



ANDERSEN  
*International School*

*More than a school,  
a philosophy for growth*



# Welcome to Andersen School

Andersen International School of Milan is the only school dedicated to students from 10 months to 17 years of age.

We offer an international curriculum enriched by a unique and highly ambitious pedagogical method. At the heart of Andersen International School's educational approach lies innovation.

We believe that educating young minds should result in collaborative learning and actively support students in developing their critical and creative thinking skills, preparing them to become future global citizens and leaders.

As the only school in Milan that offers a complete educational pathway, encompassing primary, middle and high school levels, we are proud to provide an 'equal' educational experience.



Our school is a unique place that fosters a special atmosphere for learning and working. Within a caring, supportive and safe environment, we nurture our students' intellectual curiosity, creating a space where they can explore, develop and grow creatively.

Here, collaboration is the cornerstone of education, with students and teachers working together, challenging established norms, in the search for practical solutions to complex challenges.

At the heart of our pedagogical approach lies inquiry-based learning, computational thinking, and research-based methods. These foundational principles guide our educational journey, starting from our youngest learners following the British National Curriculum from Nursery through Year 9 and continuing into the IB Diploma Programme

Our curriculum is designed to provide students with both width and depth of knowledge, allowing them to flourish intellectually, physically, emotionally, and ethically.

*Bianca Parravicini*  
Bianca Parravicini  
Founder and CEO

# TABLE OF CONTENT

## 1 ABOUT US

Our aim is to shape modern citizens who can thrive in a rapidly changing world by finding simple solutions to complex problems.

## 2 CURRICULUM

AIS meets the rising demand for education that prepares for our communities' future internationalization. This includes English skills, global perspective, Italian heritage, and project-based learning.

## 3 STUDENTS, TEACHERS, PARENTS

With a skilled team of educators and strong collaboration between the school, students, and families, we ensure an outstanding educational experience for all our students.

## 4 EARLY YEARS

An English-speaking environment that enriches students culturally and offers a personalized learning experience, promoting the overall growth of each child.

## 5 PRIMARY SCHOOL

An educational effort that blends theory with hands-on projects, helping students deeply understand their environment.

## 6 MIDDLE SCHOOL

The AIS philosophy centres on fostering a caring environment where students engage and learn in English, with the goal of preparing them for responsible global citizenship.





## **7** IB DIPLOMA

A dedicated IB World high school designed to cultivate future leaders by combining the best elements of the IB and Italian curricula.

## **8** SPECIAL EDUCATION NEEDS

We guarantee that our students have access to continuous and comprehensive support throughout their academic journey.

## **9** PSYCHOLOGICAL CORNER

For our students, we have created a psychological listening desk, where students can meet a qualified figure with whom they can discuss problems and questions that are close to their hearts.

## **10** SUPPORTING YOUR CHILD'S JOURNEY

we maintain our original identity as an independent international school, uninfluenced by external funding, and this allows us to uphold our unique educational principles, and extraordinary learning environment

## **11** HOW TO APPLY

How to arrange an appointment and book your school visit.



**At Andersen International School, our goal is to stimulate, encourage and inspire every student to reach their full potential.**

**Our aim is to offer a varied, imaginative and harmonious education, preparing them to become the global citizens of tomorrow.**

## About us

In a secure, compassionate, and encouraging setting, we foster and rejoice in the individuality of each student. To us, a student's welfare, contentment, and social growth hold the same significance as reaching academic milestones. Through diverse and engaging learning experiences, our objective is to cultivate in our students an inherent thirst for exploration and knowledge, ensuring they acquire an understanding of their environment and a reverence for global diversity.

### AIS SCHOOL PHILOSOPHY

AIS is recognised as a Scuola Paritaria: the school adopts the national recommendations for the curriculum issued by the Italian Ministry of Education and Merit (MIM), allowing the students to achieve the same qualifications as a state school.

### SCUOLA PARITARIA

At AIS, our educators instill creativity, accountability, reverence, inclusivity, empathy, and communal principles. We encourage students to build a strong environment through diverse viewpoints. Our teaching methodology nurtures each stage of a child's growth and learning, with a focus on fostering respect for both others and oneself. It also fosters the integration of various domains of knowledge within students. A We work closely with an expert consultant and former Italian Head Teacher to ensure that we fully meet the requirements. Our Italian and non-Italian teachers plan and teach collaboratively to offer the highest standard of blended learning to our students.

# Curriculum

At Andersen International School, we provide an enriching educational experience characterized by a robust and meticulously designed curriculum that seamlessly incorporates the following frameworks:

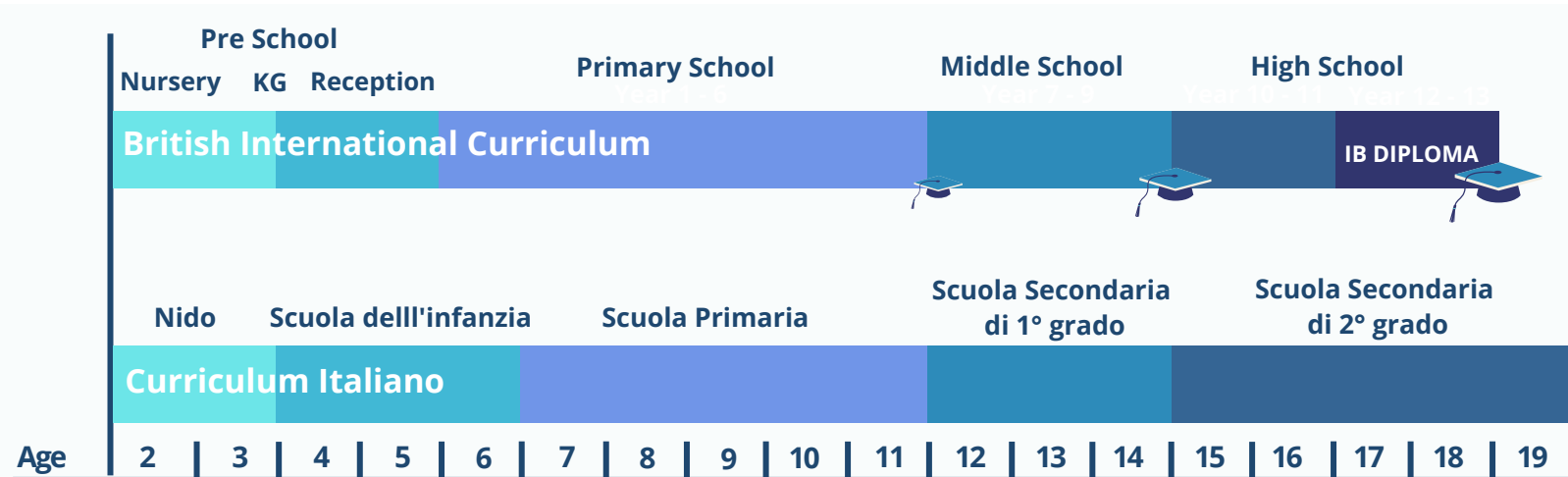
## EARLY YEARS

The British Early Years Foundation Stage, an interactive framework emphasizing play-based learning, encompasses the educational and developmental objectives for children aged from birth to four years. Through play, our children explore and develop learning experiences that help them make sense of the world.

## PRIMARY SCHOOL

Our school proudly offers a prestigious British Curriculum that combines academic brilliance with a commitment to promoting equality in education. Recognised by the Ministry of Education (MIM), we strive to provide an exceptional learning environment that nurtures well-rounded students.

Our teaching staff, consisting of highly qualified and native English-speaking educators, is dedicated to fostering a holistic educational experience. With a student-centered philosophy, our organisation is designed to cater to the unique needs and aspirations of each student.



## MIDDLE SCHOOL

We are proud to offer a distinguished education that follows the British National Curriculum, ensuring our students receive a world-class education and thrive academically.

At our school, we believe in providing equal opportunities for all students, which is why we offer the unique advantage of conducting the third-year (Esame di Stato di terza Media) examination internally.

Our students have the opportunity to take the exam on our premises, allowing them to seamlessly transition into any educational system, be it Italian or International, based on their preferences and aspirations.

Recognized by the Ministry of Education (MIM), we strive to provide an exceptional learning environment that nurtures well-rounded students.

Our dedicated faculty, consisting of highly qualified educators, brings expertise and passion to the classroom.

Our teachers create an engaging and dynamic learning environment where students can flourish.

In addition to academic excellence, we prioritize the holistic development of our students. We believe in fostering their intellectual, social, emotional, and physical growth.

## HIGH SCHOOL

Andersen International School is a IB World School Diploma Programme.

The IBDP is a comprehensive two-year pre-university course that aims to prepare students for the rigours of university but also to be caring, compassionate, global citizens.

The International Baccalaureate Diploma Programme is widely recognised and often pursued by universities around the world as a qualification of excellence.

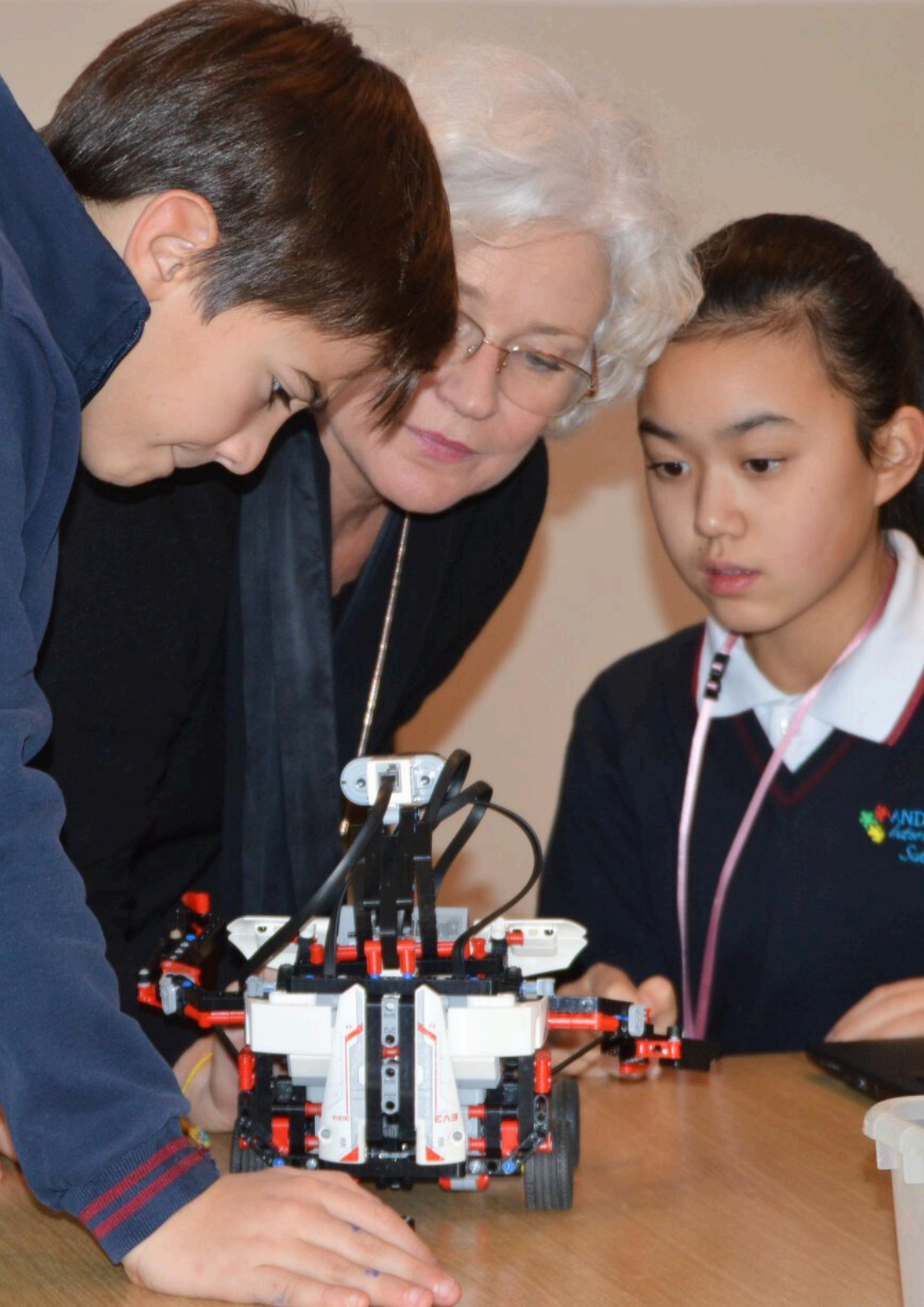
The International Andersen School stands as a pillar of educational excellence, rooted in fundamental values.

Transparency, a strong sense of open and collaborative school community, and a commitment to a modern, international educational model are at its core.

Our approach to teaching is both rigorous and interactive, fostering engagement and participation.

Above all, we prioritize each student as an individual, valuing them not only for their potential as future leaders of their generation but, first and foremost, as unique individuals deserving of personalized attention and care.

All our teachers offering IB programmes participate in professional development courses, accredited by the IB.



## Students, Teachers and Parents

### OUR COMMUNITY

We firmly believe that our role extends beyond imparting knowledge; it also involves nurturing and caring for the students in our school.

Our students are not just content but also joyful, and they approach their learning endeavors with enthusiasm.

Our students are ordinary youngsters, yet they possess the capacity to achieve the extraordinary. Each one of them harbors a unique talent, aptitude, untapped potential, or an undiscovered interest.

Our students are perennially curious, always exploring, and consistently exuding joy and passion for acquiring new knowledge.

They perpetually strategize ways to surpass boundaries, with their overarching focus being the careful crafting of their own futures.

We boast a dedicated team of qualified, experienced educators, and support staff who forge close partnerships with both students and their families, founded on the bedrock of mutual respect.

as integral to the success of each student's educational journey.

Our staff is readily available to engage with parents, offering support, advice, and guidance when needed. Our aim is to cultivate a robust partnership with our students and their families, one built upon mutual respect, trust, and a shared commitment to helping every child unlock their **potential** and relish their **school experience**.

To facilitate effective communication between home and school, we prioritize various avenues, including weekly school updates, individual parent meetings, end-of-year written reports, and informal updates from the class instructors.

All our class instructors are native English speakers, fully trained, and well-qualified, bringing with them a wealth of experience from diverse educational settings. In both Primary and Secondary School, our teachers collaborate closely with their Italian counterparts to ensure a **harmonious learning experience** that spans both English and Italian languages.

Our school features specialized instructors for Music and Physical Education, as well as a dedicated language teacher for students requiring extra support in either English or Italian.

We regard the partnership between the school and home

# Early Years

The Early Years program caters to young children aged one to five, encompassing both Nursery and Kindergarten stages. Our educational approach is rooted in the UK Early Years Foundation Stage (EYFS).

This framework is built upon four foundational principles:

## INDIVIDUAL POTENTIAL

Each child is regarded as a capable learner right from birth, possessing resilience, competence, confidence, and self-assuredness

## NURTURING ENVIRONMENTS

The surroundings play a pivotal role in nurturing and expanding children's growth and learning experiences.

## POSITIVE BONDS

Children acquire strength and independence through loving and secure connections with their parents and/or a designated Key Person.

## LEARNING AND GROWTH

Children evolve and acquire knowledge in diverse ways and at varying paces, with all facets of learning and development holding equal importance and interconnection. Within the EYFS framework, learning is further categorized into seven crucial domains:

## FUNDAMENTAL DOMAINS OF LEARNING AND GROWTH

Development of Social and Emotional Skills, Physical Growth and Coordination, Communication and Linguistic Proficiency.

## PARTICULAR ASPECTS OF LEARNING AND GROWTH

At Andersen International School places significant emphasis on nurturing the social and emotional dimensions of learning. We create an environment where children encounter meaningful play experiences and learning opportunities.

These are thoughtfully blended with activities initiated by the children themselves, fostering an active and captivating learning atmosphere. This approach encourages their creativity, critical thinking, and illingness,

to take calculated risks, all in the pursuit of greater achievements. Our dedicated practitioners closely observe each child, ensuring they can effectively meet the unique needs of every individual within the group.

## EDUCATIONAL ENGAGEMENTS

We provide a diverse array of activities designed to captivate and fuel the inherent curiosity of children. This approach enables us to guide them in exploring both themselves and the world that surrounds them.

Our skilled practitioners ensure that children have access to resources that not only engage and excite them but also provide opportunities for growth and development across all domains. Moreover, we hold a steadfast belief in the myriad advantages of outdoor play for young children.







## LANGUAGE AND LITERACY

In our Early Years environments, we fully immerse children in the English language, providing them with a natural and spontaneous way to learn, enriched with a wide-ranging vocabulary. When necessary, we offer support to non-English speakers and employ various tools to aid their comprehension.

We hold a **strong belief** in the importance of allowing children the freedom to express themselves, recognizing that strong language development in their mother tongue lays a solid foundation for acquiring additional languages. Our objective is to incorporate English into the children's linguistic repertoire. It's truly remarkable to witness how swiftly Early Years children grasp the new language, and even before they begin to speak it fluently, their comprehension is clearly evident.

## NURSERY

Our Nursery program welcomes children ranging from one to three years old. Our nursery facilities are thoughtfully designed to cater to the evolving **needs** of young children. We deeply appreciate the significance and worth of the early years in a child's life. We understand the necessity for children to have an environment that grants them the freedom to engage in play, self-expression, and learning driven by their own interests and motivations. It's a space where they can develop their self-assurance, with support and encouragement along their unique learning journey.

8.30 - 9.15	Morning arrival
9.15 - 9.30	Circle time
9.30 - 10.00	Bathroom & Snack
10.00 - 11.45	Morning activities
11.45 - 12.00	Story time
12.00 - 12.45	Lunch time
12.45 - 13.00	Bathroom
13.00 - 15.00	Sleep / Quiet time
15.00 - 15.30	Circle time & Snack
15.30 - 16.00	Dismissal Time

Children are grouped according to their age, with Pre-Nursery (starting from 10 months) and Nursery (starting from 18 months) programs available.

## KINDERGARTEN AND RECEPTION

In our Kindergarten program, we remain aligned with the Early Years Foundation Stage framework. Within Preschool and Reception, our approach to learning centers around play, encompassing a variety of activities guided by both educators and children themselves.

These activities are designed to target the seven key areas of learning and development. This approach effectively paves the way for the more structured educational experience that awaits them in Year 1, representing their initial step into Primary School.



This adaptability allows us to engage all children effectively and guide them towards achieving their full potential. Furthermore, we frequently extend the **learning experience** beyond the confines of the classroom, forging connections between classroom concepts and the interactive activities that take place in our outdoor spaces.

In addition to these enriching experiences, our Kindergarten students eagerly anticipate a series of educational outings throughout the year. These outings encompass visits to museums, art galleries, castles, farms, and various other engaging destinations.

Emphasizing social and emotional development remains a cornerstone of our Kindergarten curriculum. The early years are paramount for nurturing children's self-confidence. We achieve this by cultivating an environment that is not only physically inviting but also emotionally supportive and nurturing.

Here, children are encouraged to explore **new skills** within a secure space. They receive guidance where needed and are presented with challenges in areas where they excel, thereby ensuring their continuous growth and learning journey. Our program's adaptability is a key asset, catering to the unique needs and interests of each child.



## Primary School

The program commences officially in Year 1 and extends from the foundational literacy and numeracy introduction conducted during the Early Years. The majority of lessons (80%) are conducted in the English language and encompass a comprehensive array of subjects: language arts, mathematics, science, geography, history, art, personal and social development, physical education, and music. Additionally, students are afforded the chance to delve into Italian language, literature, mathematics, geography, and history. All classroom teachers and teaching assistants are native English speakers.

### DRAMA

scrivere paragrafino abbastanza lungo per allineare le colonne

### ART

scrivere paragrafino abbastanza lungo per allineare le colonne

### ENGLISH

The predominant language in the classroom is English with a focus on providing children with as many opportunities as possible to develop their speaking and comprehension skills.

The use of English in the classroom provides AIS students with a variety of interesting and meaningful contexts and they develop effective communication skills in oral comprehension and production, reading and writing.

### MATHEMATICS

The aim of our mathematics programme is for children to develop an understanding of mathematical language and processes, rather than only focusing on learning a series of facts and equations. There is a strong focus on developing the children's mental capabilities and we recognise the various learning styles our children have.

### ITALIAN

Our aim is for all students to gain an understanding, awareness, and appreciation of the Italian language, heritage and culture. From Year 1 the children begin our Italian programme with our Italian mother tongue teachers: we offer two programmes, L1 for our native speakers and L2 for our international students. Italian for native speakers (L1) follows the Italian state programme for language along with Italian literature, history, geography and maths.

### PHYSICAL EDUCATION (PE)

In the Primary School the children have two lessons of PE each week with specialist teachers. The PE curriculum is carefully planned and delivered according to the age and ability of each class, and ensures a progression of skills and levels of difficulty throughout the primary years.

## MUSIC

In the Primary School children have two lessons of Music each week with a specialist music teacher. One lesson focuses on singing, vocal training and performing in an ensemble, the other one introduce them to a wide range of musical styles from different periods, cultures and countries to raise their awareness of music.

## LEARNING BY DOING

We believe that most meaningful and long-lasting learning occurs when students experience and discover for themselves.

We want students to develop a deeper understanding of what they learn and to be able to make references and connections to the world around them.

## SCHOOL DAY

The school day is from 8.30 – 15.50 with a 20 minute break in the morning and one hour at lunchtime

## ASSESSMENT FOR LEARNING

We are convinced that the continuous evaluation of children's work throughout the year is of fundamental importance. During our meetings with parents, we provide feedback on the child's progress in line with set goals.

To measure this progress, we use a four-step rating scale, ranging from 'emerging' to 'exceeding expectations'.

The same scale is also applied in the end-of-year reports, which contain the class teacher's essential observations .

# Weekly Timetable

8.30-8.45	Monday	Tuesday	Wednesday	Thursday	Friday
8.45 - 9.45	Maths	Italian	English	Geography	Maths
9.45 - 10.45	Italian	History	Maths	Assembly Alternativa	English
10.45 - 11.25	Break				
11.25 - 12.25	Music	Computing	Art	English	PE
12.25 - 13.30	Lunch Break				
13.30 - 14.30	English	PE	Italian	Geography	History
14.30 - 15.30	Maths	Maths	Science	Italian	Civic Education PSHE
15.30 - 15.45	Tidy up and Dismissal				

## SUBJECTS IN ENGLISH AND ITALIAN:

- English (big writing-topic)
- maths/matematica
- history/storia
- geography/geografia
- science/scienze
- PSHE/educazione civica
- assembly/attività alternativa
- art/arte e immagine
- computing/tecnologia
- music/musica
- italiano
- PE/educazione fisica

value the development of traditional writing skills using pen and paper. Our educational approach strikes a harmonious balance; we neither excessively lean towards a technology-driven, computer-centric system, nor do we cling to rigid, outdated traditional methods. Our aim is to cultivate well-rounded students, allowing them to benefit from the advantages offered by both approaches.

For our elementary school students, tablets are provided by the school as needed, and our curriculum includes one hour of **ICT Lab sessions** per week starting from Reception class. As students progress to middle school and high school, they will be equipped with Chromebooks to facilitate independent engagement in their educational and creative activities.

## TECHNOLOGY

At Andersen International School, we wholeheartedly endorse the positive use of technology as a formidable educational tool. However, we equally



## ASSEMBLY

Once a week, the entire school comes together for a collective assembly, providing a valuable forum to discuss issues that impact our students within the school and at home. These gatherings also serve as occasions to commemorate noteworthy achievements and share updates from various classes.

As part of this experience, our students develop crucial skills, including active listening, respect for differing perspectives, and the ability to confidently express their own viewpoints in front of a larger audience.

## CLASSROOM ACTIVITIES

Our primary objective is to imbue learning with profound significance, fostering inspiration and motivation among children in the classroom while nurturing their journey toward becoming independent learners.

Our teachers accomplish this objective through meticulously designed lessons that incorporate:

- *Active Learning:* Hands-on tasks and activities that encourage active participation.
- *Inquiry-Based Learning:* Encouraging curiosity and exploration as a foundation for understanding.
- *Interactive Resources:* Leveraging technology and interactive tools to enhance the learning experience.
- *Group Work:* Collaborative activities that promote teamwork and cooperative learning.

## LIFE SKILLS

School is where children begin understanding what it means to be a member of a community and for us citizenship is an underlying element of our school programme.



# Middle School Paritaria

## CURRICULUM

This programme intends to give students, throughout Key Stage 3, the precious opportunity to face crucial and controversial topics and to debate them with highly qualified specialists. In order to respect such a mission, the Programme offers an annual season of meetings centered on seven key themes:

- *Human Rights*
- *Peace keeping*
- *Multiculturalism and Globalization*
- *The Female Condition*
- *Religious and non Religious Orientations*
- *Ecology and Sustainable Development*
- *Health and Nutrition.*

The Programme will provide specific meetings for each year group and transversal sections for the whole Key Stage 3.

Each section will be followed by cross-curricular activities organized by class teachers during the daily time-table.

These activities will offer the possibility of an extended multidisciplinary analysis of certain aspects the specialist dealt with during her or his presentation.

The Programme has a Scientific Board, which members are exponents of international institutions, academics and professionals. A special role has been created within the Programme: the Honorary Scientific Board member,

who is an exponent of an international institution. The Head of the Programme organizes the annual sections.

## Citizenship and cultural pluralism Programme

The importance of citizenship and the attention to cultural pluralism are highly underrated in school programmes nowadays. Indeed, these subjects may have remarkable consequences on young students' views on their present and future.

This is the reason why Andersen International School wants to devote specific attention to such issues by its Citizenship and Cultural Pluralism Programme.

This programme intends to give students, especially to Middle school and High school students, the precious opportunity to face crucial and controversial topics and to debate them with highly qualified specialists.

## OUR PHILOSOPHY

Andersen International School is a place where children can thrive socially, academically and creatively. We want the children to be the best that they can be. We have a dedicated team of teachers, support staff and management who create a caring, productive atmosphere.





We prepare our students for any challenges that they will meet in today's world and to become responsible citizens to make valuable contributions to it.

Andersen wants to be a space where children of every nationality learn to live together and interact through the use of the English language.

Our goal is to create an environment where students can find common ground for interacting, experiencing and discovering the characteristics which make different cultures both unique and the same.

he middle school offers a wide range of activities to its students, such as lectures on current events like Brexit,

presentations and discussions on human rights, visits to scientific centers, science fairs, book fairs, citizenship projects, and poetry contests.

The school also hosts workshops on writing, theater shows, and art exhibitions.

In addition, students have the opportunity to participate in official sports games, swimming lessons, and music performances.

These activities aim to enrich students' learning experiences, encourage creativity, and promote a sense of community within the school.

8.30-8.40	Monday	Tuesday	Wednesday	Thursday	Friday
8.40 - 9.25	Science	Italiano	Musica	English Lit	Art
9.25 - 10.10	English Lit	Italiano	Maths	English Lit	Art
10.10 - 10.35	Break				
10.35 - 11.20	Italiano	Geography	Matematica	Italiano	English Gr
11.20 - 12.05	Spanish	Maths	Italiano	PE	Matematica
12.05 - 12.50	Maths	Science	Italiano	PE	English Lit
12.50 - 13.35	Lunch Break + Break				
13.35 - 14.20	Computing	Science	English Oracy	History	Geography
14.20 - 15.05	Computing	Spanish	Storia	Storia	History
15.05 - 15.50	Musica	Latino	Ed. Civica	English Gr	Assembly
15.50	Dismissal				

\*An example of Y7's Timetable.

# The IB diploma programme

Aandersen International High School is an authorized IB Diploma Programme World school.

## THE IB DIPLOMA PROGRAMME

The International Baccalaureate Diploma Programme (IBDP) is a comprehensive pre-university course spanning two years. Its primary objectives are to prepare students not only for the academic challenges of university but also to cultivate their capacity for empathy, global citizenship, and a lifelong commitment to learning. This program is delivered primarily in the English language, complemented by instruction in Italian by our specialized Italian educators.

Over the course of two years, students are required to engage with a variety of subjects, selecting one from each of the six subject groups. They undertake the study of three subjects at the Higher Level and three at the Standard Level. Additionally, they are obligated to partake in compulsory coursework covering Theory of Knowledge (TOK), Creativity, Activity, and Service (CAS), as well as the completion of a 4,000-word Extended Essay (EE). Students undergo examinations at the culmination of their second year.

## UNIVERSITY RECOGNITION

The International Baccalaureate Diploma Programme is widely acknowledged and frequently pursued by universities worldwide as a mark of exceptional qualification.

In numerous instances, universities tend to favor IB graduates over candidates with other qualifications due to the extensive scope of their previous academic pursuits.

The IB Programme offers a comprehensive curriculum that encompasses a wide array of subjects, including the essential core components. As a result of this holistic approach to education, graduates holding IB qualifications are not only acknowledged but also highly coveted by universities worldwide.



In our AIM, we cultivate a critical appreciation of our own cultures and personal histories, as well as the values and traditions of others. We actively seek and assess diverse perspectives, demonstrating a willingness to learn and grow from these experiences.



# The IB Diploma Programme

## THE DIPLOMA PROGRAMME

The Diploma Programme (DP), acknowledged and accepted by esteemed universities worldwide, consists of six subject groups and the DP core. This core includes components such as theory of knowledge (TOK), creativity, activity, service (CAS), and the extended essay.

Within the DP core, students delve into profound contemplation regarding the fundamental nature of knowledge, embark on self-directed research endeavors, and partake in projects that frequently encompass community service initiatives

## CHOOSE THE SUBJECTS

The choice of courses is determined by considering the student's strengths, their academic interests, their future academic and career aspirations. Full IB Diploma candidates are required to study six subjects, three at a higher level and three at a standard level, in addition to fulfilling the core requirements



The three fundamental core components encompass :

## THEORY OF KNOWLEDGE

Here, students engage in contemplation regarding the essence of knowledge and the methods through which we substantiate what we assert to know.

## THE EXTENDED ESSAY

This involves conducting independent, self-directed research culminating in the creation of a 4,000-word research paper.

## CREATIVITY, ACTIVITY, AND SERVICE (CAS)

In this segment, students undertake a project that integrates aspects of creativity, physical activity, and community service.

## THE SIX SUBJECT GROUPS

- Studies in language and literature
- Language acquisition
- Individuals and society
- Sciences
- Mathematics
- The Arts



## Special Educational Needs (SEN)

We strive to guarantee that our students receive ongoing and uniform assistance throughout their academic journey. Our support services are open to any student with a documented difficulty or a persistent medical condition, which can encompass, but is not restricted to, the subsequent categories:

- *Specific learning challenges such as dyslexia*
- *Autistic spectrum disorders*
- *Mental health conditions*

Students with Special Educational Needs (SEN) may be identified as having one or more of the subsequent areas of requirement:

Learning support lessons take place within the regular school day. Although we make every effort to minimise any impact on a child's educational experience, there may be instances where we need to determine which classes students are temporarily withdrawn from. In such cases, we work closely with teachers to facilitate students in catching up with their studies.

Our dedicated learning support team collaboratively develops a comprehensive Personal Didactic Plan (PDP) for each student who benefits from a multidisciplinary approach. This plan articulates specific objectives that the student is expected to accomplish during the academic year. The PDP is jointly created by the school, the student's parents or caregiver, and an external therapist, which could be a Speech-Language Therapist,

Occupational Therapist, or Physical Therapist. PDP meetings are convened on a regular basis, typically three times a year, to review and update the plan as needed.

Our learning plans are crafted in close collaboration with our dedicated Italian Special Educational Needs (SEN) specialist teachers. These professionals possess a deep understanding of the procedures and criteria outlined by the Italian Ministry of Education when it comes to designing educational plans tailored to the unique needs of children with Special Educational Needs

### ADMISSIONS

Every student application for enrollment in the learning support program undergoes a comprehensive assessment conducted by both the school's Leadership Team and our team of SEN specialist teachers. Admission determinations are made based on the alignment between a student's specific needs and the available support services provided by the school.

The school offers a comprehensive enrollment procedure designed to cater to each child's unique needs. Parents and caregivers are strongly encouraged to communicate any challenges or difficulties their child may have during the enrollment process. This can be done by completing the admission form and submitting pertinent supporting documents, including assessment reports.



**Elena Garlaschi**

*Psicologa abilitata dello sviluppo e dell'educazione - perfezionata in Psicopatologia dell'Apprendimento - iscritta all'Albo degli Psicologi della Lombardia (n° Aut.20851)*

## Psychological corner

The Psychological Listening Desk offers all students the opportunity to benefit from psychological counselling within the institute.

The space will be dedicated primarily to young people and their problems, such as difficulties with the world of school, family and peers, and will offer them the opportunity to prevent or deal with psychological distress.

The psychologist will work in synergy with the school to promote wellbeing and prevent discomfort, with the aim of making the help desk a point of reference and a space that offers a welcome and listening ear, and as such does not only deal with discomfort, but also with increasing the personal resources and skills of young people.





## Supporting your child's Journey

### LM SCHOOL UNIFORMS

Part of high quality education is learning how to present yourself to the world and that's what a school uniform is all about.

Our students wear the school uniform as we firmly believe that it instills a sense of school pride.

This practice fosters a stronger sense of community among the children and promotes mutual respect and teamwork.

When children attire themselves in the school uniform, they tend to conduct themselves more in line with the expected behaviour of students.

### SHOWROOM

Via Gesù 17, Milano (MI)

### e-mail:

info@school-uniforms.it

### SCHOOL CATERING

The lunch service offers a menu tailored to accommodate dietary requirements, as determined by a nutrition specialist designated by the lunch service provider.

During lunchtime, the set menu comprises either a first course, a second course, and a side dish, or a single main course with a side dish.

In the morning, students of all age groups will receive a fresh fruit snack.

Early Years students will be provided with a dessert or fruit in the afternoon, while students in primary and higher grades will receive their snack after the lunch meal concludes.

### SCHOOL BUS

Students at AIS can benefit from two different bus services companies:

Autonoleggio Canella  
Autonoleggio Maucieri

If parents wish to utilise the service, they should establish direct contact with the aforementioned bus companies.

After activation, they must notify the school in a written format by either sending or submitting the document labeled BUS AUTHORISATION or BUS DELEGA, available on this website under the FORMS section.

The bus service is offered at the entrance and exit time, following the school day schedule.

## How to apply

Admission criteria differ depending on the student's age and the desired entry year. In essence, we impose certain requirements on all applicants:

- 1) Parents call the school office to arrange an appointment for the school visit
- 2) Parents are also asked to send a copy of their child's most recent school report
- 3) After the first visit, an Admission test is required for students interested in enrolling in Primary School, Middle school and High school.
- 4) The school will then communicate the test results to the parents.
- 5) Parents that decide to enrol their children will need to sign the enrolment contract and pay the admission and enrolment fee.
- 6) By enrolling your children at Andersen International School during their early years (nursery and kindergarten) it will be easier to ensure their place in the school for the following years. Starting from Year 1 students are required to pass an Admission test.

## Contatti

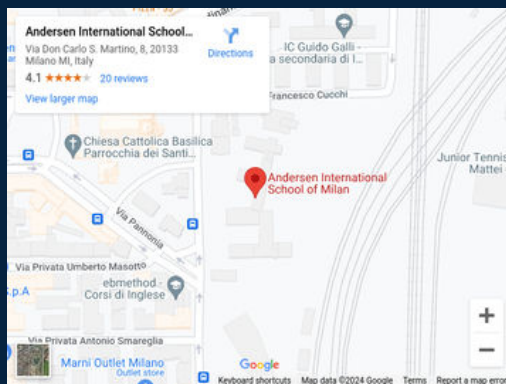
Andersen International School

telephone : +39 02 7000 6580

e-mail : [secretary@andersenschool.it](mailto:secretary@andersenschool.it)

website: [www.andersenschool.it](http://www.andersenschool.it)

Via Don Carlo San Martino, 8  
20133, Milano





ANDERSEN  
*International School*

*Excellence in Education*

