



DCSL

Learning Support and Special Educational Needs Policy



Learning Support and Special Educational Needs Policy

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POLICY CODE	4.2.4
POLICY NAME	Learning Support and Special Educational Needs Policy
APPROVAL AUTHORITY	Headmaster
RESPONSIBLE DEPARTMENT(S)	AEN
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Ethos and Policy Points

Dulwich College Seoul believes that every student attending Dulwich College has the right to curriculum access and provides for students who require learning support or who have a Special Educational Need (SEN) in accordance with the following aims.

- Students who require learning support will predominately be educated with their peers, and we aim to identify and break down possible barriers to learning with appropriate extra support, so that students can enjoy the curriculum and the educational opportunities available to them with their peers.
- Students may have learning support needs either throughout or at any time during their school career. Many children will have special educational needs of some kind at some time during their education. Due to this, a flexible approach is required from teachers and the Additional Educational Needs (AEN) department.
- A small number of these children will need extra help for some or all of their time in school. Children with SEN all have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These difficulties or disabilities cover a wide range of needs.
- All Learning Support/SEN students at Dulwich College Seoul are entitled to equal opportunities of educational success.

Learning Support

A student is placed on the AEN register, when a subject teacher, form tutor/class teacher, member of the pastoral team, member of the AEN team, parent/guardian or the student themselves raises a concern, supported by evidence, that despite receiving differentiated learning opportunities, the student:

- Makes little or no progress even when teaching approaches are targeted particularly at a pupil's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas
- Presents persistent emotional and/or behavioural difficulties, which are not ameliorated by behaviour management techniques usually employed within the school.
- Has sensory 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 progress despite the provision of a differentiated time table.



Cause for Concern/Referral Procedure

Teachers may at any time be concerned by lack of progress of individual students, despite setting differentiated work, based on prior attainment. A referral for possible learning support is made on an AEN Concern Form following discussion within a year group or within a department. A copy of the form is sent to the head of year or head of department as well as to the head of Additional Educational Needs. The form is available to all staff on Sharepoint.

Once a learning difficulty has been highlighted the learning support teacher works with the teachers/teaching assistants and the parents to support the student in areas of curriculum weakness. This provision may come in the form of teacher/parent consultation, in-class support or a flexible withdrawal process.

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

See appendix A for copy of AEN Concern Form.

Special Educational Needs:

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

1. have a significantly greater difficulty in learning than the majority of children of the same age; or
2. have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in the school.
3. are under compulsory school age and fall within the definition at 1 or 2 above or would do if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of their home language is different from the language in which they will be taught.

Special Educational Needs are recorded under the following broad headings:

- Communication and Interaction - difficulty in some or all areas of speech, language and communication
- Cognition and Learning – moderate or severe learning difficulties, or specific learning difficulties, such as dyspraxia or dyslexia that require specific programmes to aid progress in cognition and learning



- Social, Emotional and Mental Health Development– students may seem withdrawn, isolated, disruptive or disturbing. They may appear hyperactive and/or lack concentration. Those with immature social skills may also need support
- Sensory and/or Physical needs – there is a wide spectrum of sensory, multi-sensory and physical difficulties and individual students may have very specific needs
- Medical Conditions– not all medical conditions will impact on learning but consideration should be made of any impact on how the child will function in school

See appendix B for more detailed list of categories of special educational need.

Learning Support/SEN Withdrawal Provision

This is where educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the same school age at Dulwich College is provided.

Students may be withdrawn from their normal timetable when specific provision is made for general learning difficulties, specific learning difficulties, emotional, social or mental health difficulties, physical difficulties, sensory impairments, speech and language difficulties or medical conditions.

In each instance, the student will follow a structured programme to meet their individual needs. The program will be determined by the Head of AEN in liaison with colleagues both internal and external to the school. All withdrawal programmes will be by arrangement with and with the agreement of parents/guardians.

Support in School or Support from Outside

If these interventions do not enable the child to make satisfactory progress, providers might require specialist advice and support from external services. This will be discussed with parents. Parents will be expected to meet the costs of any outside assessment or intervention. The learning support teacher will talk to parents about asking for advice from other people outside the school. They might want to ask for help from:

- a specialist teacher
- an educational psychologist or teaching support service
- a speech and language therapist
- an occupational therapist or physiotherapist.



Assessment

Early identification is vital. Class teachers/form tutors or subject teachers will discuss any concerns with a member of the AEN team. If after investigation it is felt that the student should be placed on the AEN register, either the class teacher/form tutor or a member of the AEN team will contact the parent to discuss these concerns.

If it is felt that the student should seek a statement of special educational need, the Head of AEN will liaise with the parent and outside agencies, and facilitate the process, including discussing the results and implications with the parents, teachers and students respectively.

The school will use base line information from CAT, YELLIS, etc. as indicators of possible areas where learning support may be required. Specific assessments relating to different areas of need may also be made by the learning support teacher or by outside agencies.

Individual Educational Plans

IEPs are written for all students with a clearly identified SEN. They are available to all staff who teach a particular student. The IEP should be used to inform teaching and learning, and should be used as an aid for the preparation of suitably targeted differentiated work. The IEP shows short, medium or long term targets set for the student, including information on classroom strategies and resources to assist the class teacher, parents and student to progress and access the curriculum.

At DCSL IEPs are created and stored on Sharepoint through a process involving parents, teachers and the learning support teacher. These are reviewed at least twice a year and a copy of the review document is shared with parents and teachers.

Targets are worked on predominantly in the classroom as this is where the student will do the majority of their learning, the learning support team will reinforce these targets through in-class support or withdrawal. The IEP should be written by the AEN team, in conjunction with the parents, teacher and student respectively.

Individual Education Plan (IEP) will include details about:

- the child's strengths and difficulties;
- targets , i.e. what the child needs to learn next and by when;
- the support the child will get, including who will give this help and how often;
- what materials and equipment might be used;
- how the child can be helped at home, with suggestions for activities or games;
- how and when the child's progress will be checked.



Differentiation

All teachers should be differentiating in their lessons to meet the needs of students on the AEN register. Differentiation means teaching a student to match their way of learning, and considering the students' individual educational needs. Pupils make progress at different rates and their learning abilities and styles are different. Thus, pupils need to be taught in different ways to match their learning abilities and styles. All pupils who experience a learning difficulty will receive help 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.

Reviews

Learning support teachers write formal reviews for parents at the same point that a class teacher completes full reports (twice a year around Christmas and Summer). This follows a review meeting evaluating progress against existing IEP targets and discussing new targets if needed.

Roles and Responsibilities

Headmaster and Heads of School

- To secure that all teachers in the school are aware of the importance of identifying and providing for those students with a learning difficulty.
- The CLT review the Learning Support policy annually and considers any amendments in light of the annual review finding.

Curriculum Leaders, Year Group Co-coordinators and Heads of Departments

Curriculum Leaders, Year Group Coordinators 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 any type of learning difficulty.

Learning Support Teacher

The designated teacher is responsible for:

- The day to day operation of the school's Learning Support Policy.



- Training and advising subject and class/form teachers on best teaching practice, and differentiation techniques for students on the AEN register.
- Ensure that provision throughout the learning support department is planned with class/form or subject teachers to reflect both the curricular needs and the needs of the individual.
- Taking the lead in managing provision for students who have a Special Educational Need.
- Liaising and working with parents when difficult circumstances arise, e.g. when a specific statement of Special Educational Need has been acquired.
- Updating and overseeing the records of students with Special Educational Needs.
- Liaising with external agencies where appropriate, including Educational Psychology services and other support agencies.
- Overseeing the production and distribution of Individual Education Plan.
- Managing and supporting Learning Support staff and teaching assistants.
- Coordinate special arrangements for examinations.
- Coordinate arrangements for new students.
- Compile and manage and the AEN register.
- Teach across various years and groupings as appropriate.
- Work in conjunction with the Learning Support teachers to create a flexible well balanced teaching time table that reflects the ethos of the department.

Subject and Class Teachers/Form Tutors

All teachers need to be teachers of learning support. They have the responsibility to assist in the procedures for identifying students with learning support needs and to adapt the curriculum and learning materials to allow for that.

All students at Dulwich College Seoul have the right to access the curriculum offered. In every class or teaching group, there is likely to be a student who requires learning support and this necessitates that all children assess the delivery of the curriculum to ensure that it meets the needs of all students.

Teachers must strive to be knowledgeable about pupils' abilities and learning support needs in their subject area, and use this knowledge effectively in curriculum planning, classroom teaching and pupil grouping.

Teaching Assistants

Teaching assistants support particular students under the direction of teachers and the AEN Department.

Students



The college will establish the views of students who have AEN needs and the ways in which they can be met. Students who are able to do so, 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.

Working With and Accountability to Parents

The relationship between parents of children with AEN and the college, has a crucial bearing on the students' educational progress. The college will ensure that it works in partnership with parents and recognizes the unique knowledge and information they have about their child.

Regular communication between school and parents is not restricted to parents' meetings or reviews. The school will encourage parents to recognize their responsibilities to their child and to be involved in the planning of intervention and support.

Complaints

All complaints regarding Additional Educational Needs, should in first instance, be addressed to the Head of AEN, who will work in conjunction with the Headmaster, to answer questions and resolve matters.



Appendix A - Additional Educational Needs Concern Form

Please complete all the boxes shaded grey and send to the Head of Additional Educational Needs. Please attach any relevant scanned or saved material (samples of writing, behaviour records etc.) if available.

Name of Student:	Date of birth:	Date of arrival at Dulwich:
Form Tutor/Class Teacher:	Year group and Form/Class:	Siblings at school?
Referred by:	Date of referral:	Head of Year/Head of Department informed?

Area of concern This does not have to be a diagnosis, just an initial identification. More than one area of concern can be indicated. Please add brief comments rather than just a tick.

Communication and Interaction	Cognition and Learning	Social, Mental or Emotional	Sensory and/or Physical Needs	Complex Medical Needs	English as an Additional Language

Recent relevant NC levels or other teacher assessed grades	Other standardised data e.g. CAT, NGRT, MidYIS, YELLIS, ALIS etc.	Any other relevant data (e.g. house points, sanctions etc.)
General Comments: Personal, Social, Health	Areas of Strength	Areas of Weakness

Why are you concerned? What pattern of behaviour or attainment or ability is a worry?

Which strategies have you tried?

What, if any, communication have you had with parents?
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Appendix B - Categories of Special Educational Needs

SEN Category (Area of Need)	Description of Need
Cognition and Learning Difficulties	Specific Learning Difficulties (including Dyslexia, Dyscalculia, Dyspraxia)
	Moderate Learning Difficulties; which includes children who have difficulty with some of the work in school, and with keeping up with other children their age.
	Severe Learning Difficulties; includes children who have difficulty developing basic skills.
	Profound & Multiple Learning Difficulties
Behaviour, Emotional and Social Development Needs	Behavioural, Emotional & Social Difficulty (including Anxiety and Depressive Disorders)
	Attention Deficit Hyperactivity Disorder
Communication and Interaction Needs	Speech, Language and Communication Needs; including expressing themselves or understanding what others are saying.
	Autistic Spectrum Disorder, difficulties with social communication, making friends or relating to adults.
Sensory and/or Physical Needs	Visual Impairment
	Hearing Impairment
	Multi-Sensory Impairment
	Physical Disability
Other	Complex Medical



Appendix C - Special Assessment Needs in the International Baccalaureate

Dulwich College Seoul fully supports the policy and procedures of the International Baccalaureate for students with special assessment needs.

International Baccalaureate Principles

'The IB believes that all candidates should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. Where standard assessment conditions could put a candidate with special educational needs at a disadvantage by preventing him or her from demonstrating his or her level of attainment, special arrangements may be authorized. This policy applies to candidates affected by a temporary, long-term or permanent disability or illness, including candidates with a learning difficulty.'

- The IB must ensure that a grade awarded to a candidate in any subject is not a misleading description of that candidate's level of attainment, so the same standards of assessment are applied to all candidates, regardless of whether or not they have special needs. Special arrangements are intended to reduce the adverse effects of a candidate's special needs when demonstrating his or her level of attainment. The special arrangements requested for a candidate must not give that candidate an advantage in any assessment component.
- The special arrangements described in this document are intended for candidates with the intellectual capacity to meet all assessment requirements leading to the award of the diploma or certificates.
- The school, not the IB, is responsible for establishing whether the Diploma Programme can be taught and assessed. Advice may be sought from IB Cardiff (sen@ibo.org) before a school accepts a student with special needs; however, this advice is restricted to the implications for internal and external assessment and does not extend to teaching methods and resources.
- If it can be demonstrated that a candidate's lack of proficiency in his or her response language(s) (English, French or Spanish) arises from a diagnosed need, special arrangements may be authorized. (For subjects in groups 3 to 6, all candidates are allowed to use a translating dictionary in the written examinations.)
- The IB aims to authorize special arrangements that are compatible with those normally available to the candidate concerned. However, authorization will only be given for arrangements that are consistent with the policy and practice of the IB. It should not be assumed that the IB will necessarily agree to the arrangements requested by a school. Coordinators are required to provide information on both



the candidate's usual method of working in the classroom and under assessment conditions.

- The IB is committed to an educational philosophy based on international mindedness. Therefore, the special assessment needs policy of the IB may not reflect the standard practice of any one country. To achieve equity among candidates with special assessment needs, the policy represents the result of a consideration of accepted practice in different countries.

Special Arrangements not requiring prior authorization from the IB Assessment Centre

A candidate is permitted to take an examination in a separate room if it is in the best interests of the candidate or other candidates in the group. For example, lighting may be a particular consideration for a candidate with a visual issue, or a room with an echo may be detrimental to a candidate with a hearing issue. Furthermore, a candidate's condition or the nature of the special arrangement (for example, a scribe, or a word processor) may disturb other candidates, in which case a separate examination room is justified. If the examination is taken in a separate room, all regulations governing the conduct of the IB examinations must be observed. The candidate must be kept under the constant supervision of an invigilator. The duration of the examination for this candidate would be the same as the time specified in the examination schedule, unless the IB Assessment Centre has authorized additional time.

The coordinator may arrange for appropriate seating to meet the needs of individual candidates (for example, sitting near the front may be appropriate for a candidate with a visual or hearing issue).

A candidate may take medication and/or refreshments to alleviate a medical condition such as diabetes.

A care assistant may be in attendance if this is necessary for the welfare or safety of a candidate. The assistant must not be another candidate or a relative of the candidate.

A candidate who normally uses an aid (for example, a coloured overlay, a sound amplification device, a radio aid, a hearing aid, a low vision aid, a magnifying glass, coloured filter lenses) is allowed to use the aid in examinations.

A candidate with a hearing issue may receive instructions from a communicator. This arrangement must be confined to explaining the conduct of the examination and the instructions in an examination paper. The communicator must not convey information about any aspect of a question in the paper.

For a candidate who is colour blind, the coordinator (or invigilator) is permitted to name colours in an examination paper (for example, on a map in a geography examination). However, no other form of assistance may be given without authorization.



Special Arrangements that do require prior authorization from the IB Assessment Centre

All other special assessment arrangements must have prior authorization from the IB Assessment Centre. These include additional time and modified papers.

Access to additional time

Additional time may be authorized for written examinations and for certain activities connected to internal assessment according to the candidate's assessed needs. For periods of less than one hour the additional time should be given on a pro rata basis. The amount of additional time given to a candidate is directly linked to the degree of the access requirement. This would range from 10% additional time for candidates with mild challenges to 25% additional time or 50% additional time for candidates with more severe challenges.

In exceptional cases, or for candidates with visual impairment working with Braille who have a requirement for substantial amount of additional time, 100% or more additional time may be given for assessments upon authorization from the IB.

For a large number of candidates, eligibility for additional time and the amount of time authorized will be dependent on the standard scores on psychological reports. For candidates with medical and/or psychological conditions or physical and/or sensory challenges, a medical report stating the condition and preferably the need for the requested access would determine eligibility. Further, educational evidence from the school stating that amount of extra time required is the candidate's usual way of accessing classroom tasks and assessments and providing justification for the same would also be required for consideration of requests for additional time.

Modification to examination papers

Sometimes a candidate may require a specific font and/or font size on A4 size paper or A3 paper other than the standard 18 point font enlargement. For such a candidate taking an examination in a group 4 subject (that is, biology, chemistry, physics, design technology or sports, exercise and health science) please specify whether it is acceptable for the candidate to receive the paper 3 examination paper showing only his/her chosen options. If acceptable, specify the candidate's choice of options. Note that if the candidate prefers to receive the examination paper showing all options this request will be met.

For a candidate with a visual impairment, please provide specific details of the Braille code required. As above, specify whether for a group 4 paper 3 examination paper the candidate requires only his/her chosen options in Braille, or the whole examination paper. For candidates who require enlarged papers, the IB offers a standard enlargement on A3 paper with a font size of 18. If a candidate can access this standard enlargement, coordinators are encouraged to use this standard enlargement. Nevertheless, requests for alternative enlargements can be met.



Evidence and information required

A request for special arrangements must be submitted on the form *Request for special assessment arrangements* (D1) and supported with medical/ psychological/ psychoeducational documentation translated into English and at least one piece of educational evidence.

The purpose of the educational evidence is to show that the access requested has been the candidate's usual way of participating in classroom activities and tests. The only exceptions to this would be for candidates with mental health and medical conditions with recent onsets for whom access arrangements for classroom and examination participation may not have yet been included as their usual way of working.

Examples of educational evidence include:

- anecdotal observations from the school such as records or correspondence from a class teacher, a learning support/ inclusion coordinator or school counsellor
- an individualized educational plan (IEP)
- samples of the candidate's work (for example, showing unsuccessful work owing to lack of access or successful work owing to access given); the work submitted, which need only be in one subject, must be work that has been written in English, French or Spanish
- evidence of correspondence or records from a previous school where the candidate was enrolled and where the access arrangement was used.

Submission of the request

Send the form D1 and supporting evidence to the IB Assessment Centre as email attachments using the link *Special educational needs/adverse circumstances* at <https://ibis.ibo.org/> . Alternatively the information can be sent by post to the IB Assessment Centre in Cardiff, UK. The form and documents must arrive by 1 May/1 November, 12 months before the written examinations.

The form must indicate the:

- candidate's name, intended registration category and examination session
- subjects/components affected
- nature of the condition
- special assessment arrangements being requested
- special assessment arrangements currently available to the candidate for class assignments and school examinations.

Candidates registered for the anticipated category

Special assessment arrangements approved for anticipated candidates will automatically be applied for the diploma session. It is not necessary to send a second request. However, if a candidate's condition changes after the first request for special assessment arrangements has been submitted, inform the IB using the appropriate link.



Special assessment arrangements for retake candidates will not automatically be carried over from the previous session therefore, it is the responsibility of the coordinator to notify the IB Assessment Centre. For retake candidates requiring modified papers, early notification is essential to allow for necessary modifications to be made.

Further Information

The information above is taken from 'Candidates with Special Assessment Needs' (IBO, 2014) and 'Assessment Access Requirements 2013'. Follow the links below for further details.

<https://ibpublishing.ibo.org/xwiki/bin/view/Handbook/A9.1+Special+assessment+needs>

http://xmltwo.ibo.org/publications/DP/Group0/d_0_dpyyy_vmx_1209_1/pdf/assessment_accessrequirements_e.pdf

Specific questions and submission of forms can be accessed at <https://ibis.ibo.org/>