



LEARNER SUPPORT POLICY

Date Last Reviewed	December 2025
Date Effective From	6th January 2026
Date of Next Planned Review	December 2026
Signed	Natalie King, Managing Director

Purpose

At AccXel we believe in teaching and learning in such a way that each individual student strives to achieve above and beyond expectations through a balanced and differentiated provision. This includes students who require additional learning support, in whatever guise.

Policy and Statement of Intent

This policy is formulated to highlight AccXel's consistent commitment to key legislation including the SEN Code of Practice 2015, Children and Families Act 2014 (SEND Reform) and The Equality Act 2010.

AccXel is committed to enabling all learners to reach their full potential. We will meet individual learning needs by providing reasonable adjustments and promoting non-discriminatory practice across all functions of the organisation. It is a shared responsibility of AccXel staff to ensure the inclusion and welfare of all students including learning support if needed. This includes aiming to ensure the availability of a range of services and auxiliary aids to meet the needs of learners, who have a Special Educational Need and/or Disability (SEND) that may affect their ability to access provision.

AccXel is committed to the Equality Act 2010 and the 9 protected characteristics. The 9 characteristics as defined in the Equality Act 2010 are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual Orientation

Under the Equality Act 2010 a person is disabled if they have:

- A physical or mental impairment which has a substantial and long term adverse effect on their ability to carry out normal day to day activities.

A physical or mental impairment includes:

- Learning difficulties
- Mental health conditions
- Medical conditions
- Hidden impairments – such as autism or speech and language difficulties

AccXel is also committed to supporting learners with the development of math, English and digital skills to enable them to succeed on their programme of study and ensure they are well prepared for future study, career destination and adulthood. The overall intent of this policy is to ensure that AccXel is an inclusive and supporting environment where learning, achievement and progression are accessible for everyone.

Principles on which this policy and its associated practices are based:

Inclusive learning is based on reasonable adjustments made in-line with Quality First Teaching, the SEN Code of Practice 'Best Endeavours' and reasonable adjustments under The Equality Act 2010. These reasonable adjustments ensure that students with additional support needs are fully included in the learning experience.

For AccXel to be a fully inclusive learning environment there is a need to recognise and meet the wide range of SEND and understand the impact on the individual and remove any barriers to learning.

We believe that all students and staff should benefit from being at AccXel, we are committed to adopting flexible strategies and practices that cater for all and consider individual circumstances and varying needs.

We are firmly committed to ensuring that all people have the same right to access learning. We are committed to promoting equality, diversity and inclusion and avoiding unfair discrimination in learning.

Young people entering post-16 education and training at AccXel should be accessing provision which supports them to build on their achievements and which helps them towards meeting their aspirations and preparing them for employment and progression.

Scope and Implementation:

This policy covers all learners at AccXel. We are committed to supporting all learners appropriate to their needs and the nature of their study programme.

AccXel recognises that all students have individual learning needs. Learning Support addresses these needs by:

- Assessment and information gathering at transition through links with Schools and other referral agencies.
- Designated key contact for interviews, assessments, monitoring and reviewing of support needs.
- Writing an inclusion plan for all learners with learning support needs that is shared with appropriate and relevant staff.
- Liaison with outside agencies and key stake-holders.
- Offering a support interview to all those who disclose a learning support need at any point in the learner journey.
- Providing reasonable adjustments and appropriate support in-line with individual learning needs while still holding high aspirations and expectations for young people with SEND.

We look to raise the career aspirations of our SEND students and broaden their employment horizons.

Staff Responsibilities:

Staff must:

- Regularly attend appropriate CPD and upskill in areas relating to learning support.
- Have a clear understanding of learner needs and evidence the planning of delivery and resources that takes into account differentiation.
- Use internal recording systems to ensure key information is triangulated and therefore a holistic and cohesive approach to the learners' needs are met.
- Adapt and review teaching styles and practices to ensure that provision is accessible and that reasonable adjustments are built in to anticipate likely support needs.
- Ensure that recruitment, assessment and examination arrangements are flexible to the needs of identified learners and anticipate the need for likely adjustments.
- Encourage learners to disclose a learning difficulty and/or disability where it would enable additional adjustments, assessment arrangements or auxiliary aids to be put in place, whilst maintaining confidentiality to the level requested by the learner, wherever possible.

- Ensure that support needs are identified, referral processes are followed and that support strategies are implemented by all AccXel staff consistently.
- Promote independence where possible and ensure positive behaviour and attitudes in all young people in preparation for next steps.
- maintain effective working links with learning support staff to maximise inclusive practice and to meet the additional support needs of learners.
- Input into the Educational, Health and Social Care (EHCP) annual review process if possible.
- Ensure no learner with an EHCP is withdrawn or changed onto a different programme of study without discussing first the Head of Education.
- Monitor the accessibility, and take anticipatory action, relating to services, including: information, advice and guidance, student services and safeguarding, personal skills development, and enrichment.

Senior Management Responsibility:

Senior Managers should ensure that:

- Governors and the Senior Management Team are aware of the legal responsibilities relating to equality and statutory duties on post-16 institutions as specified under Section 41 of the Children and Families Act 2014:
 - The duty to co-operate with the local authority on arrangements for children and young people with SEN.
 - The duty to admit a young person if the institution is named in an Education Health and Care Plan.
 - The duty to have regard to this Code of Practice.
 - The duty to use their best endeavours to secure the special educational provision that the young person needs.
 - All staff receive regular CPD on their responsibilities under the requirements of the Equality Act 2010.
 - Sufficient resources are available to fund the anticipated reasonable adjustments to meet needs of learners who have a disability and to respond to individual cases.
 - All staff are fully conversant with this policy and the responsibilities it places upon them.

- Effective systems and procedures are in place for the recording, promotion, referral, identification and provision of additional learning support, including assessment, inclusion plans, learning agreements, review of need and effectiveness and efficiency of the service.
- the effectiveness of the support put in place and its impact on the student's progress should be reviewed regularly, taking into account the student's progress and any changes to the student's own ambitions and aspirations.
- Student data is analysed as part of Equality monitoring.
- Ensure that Confidentiality and Disclosure issues are addressed, particularly in dealing with people who have SEND.

Learner Responsibility:

Learners should:

- Disclose their disability and/or learning support needs as soon as possible e.g. at application or enrolment.
- Attend support interviews and meetings to identify and review support needs.
- Act on support strategies and recommendations agreed.
- Inform staff of any changes to need.
- Have high aspirations and expectations for themselves and embrace being stretched and challenged.
- Strive towards self-independence wherever possible.
- Follow AccXel's expectations regarding positive behaviours and attitudes and take personal responsibility, accountability and ownership in preparation for next steps and adulthood.

Standards by which the success and impact of this policy can be evaluated:

- AccXel attracts and retains learners who have SEND.
- Staff respond positively and confidently to the support needs of learners.
- Positive feedback is received from students who have SEND or who need additional learning support.

- Students who have SEND or who need additional learning support, achieve on their chosen course as well as other learners.
- All staff have an individual duty and responsibility to promote and implement this policy

The effectiveness of the policy will be monitored annually through consultation with students and staff and by monitoring the following:

- Student surveys
- Complaints
- Profiles of students with SEND
- Retention rates
- Achievement/success rates
- Student disciplinaries
- Teaching and Learning observation reports

AccXel will ensure reasonable adjustments are kept under review in accordance to the Equality Act 2010 so that they have removed all the barriers to learning that they reasonably can.

All students with SEND are informed how to access support, and this will be reiterated at key transition points via the student and staff induction process.

The effectiveness of the support and its impact on the student's progress is reviewed regularly, taking into account the student's progress and any changes to the student's own ambitions and aspirations, which may lead to changes in the type and level of their support.

The Learning Support team and the student together plan any changes in support. The Learning Support team will revisit their cycle of action, refining and revising their decisions about support and its processes as they gain a richer understanding of the young person, and what is most effective in helping them secure positive outcomes.

Support for all students with SEND are kept under review, whether or not a student has an EHCP.

Higher Education:

For provision of Higher Education Programmes (accredited by Pearson), this policy will be interpreted in line with AccXel's Reasonable Adjustments and Special Considerations Policy and Pearson's Supplementary Guidance for Reasonable Adjustments and Special Considerations that can be found here: [supplementary-guide-ra-sc-for-internally-assessed-units.pdf \(pearson.com\)](https://www.pearson.com/accxel/supplementary-guide-ra-sc-for-internally-assessed-units.pdf).

This policy has been agreed by the AccXel senior management team and agreed. It will be reviewed every year or after significant changes to AccXel's business or staff.

Signed:

Natalie King

Date: 06/01/2026