

FE Student Support Policy

1. Scope and Purpose


- 1.1. Loughborough College Group is an inclusive learning institution and welcomes diversity of its students in age, ethnicity, and level of achievement, support need, experience and ability. We are committed to making reasonable adjustments and offering additional support to ensure that students with an identified need following an evidence-based assessment, who may otherwise be disadvantaged due to learning difficulties and disabilities and medical conditions, including mental health, have an equal chance of completing their programme of learning and achieving successful outcomes.
- 1.2. The aim is to provide support to eligible students and enable them to overcome barriers to learning. Individuals may present with a learning difficulty, disability and/or medical condition, social, emotional or behavioural difficulty and/or may need support to further develop their English, maths or language skills. This will be done whilst promoting independence and maintaining dignity. The College recognises learning difficulties and disabilities as defined within the Equality Act 2010. This Learning Support Policy makes reference to the High Needs Students (HNS) as defined in the Children and Families Act 2014 and additional learning support (ALS) provision for students and prospective students.
- 1.3. This policy applies to all students studying on a further education programme or apprenticeship with the Loughborough College Group. References to the Group or College refer to all parts of the group.

2. Policy Statement

- 2.1. Loughborough College Group has an inclusive culture whereby the needs of students are promoted and supported throughout their learning. Our overarching aim is to deliver effective and responsive Learning Support to students with support needs. Students are considered to be at the centre of all ALS processes and each student is respected and valued as an individual and recognised as having unique needs. Additional support can be offered, and appropriate reasonable adjustments made, based on assessment of individual need.
- 2.2. The College will promote independence by reviewing students' needs and making adjustments accordingly.
- 2.3. The College has strong links with local authorities and complies with current SEND (Special Educational Needs and Disabilities) legislation to ensure best endeavours are

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applied throughout a student's journey. The College has regard for the SEND Code of Practice (2015) and fulfils its statutory duty towards children and young people (0-25) with SEN or disabilities.

- 2.4. The College is committed to eliminating discrimination, promoting equality of opportunity and fostering good relations between disabled and non-disabled children, young people and adults.
- 2.5. The College has a published local offer in line with the Special Educational Needs (local offer) Regulations 2014.

3. Impact Assessments


- 3.1. This policy/procedure has undergone an impact assessment process during review to ensure that any foreseeable risks and implications have been appropriately considered.
- 3.2. Equal Opportunities: The policy has been reviewed to uphold principles of equality and non-discrimination in accordance with equal opportunities legislation, ensuring fair treatment for all individuals.
- 3.3. Data Protection: All personal data processing activities governed by this policy have been assessed for risk and are fully compliant with current data protection laws. Privacy-by-design has been embedded as a core approach, with safeguards implemented to protect data subjects.
- 3.4. Safeguarding, Health & Safety, and Environmental Sustainability: Relevant aspects of safeguarding, health and safety, and environmental sustainability have been impact assessed to support a secure, inclusive, and responsible working and learning environments for all.

4. Policy

- 4.1. **The reasonable adjustment duty:** The duty is 'to take such steps as it is reasonable to have to take to avoid the substantial disadvantage' to a disabled person caused by a provision, criterion or practice applied by or on behalf of a college, or by the absence of an auxiliary aid or service. In the Equality Act 2010 as a whole, there are three elements to the reasonable adjustments duty that relate to:
 - Provisions, criteria and practice
 - Auxiliary aids and services
 - Physical features
- 4.2. **Best Endeavours:** Some children and young people need educational provision that is additional to or different from that which is usually provided. This is special educational

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provision under Section 21 of the Children and Families Act 2014. Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.

- ADHD: Attention deficit hyperactivity disorder.
- ALS: Additional Learning Support
- ASD/ASC: Autism spectrum disorder/Autism spectrum condition
- C&L: Cognition and Learning
- CMD: Complex medical needs
- EHCP: Education health and care plan
- High Needs Students: Any young person aged between 16-25 who has a current Educational Health and Care Plan (EHCP) and who will require additional support costing over £6000 each year. High Needs Students who have their needs identified in an EHCP are entitled to support under the Children and Families Act 2014. Often their support is very specific and must be bespoke to meet the students needs
- LDD: Learning difficulties/disabilities
- Students with additional learning support needs (ALS): term used to describe students who require reasonable adjustments made for them at college due to a medical condition, disability, sensory or physical
- MLD: Moderate Learning difficulty
- PMLD: Profound Multiple learning difficulties
- SEND: Special education needs and disabilities

4.3. The College complies with disability and SEND legislation; further guidance around special educational needs and disabilities, within education, can be found within the following legislation: (This is not an exhaustive list)

- Children and Families Act 2014
- SEND Code of Practice 2015
- Special Educational Needs and Disability regulations 2015
- Equality Act 2010
- Mental Capacity Act 2005

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- Education Act 1996, 2002

4.4. SPLD: Specific learning difficulties

4.4.1. 'High Needs Students' are defined as: Any young person aged between 16-25 who has a current Educational Health and Care Plan (EHCP) and who will require additional support costing over £6000 each year. High Needs Students who have their needs identified in an EHCP are entitled to support under the Children and Families Act 2014. Often their support is very specific and must be bespoke to meet their needs, impairment or learning difference or because English is their second language and without additional support being put in place, are not able to complete their programme of study.

4.4.2. ALS is the term used to describe a broad range of support on offer to students with additional support needs including, but not limited to:

- Adjustments to be made by teaching staff (e.g. providing copies of handouts before the start of a lesson, giving advance notice to students of timetable changes or dates for mock exams).
- The assistive technology to be provided by the Learning Support Team - Specialist Support Tutors or made available in our Learning Resource Centre.
- One to one or small group support sessions provided by relevant learning support team members, this may differ by College site.
- The provision of in-class support by a member of the Learning Support Team (e.g. a learning Support Assistant).
- The adaptation of materials into Braille or enlarged text by the Additional Support Team; Access to Exam Arrangements.


4.4.3. ALS is not to address learning gaps or everyday difficulties unless the assessment identifies the difficulty will directly impact the students' ability to complete their programme of study.

5. Procedure

5.1. Potential students are encouraged to declare learning difficulties/disabilities and if they are in receipt of EHCP, at the earliest opportunity to ensure that the College can put in place reasonable adjustments and use best endeavours to allocate the right support at the right time. Students have the opportunity to declare any support needs, learning difficulties or disabilities from the application stage.

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- 5.2. If potential students, parents/carers have not declared a support need on application, there will be the opportunity to declare this to curriculum teams post enrolment. Curriculum teams will make the necessary referral to the Learning support team, who will arrange an assessment of need. Students can also self-refer for additional support, with evidence of the support need including specifying what the impact on the completion of their programme of study will be without support being provided. Whilst curriculum staff will encourage and support students to attend the assessment, the responsibility for this is placed upon the student/parent/carer. Without an assessment of need, additional support and reasonable adjustments cannot be made available to students, this includes examination Access Arrangements.
- 5.3. For more information about support relating to exam concessions, please see the exam access arrangements policy.
- 5.4. The support recommended may not be the same as that which students have received at previous schools' parents/careers and providers are encouraged to share any information or relevant documentation, to evidence the ongoing support required. Loughborough College Group aim is to support students to be as independent with their learning as possible, which includes reviewing and looking at alternative support mechanisms that allow them to learn, and not be disadvantaged, whilst developing independent learning skills.

6. Location and Access

- 6.1. This document can be found here:
- The Loughborough College Group's Website
 - The Loughborough College Group's SharePoint

7. Linked Policies and Procedures

- 7.1. You may wish to view the following policies:
- Higher Education support Policy
 - Word Processor Policy
 - 16-19 Bursary Policy
 - FE Exam access arrangement Policy
 - Fitness to study Policy

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8. Change Log

Date	Version	Details of Change	Reviewer	Reviewer Title

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