

Learner Support Policy

Policy number:	LS194	Policy lead:	Head of Safeguarding, Support and Inclusion
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	Committee		
	Board		
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External website:	Yes	Status:	Active
Linked policies/ documents	<ul style="list-style-type: none"> • Equality Impact Assessment – Questions to Consider • Equity, Diversity, and Inclusion Policy • Student Charter • Learner Recruitment and Admissions Policy and Procedures • Special Educational Needs and Disabilities (Send) Policy and Procedure • Fitness to Practise Policy 		

Learner Support Policy

1. Introduction

Newbury College is committed to offering an inclusive and supportive learning environment for all students. We aim to provide appropriate support to allow individuals to access and College, achieve in their study program and reach their full potential.

2. Definitions

- **Students** – All individuals enrolled to study at Newbury College
- **Student Development Coaches (SDC)** – A Newbury College support team who the Pastoral and Personal Development curriculum to students and offer pastoral support through 1:1 meetings or referral for more specialised support where needed.
- **Progression and Academic Support Coaches (PASC)** – A Newbury College support team who provide in class support for students with an EHCP and can offer academic study advice to other students
- **Skills for Success** – A Newbury College team who provides support to students attending higher education course, apprentices and adult learners.
- **Support** – This is pastoral support and/or academic support.

3. Procedure

Admission

The admissions criteria at Newbury College should not discriminate against any individual applying to or enrolling at the College, where they meet the entry criteria of their chosen course.

Newbury College aims to do this by:

- Identifying and responding to the needs of all our students and by actively promoting and working within the organisation's commitment to promote equality for all and working confidentially and treating students with respect.
- Supporting curriculum staff to enable them to meet individual needs.
- Encouraging students to take advantage of the support offered to them and to help them become independent and successful.
- Regularly reviewing and evaluating the effectiveness of the support and student progress. (Personal targets are set for students and reviewed through their action plans.
- Regularly reviewing and evaluating the effectiveness of the agreed support and increasing, changing or removing the support as appropriate.

This is achieved by:

- Encouraging applications from those with physical or learning difficulties and disabilities.
- Assessing an applicant's suitability for their chosen course based on their potential to achieve and providing careers advice where needed.
- Providing staff and students with information and training on equity and diversity related matters needed for an inclusive environment within the College.
- Attending school information events to raise awareness of our curriculum and support offer, arranging visits to college, where requested, to meet key staff and discuss opportunities on offer.
- Offering a transition programme post exams prior to ease anxiety or reluctance to attend, where place has been offered.
- Effective use of pre-entry information (interview records, references, Education Health and Care Plans (EHCPs) predicted grades, prior attainment, assessment reports).
- Effective initial screening and assessment of need (including Maths & English).
- Offering a varied, inclusive and accessible curriculum
- Effective and differentiated teaching and learning
- Supporting literacy, language and numeracy through specialist 1:1 tuition where needed.
- Supporting students with Learning Difficulties and/or Disabilities as per their EHCP
- Supporting students at risk, such as those struggling to attend Maths and English classes regularly.
- Sharing information with the appropriate staff i.e. teachers and Heads of Faculty, safeguarding, SDC, PASC.

All students identified as needing learning support will be assigned a Progression & Academic Support Coach (PASC) who will review the progress of the student at regular intervals and communicate the outcomes with all relevant parties that support the student. Any student with an existing EHCP will be allocated a PASC who will report regularly on progress, as per the colleges Special Educational Needs and Disabilities (Send) Policy and Procedure.

Following in-house assessment by the Access Arrangements Assessor, there may be provision of access arrangements such as extra time, readers, scribes and modified resources.

Support is available to students in a variety of ways:

- Physical Support: Adjustable height tables, work benches and accessible classrooms and workshops, reading pens, read back and voice to text technology.

- Bespoke Support: Offer additional 1:1 or small group sessions for students who require additional academic or pastoral support.
- Personal Support: Students are encouraged to use the support services available within College such as the Wellbeing Mentor and SDCs.
- External Support: Retention, achievement and progress of students with learning difficulties and disabilities are closely monitored by the curriculum managers. We aim to work in partnership with support and health services to provide effective support where required to support achievement of individuals.

Support is communicated in a variety of ways:

- Regular reviews are carried out with students by the PASCs and SDCs and revised targets recorded in the Student Action Plan. The Student Action Plans are shared with students, course tutors and other relevant stakeholders.
- PASCs and SDCs are in regular contact with parents/carers/supporters.

Disciplinary Procedures

Students who receive support for their learning will be entitled to have their allocated PASC present to support them in Code of Conduct hearings. SDCs will also offer support leading up to and during the disciplinary meeting.

The Head of Safeguarding, Support and Inclusion must attend the Stage 3 Code of Conduct hearing if students with an EHC plan are at risk of losing their place.

Next review date due: November 2027