Student Wellbeing Support and Disability Policy

Version 6.0

Approved by the Board of Governors

Last Amendment: August 2026

The purpose of this policy is to ensure that all learners receive the necessary advice, guidance and support to enable them to achieve successful academic and professional outcomes.

Due regard is given for the following legislation and/or external quality assurance frameworks:

i. Equality Act 2010
ii. The Disability Discrimination Act (DDA 1995 – Revised 2010)

This policy is aligned to the expectations and core practices of England's *Regulatory Framework for Higher Education*; the Regulatory Framework is the definitive reference point for all UK higher education institutions and sets out how academic standards are created and maintained and how the quality of learning opportunities is assured and enhanced.

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*The document owner is responsible for keeping and updating the content of this document and ensuring that it reflects current practice at the School

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1. INTRODUCTION

1.1. London School of Science and Technology (LSST) is committed to providing a supportive, inclusive and accessible learning environment in which all students are encouraged and enabled to achieve successful academic, personal and professional outcomes.

1.2. LSST recognises that students may face a variety of challenges throughout their studies, including academic, personal, financial, health, disability and wellbeing-related difficulties. Such challenges may affect engagement, attendance, progression and achievement. The School is committed to ensuring that students have access to appropriate support and guidance to help them overcome barriers to success.

1.3. LSST operates a wrap-around student support model that brings together:

- Personal Academic Tutors (PATs).
- Academic Support Teams.
- Student Support Teams.

1.4. These services work collaboratively to provide holistic support throughout the student lifecycle and ensure that students receive timely and appropriate advice, guidance and intervention.

1.5. Student Support includes wellbeing support, disability support, safeguarding, information, advice and guidance, signposting and referrals to specialist internal and external services where appropriate.

1.6. The School is committed to:

- Being student-focused.
- Promoting equality, diversity and inclusion.
- Supporting student engagement, retention and achievement.
- Ensuring that students are not disadvantaged by disability, health conditions or personal circumstances.
- Providing accessible, impartial and transparent support.
- Encouraging independence, resilience and personal development.
- Maintaining a safe and supportive learning environment.

2. GENERAL STUDENT SUPPORT AND WELLBEING

2.1. LSST provides a holistic support service designed to promote student wellbeing, engagement and academic success.

2.2. Student Support works alongside Personal Academic Tutors and Academic Support Teams to provide professional, impartial and confidential advice to students experiencing difficulties that may affect their studies, wellbeing or progression.

2.3. The Team will:

- Provide confidential and impartial support without judgement.
- Help students identify options and make informed decisions.
- Support students experiencing personal, financial, health, disability or wellbeing-related difficulties.
- Provide information, advice and guidance on matters affecting student success.
- Signpost and refer students to specialist internal or external services where appropriate.
- Work collaboratively with academic and professional services colleagues to ensure students receive coordinated support.
- Promote early intervention and encourage students to seek support at the earliest opportunity.
- Ensure students understand the support available to them and the limits of the services provided.

2.4. LSST recognises and respects all religious faiths and seeks to provide an inclusive environment that supports students' spiritual and cultural wellbeing.

3. ON-COURSE STUDENT SUPPORT

3.1. LSST provides coordinated support throughout the student journey.

3.2. Students may access support through their Personal Academic Tutor, Academic Support Team or Student Support Team depending on the nature of the issue and the support required.

3.3. Where appropriate, these services work collaboratively to ensure students receive effective and joined-up support.

3.4. The Team will:

- Provide information and guidance relating to student support services.
- Offer confidential advice on personal, wellbeing and disability-related concerns.

- Support students experiencing issues that may affect attendance, engagement, achievement or progression.
- Assist students with queries relating to academic processes, mitigating circumstances, appeals and complaints.
- Support students experiencing bullying, harassment, discrimination or other forms of abuse.
- Provide information regarding maternity-related support and other student support provisions.
- Refer students to Academic Support or external specialist services where appropriate.
- Liaise with relevant staff on a student's behalf where consent has been provided.

3.5. Where there is a significant safeguarding concern or a risk of harm, information may be shared in accordance with safeguarding procedures and legal obligations.

4. SUPPORT FOR DISABLED STUDENTS AND STUDENTS WITH LONG-TERM PHYSICAL OR MENTAL HEALTH NEEDS

4.1. LSST aims to create an inclusive learning environment where disability, health conditions or wellbeing needs do not present unnecessary barriers to learning and achievement.

4.2. The School will discharge its responsibilities under the Equality Act 2010 and will consider reasonable adjustments to support students with disabilities, long-term physical health conditions, mental health conditions and specific learning differences.

4.3. At the Admissions Stage

4.3.1. Applicants are encouraged to disclose any disability, health condition, wellbeing need or learning support requirement so that appropriate support can be considered in advance of enrolment.

4.3.2. Student Support will:

- Discuss support requirements with prospective students.
- Consider reasonable adjustments and support arrangements.
- Request supporting evidence where necessary.
- Liaise with relevant departments to ensure support arrangements are established where possible before the start of the course.

- Encourage and assist eligible students in applying for Disabled Students' Allowance (DSA).

4.4. Whilst on Course

4.4.1. Student Support will:

- Maintain confidential records relating to declared disabilities, health conditions and support arrangements.
- Share information with relevant staff on a strict need-to-know basis and in accordance with data protection requirements.
- Support students in accessing reasonable adjustments.
- Consider information relating to disability, health and wellbeing where relevant to mitigating circumstances and other academic processes.
- Work collaboratively with students, PATs and Academic Support colleagues to promote positive outcomes.

4.5. Specific Learning Differences (SpLD)

4.5.1. Students who declare dyslexia or another specific learning difference may be asked to provide evidence from a suitably qualified practitioner.

4.5.2. Student Support will:

- Provide information regarding assessment and diagnostic services.
- Support students with Disabled Students' Allowance applications.
- Coordinate referrals where appropriate.
- Work with Academic Support and Personal Academic Tutors to ensure appropriate support arrangements are considered.
- Support students in accessing reasonable adjustments when required.

5. SAFEGUARDING

5.1. Commitment to Safeguarding

5.1.1. LSST is committed to promoting a safe, inclusive and supportive environment for all students.

5.1.2. The School recognises that some students may be vulnerable or at risk of harm and is committed to responding appropriately, proportionately and promptly to safeguarding concerns.

5.1.3. Safeguarding is everyone's responsibility. All staff have a duty to recognise, respond to and report safeguarding concerns in accordance with LSST policies and procedures.

5.2. Identifying Safeguarding Concerns

5.2.1. A safeguarding concern may arise where there is reason to believe that a student:

- Is at risk of abuse, neglect, exploitation or harm.
- Is experiencing domestic abuse, harassment, stalking or coercive behaviour.
- Is vulnerable due to disability, illness, personal circumstances or other factors.
- Presents a significant risk of harm to themselves.
- Presents a significant risk of harm to others.
- Is experiencing serious mental health difficulties that raise concerns regarding their safety or wellbeing.

5.3. Reporting and Responding to Concerns

5.3.1. Where a safeguarding concern is identified, staff will:

- Listen appropriately and respond sensitively.
- Record concerns accurately and promptly.
- Report concerns through designated safeguarding procedures.
- Refer concerns to the appropriate safeguarding lead or responsible manager.
- Support students in accessing suitable internal and external services.
- Work with external agencies where safeguarding intervention is required.

5.4. Emergency Situations

5.4.1. Where there is an immediate risk to life or serious harm, LSST may contact emergency services, healthcare professionals, safeguarding authorities or other relevant agencies without prior consent where necessary to protect the safety of individuals.

5.5. Collaborative Support

5.5.1. Safeguarding concerns will be managed through LSST's wrap-around support model.

5.5.2. Where appropriate, Student Support, Academic Support, Personal Academic Tutors and relevant managers will work collaboratively to ensure students receive coordinated support while maintaining appropriate levels of confidentiality.

6. CONFIDENTIALITY

6.1. Information shared with staff will be treated in accordance with LSST's Data Protection Policy and applicable legislation.

6.2. Students will be informed how their information is used and, where appropriate, with whom it may be shared.

6.3. LSST will respect student confidentiality wherever possible. However, there are limits to confidentiality.

6.4. Information may be shared without consent where:

- There is a safeguarding concern.
- There is a risk of serious harm to the student or others.
- There is a legal or regulatory obligation to disclose information.
- Disclosure is necessary to protect the health, safety or welfare of an individual or the wider community.

6.5. Where appropriate and safe to do so, students will be informed when information is shared.

7. COMPLAINTS

7.1. Students who are dissatisfied with any aspect of the support provided by LSST may raise their concerns through the Student Complaints Policy.

7.2. Information regarding the complaints process is available through the Student Portal and Student Support.

7.3. The Team can provide guidance on how to access and navigate the complaints process.

APPENDIX 1: Glossary of Terms

Term	Definition
Academic Support	Services designed to help students develop the academic knowledge, skills and behaviours required for successful study. This may include study skills, academic writing, numeracy, digital skills and learning development support.
Assessment Board	A formal panel responsible for considering student progression, achievement, awards and other academic decisions in accordance with institutional regulations.
Disabled Students' Allowance (DSA)	A government-funded support scheme that helps eligible students with disabilities, long-term health conditions, mental health conditions or specific learning differences meet additional study-related costs.
Disability	A physical or mental impairment that has a substantial and long-term adverse effect on an individual's ability to carry out normal day-to-day activities, as defined by the Equality Act 2010.
Equality Act 2010	UK legislation that protects individuals from discrimination and requires organisations to make reasonable adjustments for disabled people.
Mitigating Circumstances	Exceptional circumstances beyond a student's control that may have adversely affected their academic performance or ability to meet assessment requirements.
Personal Academic Tutor (PAT)	A member of academic staff assigned to provide advice, guidance and support relating to a student's academic development, engagement, progression and overall student experience.
Reasonable Adjustments	Changes or arrangements made by LSST to remove or reduce barriers experienced by students with disabilities, health conditions or specific learning differences.
Safeguarding	The process of promoting the welfare of students and protecting individuals from abuse, neglect, exploitation, harm or situations that may place them at risk.
Specific Learning Difference (SpLD)	A neurological difference that affects specific aspects of learning. Examples include dyslexia, dyspraxia, dyscalculia, dysgraphia and Attention Deficit Hyperactivity Disorder (ADHD).
Student Support	LSST's professional support service that provides information, advice and guidance relating to wellbeing,

	disability support, safeguarding, student welfare, personal circumstances and access to specialist services.
The Team	A collective reference to members of Student Support responsible for delivering student support, wellbeing, disability and welfare services.
Student Wellbeing	A student's overall emotional, psychological, social and physical wellbeing, which may influence their engagement, achievement and success in higher education.
Wellbeing Champion	A designated member of staff within Student Support or Academic Support who promotes student wellbeing, raises awareness of available support services and encourages early intervention when concerns arise.
Wrap-Around Support Model	LSST's integrated approach to student success, whereby Personal Academic Tutors, Academic Support and Student Support work collaboratively to provide coordinated academic, personal and wellbeing support throughout the student lifecycle.

Policy Statement on Terminology

Throughout this policy, references to *"The Team"* should be understood as referring to Student Support staff responsible for coordinating and delivering student welfare, wellbeing, disability and safeguarding support. References to support services may include collaboration between Student Support, Academic Support and Personal Academic Tutors as part of LSST's wrap-around support model. This collaborative approach ensures students receive coordinated and timely support appropriate to their individual needs.

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