



DCSL

Whole College Additional Educational Needs Policy

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Section one – Additional Educational/Emotional Needs (AEN) Ethos and Philosophy

For the purposes of this policy, the term AEN includes those students with Additional Educational and/or Emotional Needs.

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 IGSCCE 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.

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 broad legal requirements to admit students with disabilities, and there are not yet national guidelines for including students with learning difficulties in International Schools. 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 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/Emotional Needs (AEN) is the umbrella term we use for the following:

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

Section Two - 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-dcs>

All teachers are required to differentiate to meet the needs of students with additional educational or emotional 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 along with their families.

An example of differentiation is an ongoing and flexible adaptation of the Primary School Behaviour Policy to acknowledge the needs of Neurodiverse Children. This acknowledges that neurodiverse children, including those with ADHD, autism, and other differences, may require additional support in understanding and managing their behaviour. It provides a structured yet flexible approach that considers their unique needs and is designed as an alternative approach to complement the existing behaviour ladder while ensuring that neurodiverse students receive appropriate interventions. Details are given in the Primary School Behaviour Policy.



2.2 AEN Referral

If an additional educational or emotional 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. Referrals are made on the electronic Student Support Referral Form following discussion within a year group or department. A copy is forwarded to the Primary Deputy Heads or Senior School Deputy Heads 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. An initial brief observation or informal assessment can be requested when a teacher is not sure whether to raise concerns with parents or not. In Primary, class teachers, Heads of Year, the Pastoral Deputy Head lead this process in conjunction with AEN staff. In Senior School, the Pastoral team take the lead along with the AEN team. In both cases, we conduct regular review meetings to discuss students of concern.

2.3 AEN Records

Students with identified additional needs have their details recorded on the appropriate ISAMS Student register (Additional Educational Needs or English Intervention Register). 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, provision, 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 appropriate 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 the family. In other cases, an additional educational need may 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. Extensive use is made by the AEN team of the School Robins communication module of AEN Provision Map. 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 two full-time staff to support students with EAL needs. For Learning Support, we employ two whole school teachers, one primary teacher and two teaching assistants, one for Primary and one for Senior. This is in addition to two full-time 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 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. NASSEA certificated EAL courses are mandatory for all new staff and teaching staff who have not previously taken equivalent training or qualifications. On-going training and support on Additional Educational Needs, EAL and social or emotional support takes place is also given 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
- College Behaviour Policies



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. 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 and students from these phases on further developing English levels when needed. This may include one-to-one mentoring and/or in-class support.

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 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 five phases, according to their assessed level of English. Students will work through these phases at differing speeds, depending on their age, ability and background.

- **Withdrawal Support, High Needs:** Students speak and understand basic English only and require as much support as possible.
- **Withdrawal Support, Intermediate Needs:** Students' understanding of English is at a far greater understanding than that of phase one, but they still need some support.
- **Withdrawal Support, Lower Needs:** Students are very close to exiting EAL withdrawal support but still have some areas for development in one or more of the four EAL skills of speaking, listening, reading and writing.
- **Monitor:** Students no longer need direct support, but the EAL team still track student progress to make sure that they are accessing the curriculum without support.
- **Independent:** Students have reached a level of English that allows them to reach their full potential socially and academically. They are removed from the

School Counselling Policy

At Dulwich College Seoul (DCSL), the school counselling service is an essential part of the student pastoral support system, aiming to facilitate students' emotional, social, and academic development. The goal of the school counselling program is to help students achieve a greater sense of well-being, foster independence, and build the resilience needed to overcome the unique challenges the student may be facing. Counselling services are available through both scheduled weekly sessions and drop-in services that offer a safe, supportive environment for students to express immediate concerns.

Social, Emotional or Mental Health Counselling

4.1 Expected Outcomes of School Counselling

Through the counselling process, students are guided toward:

- Relieving emotional distress and identifying internal and external stressors.
- Exploring personal challenges and gaining self-awareness.



- Discovering personal strengths and developing coping mechanisms to manage stress, anxiety, and anger.
- Clarifying priorities, setting personal goals, and building resilience to navigate future obstacles.
- Facilitating ongoing positive change, encouraging self-confidence and decision-making.
- Improving interpersonal skills, including navigating friendships, managing conflicts, and exploring identity-related issues.

4.2 Scope of School Counselling Services

The counsellors at DCSL are available to the whole-school student body for scheduled or drop-in sessions, as well as for consultation to parents and teachers. Students may be referred by themselves, their parents, or by teachers through an internal referral system. The school counsellors have training and experience in areas such as academic motivation and behaviour, family concerns, stress and anger management, bereavement, anxiety, depression, eating disorders, body image, self-harm, assessing risk, identity development (including cultural, racial, and sexual identity), etc.

Initial counselling sessions are focused on building rapport and trust, understanding the student's concerns or issues, and setting meaningful goals. This process empowers students to take an active role in their personal growth, helping them develop greater independence and emotional resilience. The school counselling process typically consists of up to six sessions, each lasting approximately 40 to 60 minutes. However, the length and structure of counselling may vary depending on the individual needs of the student. The counselling process often involves communication with parents, the pastoral team, and the student's teachers, as appropriate (see section 4.4 for more details on confidentiality and collaboration).

4.3 Concerns beyond the scope of the school counselling team

While school counsellors provide essential short-term emotional support, there are limits to the scope of services. Students presenting with the following needs will be referred to appropriate external professionals:

- Severe mental health issues requiring intensive therapy or medication
- High suicidal ideation or risk of harm to self or others
- Drug addiction or substance abuse
- Complex learning disabilities requiring specialized assessment
- Referrals may include psychiatrists, therapists, family doctors, or other mental health specialists depending on the specific needs of the student



- Extensive family therapy is not possible, but counsellors are able to meet parents regarding their child's needs and to give general advice

4.4 Collaboration and Confidentiality

All counselling services adhere to strict ethical and legal confidentiality standards. We would always prefer to involve parents and relevant staff in any social or emotional intervention, as this is often the most effective way of meeting students' needs. This collaborative approach ensures that students receive the most comprehensive support possible. However, in some cases, students may request that we do not contact parents, or the school counsellors may feel the student may be put at risk by contacting parents. In cases such as these, the counsellors would involve key members of the pastoral teams in order to make the best and safest decision for the student. Please see below for more details according to the key stages.

Primary: Parental consent is generally required for any planned counselling intervention. Drop-in sessions for general support or advice initiated by students do not require consent but if these become frequent (more than two in a school year), parents should be informed. If parents refuse permission but counselling or other staff believe counselling is needed, the counsellors will contact the Deputy Head Pastoral (who is also the deputy CPO) to request support, guidance and a decision on what to do next. Students should always be told in advance if parents are to be contacted.

Senior school Years 7 to 9: Parental consent is not required but parents should generally be informed by the counsellors. Some students may request that parents not be informed. In these cases, the Deputy Head Pastoral (who is also a deputy CPO) should be consulted who will provide support, guidance and a decision on what to do next. A decision will be made depending on individual circumstances, the nature of the concern and the level of maturity of the student. Students should always be informed in advance if parents are to be contacted.

Senior School Years 10 to 13: Parental consent is not required. Ideally, parents should be included in the process and students will be encouraged to let their parents know. Alternatively, counsellors will offer to contact parents. If a student requests parents not to be contacted regarding counselling, this could be a cause for concern and should be noted and discussed with the Senior School Deputy Head of Pastoral.

Safeguarding: For all ages, there may be Safeguarding related reasons why parents should not be informed. Similarly, there may be Safeguarding reasons in some cases why we should inform parents even if students are reluctant. A decision on this will be made in consultation with members of the Safeguarding team. We would never withhold support for students and if parents refuse permission or in any other way inhibit the



process, senior management will be informed by counsellors and asked for support. In all Safeguarding cases, specific decisions made on the level of parental contact will be noted by the counsellor in the child's counselling records and on CPOMS.

