



Learning Support & Reasonable Adjustments Policy

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1. Introduction

William College is committed to providing an accessible and inclusive learning environment. The Learning Support and Reasonable Adjustments Policy sets out the College's institutional approach to learning support and the implementation of reasonable adjustments. The policy aligns with those of the College's partner universities and reflects inclusive teaching practices that seek, wherever possible, to anticipate and meet the needs of a diverse student body. Where barriers to learning cannot be fully mitigated through inclusive design alone, reasonable adjustments will be implemented in response to individual circumstances.

This policy further outlines how the College will meet its responsibilities to support students with disabilities, long-term health conditions, or specific learning difficulties to reduce or remove barriers and enable equitable access to learning.

2. Purpose

This policy sets out William College's approach to learning support and the provision of reasonable adjustments to meet its anticipatory and responsive duties under the Equality Act 2010. It aims to ensure that staff and students have a clear understanding of the learning support available and the circumstances in which reasonable adjustments may be applied, and to define the scope of provision in place to promote equity of access, participation, and attainment for all students.

3. Scope

This policy applies to all students studying at William College, regardless of mode of study, level, or program of study. It covers the provision of learning support and reasonable adjustments for current and prospective students and applies across all academics, learning, and assessment contexts managed by the College.

4. Definitions

Term	Definition
Learning Support	Extra academic or wellbeing support provided to help students overcome barriers that may affect their learning. This can include support for disabilities, neurodiversity, health conditions, or personal circumstances.
Reasonable Adjustments	Changes made to teaching, assessments, or facilities to make sure students with disabilities or additional needs are not put at a disadvantage. These adjustments are required by law under the Equality Act 2010 and are designed to support fair access to learning.

Disability	A physical or mental condition that has a long-term and significant impact on a person's ability to carry out everyday activities.
Needs Assessment	A process used to understand what support a student may need to succeed in their studies. This may include discussing individual needs and, where appropriate, reviewing medical or professional evidence to create a tailored support plan.
Individual Learning Plan (ILP)	A written plan that explains the agreed support and reasonable adjustments a student requires. It is developed with the students and shared (where needed) with staff to help make sure the support is put in place.
Confidential Information	Personal or medical information shared by a student about their support needs. This information is handled carefully and protected in line with data protection law.
Assistive Technology	Special equipment or software that helps students access learning materials, take part in assessments, or use digital systems more easily.
Wellbeing & Accessibility Services	The Wellbeing team helps arrange learning support and reasonable adjustments, whilst working with students and staff to make learning more accessible across the College.

5. Policy Statement

William College values the diversity of its student population and is committed to providing an inclusive learning environment in which all students have excellent learning experience and equitable opportunities to achieve their full academic potential. The College seeks to anticipate and remove barriers to learning wherever possible through inclusive design, supported by the timely provision of reasonable adjustments where required.

William College will provide learning support and the provision of reasonable adjustments for students who experience ongoing or foreseeable barriers to learning. This policy focuses on adjustments and support measures that can be planned and implemented in collaboration with individual students to support sustained engagement with their studies. When a student requires support to address a short-term, unexpected situation that may affect a specific assessment, they should refer to the partner-specific Extenuating Circumstances Policy.

In implementing this policy, William College recognises and complies with its statutory duties under the Equality Act 2010, including the requirement to make reasonable and anticipatory adjustments. The

policy is informed by relevant sector guidance, including Disability Rights UK's Factsheet F11 (May 2019) and Advance HE's Managing Reasonable Adjustments in Higher Education (November 2010).

6. Responsibilities

Department/ Individual	Responsibilities
Senior Leadership and Management Team (SLMT)	Ensures compliance with the Equality Act 2010 and institutional commitment to accessibility and inclusion. Approves the policy and resources required for implementation.
Academic Board	Oversees policy alignment with academic standards and ensures that teaching and assessment frameworks accommodate inclusive practice.
Student Experience Manager(s)	Leads on the operational management of learning support, ensuring consistent delivery and monitoring of reasonable adjustments.
Wellbeing Officer	Conducts need assessments, liaises with academic departments, develops Individual Learning Plans, and ensures confidentiality and timeliness of adjustments.
Programme Leads and Academic Staff	Implement approved adjustments within teaching and assessment. Maintain communication with the wellbeing team and report any challenges or unmet needs.
IT Services & Operational Team	Ensure physical and digital accessibility across learning environments, including classrooms, online platforms, and college facilities.
Students	Disclose any relevant conditions as early as possible, provide supporting documentation, engage with the support process, and uphold academic responsibilities.
EDI Committee	Provide support initiatives and ensure all college staff are aware of their responsibilities and good practice.

7. Reasonable Adjustments

7.1 What is a Reasonable Adjustment?

A reasonable adjustment is any support or change put in place to help remove barriers that could affect a student's studies. Reasonable adjustments are designed to help students access learning, teaching, and assessments on an equal basis with other students. Adjustments may include:

- Assistive technology or specialist software.
- Alternative formats for learning materials.

- Additional support services.
- Alternative assessment arrangements, where appropriate.

Some adjustments are commonly used for conditions, while others may be personalised to reflect on the individual needs and the requirements of a student's course. Appendix A provides examples of reasonable adjustments that may be made to buildings and facilities, teaching and learning activities, learning materials, and assessments. It also includes examples of specialist equipment that may support equitable access to learning.

7.1.1 What does “reasonable” mean?

Whether an adjustment is considered reasonable depends on several factors, including:

- How the adjustment helps reduce or remove the disadvantage students may be experiencing.
- How effective the adjustment is to support students' learning.
- The specific requirements of the course, including any professional or accrediting body requirements.
- The practicality, cost, and resources involved.
- Health and safety considerations; and
- Confidentiality for all William College Students.

Adjustments will **never** be refused because of assumptions about future employment or standard industry practices.

In rare cases, some adjustments may not be possible if they would compromise essential academic or professional standards or create health and safety risks. Where this happens, the College will discuss the situation with students and explore alternative options, which may include different forms of support or, in exceptional cases, advice about alternative courses.

Reasonable adjustments should apply across all areas of student life, including teaching sessions, assessments, trips, visits, and work placement opportunities.

7.2 Temporary Learning Support Plans

If students experience a short-term impairment that affects their ability to engage with their studies, a temporary Individual Learning Plan may be put in place to support their studies. This could include situations such as injury, illness, emotional distress, or other temporary barriers to participation. This will be handled the same way a long-term Individual Support Plan is and will

be monitored by the well-being team.

7.3 Accessing Support

Support is available throughout a student's academic journey at the College through the Wellbeing team. The Wellbeing Team may refer students to other teams to help support areas of their studies; however, it will be the team responsible for setting up an Individual Learning Plan tailored to the students' needs. This may include one-to-one support or group sessions covering topics such as:

- One-to-one pastoral support to discuss personal, emotional, or mental health concerns
- Guidance on coping strategies for stress, anxiety, or low mood.
- Liaising with relevant teams to provide support with time management, organisation, and study skills.
- Liaison with Academics to arrange in-class adjustments and assessment support.
- Help with creating and reviewing an Individual Learning Plan (ILP).
- Group sessions or workshops on wellbeing, resilience, and self-care.
- Regular check-ins to monitor progress and adjust support as needed.

Students will be able to discuss or request Reasonable Adjustments by speaking with the college's Wellbeing Team via in-person drop-in, Booking link or via email. This request will be discussed via a one-to-one meeting where reasonable adjustments will be agreed and put in place through an Individual Learning Plans.

7.4 Who Decides and puts Reasonable Adjustments in Place?

The Wellbeing Team are responsible for considering requests and making recommendations for reasonable adjustments. Once a discussion with the student has taken place and adjustments are agreed based on the needs and circumstances of the student, the plan will be shared on a need-to-know basis with relevant staff members who are directly involved in supporting the student's learning. All information will be handled sensitively, recorded within a secure document and recorded within the System Information System (SIMs)* in line with safeguarding and data protection policies.

The Wellbeing Team may:

- review any support students have previously received at this or another institution.
- consider professional evidence, where required; and

- seek external advice or assessments to ensure that the support offered is effective and appropriate.

Where standard or commonly used adjustments are agreed, the Wellbeing team will arrange these directly. Where adjustments are more individual or less common, Wellbeing will coordinate this on students' behalf and work with the relevant Program Leader and other relevant staff, while respecting students' confidentiality in line with data protection.

8. Procedures

8.1 Learning Support available to all Students

Student Services can provide support for students across William College. The teams can offer support by providing 1:1 support and group sessions across a broad range of support as follows:

8.1.1 Student Support

- Help with general queries and questions.
- Communication liaison – Ensuring students receive Timetables & important university information.
- Support for students facing difficulties (e.g. housing, family issues).
- Referrals to relevant services when needed.

8.1.2 Wellbeing

- One-to-one wellbeing appointments.
- Individual Learning Plans.
- DSA Support.
- Workshops on resilience, mindfulness, and coping strategies.
- Crisis support and signposting to external services.

8.1.3 Student Success

- Study skills development (notetaking, revision, time management).
- Academic writing and research guidance.
- Workshops on exam preparation and coursework planning.
- Support for submissions and deadlines.
- Academic Appeals and Extension Requests.

8.1.4 English Support Tutors

- Help with academic English (grammar, vocabulary, structure).

- Support for non-native speakers with writing and speaking.
- Feedback on assignments and language use.
- Workshops on academic communication and presentation skills.

8.1.5 Student Engagement

- Organising events, activities, and student communities.
- Encouraging participation in campus life and societies.
- Peer mentoring and ambassador programmes.
- Student Representatives.
- Support for building connections and reducing isolation.

8.1.6 Student Finance

- General Advice on tuition fees, loans, and funding options.
- Support with financial hardship applications.
- Guidance on partnership Bursaries.

9. Compliance and Monitoring

9.1 Legal Framework

- William College operates under the Equality Act 2010, UK GDPR, and the Data Protection Act 2018.
- The College ensures no student is disadvantaged based on disability, health condition, or additional learning needs.

9.2 Institutional Oversight

- Wellbeing Team, with oversight from Student Experience Manager(s) are accountable for ensuring that reasonable adjustments are implemented in line with approved Individual Support Plans.
- The Academic Board receives annual reports summarising the number, type, and effectiveness of adjustments made.

9.3 Quality Assurance and Audit

- Records of adjustments and support measures are securely maintained within the Student Experience SharePoint, with access for wellbeing and only relevant staff.
- Internal quality audits verify compliance with both legislative and institutional

requirements.

- Feedback from students and staff informs staff about service improvement.

9.4 Confidentiality and Data Protection

- All information related to a student's disability or adjustment needs is managed confidentially.
- Access is restricted to authorized personnel directly involved in implementing support.

9.5 Risk Management

- Failure to apply reasonable adjustments may result in institutional non-compliance with the Equality Act 2010.
- Risk registers maintained by the Academic Office will identify and mitigate such compliance risks.

10. Training and Communication

Training will be available to all staff who may need to implement adjustments or address specific challenges. In most cases, staff who are aware of an individual's needs will already have sufficient understanding of the adjustments required.

However, there may be occasions where additional disability equality or impairment-specific awareness training is necessary. Wellbeing staff will have a clear understanding of the types of adjustments that may be required and can share the support with the relevant team members, and where further training is identified as beneficial, this can be requested and arranged.

An established approach with the admissions team will ensure that relevant staff are appropriately informed and prepared in advance of new cohorts. This will enable staff to provide timely and effective support for students with disabilities or those requiring reasonable adjustments.

11. Review and Revision

11.1 Policy Review Cycle

This policy will be reviewed annually by the EDI committee in collaboration with the Student Experience Manager(s) to ensure it reflects current legislation and best practice.

11.2 Evaluation of Effectiveness

Reviews will consider student satisfaction data, feedback from staff, and outcomes from accessibility audits.

Adjustments or improvements will be recommended to the Academic Board for approval.

11.3 Interim Updates

Where significant legislative or operational changes occur (e.g., updates to the Equality Act or sector guidance), interim revisions may be approved by the Student Experience Manager(s) and reported at the next Academic Board meeting.

11.4 Continuous Improvement

The College is committed to developing a proactive culture of accessibility.

12. Appendix A - Definitions

Term	Definition
Teaching & Learning	Materials/Resources in advance; accessible formats (Sensus - https://www.sensusaccess.com/convert-a-file/); recorded lectures.
Assessment	Extended deadlines; alternative assessment formats where available and with academic regulations; rest breaks; smaller groups/rooms.
Learning Environment	Seating Arrangements; reduced-distraction spaces; adjusted room layouts/lights.
Communication	Clear written instructions; regular check-ins; consistent points of contact.
Timetabling & Attendance	Flexible scheduling where appropriate; consideration of medical appointment, authorisation of attendance where relevant.
Technology	Assistive software; captioning tools; access to digital resources.
Wellbeing Support	Referral to wellbeing services; individual support plans; signposting to external support – See Wellbeing Policy.