



Student Wellbeing Support and Disability Policy

Version 4

Approved by the Board of Governors

Last Amendment: August 2024

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.



Document Information

Document owner(s)*:	Head of Student Lifecycle
Date of next review:	September 2025
Document Status:	IN USE
Dissemination:	For general publication

*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) recognises that many of students may not have undertaken any formal study for some time or be trying to combine study with the demands of a family life or work commitments. The Student Wellbeing Support Centre is here to help any student trying to cope with issues that have an impact upon their wellbeing and ultimately their learning.
- 1.2. The service is committed to:
 - Being learner-focused
 - Following the principles and legislation of Equality & Diversity
 - Ensuring students educational experience is not disadvantaged by health, disability or wellbeing needs.
 - Impartiality, Transparency & Accessibility
 - Widening Participation
 - Supporting independent learning.
- 1.3. This Policy has been written to reflect the requirements of England's Regulatory Framework for Higher Education and demonstrates LSST's commitment to the support of its students.
 - i. *'The provider has sufficient and appropriate facilities, learning resources and Student Wellbeing Support services to deliver a high-quality academic experience'.*
 - ii. *'The provider supports all students to achieve successful academic and professional outcomes.'*

2. General Support & Wellbeing

- 2.1. This Policy has been written to reflect the requirements of England's Regulatory Framework for Higher Education and demonstrates LSST's commitment to the support of its students.
- 2.2. The Student Wellbeing Support Team offer professional and impartial advice to any student who is experiencing a difficulty that is having an impact on their learning. The problem does not have to be linked directly to study; whatever the issue the Student Wellbeing Support Team will:
 - Provide a confidential, impartial service and will not make any judgments based on behaviour, lifestyle or personal circumstances.
 - Ensure students are aware of the limits of the service and are appropriately supported within these limits.



- Work with individuals to find the options available which will allow the student to make informed choices and decisions.
- Work with external agencies to ensure the student has the best level of support available.
- LSST recognises all religious faiths and provides a multi-faith prayer room.

3. On-Course and Student Wellbeing Support

- 3.1. Student Wellbeing Support encourages all students in their learning journey with LSST by offering advice and guidance in any area in which they may be experiencing challenges or where they need support.
- 3.2. The Student Wellbeing Support Team will do its utmost to ensure that all students receive the support necessary to achieve successful academic and professional outcomes.
- 3.3. The Student Wellbeing Support Team will:
 - Give information on attendance, results, student status, semester dates, etc.
 - Offer impartial and confidential advice on completing the forms available in Student Support.
 - Help with enquiries about course changes or other academic issues such as assignments, exams, appeals and complaints.
 - Offer one-to-one support on personal issues.
 - Help students experiencing any bullying or any other abuse.
 - Guide and inform pregnant students about the maternity plan and the support available for pregnant students. Please also see the *Pregnant Students and Students with Very Young Children Policy*.
 - Refer students to Academic Support Centre when needed.
 - Contact relevant staff on behalf of the student with student consent.

4. Support for Disabled Students and Students with Long-term Physical or Mental Health Needs

- 4.1. The School aims to create an environment where a disability or health need (including a mental health need) is not a barrier to learning and all students' can achieve their full academic potential.



- 4.2. LSST is mindful of UK Equality legislation, including the Equality Act 2010, and will discharge its duties accordingly. The Equality Act 2010 defines a disabled person as someone who has a physical or mental condition that has a substantial or long-term adverse effect on their ability to carry out normal day to day activities and this includes individuals with HIV, multiple sclerosis, some cancers and dyslexia.

At the Admissions Stage:

- 4.3. LSST welcomes enquiries and applications from everyone with an interest in the courses we offer. Students applying for a place are asked to tell us about any disability, long term physical health or mental health need, or learning support need; this information is given in confidence and only used for the purpose it is gathered.
- 4.4. Student Wellbeing Support will interview the prospective student to discuss their individual support requirements.
- 4.5. LSST may ask for a report from a suitably qualified professional to confirm details of the level of support needed.
- 4.6. All applications will be considered by the Admissions Panel.
- 4.7. The student will be advised if LSST is unable to offer a reasonable level of support and/or reasonable adjustment. Students are reminded that whilst the School aims to accommodate the needs of disabled students and those with a long-term physical or mental health need, it may not be able to do so if it has not been informed of access requirements in advance. Such instances are expected to be rare, and every effort will be made to reasonably meet student's requirements.
- 4.8. LSST will make sure all reasonable adjustments are made, in readiness for the start of the course, to accommodate and promote a successful learning outcome.
- 4.9. *More information on Reasonable Adjustments can be found in the Reasonable Adjustments Policy.*
- 4.10. Student Wellbeing Support will encourage the learner to apply for the Disabled Students Allowance (DSA) where eligible and help in this process.

Whilst on the Course:

- 4.11. Student Wellbeing Support will keep a confidential register of all students who have declared a health need relating to their long term physical or mental health, disability or other learning need.
- 4.12. This information is shared in confidence with lecturers and other essential staff on a strictly 'need to know' basis.



- 4.13. Student Wellbeing Support will use the register to inform the Assessment Board when making decisions on progressions, exclusions etc.
- 4.14. When considering Mitigating Circumstances, the Student Wellbeing Support staff will ensure that the panel is fully briefed on any wellbeing issues that might have affected a student's academic performance.

Specified Learning Differences Support

- 4.15. Students who declare dyslexia or other learning difference will be asked to provide a report, written by a suitably qualified practitioner, to confirm the diagnosis.
- 4.16. Professional dyslexia support (usually via an external agency) is currently only available to students via the Disabled Student Allowance (DSA), however all staff who have undertaken a PGCE in Higher Education should be familiar with the universal principles of accessibility and inclusion.
- 4.17. LSST is in partnership with Educational Guidance Services (EGS) to improve access and approval to the Disabled Student Allowance (DSA) for students who may have a Specified Learning Difference (SpLD), such as dyslexia, dyspraxia, attention deficit hyperactivity disorder (ADHD), dyscalculia, dysgraphia, etc.
- 4.18. The Disabled Student Allowance (DSA) requires students to provide a full diagnostic report as valid evidence. Students who feel that they could have an undiagnosed SpLD or have had a diagnostic report carried out in the past that has expired or is no longer seen as valid or accepted as evidence, may be referred for a diagnostic assessment with EGS, to provide DSA with valid evidence.
- 4.19. The cost of the standard assessment is £347 with an added £160 fee for all ADHD traits assessments. LSST will fund half the cost of this assessment and students will be expected to meet the remaining cost from their maintenance loan or other funds.
- 4.20. The Student Wellbeing Support and wellbeing team will explain the assessment process to the student and provide them with an information sheet and a consent form that allows the student to share their contact details with EGS.
- 4.21. A wellbeing officer will refer the student to the EGS Operations Manager, who will then ensure that the student is scheduled into the proper diagnostic assessments.
- 4.22. Once the assessment and report are completed by EGS, with the student's authorisation, the report will be sent to the Wellbeing Team, who will then support the student in sending the report to the DSA as evidence for the student's SpLD.
- 4.23. In most cases, students receive a positive diagnosis. However, where a student receives a negative diagnosis (no Specified Learning Difference shown/found), further



academic support needs can be explored with the student by the Wellbeing and Welfare Team, in collaboration with the student's Personal Academic Tutor (PAT).

5. Confidentiality

- 5.1. Information entrusted to staff will be treated following the School's Data Protection Policy.
- 5.2. Students will be informed with whom and why information is shared.
- 5.3. Staff will respect decisions made by students about the disclosure or sharing of confidential information and undertake to communicate effectively with clients to help them understand the implications of any decision not to share information.
- 5.4. There are some limits to confidentiality (e.g., safeguarding of vulnerable individuals, public health or deterioration in mental wellbeing); if exceptional circumstances arise that give cause to believe a student may cause harm to him/herself or to others it may be necessary to share this information with external professionals. The student will be informed if such circumstances arise.

6. Complaints

- 6.1. How to make a complaint in the School is detailed in the Student Complaints Policy. The Policy is available from the student portal or the Student Wellbeing Support Centre; a Student Wellbeing Support Officer will be able to help you complete this process.

7. Policy Review and Monitoring

- 7.1. Students are invited to comment formally on the School's student support, wellbeing and disability policies and processes – both using feedback questionnaires and campus based Student Wellbeing Support meet and review student cases at the operational panels connected to student academic progress and engagement Student Wellbeing Support to ensure the right support is in place.
- 7.2. This policy will be reviewed and updated annually by the Head of Student Lifecycle changes to it will be reported to the School's Board of Governors.



Version History

Version	1.0 – 2.0
Original author(s):	Head of Student Wellbeing Support
Reviewed by:	Executive Committee
	September 2016 September 2017 September 2018
Version	2.1 – 2.2
Revised by:	Quality Manager Quality Audit Manager
Revision summary:	<i>Numbering and document formatting applied; mapped to revised UK Quality Code for Higher Education. Reviewed by Publications Committee and Executive Committee.</i>
Approved by:	Board of Governors
	September 2019
Version	2.3
Revised by:	Quality Unit Head of Student Lifecycle
Revision summary:	<i>Changes to policy remit and additional minor corrections.</i>
Approved by:	Board of Governors
	August 2020
Version	2.4
Revised by:	Quality Unit Head of Student Lifecycle
Revision summary:	<i>Annual review and update; minor factual corrections.</i>
Approved by:	Board of Governors
	October 2021
Version	2.5
Revised by:	Quality Unit Head of Student Lifecycle
Revision summary:	<i>Annual review and update; Added Specified Learning Minor Differences Support section; Document reformatted and version control added.</i>
Approved by:	Board of Governors
	September 2022
Version	3
Revised by:	Quality Unit Head of Student Lifecycle
Revision summary:	<i>Annual review and update; version control added.</i>
Approved by:	Board of Governors
	October 2023



Version 4

Revised by: Quality Unit
Head of Student Lifecycle

Revision summary: *Annual review and update, title change, minor grammatical corrections, document format applied, version control applied.*

Approved by: Board of Governors

October 2024