



Additional Learning Support Policy

Background

CATS is an International College taking students from all over the world and offers the following: GCSE, A/S, A Level courses in all subjects, Arts Foundation programmes, University Foundation programmes or to learn English as a second language. At any one time there may be around 450 students from up to 38 different countries attending the College. Students spend between 1 and 4 years at the College before going on to University and other further education courses.

Mission Statement

The College recognises that these students are often vulnerable young people, away from home for the first time. They come from diverse cultures and backgrounds and bring with them an enormously wide set of experiences, values and beliefs.

During their brief time at CATS we are committed to ensuring that they are enrolled on the correct academic programme to ensure that they are able to move onto the degree course or other academic or vocational courses that they aspire to. We are also committed to providing them with a secure and enriched environment in which they can not only develop their academic abilities but also acquire language, cultural and social skills that will enable to adapt to their stay in this country. We aim to support them to grow into resilient, creative, confident and independent learners who able to be face challenges head on and who have a strong sense of responsibility for their learning and future.

At the heart of The College's ethos is a commitment to recognise and celebrate the diversity of the students in our care and to provide an environment of equality and fairness in all activities and aspects of College Life. We aim to ensure that none of our students will be subject to discrimination on the grounds of race, colour, gender, disability, ethnic origin, nationality, religion, age, sexual orientation, family status or any other factor.

Central also to our ethos is the recognition that students bring a wide range of experiences, schemas, beliefs, concepts and values to their learning and that as individuals, they will learn at different rates and with different levels of ease or difficulty. We recognise that any barriers to their learning or difficulties they may experience in acquiring knowledge and skills may originate from a number of different issues, either permanent or temporary such as language skills, lack of experiences, ill-health, bereavement, lack of self esteem and confidence or be due to an underlying neuro-developmental condition such as dyslexia or dyspraxia.

Our view to neuro-developmental diversities such as dyslexia and dyspraxia is that they are a difference in learning style which may require specialist teaching input, rather than a learning difficulty. We also recognise there are other conditions which may need

additional support including ADHD, ASD, Cerebral Palsy, Visual Impairment and Speech and Hearing Impairment. We recognise that each student has a unique set of strengths and weaknesses whether or not they have a recognised condition, and it is our responsibility to accommodate each students' preferred learning style and make any necessary arrangements to facilitate learning . We aim to offer all students equally the opportunity to learn in a variety of ways that suit their individual needs best by being able to offer them different and personalised teaching and learning approaches.

The College acknowledges that a number of students will have an underlying difficulty that has a neurological basis or which has not yet been diagnosed. Our aim is to identify different learning styles, barriers to learning and underlying difficulties and to provide support so that the individual has the opportunity to fully access the curriculum we are offering and the opportunity to realise his or her potential.

We recognise that some individuals may be extremely sensitive to being identified with a learning need because they may perceive that makes them different to their peers and in some cases that it creates a stigma. We therefore aim to educate our staff and students to respect and celebrate learning diversity without prejudice and to judge everyone on their merits and positively encourage disclosure by providing opportunity at the time of admission and through our Personal Tutoring System.

We recognise that support for students with learning needs should be individual and personal but at the same time be integrated and inclusive. To meet students' individual needs requires adjustments to classroom teaching approaches, environment modifications or work methods, it may also require addition sessions by the subject tutor or support by the an Additional Learning Support specialist either in small groups or individual sessions. The provision of support may therefore involve coordinated input by a team of providers or professionals including class tutors, pastoral tutor and specialist teachers. We also recognise the importance of the student's views in participating in the formulation of targets and nature of support.

The College encourages are positive approach to Additional Learning Support as a provision that any student may need at any time during their time at CATS. The Students handbook portrays a positive view of Additional Learning Support and informs students of the type of support and services that the department offers.

Identification of Specific Learning Differences.

At the time of Enrolment and/or admission.

CATS has agents in a variety of countries acting for the College . They have a responsibility to select the students for their suitability to participate in the programmes offered at the college. Students are interviewed and are required to sit a test to determine their level of ability in English either abroad and/or as part of their induction at the College. Parents are required to fill in an admissions form in which they have the opportunity to disclose any particular medical or educational need. Students are also give the opportunity to disclose particular need or if they have received additional support in the past as part of their induction to the College.

Through Personal tutorial Procedures.

Every student at CATS is allocated a Personal Tutor whose role is to oversee their learning and provide mentorship and guidance. The Personal Tutor assists the student to identify personal targets and supports them to work towards these targets that are reviewed every half term. Students are required to complete a clear learning profile when they join the College through the PT system. During their first half term students are also required to complete a questionnaire about their learning which has been designed to screen for characteristics related to dyslexia, dyspraxia and other learning difficulties. Questionnaires will be translated into major languages with students encouraged to respond in English. If students are identified through this procedure, they will be asked if they wish to be referred to the Additional Learning Support team for further testing and support.

Through ALIS and YELIS

Students will take the ALIS and YELLIS tests as appropriate in their first term at the College, and these will be used to help set Target grades in all subject areas. These Target grades will be analysed by the Additional Learning Support Co-ordinator to identify students who may have particular issues.

As a part of English as a Second Language Assessment

All students are required to take the College test to determine their level of English.

As Part of the ILP Sessions on arrival

As part of this procedure, students will be screened for dyslexia by taking a digit forwards and backwards test as well as a Coding speed test

Through Observation by Class Tutors and Personal Tutors.

CATS recognises that under the revised Code of Practice 2004, when School Action replaced the Stage 1 and Disability Discrimination Act, that subject tutors have a duty to identify individual learning needs in their classrooms and put in place adjustments that will include and facilitate access to the curriculum for those learners. CATS tutors are given training in order to meet these requirements and are provided with checklists to help with identification, advice on teaching and learning strategies for learners with specific learning difficulties, and procedures for referral to the Additional Learning Support Team. The tutor will seek advice for the Additional Learning Support team if the student is not making progress with these provisions.

Through analysis of Academic Data

The Head of Academic Support will analyse data to identify underachieving students and those who may be Gifted and Talented and set up appropriate additional sessions. This data will also be monitored by the ALS Co-ordinator to identify potential issues

Assessment of Specific Learning Differences

CATS respects the importance of students' views in process of identification and support. We are sensitive to the fact that some students may have a negative perception of learning difficulties or even a fear of diagnosis. Specialist teachers use a sensitive

questionnaire to determine the nature of difficulties and the students' views about their difficulties in their first half term. Our student handbook outlines the positive nature of diagnosis and support.

Students are given the opportunity to be tested by a specialist teacher for eligibility for Access Arrangements and other reasonable adjustments or another professional to determine the nature of the difficulty. Parents are involved where possible bearing in mind the international nature of the College.

The first step is to screen the student for dyslexic tendencies using LADS. This screening procedure can also highlight tendencies of dyspraxia and weaknesses in other cognitive functions. The student will either be recommended for referral to an outside agency such as Educational Psychologist or be assessed internally by a specialist teacher holding a Level 7 qualification in Specific Learning Difficulties that is recognised by the JCQ.

The purposes of further Specialist Teacher Assessment are 1) to determine if the student qualifies for Access Arrangements and other reasonable adjustment 2) to provide information to support recommendations for individual support and inclusive classroom practice.

Assessment of Access Arrangements will include the testing for

General Ability	WRIT
Cognitive Function:	CTOPP Digits Forwards and Backwards Symbol Digit Coding
Attainment	Edinburg Reading Test WRAT single word reading test WRAT spelling test Handwriting speed

Referrals will be made to the Head of Centre or Examination Officer for Access Arrangements

Nature of Additional learning Support – Specific Learning Difficulties.

The college operates a Tutorial system and each student is allocated to a Personal Tutor. In their first term at the College, students participate in an analysis of their preferred learning style and strengths and needs. They set personal targets with their PT that are reviewed termly. If they require further assistance to meet these targets or specialist support in other areas of their learning they are referred by the tutor for Additional Learning Support or they may refer themselves.

The targets for additional learning support for students on the register aim to promote and reinforce the student's personal learning targets. However there may also be specific and specialist areas that may also need to be addressed. Students are consulted about the nature of support they need and their views are reflected in Individual learning plans.

In addition, the Additional Support Team operates an open-doors policy to all students who may need temporary support with a specific task or target even if they are not on the additional learning support register.

The learning support team can provide specialist support, personalised for the needs of the student in the following:

- Organisation of work – filing and recording
- Time Management
- Note taking
- Essay planning and structuring
- Information resourcing
- Target setting
- Concentration and focus
- Positive mind set, confidence and managing anxiety
- Metacognitive skills and self evaluation
- Question analysis
- Revision and Memory Techniques
- Critical thinking and Problem solving
- Question Analysis
- Using ICT
- Planning and Organising Assignments
- Research techniques
- Advanced reading techniques
- Improving literacy skills

If the student requires support with literacy, the Additional Support Team will liaise with the ESL department and be able to offer specialist support in the development of literacy, phonics teaching, reading decoding, comprehension and writing skills.

Students will be offered individual sessions with a member of the Additional Support team or sessions in a small group.

Frequency of support will depend upon need and the student's other commitments.

We recognise that confidence can be a major barrier to learning and aim to not only provide instruction and demonstration to help students acquire the skills they need to facilitate their learning but we also to encourage them to become independent, confident and resilient learners who do not perceive their difficulties as inadequacies but differences that may also have benefits.

CATS College operates small class sizes in all lessons to allow students maximum access to individual attention by staff

Record Keeping, Communication and Confidentiality

Students who have been identified as requiring additional support will be included on a Register.

All students on the register (whether or not they are receiving additional learning support) will have their own confidential file which will be kept in the Additional Learning Support room and contain at least the following documents:

- Student Record
- Assessment Records
- Personal targets and copies of reports for tutors
- Correspondence
- Additional Support Progress records and reviews (not daily teaching records)
- Request for Access Arrangements and Access Arrangements allowed

Each student receiving additional learning support will also have a teaching file containing:

- Additional Learning Plan
- Records of lessons

An Additional Learning Support Form will be sent to all subject tutors and personal tutor at the start of each term. The form is designed to communicate the nature of support that the individual is receiving from the various professionals involved and to promote cohesion. The targets set by the additional support team will support, reinforce and promote those identified by subject tutors and personal tutor. The form will contain the following information:

- Nature of Concern and Reason for Referral
- Summary of Assessment
- Access Arrangements
- Suggestions for Reasonable adjustments and Inclusive practice
- PT targets
- Tutor targets
- Additional Support targets
- Comment and feedback from tutors.

It will include review dates and be very closely linked to the College's Personal Tutor systems.

Members of The Additional Support Team

Sreepriya Bhowmik

Jill Blake

Suzanne Carnwath