

The American School in London

Learning Support policy

The current version of any policy, procedure, protocol or guideline is the version held on the ASL website. It is the responsibility of all employees to ensure that they are following the most up-to-date version.

Responsible party	Director of Student Support Services
Approved by	Board of Trustees
Responsible board committee	Independent School Standards Compliance
Approval date	January 2025

The American School in London offers a variety of support services for students who meet the school's selective academic admissions requirements.

Student support services focus on individualized approaches to learning and social-emotional development. Our aim is to support, guide and teach students to reach their full potential with services geared to help students with different needs. An underlying tenet of our programs is the focus on a growth mindset aimed at fostering resilience. We believe that by gaining self-knowledge and building self-advocacy skills, students are able to become productive, confident individuals and more resourceful lifelong learners. The Student Support Services Team (SSST) programs are designed to support students for success in the mainstream classroom. Academic support interventions aim to teach a variety of skills and strategies as a foundation to accessing our challenging curriculum. Specialists collaborate and consult regularly with classroom teachers for the benefit of all students.

Students best suited for admission to the School and its student support services are motivated and are of at least high average ability. Support services are offered for students who have a documented mild to moderate specific learning difference (SLD). Literacy and language support is available to all students in the Lower and Middle schools. English as an additional language (EAL) support and counseling services are available for all students in each division.

The services provided within each division vary in style and delivery.

The student support services provided are:

- Early intervention in literacy, K2-Grade 2
- Flexible ('Flex') academic support, Grades 1-4
- Speech therapy, K1-Grade 2
- Language therapy, Lower and Middle schools (K1-Grade 8)
- Specific Learning Difference (SLD), Grades 2-12
- Counseling and external referrals—Lower, Middle and High schools
- Diagnostic evaluations and external referrals—Lower, Middle and High schools
- Occupational therapy/physical therapy referrals—Lower, Middle and High schools
- English as an Additional Language—Lower, Middle and High schools

Reading support: Grades 1–2

Reading support is provided to students in Grades 1 and 2 who need extra help in order to gain independence and competence in the development of literacy skills. Identified students meet with a specialist in small, flexible groups on a regular basis.

Flex support: Grades 2–4

Flex support services may be offered to students with weaknesses in specific academic skills. These services are designed to target identified areas. Flex support services supplement a student's core curriculum. The program of instruction is determined by specific student need, and is delivered in a small group setting and is short-term in duration. The goal of Flex support is to provide early specific targeted intervention, the response to which is closely and regularly monitored.

Language therapy: K1–Grade 8

Students who are experiencing difficulties in their comprehension and/or expression of language, including appropriate social use of language, are supported in the language therapy program. Support services include assessment, teacher consultation and support and, when necessary, direct intervention.

Speech therapy: K1–Grade 2

Speech therapy is provided for students in K1-Grade 2 who demonstrate significant articulation, voice and/or fluency difficulties.

Specific Learning Differences Program (SLD): Grade 2–12

The SLD program is designed to provide support for students who meet the school's admission criteria, have been diagnosed as having a specific learning difference, and/or ADHD, and need a program that addresses their unique learning needs. The aim of the program is to maximize each student's potential and to develop compensatory skills, which will allow them to perform at the highest possible academic level. Learning specialists work closely with classroom teachers to create the appropriate support plan for each student.

Counseling and referrals: K–12

Counselors are available to help students address some of their personal concerns. Counselors offer a safe and private place for discussion and problem-solving. Students may refer themselves to a counselor or may be referred by SST, a teacher, parent/guardian or a concerned friend. Counselors and psychologists can also assist with referrals for external individual or family therapy.

Diagnostic evaluations and referrals: K–12

All testing referrals go through our SST process and all paperwork is managed by the K–12 administrative assistant. At the recommendation of SST, educational psychologists work closely with teachers and specialists to review and advise the team regarding student needs. Educational psychologists may conduct formal diagnostic evaluations and assist with external evaluation referrals, including referrals to a psychiatrist for ADHD evaluations. The educational psychologists conduct thrice yearly re-evaluations of students formally enrolled in the SLD program. Any testing conducted by the school's psychologists requires written parental consent. There is a cost

associated with external evaluations and limited financial aid might be available for qualifying families.

Occupational therapy screening

Should concerns arise regarding a student's fine or gross motor skills, a referral may be recommended to a private occupational therapist for screening or evaluation.

English as an Additional Language (EAL)

The EAL Program supports the unique needs of multilingual children. The program focuses on providing English learners with practice and application of key content and language concepts, promotes students' interactions with each other and with the teacher, and provides opportunities for students to use English while reading, writing, listening and speaking in new contexts.

EAL support can be provided through in-class support as well targeted intervention, 1:1 or in small group settings. In the Middle and High schools, EAL support is focused primarily on English skills in all four language domains to develop full academic proficiency in English in order to meet the content level standards across the grade-level curriculum. During class, students also receive targeted support on their subject-level assignments.

[EAL policy](#)