



DCSL

# Whole College Additional Educational Needs Policy

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## *Section one – Additional Educational Needs Ethos and Philosophy*

Dulwich College Seoul is academically selective and follows an enhanced curriculum adapted for the needs of our international student body. Students in Year 10 and Year 11 follow a course of study leading to IGCSE examinations and then follow the IB Diploma Programme in Year 12 and Year 13. <https://seoul.dulwich.org/admissions>

Three of our nine guiding statements that are particularly relevant to inclusion are:

- We provide a safe and stimulating environment.
- We allow every individual to realise their full potential.
- We celebrate diversity in our local and international community.

<https://seoul.dulwich.org/our-school/guiding-statements>

We believe that ‘inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers’ from Special Educational Needs within the IB Programmes (2010, p.3).

We are committed to the principle of inclusion when it is in the best interests of individual students and to the school community as a whole. There are no legal requirements on our school to admit students with disabilities and there are not yet national guidelines for including students with learning difficulties. This may change and we are committed to applying the law in Korea as it applies to us. As a selective school that aims for high levels of academic achievement, when considering admission applications, careful consideration is given to applicants’ future potential within our academically demanding setting. We also consider available sources of support within the school and more widely in Seoul. This situation changes constantly and must be evaluated regularly to ensure we can meet student needs.

If after carefully considering the needs of individual students, the suitability of our setting and the availability of support services, we do offer a place, the school is committed to working with students, families and support services to help students to reach their full potential. We maintain a commitment to students who are in our care that extends for the whole time they are students at the school. This commitment involves the appropriate planning, adaptation and review of curriculum, pedagogy, resources, interventions and systems. All staff members have a responsibility



to aid and support this process. If we cannot meet the specific needs of individual students, we will not offer a place but will support families in locating a better setting in alternative settings.

Additional Educational Needs (AEN) is the umbrella term we use for the following:

- English as an Additional Language (EAL) - Provision for students whose most secure language is not English. See *EAL Section 3 below for details*.
- Learning Support - Provision for students who require either temporary Learning Support (LST) or have more long term Special Educational Needs or Disabilities (SEND). See *Learning Support Section 4 below for details*.
- Counselling – Temporary or longer term emotional and/or social support and development.

## *Section Two - Additional Educational Needs (AEN) Policy and Procedures*

### **2.1 AEN Differentiation**

All Dulwich schools are committed to meeting individual needs where possible. We require that 'each learning environment and all our learning experiences be designed with the needs, talents and capabilities of our students as the focus.' <https://seoul.dulwich.org/how-we-teach-and-learn/holistic-learning-anywhere-dcsl>

All teachers are required to differentiate to meet the needs of students with additional educational needs. High quality teaching and learning approaches differentiate instruction to meet students' learning needs and styles. Students make progress at different rates and their learning abilities and styles are different. Students who experience learning difficulties will be helped through differentiation, but if the pupil does not make adequate progress, the AEN Department will become involved to support the teacher and the student with both teaching and learning.

### **2.2 AEN Referral**

If a learning need is identified at the application stage, this will be discussed with parents and details will be shared with relevant staff. At any time, teachers may become concerned by the lack



of progress of individual students, despite differentiation. A referral is made on the electronic Student Support Referral Form following discussion within a year group or within a department. A copy of the form is forwarded to the Primary Deputy Heads or to the Senior School Heads of Phase as well as to the appropriate AEN staff. The referral form is available to all staff under Useful Links.

Parents are made aware of possible concerns before any special provision is agreed. This is part of ongoing contact and liaison between parents and the school. Class teachers or form tutors should lead this process in conjunction with AEN staff. However, an initial observation or informal assessment can be requested when a teacher is not sure whether to raise concerns with parents or not. Older students should also be involved in this process when it is considered appropriate.

### **2.3 AEN Records**

Students with identified additional needs have their details recorded on the appropriate ISAMS Student List. This prompts staff to find further details on our more detailed AEN platform, AEN Provision Map. This allows staff to familiarize themselves with individual student profiles, strategies and ongoing progress tracking. ISAMS and Provision Map records are only accessible to academic staff and authorized school administrators. We always inform parents, keep them updated on progress and involve them where possible in provision.

In some cases, a student will be placed on the the appropriate ISAMS student list immediately on entry following evaluation and with the agreement of family. In other cases, the learning difficulty may not be immediately apparent and a subject teacher, form tutor/class teacher, member of the pastoral team, member of the AEN team, parent/carer or the student themselves may raise a concern, supported by evidence, that despite receiving high level differentiated learning opportunities, the student:

- Requires support in the development of speaking, listening, reading or writing as a result of a lack of fluency in English.
- Makes little or no progress even when teaching approaches are targeted at identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment across the curriculum.
- Presents persistent emotional, social or mental health difficulties, which do not respond to the normal pastoral interventions provided within the school.
- Has significant sensory, medical 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 differentiation.

## 2.4 AEN Reviews

The most effective model for effectively meeting additional needs is the Assess – Plan – Do- Review cycle. In addition to ongoing reflection and feedback, AEN staff meet formally with parents at least twice a year. This allows for evaluation of progress against existing provision and the discussion of new targets or approaches if needed.

## 2.5 AEN Staffing, Resources and Professional Development

We employ four full-time staff to support students with EAL needs. For Learning Support, we employ one part-time (2.5) and three full-time members of staff. This is in addition to two full-time emotional, social and mental health counsellors. We also have a trained assessor for special accommodations in examinations. We maintain a list of agencies within Seoul who can work with the school and families to obtain evaluations, testing or diagnoses.

We use a wide range of assessment tools to provide baseline testing and to measure progress. We can also conduct screening for a range of learning support needs but these do not provide a full diagnosis. This must be done by external agencies within the medical, therapeutic or psychological fields.

AEN is coordinated by the College Head of Student Support Services who has UK recognised SEND and EAL qualifications and is a TESMC tutor. The Lead SEND Co-ordinator has a masters level degree in SEND provision and coordinates all SEND provision in the school and is supported by the other SEND staff.

The College Lead Counsellor leads a team of two who work together to provide emotional, social and mental health support throughout the school. Our EAL teachers have EAL qualifications and are certified NASSEA tutors. All departmental staff are supported in obtaining further training and development. TESMC and NASSEA certificated EAL courses are offered to teaching staff and ongoing training on SEND, EAL and emotional support takes place throughout the school year.



## 2.6 AEN Roles and Responsibilities

All teachers have the responsibility to assist in the procedures for identifying students with additional needs and to try to meet these needs through scaffolding, differentiation or modification of setting, curriculum or learning activities to accommodate these. Teachers and teaching assistants must strive to be knowledgeable about pupils' abilities and needs within their subject area, and use this knowledge effectively in curriculum planning, classroom teaching and pupil grouping. In every class or teaching group, there are likely to be students who require learning support, and this may require adaptation of the delivery of the curriculum to ensure that it meets the needs of all students. Staff have access to the AEN policy on the SharePoint policy platform.

Curriculum Leaders, Heads of Year or Phase Leaders and Heads of Departments are responsible for the assessment of subject requirements, resources and teaching methods in order to provide courses for the full ability range of students, including those with additional needs.

The Head of College and the Heads of School will support the requirement that all teachers in the school are aware of the importance of identifying and providing for those students with additional educational needs. The College Leadership Team will review the AEN policy biennially and consider any amendments in light of the annual review finding.

The counsellors and Learning Support and EAL teachers take the lead on the day-to-day operation of the school's AEN Policy and are responsible for:

- Training and advising subject and class/form teachers on best teaching practice, and differentiation techniques for students on the AEN Provision Map.
- Working with class/form or subject teachers to ensure that provision is planned to reflect both the curricular requirements and the needs of individuals.
- Taking the lead in managing provision for students who have additional needs.
- Liaising and working with parents, especially when difficult circumstances arise.
- Updating and overseeing the records of students with additional needs.
- Liaising with external agencies where appropriate, including educational psychology services and other support agencies.
- Compiling and maintaining the AEN Provision Map records.
- Supporting the production and maintenance of Individual Student Passports when applicable.
- Supporting special arrangements for examinations.



- Coordinating arrangements for new students.
- Teaching across various years and groupings as appropriate. This may involve a combination of supporting in class or delivering withdrawal interventions.

## **2.7 AEN Involving Students**

The college will try to establish the views of students who have AEN needs and the ways in which they can be met. Students who can, may submit their views directly and in other situations, the interpretation of a student's behaviour in different settings, may provide a measure of the student's preference.

## **2.8 AEN Working with Families**

The relationship between the families of children with AEN and the college has a crucial bearing on student progress. The college will ensure that it works in partnership with carers and recognizes the unique knowledge and information they have about their child. Regular communication between school and carers is not restricted to standard parents' meetings or reviews. The school will encourage carers to recognize their responsibilities to their child and to be involved in the planning of intervention and support. This policy is available on the school website under the admissions section. Any complaints regarding Additional Educational Needs, should in first instance, be addressed to the Head of AEN/Student Support Services, who will work in conjunction with the Heads of School and/or the Head of College to answer questions and resolve issues.

## **2.9 Policy Review and Policy Links**

The IB Inclusion Self Review Framework is an excellent tool for self-review and school improvement. The AEN Department will use this to review policy and procedure every two years.

The AEN policy is relevant to many school policies and vice versa but the following policies in particular must be considered carefully and reviewed together to ensure alignment:





- DCSL Admissions Policy
- Senior School Exams Policy
- Whole School Language Policy

## Section 3 - English as an Additional Language (EAL)

### 3.1 EAL Provision

'At Dulwich College Seoul, we appreciate the cultural diversity that non-native English speakers bring to our school and we are able to support a percentage of students who are non-native English speakers. Applicants who speak languages other than English should be able to demonstrate age-appropriate academic proficiency in their native tongue. Our admissions team may request that students be assessed on their ability to handle the academic challenges of English before an admissions decision is made.'

<https://seoul.dulwich.org/admissions>

English as an Additional Language (EAL) is the term used to refer to the teaching of English to speakers of other languages. Students learning EAL may be new to studying in English or may use other languages at home. All our teachers have a responsibility to meet the needs of EAL students. Depending on English levels and age, this is done in different ways.

- Nursery and Reception: Students have their needs met within the normal curriculum augmented by differentiation and scaffolding managed by the teaching team. There is no specific withdrawal EAL programme.
- Years 1 to 6: In addition to differentiation and scaffolding, EAL students are considered for Extra English lessons as part of the Primary EAL programme. These are delivered when other students are receiving Mandarin lessons. Entry into and exit from this programme is based on assessment of general attainment as well as specific English levels.
- Years 7 to 9: In addition to teacher-led differentiation and scaffolding, EAL students will be considered for Extra English lessons as part of the Senior School EAL programme. These



will be delivered when other students are receiving Mandarin lessons. Entry into and exit from this programme will be based on initial and ongoing assessment of general attainment and specific English levels.

- Years 10 to 13: - Participation in the IGCSE and IB programmes is demanding and there are no specific withdrawal EAL programmes. EAL staff will work with teachers from these phases on further developing English levels when needed.

### **3.2 EAL Extra English Withdrawal Programme**

Additional English language support is available to students from Year 1 to Year 9 through our Extra English class and In-class support. Students who are enrolled in Extra English are withdrawn from Mandarin and attend Extra English to receive the support they need. Extra English provides a more personal environment with smaller classes, in which individual focus and attention is given to each student to support them with English language acquisition (reading, writing, speaking and listening), in order to help them improve their fluency.

In Extra English, students learn to improve all four skills and specifically learn to develop their reading and writing skills, as well as their overall communication skills in English. Students will also further develop their understanding of the mechanics of both written and spoken English, as well as written and spoken grammar, through activities and assignments during lessons.

In addition to the support our students receive in Extra English, they continue to receive on-going in-class support during their mainstream classroom lessons as well. In-class support is provided to both students who are currently enrolled in Extra English, as well those who have exited EAL in order to continue to support them and monitor progress.

Once a student has reached a certain level of progress (based on informal and formal assessments, evidence of progress and improvement in reading and writing specifically, feedback from teachers along with overall classroom performance), they exit EAL and enter the Mandarin programme. If it is felt that a student is not making sufficient progress, this is noted and discussed with teachers, parents, the Head of AEN and Senior Management. A decision is then made on ways forward depending on circumstances.



### 3.4 EAL Assessment

We use a variety of assessment tools and methods, both formal and informal. The two primary formal assessment tools used are WIDA Model and PM Benchmark.

- WIDA Model is a series of English language proficiency assessment. We use it as a means to identify students who require English language support, as well as a way to monitor progress. We also use currently use WIDA, along with other methods, to help us determine when a student has progressed enough to discontinue Extra English.
- PM Benchmark is another important resource which we use to monitor and assess students' reading progress.
- The College is committed to introducing the use of Pearson English Assessment and Bell Foundation Assessment levels over the next two years in line with the EiM Language Policy.

These levels and any other assessments are recorded on the AEN Provision Map platform. The tracking record allows for ongoing progress in all four areas to be recorded during the EAL withdrawal and in class support programme. Specific EAL levels show where students are making progress and highlight areas where more concentrated work needs to take place.

AEN Provision Map records the provision and progress of all students who receive EAL support. Students are placed into one of four phases, according to their assessed level of English. Students will work through these phases at differing speeds, depending on their age, ability and background.

- Induction: Where a student speaks and understands basic English only and requires as much support as possible.
- Transition: Where the students understanding of English is at a far greater understanding than that of phase one, but still needs some support.
- Monitor: Where the student no longer needs direct support, but the EAL team will still track student progress to make sure that they are accessing the curriculum without support.
- Independent: Student has reached a level of English that allows them to reach their full potential socially and academically.