

Student Support Policy

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Principal Contact	
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External Reference Points	• Equality Act 2010 • OfS Condition A2: Successful participation for students from all backgrounds. • UK Quality Code 2024 Principle 10: Framework of support for potential achievement. • UK Quality Code 2024 Principle 2: Engaging students as partners. • Mental Health Act 1983. • Care Act 2014. • OfS Condition B3: Positive outcomes for all students. • Universities UK Stepchange Framework for Mental Health.
Summary/Description	
This Student Support Policy outlines Trafalgar Academy's framework for delivering academic, pastoral, and welfare support to students, ensuring compliance with UK legislation and higher education quality standards. It details procedures for needs assessment, service provision, and evaluation, with a focus on inclusivity and early intervention. The policy aims to enhance student retention, satisfaction, and outcomes, particularly for underrepresented or vulnerable groups, supported by regular monitoring and feedback mechanisms to drive improvements.	

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1. Policy Statement

1.1 Trafalgar Academy is committed to providing comprehensive, accessible, and inclusive support services that enable all students to achieve their full potential, in line with our obligations under the Equality Act 2010 and Office for Students conditions. We recognise the diverse needs of our student body and strive to offer proactive, personalised assistance for academic, personal, and welfare challenges. This policy affirms our dedication to fostering student success through equitable support, confidentiality, and continuous enhancement, ensuring every student feels valued, empowered, and equipped to thrive in their educational journey. This policy outlines support for academic, personal, and welfare needs, applicable to all enrolled students, including those on accredited programmes, online learners, international students, and those with disabilities or from underrepresented groups. It covers services from induction through to graduation and alumni transition, excluding academic appeals or misconduct (see relevant policies). As a franchisee partner, it aligns with partner university support frameworks and extends to collaborative activities.

2. Aims and Objectives

2.1 To enable student success through inclusive, responsive support. Objectives include assessing needs promptly, delivering high-quality services, promoting independence, ensuring confidentiality, evaluating effectiveness, and collaborating with external partners to address complex issues, ultimately improving retention, progression, and satisfaction.

3. Principles

3.1 The following principles guide our approach to student support, informed by best practices in UK higher education:

- **3.2 Student-Centred:** Support is tailored to individual needs, empowering students to take ownership of their development.
- **3.3 Inclusivity and Equity:** We ensure access for all, addressing barriers related to protected characteristics or backgrounds.
- **3.4 Proactive and Preventative:** Early identification of needs to prevent escalation and promote wellbeing.
- **3.5 Confidentiality and Trust:** Information is handled sensitively, building confidence in seeking help.
- **3.6 Collaboration:** We partner with students, staff, and external agencies for holistic support.
- **3.7 Evidence-Based:** Services are informed by data, feedback, and best practices for effectiveness.
- **3.8 Sustainability:** Support promotes independence and long-term resilience.
- **3.9 Continuous Enhancement:** We regularly review and adapt services to meet evolving needs.

4. Definitions

- **4.1 Student Support:** A range of services aiding academic progress, personal development, and wellbeing, including advising, counselling, and adjustments.
- **4.2 Reasonable Adjustments:** Modifications to remove barriers for disabled students, e.g., extended deadlines or assistive technology.

- **4.3 Individual Learning Plan (ILP):** A personalised document outlining support needs and actions.
- **4.4 Vulnerable Student:** An individual at higher risk due to factors like age, disability, or personal circumstances.
- **4.5 Wellbeing:** Holistic health encompassing mental, physical, emotional, and social aspects.
- **4.6 Pastoral Care:** Non-academic support for personal issues.
- **4.7 Transition Support:** Assistance during key changes, e.g., from school to academy.

5. Procedures

5.1 Needs Assessment: Screening during induction and ongoing via self-referral or staff identification; develop ILPs with student input, including equality considerations.

5.2 Services: Offer academic skills workshops, mental health counselling, financial advice, disability support (e.g., note-takers, screen readers), career guidance, and peer mentoring; available via drop-in, appointments, or online portals.

5.3 Access and Delivery: Prioritise urgent needs; provide 24/7 crisis resources via partnerships; ensure digital accessibility and cultural sensitivity.

5.4 Transitions: Support for entry (e.g., orientation), progression (e.g., placement prep), and exit (e.g., employability workshops).

5.5 Referrals: To external services (e.g., NHS, charities) with consent; track outcomes.

5.6 Confidentiality: Adhere to data protection; disclose only for safety/legal reasons.

5.7 ILP Template: Standard form with goals, actions, and review dates.

5.8 Feedback Mechanism: Post-support surveys for service users.

5.9 Examples: A student with anxiety receives counselling and an ILP with exam adjustments; financial hardship triggers bursary application support and budgeting advice; an international student gets cultural integration workshops and visa guidance.

6. Responsibilities

6.1 Students: Engage proactively with services, provide accurate information, and feedback on support.

6.2 Support Team: Assess needs, deliver tailored services, maintain records, and refer as needed.

6.3 Tutors/Staff: Identify concerns, refer students, and integrate support into teaching.

6.4 Leadership: Allocate resources, train staff, and oversee service quality.

6.4 Designated Leads: Specialist roles for disability, mental health, etc...

6.5 Students' Union: Advocate and co-deliver peer support.

7. Monitoring and Review

7.1 Annual review of support effectiveness via surveys, usage data, and outcome metrics; reported to the Student Experience Committee. Metrics include service uptake rates, satisfaction

scores (target: 85%), retention correlations, and equality impacts. Policy reviewed every three years or following feedback/legislative changes, with student and staff input through focus groups.

8.Related Documents

- Disability Support Policy
- Safeguarding and Prevent Policy
- Financial Aid Guidance
- Equality, Diversity and Inclusion Policy
- Extenuating Circumstances Policy
- Fitness to Study Policy
- Admissions Policy
- Data Protection Policy