

Policy No:	C05
Subject:	Learning Support Policy
Last approved:	September 2026
Effective date:	September 2026
Review date:	September 2027
Person responsible:	Assistant Principal – Send, High Needs and ALS
Approved by:	Curriculum & Quality Board
For action by:	All Staff
For information to:	All Staff

1. Overview

- 1.1 HRUC ((Harrow, Richmond, and Uxbridge College Group) is committed to providing equal opportunities for learners and to eliminating discrimination. The college group understands and appreciates the benefits of a diverse workforce/college community and strives to create and maintain an inclusive environment. We welcome applicants, learners and visitors with Special Educational Needs and Disabilities (SEND), additional support needs, disabilities, medical conditions, mental health needs, and neurodivergent profiles. We are committed to removing barriers so that all learners can reach their true potential. We intend to provide a high-quality learning experience for all learners including those with additional support needs.
- 1.2 HRUC seeks to provide an atmosphere and culture where everyone feels valued, and adjustments are in place so that every learner has the opportunity to achieve their learning goals and excel in their chosen pathway. We require all colleagues within the organisation to demonstrate high standards in relation to the treatment of visitors, applicants and learners with inclusive support needs.
- 1.3 HRUC works in partnership with Local Authorities to provide a Local Offer to meet the needs of young people who have Special Educational Needs and Disabilities (SEND), including those with neurodivergent profiles such as autism, ADHD, dyslexia and dyspraxia, and support them on their journey to adulthood. The College is committed to using its best endeavours to put reasonable adjustments in place for all learners with inclusive and additional needs.

2. Support offer

- 2.1 Learners with **SEND and additional support needs**, including neurodivergent learners, have access to the following types of specialist support, depending upon their assessed level of need:
 - i. Exam access arrangements.
 - ii. Specialist teachers.
 - iii. Specialist Sensory Support for visual and hearing impairments.
 - iv. British Sign Language (BSL) Communication Support.

- v. Speech and language, Physio and Occupational therapy.
- vi. Specialist software/Adaptive technology.
- vii. Adapted equipment.
- viii. In class support (shared/1:1).
- ix. Study skills workshops.
- x. Mentoring.

3. Summary

- 3.1 The Learning Support Service provided by HRUC aims to identify and deliver the additional support required by individual learners, at all stages of their time at the College. This support, once agreed with the student, will form part of their learning agreement to enable them to reach their goals. The service provides individual support for learners with SEND and additional support needs, including learning disabilities, communication needs, neurodivergent profiles, support in class by a Learning Support Assistant, exam access arrangements/assessment concessions, and assistive technology.
- 3.2 The Learning Support Policy ensures equal opportunity for all students by committing to treating everyone equally in all aspects of college life. The College recognises that people with SEND and additional support needs, including disabilities, neurodivergent profiles, literacy, language and numeracy needs, and those for whom English is not their first language, may require reasonable adjustments and/or additional learning support to help them achieve their goals and will support and encourage disclosure of these. The principles and practices of equality of opportunity underpin all areas of college work, either within the College or within the community it serves.
- 3.3 Learning Support sessions and in-class support are subject to the conditions and regulations outlined in the Attendance Policy and should be read in conjunction with this policy.

4. Background

- 4.1 This Policy sets out the commitment, duties, and procedures that relate to learning support at HRUC.
- 4.2 The key purpose of the learning support policy is to ensure that HRUC operates as an inclusive organisation, seeking to ensure that all students achieve their learning goals in accordance with the College's corporate objectives.
- 4.3 HRUC is committed to treating everyone equally in all aspects of college life. The College recognises that people with SEND and additional support needs, including disabilities, neurodivergent profiles, literacy, language and numeracy needs, and those for whom English is not their first language, may require reasonable adjustments and/or additional learning support to help them achieve their goals. HRUC will support and encourage disclosure of these needs.
- 4.4 HRUC recognises and values neurodiversity and is committed to supporting learners with neurodivergent profiles, including but not limited to autism, ADHD, dyslexia, dyspraxia, dyscalculia and Tourette syndrome. The Group recognises that neurodivergence represents natural variation in how people think, learn and process information and is committed to providing appropriate support, reasonable adjustments and inclusive learning environments.
- 4.5 The principles and practices of equality of opportunity underpin all areas of college work, either within the College or within the community it serves. Such policies and practices are valued as essential in encouraging, supporting, and helping all students and staff to reach their full potential.
- 4.6 HRUC is committed to delivering the statutory requirements of the 2015 SEND and Disability Code of Practice.

5. Scope

- 5.1 All staff and students at HRUC are subject to this policy and will be informed of its content on the college intranet site.
- 5.2 All college lecturers and the learning support staff are responsible for identifying students' individual needs and offering appropriate teaching and learning strategies to match the needs of their students. However, HRUC acknowledges that some students may require additional support to achieve their learning goal. Learning Support complements, and does not replace, high-quality

- 5.3 inclusive teaching. Curriculum and learning support staff will work collaboratively to identify barriers to learning, implement appropriate teaching strategies and reasonable adjustments, and determine where specialist or additional support is required.
- 5.4 HRUC provides a Learning Support Service that aims to identify and deliver the additional support required by individual learners at all stages of their time at college. This support, once agreed with the student, will form part of their learning agreement to enable them to reach their goals
- 5.5 Learning support sessions and in-class support will adhere to conditions and regulations as set out in HRUC's Attendance Policy.

6. Intent

- 6.1 The intent of this Learning Support Policy is to ensure that:
- 6.2 Every student at HRUC will have the opportunity to be referred to or refer themselves for an initial assessment to ascertain whether learning support is needed to help them achieve all elements of their program of study, including an apprenticeship framework.
- 6.3 Every student referred to the Learning Support Service will receive an individual assessment of their additional support needs.
- 6.4 The Learning Support Service at HRUC will provide relevant support wherever possible, within available resources. This support may include individual support for learners with SEND and additional support needs, including learning disabilities, communication needs, neurodivergent profiles, support in class by a Learning Support Assistant, exam access arrangements/assessment concessions, or assistive technology.
- 6.5 Support will be provided across a student's program of study; however, it may vary for different aspects. For example, a student with high needs may require a higher ratio of individual support during a work experience placement or internship than in the classroom.

7. Performance Standards

Pre-Entry and Induction

- 7.1 To meet the requirements of the SEND Code of Practice, HRUC has implemented a process to allow fair and equal access for all potential students to the wider college curriculum. The Learning Support Service will:
- 7.2 Liaise with the Marketing, Guidance Service, and Course Enquiries Teams to ensure that information about the support available is provided to prospective students, their parents and carers, and other appropriate external agencies. This information will assist them in making an informed choice about their college course and to encourage disclosure of any additional support needs.
- 7.3 Provide an assessment of learning support needs at pre-entry following identification of needs by staff, students, parents/carers, school, or other agencies.
- 7.4 Provide the necessary support during the application, interview, and admissions process where students, parents/carers, school, or other agencies identify a need.
- 7.5 Work with course lecturers/teams to encourage students to identify and discuss their needs during the recruitment process.
- 7.6 Request any relevant information and associated supporting evidence from internal and external bodies to help assess the student's additional support needs. This will enable the associated Inclusive Learning Support (ILS) funding to be claimed from and monitored by Local Authorities. Higher Education (HE) students who meet requirements can apply for Disabled Students' Allowance (DSA). Further details on how to apply can be viewed at <https://www.gov.uk/disabled-students-allowances-dsas>.
- 7.7 Administer Education Health and Care Plan (EHCP) consultations according to the statutory guidelines in the SEND Code of Practice and provide support to enrolled students with EHCPs in line with the outcomes listed within their plans.

- 7.8 Agree on costs and any required contracts for high-needs learners with the local authorities as a priority action.
- 7.9 Analyse assessment results to ensure the most effective deployment of resources to meet learner needs.
- 7.10 Make recommendations that are in the best interest of the student. If HRUC assesses during the application process that it cannot meet the needs of a learner with an EHCP, or that the local authority will not fund the required support, it will communicate this outcome with the local authority.

8. On Programme

- 8.1 The Learning Support team will liaise with the local authority, the student, and tutor to agree on an appropriate program of support that meets the needs within the available resources.
- 8.2 Where a student has an EHCP, provide support to meet the outcomes listed in the EHCP, including specialist support or care to the extent possible.
- 8.3 Offer feedback and advice to Course Teams as part of the program of support.
- 8.4 Regularly review the program of support with the student and course tutor/lecturer on a termly basis.
- 8.5 Liaise with external agencies and parents, carers and guardians as appropriate.
- 8.6 Provide an annual review for all students with an EHCP in line with the statutory requirements of the SEND Code of Practice.
- 8.7 Make recommendations regarding special arrangements for examinations and liaise with the College Examinations Officer and Awarding Bodies.
- 8.8 Ensure that all students with SEND and disabilities at HRUC can access the college facilities by making reasonable adjustments.
- 8.9 Ensure that students with SEND are able to express their views and are fully involved in decisions that affect their education and support.
- 8.10 Provide equal access to a broad and balanced curriculum and enrichment activities and, where funding and reasonable adjustments allow, provide adaptive equipment and IT support for learners.
- 8.11 Support learning for students who are in the hospital or absent due to ill health by sending work electronically where appropriate.

9. Progression

- 9.1 Together with the Careers Team, provide careers guidance and support to students to assist their progression within HRUC in liaison with academic and vocational course tutors.
- 9.2 Review the support required to enable successful progression, including providing information for students who require an EHCP review or transition.
- 9.3 Liaise with the career advisers, guidance service, and other agencies to assist students in progressing from their college courses to identify their appropriate next steps.

10. Quality Assurance

- 10.1 HRUC will review, on an annual basis, the performance of learners receiving support, along with ethnicity and diversity data. Appropriate remedial actions will be taken where achievement gaps versus national benchmarks/college averages are identified.
- 10.2 Learning Support will be evaluated as part of HRUC's quality assurance process, including graded observations of staff and service reviews.
- 10.3 The Learning Support Team will conduct their own evaluation of the service with its users.

- 10.4 The procedures and outcomes of this Learning Support Policy will be reviewed by the Learning Support Team, and an annual action plan for improvement will be produced.
- 10.5 The Learning Support Team will be selected and trained to meet the increasingly diverse range of support needs.
- 10.6 Learning support activities will be monitored and evaluated against these performance standards. Evaluation will consider the impact of Learning Support in reducing identified barriers and enabling learners to access and participate in their intended curriculum, make progress and achieve, develop independence, and progress successfully to their next steps. Learner feedback will contribute to this evaluation and inform improvements to support provision.

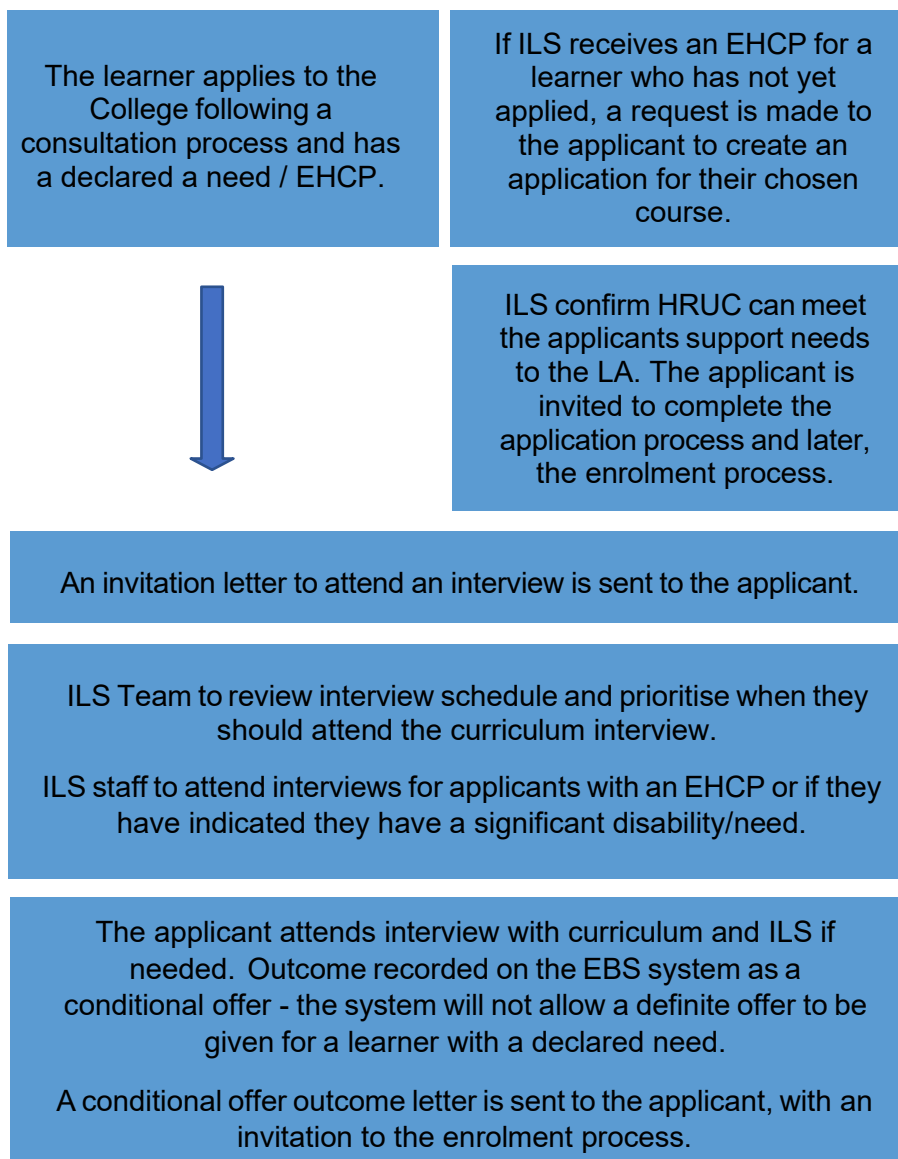
11. Review and Consultation

- 11.1 This Learning Support Policy will be reviewed regularly in accordance with legislative developments and the need for good practice.

12. Related Policies

- 12.1 This Learning Support Policy should be read in conjunction with relevant HRUC employment and student policies (which include but are not limited to the policies outlined below), as well as relevant legislation:
- Attendance and Punctuality Policy.
 - Fitness to Practice Policy.
 - SEND Strategy and Procedures.
 - Student Code of Conduct.
 - Student Disciplinary Policy and Procedure.
 - Student Financial Support Policy.
 - Student Submission of Internally Assessed Work Policy.
 - Equality, Diversity and Inclusion Policy.
- 12.2 This policy is inclusive of the Equality Act and SEND Code of Practice.

Application and Enrolment Process



Enrolment Process

The applicant attends enrolment.

ILS meets the learner and records the support decision on EBS.

If the decision is set to either low or high approved, the learner progresses onto the curriculum enrolment interview queue.

If unable to meet support the enrolment process ends, with a 'Do Not Enrol' note on EBS – can be subject to further information requested.