr drive from officers' residences.

SOUTH AFRICA, Johannesburg

SPECIAL EDUCATION

Post Comments –Education in Johannesburg (2017) ---- ----

- ***The American International School of Johannesburg*** (PK-12) 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 Preparatory school in Birdhaven for learners with average intellectual ability, but specific learning difficulties. Entry through their Assessment and Training Unit.
- ***c.a.r.e. (The Centre for Autism Research and Education)*** (18 mths-12yrs) http://www.thecarecentre.co.za Autism-specific education tailored to the individual's needs. ABA, ST, OT, PT available on site.
- ***Cedarwood School*** (K-12) 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).
- ***Crossroads School*** (Center for Remedial Education) (K-7/8) www.crossroadsschool.co.za School for learners with average intellectual ability, but specific learning difficulties. Maximum class size of 15.
- ***Grantley College*** (8-12) www.grantleycollege.co.za Supported mainstream education. Average to above average intellect with learning disabilities.
- **Japari School** (K-7) www.japarischool.org.za Cognitive skills need to be within the average cognitive range. Specific learning difficulties need to be the child's core problem. Parental involvement and support is essential.

SOUTH AFRICA, Pretoria

SPECIAL EDUCATION

Post Comments – Special Education in Pretoria (2015) ---- ----

Note: This information was last updated by post in 2015. Please verify with the schools that these programs are still available.

- ***The American International School of Johannesburg Pretoria Campus*** (PK-8) 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 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.

SOUTH AFRICA, Pretoria (cont'd)
SPECIAL EDUCATION (cont'd)

- ***Care Center*** (18mths-12yrs) 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 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 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.easyinfo.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 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 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/. 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 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 The Centre for Autism and Related Disorders in the USA (C.A.R.D) are world leaders in autism treatment (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/ provides a mainstream education for students with learning differences. Students currently enrolled include those identified as learning disabled, ADD, ADHD, and autism. There are both mainstream and remedial classes in every grade. Students can be in either or both, for example math in mainstream and languages in remedial. Placement decisions are made according to individual need. The school has three locations in Pretoria.
- ***UNICA*** (3-18yrs) http://unicaschool.co.za. 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, Barcelona

SPECIAL EDUCATION

The American School of Barcelona (2017) PS-12 880

www.asbarcelona.com Mild learning disabled students at the elementary and middle school grade levels can be accommodated. The school is accessible for the physically handicapped. The school has teachers and administrators who have received training to work with the learning disabled.

Benjamin Franklin International School (2017) PS-12 694

www.bfischool.org Mild emotionally disturbed, multiply handicapped, orthopedically impaired, and visually handicapped students can be accommodated. Mild to moderate hearing impaired, learning disabled, and speech impaired students can be accommodated. The school has teachers and administrators who have received training to work with the learning disabled.

SPAIN, Madrid

SPECIAL EDUCATION

Post Comments (2017) ---- ----

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/ 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 The Study Center Foundation (SCF) is a small, co-educational day school which provides individualized education programs for English-speaking students ages 9-18 (American system grades 4-12). It is specifically geared toward students requiring a strong, caring, supportive structure and personal guidance and for students who experience difficulties in the standard classroom. Special attention is given to students with learning differences. High school students follow a secondary school correspondence course prepared by the American School of Chicago. Upon completion of graduation requirements, a U.S. high school diploma is awarded.

  The SCF classes are small with an average ratio of 1 teacher for every 3 students. Classes cover the basic areas of reading, writing, and arithmetic along with all of the important aspects of the standard college preparatory school curriculum. All classes are taught in English, with Spanish offered as a foreign language. The school has a permanent full-time staff of three teachers, adding staff as the student population grows. All teachers are professional teachers with special education experience and credentials. Student numbers vary over time, ranging from 14–25 in any one given year. Almost all students are referred by mainstream schools, subject to the mainstream school's capacity and desire to retain students.

  The School also offers after-school services, consulting for other schools, and special classes in response to individual requests. The school draws on outside consultants for speech therapy, and refers students to specialists including educational psychologists and medical doctors specializing in medication for special needs students.

  The Study Center Foundation's strengths are in the areas of learning problems in math and reading, dyslexia, ADD and ADHD, ESL and emotional issues. The school facility, a small house, would not be accessible for students with mobility problems, especially wheelchair needs, and the staff is not trained and experienced with vision- or hearing-impaired students' needs.

SPAIN, Madrid (cont'd)
SPECIAL EDUCATION (cont'd)

The Study Center Foundation is recognized by the Spanish Ministry of Education and Science as a private, cultural foundation. The high school course follows the American School of Chicago Program, which is accredited by the North Central Association of Colleges and Schools (NCA), The Commission on International Trans-Region Accreditations (CITA), and the Illinois State Board of Education.

- ***SINEWS Multilingual Therapy Institute*:** http://www.sinews.es 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 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 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 Aleph-tea offers services and a school for children with autism and Asperger´s. All services are in Spanish.

American School of Madrid (2017) PK-12 943
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.

International College Spain (2017) PK-12 861
www.icsmadrid.org Mild hearing and learning disabled impaired students at all grade levels can be accommodated. Moderate learning disabled students can be accommodated at the elementary and middle school grade levels. Mild to moderate speech impaired students can be accommodated. Mild to moderate visually handicapped students be accommodated at the elementary and middle school grade levels. The school is accessible for the physically handicapped. Only basic screening is completed at the school. The school has teachers and administrators who have received training to work with the learning disabled.

ICS has a whole school Learning Support Program to help students with, mostly, mild learning disabilities. In the Primary School, the LS teachers work in-class and they also offer a pullout program where students have IEPs. In Secondary, they provide some in-class support, a pullout program (IEP) and some LS Coaching to help students with organization and study skills. They admit students as long as they can ensure that they will be able to meet their needs. They ensure students receive accommodations following the guidelines from the IB. Students are sometimes referred externally for therapies when they cannot provide the support in school. E.g. SLT and OT. The service carries an additional cost.

SRI LANKA, Colombo

SPECIAL EDUCATION

Overseas School of Colombo (2017) PS-12 420

http://www.osc.lk Mild emotionally disturbed and mentally handicapped students can be accommodated. Mild to moderate learning disabled and speech impaired students can be accommodated. Mild to severe visually handicapped students can be accommodated. The school has teachers and administrators who have received training to work with the learning disabled.

British School in Colombo (2017) ---- 1,347

www.britishschool.lk Mild emotionally disturbed and learning disabled students can be accommodated. The school has teachers and administrators who have received training to work with the learning disabled.

SWAZILAND, Mbabane

SPECIAL EDUCATION

Usutu Forest School (2017) K-12 572

www.usutuprimary.ac.sz At Usutu Forest School we believe that it is imperative that each child meets his or her full potential. In order to do this, the Learning Support Centre has been established to work with children who experience barriers to learning, their teachers and parents. At the Learning Support Centre a multidisciplinary team identifies, assesses and assists children with learning needs. Therapy is delivered on an individual and group basis according to the needs of each child. The Centre provides information for parents and teachers in giving additional support to their children. The Centre also provides a forum for parents of children with learning needs to hold discussion groups, raise pertinent issues and form support groups. The multidisciplinary team at the Learning Support Centre provides a seamless service, catering for the individual needs of all students.

Remedial Therapy: Remedial Therapy assists students whose greatest need is academic areas such as reading, spelling and mathematics. The specially designed instruction is developed to cater for students' individual needs. The Remedial Therapist offers language enrichment programs and promotes literacy development and mathematics remediation as well as study skills.

Speech and Language Therapy: Speech and Language Therapy assists children who have speech and/or language impairments that impact educational performance. Speech and Language Therapy sessions focus on articulation, fluency, language, processing or voice. The Speech Therapist works closely with teachers in order to assist language impaired children to access the school curriculum.

Occupational Therapy: Occupational Therapy assists students who have difficulty with gross motor coordination, fine motor coordination and perceptual delay. As with all therapies offered, the Occupational Therapist works closely with teachers in order to see therapy targets carry over to the classroom setting.

Play Therapy and Counseling: Play Therapy and Counseling uses play to communicate with students to prevent or resolve emotional, social and behavioral difficulties. The therapist uses play as a tool for diagnosis. The Therapist will determine the cause of the children difficulty and use play to change behavior or assist in achieving emotional stability.

Academic Support: During the afternoon activity program sessions for each grade are conducted covering mathematics, reading and study skills. These are group based and optional and dependent on the time table. Sessions will enhance classroom instruction and are offered to all children at Usutu Forest School. All therapy is conducted during the school day and all information gathered by the therapist is considered confidential. A learning support fee is payable should a child require one or more of the above therapies. These fees are able to be claimed back from Medical Aid. Learners are referred to the Learning Support Centre by Educational Psychologists or by the learner's class teacher.

SWEDEN, Stockholm

SPECIAL EDUCATION

Stockholm International School (2017) PK-12 654
www.intsch.se/ Mild emotionally disturbed, hearing impaired, multiply handicapped, orthopedically impaired, and speech impaired students can be accommodated. Mild to moderate learning disabled, mentally handicapped, and visually handicapped students can be accommodated. 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 teachers and administrators who have received training to work with the learning disabled.

British International School of Stockholm (2017) PK-10 487
www.bisstockholm.se Mild to moderate emotionally disturbed, hearing impaired, learning disabled, and speech impaired students can be accommodated. Mild mentally handicapped, orthopedically impaired, and visually handicapped students can be accommodated. The school is accessible for the physically handicapped. The school has teachers and administrators who have received training to work with the learning disabled. The school has a very effective IN department within the school able to cope with children presenting with mild to moderate learning difficulties. They are unable to offer 1:1 support for more complex needs.

International School of the Stockholm Region (2017) K-12 620
www.issr.stockholm.se Mild emotionally disturbed, hearing impaired, learning disabled, orthopedically impaired, and visually handicapped students can be accommodated. The school is accessible for the physically handicapped. The school has teachers and administrators who have received training to work with the learning disabled and other types of handicaps.

Sigtunaskolan Humanistiska Läroverket (2017) 7-12 700
www.sshl.se Mild learning disabled students can be accommodated. 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 teachers and administrators who have received training to work with the learning disabled and other types of handicaps.

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.

Ecole Francaise Internationale de Berne (instruction in French) (2017) **----** 152
http://ecole-francaise-de-berne.ch/index.htm Mild to severe emotionally disturbed, hearing impaired, and learning disabled, orthopedically impaired, speech impaired, and visually handicapped students can be accommodated via mainstreaming in the regular classroom.The school is accessible for the physically handicapped. The school has a partnership to administer psychological tests and to diagnose specific learning disorders. The school has teachers and administrators who have received training to work with the learning disabled and other types of handicaps.

SWITZERLAND, Geneva

SPECIAL EDUCATION

Post Comments – Geneva Area Schools Report (2016) ---- ----

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
    - Email: admissions@ecolint.ch/ Tel: +41 22 787 26 30

- ***College du Leman*** (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.
    - 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

SWITZERLAND, Geneva (cont'd)
SPECIAL EDUCATION (cont'd)

on the Hill Center methodology, developed at the Hill Center in Durham, NC (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 Précossy 1260 Nyon
- E-mail: education@oakhill.ch Tel: +41-22-354-0140 Web: http://www.oakhill.ch/

- ***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/

SWITZERLAND, Geneva (cont'd)
SPECIAL EDUCATION (cont'd)

- ***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 (2017) K-12 200
http://kaohsiung.mca.org.tw/ Morrison does not knowingly admit non-missionary LN students. The School is equipped to work with mild special needs students, including emotionally disturbed, multiply handicapped, and visually handicapped. The School can accommodate students who are mild to moderate hearing impaired, learning disabled, orthopedically impaired, and speech impaired. The school is accessible for the physically handicapped. The school has teachers and administrators who have received training to work with the learning disabled.

TAIWAN, Taipei
SPECIAL EDUCATION

Taipei American School (2017) PK-12 1,186
www.tas.edu.tw TAS provides support for students with mild learning differences with academic, language, and/or speech needs. They are served in the mainstream educational program and receive support services that focus on remediation of academic disabilities, skill development, and/or academic support. 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 teachers and administrators who have received training to work with the learning disabled.

Morrison Academy-Taipei Campus (2017) K-12 901
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 (2017) 1-8 124
http://taas-taiwan.com/ Mild emotionally disturbed students can be accommodated at elementary and middle school grade levels in the regular classroom. Mild to moderate learning disabled students can be accommodated in the regular classroom. Mild mentally handicapped elementary and middle school students can be accommodated. The School has two resource teachers dedicated to students with mild to moderate learning disabilities. The students must be able to function in a regular class with pull-out support at minimum. Space and resources are limited for their learning support program so students with LD are looked at on an individual basis and evaluated to see if the School has the resources they need.

Taipei European School (2017) K-12 1,701
www.taipeieuropeanschool.com In General: mild emotionally disturbed at all grade levels; mild to moderate learning disabled at the elementary and middle school grade levels; moderate mentally handicapped at the middle school grade level; mild multiply handicapped at the elementary grade levels; and mild speech impaired at the middle school grade levels.

TAJIKISTAN, Dushanbe

SPECIAL EDUCATION

QSI International School of Dushanbe (2017) PK-12 109

http://www.qsi.org/tajikistan/tjk/ Mild learning disabled, multiply handicapped, orthopedically impaired, and speech impaired students can be accommodated in the regular classroom.

TANZANIA, Dar es Salaam

SPECIAL EDUCATION

International School of Tanganyika (2017) PK-12 968

http://www.istafrica.com Mild emotionally disturbed, hearing impaired, learning disabled, orthopedically impaired, speech impaired, and visually handicapped students can be accommodated. Moderate to severe learning disabled students at the elementary school grade levels can be accommodated. The school is only partially accessible for the physically handicapped. The school has staff who are trained to administer psychological tests and diagnose specific learning disabilities. The school has teachers and administrators who have received training to work with the learning disabled and other types of handicaps.

Dar Es Salaam International Academy (2017) K-12 300

www.dia.co.tz The school can accommodate mild emotionally disturbed, speech impaired, and visually handicapped students at all grade levels. Mild to moderate learning disabled students at all grade levels can be accommodated. The school has staff who are trained to administer psychological tests and diagnose specific learning disabilities. The school has teachers and administrators who have received training to work with the learning disabled. DIA has a comprehensive Special Educational Needs Department that encompasses both students with learning needs and gifted and talented.

THAILAND, Bangkok

SPECIAL EDUCATION

Post Comments (2017) ---- ----

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* is able to serve a managed number of students with mild learning needs in line with the Individual with Disabilities Education Act. Under this program, students are included in mainstream classes with in-class support provided by Learning Support specialists, with additional support available within the limits of the schools resources.
- *St. Andrews International School Bangkok* an inclusive school that welcomes students of all abilities. To ensure that all our children have an equality of opportunity, we have a professional Learning Support Department. This team works with class teachers to identify and support children.
- *The Village International Education Centre* is a small, special needs school situated near Ekamai BTS, that offers education provision from pre-school through to young adults. They are a British school which follows the National British curriculum in addition to a variety of specialized curriculums and individualized programs. They also have Speech and Language Therapists, Occupational Therapists and Counselors who are able to offer assessments in these areas as well as an educational psychologist. The Village has been providing alternative education provision for 15 years to students who require extra support, specialist staff and a learning environment which is adapted to their needs.

International School Bangkok (2017) PK-12 1,824

http://www.isb.ac.th/ ISB serves students with mild, moderate and severe learning needs. Their Learning Support program supports a managed number of students with a variety of learning needs including learning disabilities, ADHD, and speech and language disorders. They are able to support a limited number of students with intellectual and developmental delays or disabilities. Currently they are not able to support students with more than mild

THAILAND, Bangkok (cont'd)
SPECIAL EDUCATION (cont'd)

emotional/behavioral needs. Most students are supported in the regular classroom and through limited pull-out support. Students with more significant learning needs may be supported through additional pull-out or in-class support at additional cost. The Intensive Learning Needs program is a "self-contained" classroom setting for students with intellectual and developmental delays or disabilities. This program incurs fees in addition to regular tuition. ISB employs certified special educators, school counselors, school psychologists and speech language pathologists. They have an occupational therapist who provides assessment and therapy on campus. Their multidisciplinary teams assess, diagnose and provide support for students with disabilities and learning differences. In addition, 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. The ISB school psychologists maintain a directory of community resources at http://www.bangkokcommunityresources.org/.

The American School of Bangkok (2016) N-12 839
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 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.

Harrow International School (2016) PK-Y13 1,372
http://www.harrowschool.ac.th/ Harrow Bangkok has a separate department that caters for children with special needs, incorporating both learning support and gifted and talented. Cases are evaluated on an individual basis and the appropriate level of service provided accordingly. Please contact their admissions for referral to this specialist department.

KIS International School (2017) K-12 650
www.kis.ac.th The School offers mild learning support through differentiation in the classroom. All special needs are considered on an individual basis. Diagnoses is done by an external agency as recommended by the KIS counselor.

THAILAND, Bangkok (cont'd)
SPECIAL EDUCATION (cont'd)

Rose Marie Academy (2017) PK-12 86

www.rose-marie.ac.th Special needs of children at Rose Marie Academy are identified through the admission process or through referral by teachers, School Psychologist, Director or other staff. Assessment is through observation, counseling, diagnostic and standardized testing, and external reports.

Specialized Staff:

- Clinical Psychologist- Mr.Wanchai Chaiyasit, M.A., School Counselor/Licensed Clinical Psychologist University of Northern Colorado, U.S.A.
- Academic Director- RoseMarie Wanchupela, M.Sc. in Reading Education, Syracuse Univ., U.S.A.
- Special Support Services Coordinator- Colin Appleton, B.Ed., M.Sc., Postgrad Cert in Dyslexia and Literacy (York), Cert in Psychometric Testing (Brit Psych.Soc.) Certified Autism Specialist (IBCCES),
- Specialist Teacher- Maxine L. Ping, Cert.Ed., DTEFL., F. Coll. Preceptors, Educationalist

Programs: All students are comprehensively assessed at the time of admission by their School Clinical Psychologist. Specialist staff are able to provide assessment of learning difficulties such as dyslexia, dyscalculia, ADHD, and global slow learning and are able to refer to external agencies for further consultation with regard to autistic spectrum, sensory, and physical difficulties. Individual Education Plans are specified for all students receiving Special Support Services. At Rose Marie Academy, students with special needs are integrated into mainstream classes with additional support by co-teachers and teacher assistants. Individualized learning programs are specified by a Special Support Services team, including the School Psychologist, Learning Support Services Coordinator, and concerned teachers.

- Dyslexic students or students with other reading difficulties work on a multisensory computer-linked learning program with one-on-one teacher interactive guidance and supported a teacher assistant for up to three hours per week within the Language Arts lesson or as after-school tuition. The program is individualized by means of an entry test and continuous formative assessment.
- Dyscalculic students are provided with an individualized mathematics program designed to address their specific difficulties related to memory and organization and are supported by a teacher assistant.
- Students shown to have dyspraxic tendencies, or speech difficulties through classroom observation and screening tests are referred to outside agencies, such educational psychologists, psychiatrists, occupational therapists, or speech and language therapists for further assessment advice. School programs may be adapted or modified according to guidance provided.
- Students with physical disabilities such as mobility problems or visual impairment are accommodated with adaptations or modifications to programs within the mainstream classes, with the support of a one-on-one special assistant if required.
- Attention Deficit Hyperactivity Disorder may be indicated through in-school observation, teacher and parent questionnaires, and through computer-based tests of attention. Students with behavior difficulties are supported through behavior management and counseling programs under the supervision of the school psychologist. In cases of severe non-compliance or emotional disturbance, the student may be referred to a consulting psychiatrist for treatment and further evaluation.
- Gifted and Talented and Slow Learning students, like all students in Rose Marie Academy receive individual programs according to their needs, so content, level, and pace of learning are specified as appropriate for each student within the mainstream classes.
- The common principle is that students with special needs are integrated into all aspects of school life, but with learning and behavioral programs specified to meet their individual needs.
- Low Vision for low vision student
- Shadow teacher for one-on-one

Special Support Services Procedures

1. Counselor determines student's need for Special Support Services.
2. Counselor discusses possibility with parents.
3. Counselor discusses need with Special Support Services Team if Team is available.
4. If testing is needed, written parental permission to test is obtained.

THAILAND, Bangkok (cont'd)

SPECIAL EDUCATION (cont'd)

5. Test(s) administered, information gathered, report prepared.
6. Results of testing discussed with Special Support Services Team.
7. If Team is not available, Counselor discusses results with parents and decision is reached regarding placement.
8. Details of program are worked out with relevant staff .
9. Individualized Education Plan (IEP) is designed.
10. Parents give written permission for student to receive assistance from Special Support Services.
11. Parents are informed in writing that the program has commenced.

St. Andrews International School Bangkok (2017) PK-12 1,239
www.standrews.ac.th Mild to moderate emotionally disturbed, learning disabled, and orthopedically impaired students at all grade levels can be accommodated in the regular classroom. Mild speech impaired and mentally handicapped students at all grade levels can be accommodated in the regular classroom. 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 teachers and administrators who have received training to work with the learning disabled. The school offers ASDAN; Functional skills: English, math, science, business, cooking, PE; behavioral support; dyslexia support, and language support.

St. Andrews International School Sathorn (2017) N-Y6 380
www.standrews-schools.com Mild emotionally disturbed, learning disabled, and speech impaired students can be accommodated. 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 teachers and administrators who have received training to work with the learning disabled.

The Village International Education Centre (2016) 3-20yrs ----
http://www.village-education.com/site/site2/ The Village Education Centre is a Special Needs School and provides the following curriculums/program of support: English National Curriculum. They have an educational psychologist and a counselor on staff. The School employs special needs teachers. They offer support to all areas of need: mild, moderate, and severe. The School can provide services to children who need ASDAN (special needs life skills); dyslexia; autism; Equals (special needs life skills); speech and language; occupational therapy. The School offers the following programs: ABA and counseling.

GIFTED AND TALENTED

The American School of Bangkok (2016) N-12 839
www.asb.ac.th 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.

THAILAND, Chiang Mai

SPECIAL EDUCATION

Chiang Mai International School (2017) PK-12 505
http://www.cmis.ac.th/ Mild emotionally disturbed, hearing impaired, multiply handicapped, and visually handicapped at all grade levels can be accommodated in the regular classroom. Mild to moderate speech impaired, orthopedically impaired, and learning disabled at all grade levels can be accommodated in the regular classroom and through a resource room. The school is accessible for the physically handicapped. The school has teachers and administrators who have received training to work with the learning disabled. CMIS provides learning and counseling support for elementary, middle school, and high school students with mild:

- learning difficulties and disabilities
- attention deficit and hyperactivity disorders (ADD/ADHD)
- autism spectrum disorders (ASD), including Aspergers syndrome, if the student is cognitively and behaviorally capable to completely participate in the regular, mainstream academic programs.

THAILAND, Chiang Mai (cont'd)

SPECIAL EDUCATION (cont'd)

NOTE: CMIS does not have a Speech-Language Pathologist (SLP) to work with children on the SD spectrum who require speech-language therapy as an integral part of their treatment / intervention plan.

- Emotional issues but not emotionally or mentally disturbed
- orthopaedic problems

NOTE: Except for the current cafeteria, CMIS facilities are all wheelchair accessible. A new cafeteria, to be completed in the 2018-2019 academic year, will be wheelchair accessible as well.

- CMIS refers families to or recommends that they sek out private educational psychologists in their home countries for full diagnostic evaluations when the Student Support Team determines that such an assessment is warranted to identify a possible learning disability or disorder.
- CMIS has no Speech-Language paghologist (SLP) on staff and there are no English-speaking SLP's in Chiang Mai at this time. However, there are online services, such as Canto Speech Therapy (www.power-of-speech.com/) that families requiring speech therapy can investigate
- 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 visual impairments that cannot be rectified with prescription lenses.

TOGO, Lomé

SPECIAL EDUCATION

Arc-En-Ciel International School at Lomé (instruction in French)(2017) 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.

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.

TOGO, Lomé (cont'd)

SPECIAL EDUCATION (cont'd)

- 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) PS-13 263

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 (2017) PK-12 402

www.isps.edu.tt Mild emotionally disturbed, learning disabled, and speech impaired students can be accommodated. The school is accessible for the physically handicapped. The school has some teachers who have received training to work with the learning disabled. The school offers differentiated instruction in the classroom.

TRINIDAD AND TOBAGO, Port of Spain (cont'd)
SPECIAL EDUCATION (cont'd)

Montessori Academy of Trinidad and Tobago (2017) PK-6 92
montessoriacademy@gmail.com Mild emotionally disturbed, hearing impaired, learning disabled, mentally handicapped, speech impaired, and visually handicapped students can be accommodated. Mild to moderate multiply handicapped students can be accommodated. Mild to severe orthopedically impaired students can be accommodated. The school has teachers who have received training to work with the learning disabled. Child specific behaviors are difficult to accommodate.

TUNISIA, Tunis
SPECIAL EDUCATION

American Cooperative School of Tunis (2017) PK-12 367
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, Ankara
SPECIAL EDUCATION

Oasis International School (2017) PK-12 249
www.oisankara.org The School can accommodate children who have mild learning disabilities, across 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.

TURKEY, Istanbul
SPECIAL EDUCATION

Istanbul International Community School (2017) K-12 539
www.iics.k12.tr Each child is evaluated upon application

MEF International School (2017) PK-12 467
http://www.mefis.k12.tr/ Mild emotionally disturbed, hearing impaired, learning disabled, speech impaired, and visually handicapped students at all grade levels can be accommodated. The school is not accessible to physically disabled students.

TURKMENISTAN, Ashgabat
SPECIAL EDUCATION

Ashgabat International School (2017) K-12 234
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.

TURKMENISTAN, Ashgabat (cont'd)

SPECIAL EDUCATION (cont'd)

All students that have existing special needs assessments upon enrollment at Ashgabat International School will be referred to the Student Support Team. The team will develop a plan of support for the student while at Ashgabat International School. Additionally, teachers can refer enrolled students to the Student Support Team if teachers suspect that students would benefit from additional support in the classroom. The Student Support Team will consist of the guidance counselor and teachers with backgrounds in special education. The team will discuss testing and observational notes on referred students in order to create a plan of modifications that may improve students' educational experience.

If, after the team has implemented modifications to a student's learning program, and it is determined by the school's instructional leaders that Ashgabat International School is not able to provide adequate services for a student, the following options will be presented to a parent:

- ***Option 1***: The parent may seek additional services outside the curricular, physical boundaries, and time parameters of the school. If this option is selected, the parents will be responsible for the costs of such a program. If possible, Ashgabat International School will assist the parent in locating such programs.
- ***Option 2***: The parent may request a reduction of the daily schedule to access additional educational services outside the curricular and physical boundaries of the school, but still within the school day. If this option is selected, the student will still be held responsible for completion of the core academic program at Ashgabat International School. In other words, students may not be pulled from their reading, language, arts, mathematics, cultural studies or science curricular areas. In rare cases, students may be pulled from their physical education, technology, world language, or classes related to the visual and performing arts to receive special instruction. However, this will be strictly limited to very special cases and determined by the school's administration and teaching team. In order to graduate and earn a diploma, all Ashgabat International School students must complete the requirements to do so. In most cases, the reduction of schedule will be limited to release from school time devoted to co-curricular activities, such as noncredit music, the arts, or sports activities. This option does allow for a student to be pulled from his/her regular school day for special instruction, but only for brief periods of time. Note: At no time may parents pull a child from regular classes and tutor the child themselves on school premises. This is reserved for a home environment outside the school day and school program.
- ***Option 3***: The parent may suggest that a one-on-one assistant be arranged to help a child during the school day. The cost for recruiting and hiring of the one-on-one assistant will be the responsibility of the parent. School leadership reserves the right to review the qualifications of the assistant and interview the assistant; school leadership must approve any adult working in the school. A criminal background check wills 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.

UGANDA, Kampala

SPECIAL EDUCATION

The International School of Uganda (2017) PK-12 539

www.isu.ac.ug 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, Counsellors 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. Educational Psychologist evaluations may be requested to help the school decide whether they can meet the student's needs and to help design an appropriate program. These are usually requested to be done before arrival in Uganda, 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 a Functional Life Skills program 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.

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.

Acacia International School (2017) PK-12 208

www.acacia.co.ug Mild learning disabled and speech impaired students at the elementary school grade levels can be accommodated. The school has teachers and administrators who have received training to work with the learning disabled. The school has a part-time US-trained SEN teacher and a full-time Ugandan Learning Support Teacher. In Early Years through Grade 5 students are pulled out for one or two 45 minute sessions per week. IEPs are drawn up for students with mild learning disabilities.

Ambrosoli International School (2017) PK-YR6 252

www.ambrosolischool.com Mild learning disabled students at the elementary school grade levels can be accommodated. The school has teachers and administrators who have received training to work with the learning disabled.

Heritage International School (2017) PK-12 345

http://www.heritage.co.ug/ The school has 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.

UGANDA, Kampala (cont'd)
SPECIAL EDUCATION (cont'd)

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 their SSST have an IEP if they are receiving additional support.

Kampala International School Uganda (2017) PK-12 486
www.kisu.com/ Mild emotionally disturbed and visually handicapped students at the elementary and middle school grade levels can be accommodated. Mild hearing impaired students at the elementary school grade levels can be accommodated. Moderate emotionally disturbed and visually handicapped students at the elementary school grade levels can be accommodated. Mild to severe learning disabled students at the elementary and middle school grade levels can be accommodated. Mild to moderate mentally handicapped and speech impaired students at the elementary and middle school grade levels can be accommodated. Mild to severe multiply handicapped students can be accommodated. Mild orthopedically impaired students at the elementary school grade levels can be accommodated. Most areas of the school are accessible to the physically handicapped. The school has teachers and administrators who have received training to work with the learning disabled and other types of handicaps.

UKRAINE, Kyiv
SPECIAL EDUCATION

Kyiv International School (2017) PK-12 109
https://www.qsi.org/ukraine/ukr/ Mild learning disabled, multiply handicapped, orthopedically impaired, and speech impaired students can be accommodated in the regular classroom.

Pechersk School International Kyiv (2017) 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.

British International School (2016) N-YR13 581
www.britishschool.com.ua 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 (2015) K-12 128
http://kca.org.ua Note: This information was last updated by post in 2015. Please verify with the schools that these programs are still available. 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.

UNITED ARAB EMIRATES, Abu Dhabi

SPECIAL EDUCATION

Post Comments – Special Needs Summary Report (2017) ---- ----

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.

American Community School of Abu Dhabi (2017) PK-12 1,188

www.acs.sch.ae ACS provides learning support by trained professionals to identified students in a balanced service delivery model of consultative support, accommodations, small group instruction and/or in class support.

Learning Support Services: In addition to the ACS Core Values, the Student Support Services program adheres to the following philosophy.

- We recognize that each child can learn, but may learn in different ways and at different rates.
- We believe in early intervention as the most productive approach to providing effective and efficient support services.
- We aim to give students additional, specific strategies to succeed with a demanding academic curriculum.
- We believe that the implementation of intervention strategies is a collaborative approach between the Student Support Team (SST) and parents.
- We provide student support through a continuum of services based on "best practices" that:
    - is developmentally appropriate for student age and grade level
    - provides program options for intervention and service delivery
    - supports and maintains the integrity of the curriculum and regular classroom instructional program
    - includes regular classroom teachers and parents in the decision-making process
    - facilitates communication and collaboration
    - provides relevant staff development and adequate instructional resources
    - documents decision-making
    - remains flexible

Middle and High *School Accommodations Policy*: Students who are diagnosed with mild learning challenges can be offered various types of accommodations at ACS. As part of the SST process, students' needs are assessed and an accommodations plan for assignments, testing, and lesson presentation may be developed. Specific testing accommodations may include breaks, provision of a separate testing room, use of a laptop, enlarged print, and up to 50% extended time on tests and quizzes.

In order to qualify for testing accommodations, all learning differences need to be documented, current (updated every 3 years), and certified by a licensed psychologist or learning specialist. If students wish to seek approval for accommodations on SAT or IB exams, parents must submit abovementioned documentation to the College or IB Board for review.

For more information or assistance regarding official testing accommodations or psychometric evaluations, please contact the counselor, college counselors or IB coordinator.

Stars for Special Abilities (2017) PK-Adult+ ----

www.starzuae.com Stars offers support services, but is not a school in and of itself. 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. They offer support services for special needs children including; auditory integration training program, consulting and support services for schools to integrate special needs students, learning strategy and

UNITED ARAB EMIRATES, Abu Dhabi (cont'd)

SPECIAL EDUCATION (cont'd)

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.

UNITED ARAB EMIRATES, Dubai

SPECIAL EDUCATION

American School of Dubai (2017) PK-12 1,810

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/ Note: This information was last updated by post in 2015. Please verify with the schools that these programs are still available. 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 (2017) PK-12 669

www.casdubai.com Mild to severe emotionally disturbed, hearing impaired, learning disabled, mentally handicapped, multiply handicapped, orthopedically impaired, speech impaired, and visually handicapped students at all grade levels can be accommodated. The deaf/blind student can be accommodated. The school is accessible for the physically handicapped. The school has teachers and administrators who have received training to work with the learning disabled.

UNITED ARAB EMIRATES, Dubai (cont'd)

SPECIAL EDUCATION (cont'd)

Dubai American Academy (2017) K-12 2,300
www.gemsaa-dubai.com Mild hearing impaired, learning disabled, orthopedically impaired, and speech impaired students can be accommodated in the classroom at all grade levels. The School is accessible for the physically handicapped.

Universal American School (2017) PK-12 1,426
www.uasdubai.ae Mild learning disabled students can be accommodated at all grade levels. The School is accessible for the physically handicapped. The school has teachers and administrators who have received training to work with the learning disabled.

GIFTED AND TALENTED

Bradenton Preparatory Academy (2015) PK-12 745
http://www.bradentonprepdubai.com/ Note: This information was last updated by post in 2015. Please verify with the schools that these programs are still available. 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.

Collegiate American School (2017) PK-12 669
www.casdubai.com The program is individually catered based on student needs. An Enrichment Plan (EP) is composed in consideration of data, teacher recommendation(s) and parental feedback. The EP is reviewed annually or on an as needed basis to meet the needs and create challenging enriching opportunities.

Dubai American Academy (2017) K-12 2,300
www.gemsaa-dubai.com Dubai American Academy recognizes the following areas of giftedness:
1. Intellectually Gifted
2. Academic Talented in Reading and/or Math
3. Psychomotor and Visual/Performing Arts

A teacher, parent or specialist may refer a child for identification at any time. With the referral, a case study begins. Students at Dubai American Academy can be identified at any and all grade levels. Students are identified after consideration of data reflecting a variety of factors. Such data may include but is not limited to test scores, teacher referrals, parent referrals and examples of student work. No single test, measure or score shall be the sole criteria for identification. The identification process may take as few as six weeks or up to several years to complete. Though gifted identification may occur at any time and the process may be tailored to meet the needs and situation of a specific child; Dubai American Academy has a system in place that allows for a periodic evaluation of students for identification

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
Link to Belfast Education and Library Board Special Needs Page (once on page refer to links at left)

UNITED KINGDOM, Belfast (cont'd)
SPECIAL EDUCATION (cont'd)

Post Comments – CLO Comments (2017) ---- ----

"Special needs (autism spectrum) is an area where teaching excels. Stranmillis College, which is one of the two teaching colleges here (excellent reputation), has a specialty/expertise in autism spectrum educational training. They even attract Americans in teaching colleges/getting their masters to come over here for training. I do believe this filters down to generally better offerings at the primary and secondary levels.

I think this is important for the families of special needs kids. There is a dearth, worldwide, in school systems that can meet special needs. It could be an incredibly attractive post for those families searching for posts that can accommodate their kids. Also, Vic College is known for dealing with special needs. My daughter's friend here is on the spectrum and her family is very happy with services."

UNITED KINGDOM, London
SPECIAL EDUCATION

Post Comments – Special Education (2017) ---- ----

Employees are urged to write or call the school of their choice as soon as possible to apply for acceptance for their children as there is considerable competition for admittance into most schools in the greater London area. It is important for parents to understand that no school is obligated to accept a child when it determines it cannot meet the child's needs. Unlike public schools in the U.S., private (independent) overseas schools are not required to meet the educational needs of every child who desires to attend their school. Therefore, if your child has special needs, it is your responsibility to select an appropriate school to address that need and to pursue admittance for your child. Please 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! If you have any questions, please feel free to contact the Regional Education Officer (REO) in the Office of Overseas Schools (OverseasSchools@state.gov) as well as the London Community Liaison Office (CLOLondon@state.gov).

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 CLO for brochures and listings. The CLO also has a book entitled "Which School? for Special Needs 2016/17", published by John Catt Educational Limited available.

The following listing of special needs schools includes both independent (private) and state (public) schools. None of the schools offer true mainstreaming for children with special needs as done in the U.S. Additionally, physical premises of schools are often not the standard commonly found in the U.S. Inspection reports have been linked for most schools and they provide a wealth of information about the individual schools. *****Please note***: a student cannot be accepted for admission to a specific state (public) school until the family is in country. London is divided into boroughs and each borough's "Education Authority" only assigns students to state run schools *within* their jurisdiction.

SCHOOLS LISTING

- **ABINGDON HOUSE SCHOOL**: Abingdon House School is an independent (private) co-educational day school that provides a whole school approach for pupils who are diagnosed with a specific learning difficulty early in their education and who would respond well to intense intervention for a short period of time. They foster the strengths of the children encouraging independence and confidence and have a nurturing environment with a whole school approach to draw out the pupil's potential. After two or three years at Abingdon House School, most pupils are ready to return to mainstream education. Instruction is delivered in small classes with teachers, assistants, therapists and trained staff. The embassy typically has a few students - enrolled, all of whose parents have highly recommended the school.
  Learning Disabilities Addressed: ADD, ADHD, Asperger Syndrome, Dyslexia, Dyspraxia, speech and language delays

UNITED KINGDOM, London (cont'd)
SPECIAL EDUCATION (cont'd)

Ages: 5 - 14
Size: 67 students
Curriculum: Cavendish Education (http://cavendisheducation.com/)
Head: Roy English
Address: Broadley Terrace, Westminster, London NW1 6LG
Tel: +44 (0)20 3750 5526
Email: ahs@abingdonhouse.school.co.uk Web: www.abingdonhouseschool.co.uk

- **FAIRLEY HOUSE**: an independent (private) co-educational school that aims to transform the lives of pupils with special educational needs and/or difficulties and provide encouragement to the families. It seeks to provide a first class education, which meets the individual needs of all pupils and gives them the skills and confidence to maximize their potential for the future.
  Learning Disabilities Addressed: Dyslexia, Dyspraxia, Specific Learning Difficulties
  Ages: 5 – 14 (Junior School - Grades 1-4 and Senior School - Grades 5-9)
  Size: 188
  Curriculum: National Curriculum
  Headmaster: Michael Taylor
  Address: 30 Causton Street, London, SW1P 4AU
  Tel: +44 (0)207 976 5456
  Email: office@fairleyhouse.org.uk Web: www.fairleyhouse.org.uk
- **SNOWFLAKE SCHOOL**: a very small independent (private) co-educational day school. 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 behavioral, emotional and social development. The school has consistently been awarded an "Outstanding" by Ofsted Reports.. www.snowflakeschool.org.uk/
  Learning Disabilities Addressed: Autism
  Ages: 5 - 16
  Size: 16
  Curriculum: National Curriculum
  Head teacher: David Haswell
  Address: 46a Longridge Road, London SW5 9SJ
  Tel: +44 (0) 20 7370 3232
  Email: info@snowflakeschool.org.uk
  Web: www.snowflakeschool.org.uk
- **BLOSSOM HOUSE SCHOOL**: Blossom House is an independent (private) specialist independent co-educational day school. All classes are multi-sensory where speech and language therapists, occupational therapists and physiotherapists work alongside the teachers in the classroom. They acknowledge specific strengths and support individual weaknesses, so that each child "blossoms" and has the opportunity to reach his or her full potential. They also have a campus in central London for children aged 3 to 8 years (nursery to Year 3) with speech, language and communication difficulties.
  Learning disabilities addressed: Speech, Language, and Communication Disorders
  Ages: 3-19
  Size: 214
  Curriculum: National Curriculum
  Principal: Joanna Burgess
  Address: Station Rd, Motspur Park, New Malden, London, KT3 6JJ
  Tel: +44 (0)20 8946 7348
  Email: admin@blossomhouseschool.co.uk
  Web: www.blossomhouseschool.co.uk

UNITED KINGDOM, London (cont'd)
SPECIAL EDUCATION (cont'd)

- **THE MOAT SCHOOL**: The Moat School is a private (independent) co-educational day school that is specialist in structure and mainstream in nature. Every aspect of The Moat School's educational provision is designed to support pupils whilst they meet the challenge of achieving the very best they can. Creativity and future potential is fostered at an early stage so that our pupils leave The Moat transformed and ready to take on new challenges, be it higher education or a new career. The school benefits from being housed in what is a school building, as opposed to a converted building.
  Learning disabilities addressed: Dyslexia, Dyspraxia, and Dyscalculia
  Ages: 11-16
  Size: 67
  Curriculum: National Curriculum
  Headmistress: Clare King
  Address: Bishop's Avenue, Fulham, London SW6 6EG
  Tel: +44 (0)20 7610 9018
  Email: office@moatschool.org.uk
  Web: www.moatschool.org.uk
- **PARAYHOUSE SCHOOL**: Parayhouse School is a private (independent) co-educational 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 objective of the school is to encourage children to develop their true potential in readiness for possible transfer to mainstream education. Computer literacy is an essential and a core subject at Parayhouse. Head Teacher: Sarah Jackson
  Learning disabilities addressed: Speech, language, and communication needs
  Ages: 7-16
  Size: 46
  Curriculum: Curriculum Pathway
  Headmistress: Sarah Jackson
  Address: Colet Gardens, London, W14 9DH
  Tel: +44 (0)20 8741 1400
  Email: a.sullivan@parayhouse.com
  Web: www.parayhouse.com
- **CENTRE ACADEMY** a private (independent) academy committed to helping all children reach their full potential in a safe and caring environment. This is done by creating a learning situation that is manageable for all students. This means very small classes (usually 5 or 6); a significant amount of individualised instruction to help pupils develop learning strategies; placement not by year group but according to need and level of achievement; and teachers who are highly trained and experienced in working with children who face learning challenges. www.dcedservices.com
  Learning disabilities addressed: ADD, ADHD, Autistic Spectrum, Asperger's Syndrome, Dyslexia and Dyspraxia, Moderate Learning Difficulties
  Ages: 9-19
  Size: 60
  Curriculum: National Curriculum
  Head of School: Natalia Ambridge
  Address: 92 St. Johns Hill, Battersea, SW11 1SH
  Tel: +44 (0)207 738 2344
  Email: info@centreacademy.net
  Web: www.centreacademy.net

UNITED KINGDOM, London (cont'd)
SPECIAL EDUCATION (cont'd)

- **THE HOLMEWOOD SCHOOL** The Holmewood School is a small independent (private) co-educational school. It offers a successful alternative to mainstream education. Class sizes are small with a high staffing ratio. Comprehensive programs are planned and delivered by specialist staff to meet each child's needs. The school is partnered with the Dwight School, a mainstream school, offering an international perspective. http://www.thsl.org.uk/
  Learning disabilities addressed: High Functioning Autism, Asperger's Syndrome who may also have associated speech, language, and social communication difficulties
  Ages: 7-19
  Size: 40
  Curriculum: Cavendish Education (http://cavendisheducation.com/)
  Head of School: Lisa Camilleri
  Address: 88 Woodside Park Road, London N12 8SH
  Tel: +44 (0)20 8920 0660
  Email: enquiries@thsl.org.uk
  Web: www.thsl.org.uk
- **THE DOMINIE** an independent (private) co-educational day school. Lessons are carefully planned and their teaching is adapted sensitively to meet the requirements of each individual child. They are small, which enables them to develop a deep understanding of each and every child. Specialist provisions are an integral part of their approach in delivering a broad and balanced curriculum. A wide range of after school clubs and educational visits are offered. The majority of Dominie children go on to succeed in mainstream schools.
  Learning disabilities addressed: Dyslexia, Dyspraxia, Specific Learning Difficulties
  Ages: 6-12
  Size: 32 maximum
  Curriculum: Broad and balanced covering literacy and numeracy as well as topic work encompassing science, geography, history, and religious education
  Principal: Anne O'Doherty
  Address: 55 Warriner Gardens, Battersea, London, SW11 4DX
  Tel: +44 (0)20 7720 8783
  Email: info@thedominie.co.uk
  Web: www.thedominie.co.uk/
- **THE RAINBOW SCHOOL FOR CHILDREN WITH AUTISM** an independent (private) co-educational day school. Pupils are taught 1:1 by dedicated and passionate staff using ABA/VB teaching methods. Their teaching focuses on language development, particularly functional communication. They aim to develop academic, independent living skills and personal, social and emotional development through highly effective teaching in a variety of ways. The school has two sites. The Spencer Park site is for secondary pupils and the Garratt Lane site is for primary pupils.
  Learning disabilities addressed: Autism and related communication disorders
  Ages: 4-19
  Size: 68
  Curriculum: National Curriculum
  Heads of School: Bennie Lesch – Primary School and David Anthony – Secondary School
  Address: 305 Garratt Lane, London, SW18 4EQ – Spencer Park; 48 North Side Wandsworth Common, London, SW18 2SL – Garratt Lane
  Tel: +44 (0)20 3031 9700
  Email: rainbowschool@beyondautism.org.uk
  Web: www.rainbowschool.org.uk

UNITED KINGDOM, London (cont'd)
SPECIAL EDUCATION (cont'd)

- **THE SWISS COTTAGE SCHOOL**: Swiss Cottage School is a public (state) co-educational day school. They are a Teaching School, leading an alliance of schools and professional partners who are working collaboratively to promote innovation and research in a range of areas including pedagogy, technology, and teacher training. Applications can be made once the family is living in country www.swisscottage.camden.sch.uk
  Learning disabilities addressed: Profound and Multiple Learning Difficulties, Severe Learning Difficulties, Moderate Learning Difficulties, Autistic Spectrum Disorders, Communication Disorders, Sensory Needs, Physical Needs, and/or Social, Emotional Mental Health Needs
  Ages: 2-19
  Size: 229
  Curriculum: Skill and context based and encourages active engagement in learning
  Principal: Vijita Patel
  Address: 80 Avenue Road, London NW8 6HX
  Tel: +44 (0)207 681 8080
  Email: admin@swisscottage.camden.sch.uk
  Web: www.swisscottage.camden.sch.uk
- **COLLEGE PARK SCHOOL**: College Park School is an independent (private) co-educational day school. They offer pupils a positive and supportive learning environment delivering the best possible education to meet their individual learning needs. They work hard to ensure that all pupils feel positive about themselves and their learning and consequently acquire a high level of self-esteem and the skills and knowledge to reach their potential.
  Learning disabilities addressed: Autism, Complex Learning Difficulties
  Ages: 4-19
  Size: 93
  Curriculum: National Curriculum
  Executive Head Teacher: Claire Shepherd
  Address: College Park School, Garway Road, London, W2 4PH
  Tel: +44 (0)207 221 3454
  Email: admin@qe2cp.westminster.sch.uk
  Web: www.qe2cp.westminster.sch.uk/page/?title=College+Park+School&pid=6
- **QUEEN ELIZABETH II SILVER JUBILEE SCHOOL** (state): Queen Elizabeth II Silver Jubilee School is a public (state) co-educational school that offers pupils a positive and supportive learning environment delivering the best possible education to meet their individual learning needs. They work hard to ensure that all pupils feel positive about themselves and their learning and consequently acquire a high level of self-esteem and the skills and knowledge to reach their potential. Applications can be made once the family is living in country.
  Learning disabilities addressed: Severe Learning Difficulties, Profound and Multiple Learning Difficulties
  Ages: 4-19
  Size: 63
  Curriculum: Developmental and focuses on learning skills for life
  Head of School: Pamela Murphy
  Address: Kennet Road, London, W9 3LG
  Tel: +44 (0)207 641 5825
  Email: office@qe2cp.westminster.sch.uk
  Web: www.qe2cp.westminster.sch.uk

URUGUAY, Montevideo

SPECIAL EDUCATION

Uruguayan American School (2017) N-12 310

www.uas.edu.uy Mild emotionally disturbed, mentally handicapped, multiply handicapped, orthopedically impaired, speech impaired, and visually handicapped students can be accommodated in the regular classroom and through a resource room. Mild to moderate learning disabled students can be accommodated. Mild to severe orthopedically impaired students can be accommodated. The school is accessible for the physically handicapped. The school has teachers and administrators who have received training to work with the learning disabled and other types of handicaps. Students with disabilities have their documents (IEP's, evaluations, etc.) reviewed by administration and special education teachers during the application process. Meetings/discussions are held with parents and they are informed if the school believes that it can meet their needs. The school considers all the items listed and see what the best fit is for the student that the school can provide based on need and availability of the service. While we have answered "no" to many of the disability areas, we have had exceptions and discuss them with the parents. Sometimes parents have to provide a one to one assistant for the student.

UZBEKISTAN, Tashkent

SPECIAL EDUCATION

Tashkent International School (2017) PK-12 499

http://www.tashschool.org/learning-support/ The school can accept some students with individualized education plans (modified programs) and some with special needs. In such cases, the school administration and faculty will work with the family to find and identify a full or part-time local learning support aid and/or tutors and develop a modified program of instruction, if needed. Such applicants are assessed on a case-by-case basis. Admission is granted only if they feel the educational and social needs of the student can be met by TIS.

If you are in doubt, please contact the school before submitting your application or before making a final bid on a posting to Tashkent with your sponsoring organization. English-speaking educational psychologists, speech therapists and physiotherapists are not generally available for consultation in Tashkent.

Learning Support Services Include:

- Identification of extra learning needs through student observation and information gathering from teachers and parents;
- Preliminary testing to determine areas of strength and weakness;
- Advising teachers on how best to meet the student's needs within the classroom. Examples are: differentiated instruction, scaffolding student's learning, alternative assessment methods;
- Helping students and their parents to understand their learning differences and how to cope with them;
- Recommending further in-depth assessment by an educational psychologist or other professional in the student's home country;
- Reviewing reports from external specialists and communicating recommendations to enable teachers to provide for students' needs in the classroom. This can involve developing and monitoring an IEP (Individual Education Plan) for some students;
- Supporting students directly in a variety of ways, according to the needs of the student. This could be in-class support, pull-out support to work on a specific skill area, or mentoring (particularly in the secondary school);
- Providing professional development for teachers and information to parents on learning support issues.

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 (2017) PK-12 208

www.ecak12.com Any acceptance for special education will be dependent on the school's ability to staff the program the next year. Under the present circumstances staffing may be very difficult. Enrollment for students with Special Education Needs (SEN) and English Language Learner (ELL) needs will be limited by space and resource availability. Denial of admission to students will occur if they require services or resources beyond the school's ability to support. ECA reserves the right to make admission decisions considering the ability of their faculty and/or facilities to accommodate successful student learning.

A student who needs significant ELL support cannot be admitted to Grade 11 or 12.

In Nursery to Grade 10, ECA uses The Next Frontier: Inclusion in International Schools A Practical Guide for School Leaders to guide our admissions policies as related to Special Education Needs and English Language Learners (ELL) applications.

ECA recognizes that the admission of children with special learning needs is complex, requires thoughtful professional judgment and needs to be undertaken on a case-by-case basis. ECA will not make decisions along rigid lines of academic performance but with thoughtful reflection taking into account their available human resources and the ability to provide high quality learning opportunities for all their students. There needs to be a complete application for admission including at least three years of progress reports, previous IEP's and psychoeducational reports. In addition, ECA will contact the previous school with specific questions as to how the child functioned and how best to serve the child's academic needs if admitted.

At the completion of the evaluation process, the Admission Committee meets to determine admissibility. The Admission Committee is composed of the Division Principal, the Director of Admissions, the Division Guidance Counselor and, if necessary, the Resource Teacher and the Superintendent. The Division Principal is responsible to provide any specific information to the Admissions Director on reasons for denial. Division Principals are responsible for admission decisions, with final approval in any disputed cases by the Superintendent.

After admission has been granted, parents must also agree to supporting and providing any additional screenings / evaluation information and or providing outside services that the school deems necessary based on student performance and evaluations within the first year of admission or more.

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

United Nations International School of Hanoi (2017) K-12 1,134

http://www.unishanoi.org/ Mild emotionally disturbed, hearing impaired, multiply handicapped, orthopedically impaired, and visually handicapped students at all grade levels can be accommodated. Mild to moderate learning disabled and speech impaired students at all grade levels can be accommodated. The school is accessible for the physically handicapped. The school has a school psychologist. The school has teachers and administrators who have received training to work with the learning disabled.

VIETNAM, Hanoi (cont'd)

SPECIAL EDUCATION (cont'd)

The school has a K-12 psychologist position and this staff member is able to perform some diagnostic tests. The school has a speech & language therapist position who can administer speech and language tests. Learning support staff can perform screener tests. If there is a learning support need it is always best to get in contact with the school as soon as possible in order for the team to assess if the student's individual needs can be met.

Concordia International School Hanoi (2017) PK-11 312

http://concordiahanoi.org Concordia International School accepts students with special needs on a case-by-case basis. The school asks families whose children have specialized schooling requirements to include documentation of those needs and the reasons for those requirements with the application. Admission to Concordia is contingent upon a match between the student's needs and level of service available. Concordia offers continuous guidance for all of its students allowing them to work effectively with children that require extra guidance. The teachers and administration are flexible in working with students with special educational needs.

VIETNAM, Ho Chi Minh City

SPECIAL EDUCATION

Australian International School (2016) PS-13 1,100

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/ 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 Mild special needs may be accommodated. Mild emotionally disturbed, hearing impaired, or learning disabled students may be accepted at the School's discretion. The School is not accessible to the physically disabled. Teachers are trained to diagnose learning disabilities.

Saigon South International School (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.

VIETNAM, Ho Chi Minh City (cont'd)

SPECIAL EDUCATION (cont'd)

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 (2017) PS-12 488

www.aislusaka.org AISL Student Support Services Mission Statement: To support students through advocacy and skill development in the most inclusive environment.

AISL Student Support Services Vision Statement: Through self-awareness and resilience students will reach their individual potential and navigate life's challenges to thrive in society.
AISL Inclusion Policy: Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.

The American International School of Lusaka promotes a philosophy of inclusion. In accordance with the IBO philosophy of inclusion, AISL strives:

- ✓ To provide a safe and supportive environment for diverse learners.
- ✓ To know the whole child and support their academic, social, and personal growth.
- ✓ To collaborate to ensure that all AISL programs are accessible to all students.

Response to Intervention Model (RTI): In order to formalize the delivery of Student Support Services programming, AISL has adopted the Response-to-Intervention Model (RTI). Implementing this model requires collaboration between classroom teachers and learning support teachers and a strong partnership with parents. Below is a brief description of the model.

Special Education Needs Team: The SEN team has multiple focuses.

1. Providing support to students who have been identified through a psychological/educational assessment and determined by a team that the student meets the criteria for SEN services. The criteria are:
   - Must meet the criteria for a specific disability
   - Needs specially designed instruction to access the general education program
   - Not making effective progress in the general curriculum
   - Based on the IDEA (Individuals with Disabilities Education Act) guidelines

   Not every child with learning and attention issues is eligible for special education services under IDEA. First, a child must be found to have one of the 13 kinds of disabilities that IDEA covers. Once a determination is made that a child needs SEN services either an Accommodation Plan or an Individualized Education Plan (IEP) is written and approved by the parents. The information from either of these documents is then written in a "Student Summary" and shared with all the student's teachers to make them aware of the educational needs. Based on research, the SEN staff uses a push-in model which means that support is given in the classroom. This approach coincides with the Least Restrictive Environment philosophy. At times, the SEN staff will make a determination that the student needs intensive instruction on a particular skill or knowledge base. The SEN teacher will meet with the student separately during class time to provide targeted support so that the student can return to class and have success in the regular classroom. This is usually short term.

2. To support classroom teachers on developing differentiated teaching strategies.

3. To communicate to parents, student progress and strategies that can be used at home to reinforce identified student goals.

ZAMBIA, Lusaka (cont'd)

SPECIAL EDUCATION (cont'd)

Differentiation: "Differentiation refers to a wide variety of teaching techniques and lesson adaptations that educators use to instruct a diverse group of students, with diverse learning needs, in the same course, classroom, or learning environment" (Abbott, 2014). When teachers differentiate their instruction, they tailor curricular content and teaching methods to match each student's individual needs, whether the student needs learning support, is solidly keeping pace with the curriculum or is seeking to go beyond. The supportive and flexible learning environment at AISL is perfect for the implementation of differentiation. Goals of Differentiation: Classroom teachers' efforts must be to challenge and support each individual student's learning. Classroom teachers engage individuals and small groups using a variety of teaching strategies creating learning experiences that meet each child's needs. The objective of differentiated instruction 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 (Hall, 2002). Teaching and Learning Coaches Role: The role of Teaching and Learning Coaches is to support teachers with instructional planning and the implementation of differentiated teaching and learning through collaborative meetings in grade levels and departments. Coaches also work directly with students during 6-week cycles that specifically target teacher concerns in a variety of subject areas. Assessment data is used to establish a baseline and measure student progress.

ZIMBABWE, Harare

SPECIAL EDUCATION

Harare International School (2017) PS-12 488

www.harare-international-school.com HIS seeks to accommodate a variety of abilities and interests, but students must demonstrate average to above average grades for admission. The goal of all learning, counseling, and English language learning support is to help qualifying students meet classroom expectations independently, without detracting from the education of other students.

Harare International School (HIS) recognizes each student as unique and values the individual's strengths and needs; we strive to support every student's academic growth and personal development. Therefore, students requiring additional resources to attain their potential will receive services appropriate to their needs. However, support services for students with special needs and or social/emotional/behavioral issues will be provided within the limits and capacity of the schools existing resources, facilities, and personnel. It must be understood that HIS is unable to provide services for students identified with severe learning, mental, emotional or physical disabilities.

HIS 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 in the Learning Support Room, where they may receive one-on-one instruction or work in small groups.

Interventions may include, but need not be limited to, access to an academic support teacher, counseling services, and any accommodations to assignments and assessments that are consistent with the school's mission. Such accommodations must be, supported by a formal educational psychology assessment, appropriate to age and grade level expectations, and are not intended to modify curricular content.

Learning Support Services Policy. (link to website)

St. John's College (2017) Form1-6 512

www.aislusaka.org Mild emotionally disturbed, hearing impaired, learning disabled, orthopedically impaired, speech impaired, and visually handicapped students can be accommodated. The school has staff who are trained to administer psychological tests and diagnose specific learning disabilities. The school has teachers and administrators who have received training to work with the learning disabled.