



ADDITIONAL LEARNING SUPPORT POLICY

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Lead for Review	Deputy Head – Teaching & Learning, LS Coordinator

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1. AIM

At CATS Cambridge we aim to provide all our students with the best opportunities to progress and this includes those who join the school with additional support needs. The Learning Support (LS) Department works in conjunction with the academic departments to help students to become independent learners and to achieve to their fullest potential. The department supports the learning of students from all year groups.

Our students come from a variety of cultures, they arrive with a wide variety of education backgrounds and bring with them an enriching range of beliefs and experiences. They all learn at different rates and for some there may be barriers to learning which need to be recognised and assessed. Support for students with additional learning needs will be individual and personal but at the same time be integrated and inclusive. The support may entail additional tutorials or surgeries provided by the subject teacher or an ALS specialist, either in small groups or individually.

2. REGULATORY AND LEGISLATIVE CONTEXT

The aim of this policy is to explain the responsibilities of the school, the support we provide and the responsibilities of parents in relation to students who may experience learning difficulties.

A student has a “learning difficulty” within the meaning of s.312(2) Education Act 1996 , and as amended by the Children and Families Act 2014 if he/she:

- has a significantly greater difficulty in learning than the majority of age matched peers;
- or a disability which prevents or hinders him/her from making use of educational facilities of a kind generally provided for students of that age.

The Schools’ policy on learning difficulties reflects the duties required of a school by the Equality Act of 2010, Keeping Children Safe in Education 2025 and also the SEND Code of Practice 2014. The Schools make reasonable adjustments in accordance with the provision of the Act and in a manner that is informed by the Code of Practice. Plans for the maintenance and development of Schools’ additional learning support provision are managed through the Schools DDA Plan, this policy should be read in conjunction with that plan.

Learning difficulties may affect students who are of high underlying cognitive ability in the same way as those of lower ability. The expression “learning difficulty” covers a wide variety of conditions and may include, but is not restricted to, dyslexia, dyscalculia, dyspraxia and attention deficit hyperactivity disorder (ADHD). It may also include those students who have problems with sight, hearing or on the Autistic Spectrum. Parents are expected to give the Schools complete information about any learning difficulties identified at previous schools or

elsewhere, and also provide the Schools with the relevant diagnostic assessment documentation.

The law imposes on schools, in general, a responsibility for meeting the educational needs of student whilst in the care of the school. Schools must use their best efforts to ensure that the necessary provision is made for any individual who has SEND and that those students can engage in on an equal basis alongside their peers.

Note that at CATS Cambridge the terms ALS (Additional Learning Support) and LSCo (Learning Support Coordinator) are used instead of SEND and SENDCO.

3. IDENTIFICATION OF STUDENTS WITH ADDITIONAL LEARNING NEEDS

Students usually come to the attention of the Learning Support Department in one of four ways:

- Entry point assessments and/or screening.
- Referral by a teacher: teachers are vigilant in recognising signs of students requiring additional support and promptly refer them when concerns arise.
- Self-referral: students recognise challenges in their studies and seeks support to address them.
- Referral arising from a diagnosis by an external medical or educational professional: The student arrives at the school with a written report detailing a specific learning difficulty which is captured as part of the admissions process. OR a diagnosis is received from an external medical or educational professional once the student has enrolled.

Assessment and/or Internal Screening follows a referral and helps to:

- Provide information to support recommendations for individual help and inclusive classroom practice.
- Determine whether the student may qualify for Exam Access Arrangements and other reasonable adjustments.

For students who are under-18 the outcome of the assessment or screening test will be reported to parents if a learning difficulty is suspected or as soon as the school identifies that a pupil may have SEND (special educational needs or disabilities). If the student is over -18 the student's consent is required before the outcome is communicated to the student's parents.

If a learning difficulty is suspected, the school will recommend the next steps recognised as being best suited to the student's needs. This may require a referral to an outside agency. If appropriate this may be followed by a period of extra support teaching within the schools.

Once a student is identified as potentially having learning support needs, they are assessed by the Learning Support Coordinator. Following this assessment, an Individual Learning

Plan (ILP) is created to outline their specific needs and support strategies. This directs the student's teachers to the additional information of which they need to be aware, to inform the way in which they manage that student's learning in their classes.

The student will be identified on iSAMS by a star and their ILP is shared with relevant teachers through MS Teams and communicated via an internal email to ensure all necessary staff are informed. The Individual Learning Plan (ILP):

- Serves as a comprehensive record of the findings from assessments.
- Includes tailored recommendations and strategies for effective teaching.
- Ensures that strategies and student needs are communicated and discussed with all relevant teachers.
- May result in the provision of additional support lessons tailored to the student's needs.
- Can serve as the foundation for applying for special arrangements in public examinations.
- May be used as a basis for referrals to external professionals for further support or interventions.

4. RECORD KEEPING AND CONFIDENTIALITY

Students who have been identified as requiring additional support will be included on a register and are automatically flagged on iSAMS so that teachers are aware. At CATS Cambridge, this is done in a dedicated channel in MS Teams. All students on the register will have their own confidential file containing:

- Their Individual Learning Plan (ILP)
- Student record
- Assessment records
- Correspondence
- Requests for Access Arrangements
- Recommendations for individual help and inclusive classroom practice

5. NATURE OF THE SUPPORT PROVIDED

Additional learning support may be provided in various forms, from providing advice and guidance to teachers, to arranging full-time classroom assistance tailored to the student's needs.

If a student requires support with literacy, the ALS (Additional Learning Support) department can liaise with the EAL department to offer specialist (dyslexic) support in the development of literacy, phonics teaching, reading decoding, reading speed, comprehension and writing skills. Frequency of support will depend upon need and the student's other commitments.

In addition to timetable lessons with the LSCo and planned interventions, the ALS department is open to any student who may feel that they need temporary support with a

specific task or target. The ALS department can provide 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
- Question analysis
- Revision and memory techniques
- Question analysis
- Revision timetables
- Planning and organising assignments
- Research techniques
- Guidance to the student's other teachers and/or the student's personal tutor

In addition to this, the findings and recommendations for supporting a student's learning needs are communicated by the LSCo through the ILP to inform teachers' planning.

Adaptive teaching, to ensure that all students' needs are met, is required of all staff and monitored on regular learning walks by the LSCo, in student meetings and through the lesson observation process. As a matter of good practice, markbooks, lesson plans and seating plans should clearly identify students who require Additional Learning Support. Beyond this, each department has an 'inclusion box' which contains various resources that are to be used across their lessons in order to best support any support who would benefit from them.

6. MONITORING AND ASSESSMENT OF STUDENT PROGRESS

The academic progress of students receiving Additional Learning Support is monitored as a distinct group within the School's student progress management system. The purpose of disaggregating the ALS students' performance is to enable the School to continually assess their approach to ALS ensuring that appropriate actions are taken to maximise the academic achievement of students facing the additional challenge of learning difficulties and SEND.

A list of students is provided with the required information on the individual students on the ALS channel of the Staff Hub on MS Teams with access to teachers only. The information will be derived from LS assessments and includes details on SEND and ESL needs which are documented in a student's Individual Learning Plan (ILP). These are all shared with staff on MS Teams. It should be noted here that CATS Cambridge trialled Provision Map to record and communicate this information more clearly to staff last year, but it was felt that by the LSCo that returning to MS Teams better matched the needs to the School.

Learning Walks in the School happen on a weekly basis and the LSCo, with SLT, both shadows students and participates in these to ensure that all staff are meeting all students' needs in lessons.

The LSCo has a team of Learning Support Champions. These advocate the SEND agenda in all department meetings and it is their role to act as a direct liaison between the HoDs and LSCo in ensuring that students are receiving the support that they are entitled to in lessons. The LSCo arranges meetings and discussions with subject teachers and members of the MLT to evaluate provision and determine the best course of action for the individual students throughout the year.

Where necessary, the LSCo also may convene round tables with the relevant staff to discuss successes and additional support as required for individuals or groups of students.

All of the above feed into the review of student ILPs which are currently updated on a termly basis with the updated documents shared directly with individuals' teacher directly.

The LSCo is also a member of SLT+, providing bi-weekly updates on relation to their KPIs, progress and issues.

7. Monitoring Exam Access Arrangement

All exam access arrangements are determined by the LSCo following the assessment of the student. In some cases, external assessments, such as those conducted by a child psychologist, may be required. All copies of students' reports are kept by the LSCo securely as physical documents. These are communicated via iSAMS to the Examinations Officer to ensure that all ALS students receive the exam support to which they are entitled.

The LSCo liaises with teaching staff to implement appropriate access arrangements for candidates. The LS Coordinator ensures:

- That centre-delegated and awarding body approved arrangements are in place prior to a candidate taking his/her first formal supervised assessment
- That candidates are aware of the access arrangements that are in place for their assessments.
- The LS Coordinator informs and checks that all students have the required access arrangement for all assessments and exams with the Exam Officer.