BOLD ADVISORY · A GUIDE FOR FAMILIES

One child. Three systems. One plan.

A calm guide for families navigating learning differences at international schools: what we do, when to call, and how the adults around your child start pulling in the same direction.

The Problem

Most families do not arrive with an assessment question. They arrive with a feeling that something is harder than it should be, and with more advice than clarity.

- **The report is on the table**
  A school report or an assessment arrived, full of careful language, and no one has told you what it actually means for Monday morning.
- **School says one thing, the tutor says another**
  Every professional around your child gives advice that makes sense on its own. Put together, it does not add up to one plan.
- **Homework has become the hardest hour of the day**
  What takes classmates twenty minutes takes your child two hours, and everyone ends the evening frustrated.
- **You have been told to wait and see**
  Terms have passed. Waiting has not changed anything, and you are not sure what asking for more would even look like.
- **You have become the project manager**
  Between school, teachers and specialists, you are the unpaid coordinator of your child's support, without a map and without the vocabulary.

None of this means something is wrong with your child. It usually means the adults around the child are not yet working from the same picture. That is fixable, and it is exactly the work we do.

FAMILY GUIDE

Aligning Three Systems for 360 Ecosystem Support

Around every child sit three groups of adults, each seeing a different part of the picture. All three are doing their jobs. The difficulty lives in the space between them.

Your family

You know the history: what mornings actually look like, what has been tried before, how your child responds when things get hard, and what your household can realistically carry. No professional will ever know this part better than you do.

The school

Teachers see the classroom: how your child learns alongside twenty others, what the curriculum demands, where academic performance and friendships stand, and what support is feasible within a school day.

Clinical and specialist professionals

Psychologists, therapists and doctors contribute the specialist layer: formal assessment, a diagnosis where one is needed, and recommendations that reach beyond what a school can provide, from occupational therapy to speech and language work.

The gaps between these three are where support plans quietly fail. Reports never turn into classroom changes. School feedback never reaches the specialist who wrote the recommendations. And parents are left translating between everyone, in a system and often a language that is not their own.

Bold Advisory works in that space. We make sure all three sides understand one another, act on the same information, and work towards one practical plan for your child.

We do this through you, not around you. Prepared, informed parents move schools further than any outside adult speaking on their behalf.

FAMILY GUIDE

Your Journey Working with Us

The same shape underneath every engagement, whether it lasts one conversation or a school year.

1 Understand the child

We start with what is actually happening: your history, the school's observations, any reports you already have. Where the picture is unclear, a focused educational screen fills the gap.

2 Align the adults

We turn the relevant reports into plain language and make sure family, school and any specialists are describing the same child, not three different ones.

3 Build the plan

One practical support plan: what happens at school, what happens at home, what is realistic, and who does what.

4 Support implementation

Plans fail in week three, not on day one. We stay alongside you while routines take hold: preparing you for school meetings, reading what the school sends, adjusting as reality answers back.

5 Review progress

We check what is working, retire what is not, and reduce support as your child and the adults around them find their footing.

Some families need one conversation. Most need a few months of steady support. The structure flexes; the direction does not.

Step #1: Understanding your child

The first half of the work: getting one clear, shared picture.

A structured first conversation

Often the most valuable first step is simply a structured conversation about what you are seeing. We help you work out what kind of support your child actually needs, and just as importantly, what they do not. Most learning concerns resolve with good teaching and targeted support. Only a small share need the full clinical route. If your child is in that small group, we say so plainly and help coordinate the referral to the right specialist. If not, we may have just saved you months of waiting and a considerable amount of money. This step needs nothing from the school beyond documents you already have.

The Learning Profile

A focused educational screen of literacy, numeracy and how your child learns, carried out remotely through a structured combination of document review, a parent interview and guided tasks with your child. You receive a written strengths-and-needs profile with concrete recommendations for classroom and home, and a full feedback session where we go through everything together in plain language.

A Learning Profile is not a clinical assessment and it does not label your child. It gives everyone the same clear starting picture. It is often the document that turns a vague school conversation into a specific one, because it replaces ‘he struggles a bit with writing’ with exactly where the struggle sits and what helps.

Making sense of reports you already have

If reports already exist (school reports, past assessments, therapy summaries), we read them with you and translate: what the findings mean, what they do not mean, which recommendations matter most, and what to ask the school for as a result. Families are routinely sitting on useful documents that nobody has ever walked them through. That walk-through changes what the next school meeting looks like.

Steps #2-3: Building and holding the plan

The second half of the work: turning the picture into daily reality.

Parent consultation and coaching

Structured sessions on the questions you are actually facing: how to raise a concern with the school without souring the relationship, how to take the heat out of homework, how to respond on the days your child announces they hate school. You leave each session with specific next steps, not general reassurance. Sessions run remotely and fit around work and time zones.

Preparation for school conversations

Before an important school meeting, you get the questions to put to the school, in writing, and a clear sense of what a good answer sounds like. Afterwards, we debrief what was said and what it means. We also read the relevant letters and reports the school sends, so careful institutional language never leaves you guessing.

You lead the conversations with school. Schools open up to informed parents and close ranks when an outside adult arrives to speak for them. Our job is that you walk in prepared, and that what the school agrees to actually shows up in the classroom. Where direct contact between us and the school genuinely helps, it can be arranged separately in some locations.

Intervention support for your child

Where targeted 1:1 work helps, for example structured literacy or numeracy support or learning strategies, sessions are arranged as separate blocks alongside the advisory work, available in some locations. We keep teaching the child and aligning the adults deliberately distinct, so that neither gets diluted into the other.

Steps #4-5: Staying on track

A report tells you what to do. It cannot make it happen.

The months after a report, a school decision or a new support plan are where things quietly succeed or quietly stall. Meetings come quickly, feedback contradicts itself, and the plan that made sense in September meets the reality of November. This is the phase where most families are left alone, and it is the phase we consider the core of our work.

Ongoing family advisory

Ongoing advisory means one professional who already knows your child's file, staying alongside your family: regular parent sessions, written reviews of relevant school correspondence and reports, preparation and debrief around key school meetings, and a support plan that is reviewed against reality instead of gathering dust.

We build this as a six-month relationship, because child development does not follow a billing cycle. The first months are usually the intensive phase, when meetings and decisions come one after another. After that, most families step down to a lighter level of support as routines hold, while the relationship itself carries on.

Why continuity beats one-off reports

The value is in the thread: someone who was in the last meeting, read the last report, and notices when this term's feedback contradicts last term's plan. A one-off report, however good, cannot notice anything. It is also why we would rather see a family on steady, lighter support than on a shelf of expensive documents nobody is implementing.

> If you are unsure whether ongoing support fits your situation, that is a normal first conversation. Some families genuinely need one consultation and a good plan. We will tell you which one you are.

Roles & Responsibilities

Clear boundaries are part of trustworthy advice, especially for a family navigating an unfamiliar system.

Who you are working with

Family casework at Bold Advisory is personally led by Daniel Kühne, a German state-qualified special-education teacher, formerly authorised to assess learning-support needs in the German state system. Since 2017 he has also built and run a learning institute in Cologne that supports 100 to 120 children every school year, with a team of trained learning therapists and five partner schools. Advisory sessions run in English or German.

The Professional Boundary

Bold Advisory provides the educational layer: screening, translation, planning, implementation, and coordination between the adults around your child. We are not psychologists or physicians, and we do not diagnose conditions such as ADHD or autism. That work belongs with licensed clinical professionals.

When your child does need the clinical route, our role is to help you reach the right professional prepared: knowing what to ask, what the assessment will and will not answer, and what it should cost. And when the report comes back, we make sure it turns into practical support at school and at home rather than a PDF in a drawer.

When a clinical referral is the right call

A few honest signals: difficulties that remain significant and persistent despite good, targeted support; questions about attention, anxiety or development that reach beyond learning itself; or a situation that needs formal documentation only a clinical professional can provide. If any of these apply, we say so early, because sending a family down the wrong route in either direction wastes time they do not have.

> One professional cannot be the whole answer, and should not pretend to be. What one professional can do is make sure the whole answer fits together.

THE NEXT STEP

Start with a conversation.

The first step is a conversation about your child, not a sales call. You tell us what you are seeing; we tell you honestly what kind of support fits, which may be less than you feared.

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