

Students Requiring Additional Support Policy

21

ACADEMY





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to offer excellent face to face and online academic courses with the aim of providing students with a learning experience comprising of quality of teaching, learning facilities and a positive education experience.

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Preamble

21 Academy is committed to fostering an inclusive learning environment in which all students are afforded equitable opportunities to participate, progress, and succeed in their studies. The Academy recognises that diversity in learner needs is an inherent feature of contemporary higher education and that appropriate structures must be in place to support students requiring additional support across all modes of programme delivery.

This policy is grounded in the principles of fairness, accessibility, and respect for individual circumstances, while maintaining the academic standards and integrity of the Academy's programmes. It reflects the Academy's responsibility to identify, respond to, and where reasonable accommodate the needs of students in a timely and transparent manner. Particular attention is given to the differing requirements that may arise in online, blended, and in-class learning environments.

The policy also supports the Academy's broader internal quality assurance framework by ensuring that procedures relating to student support are formally documented, consistently applied, and subject to ongoing monitoring and review. In doing so, it contributes to the continuous enhancement of the student learning experience and demonstrates the Academy's commitment to meeting regulatory expectations and best practice in higher education.

1. Purpose of the Policy?

The purpose of this policy is to ensure that 21 Academy provides an inclusive, equitable, and supportive learning environment for all students across all modes of delivery. The policy establishes a framework for identifying and supporting students who may require additional support to fully engage in their studies.

2. Scope

This policy applies to all prospective and enrolled students of 21 Academy across all programmes of study, whether delivered in-class, online, or through blended learning formats. It also applies to all academic, administrative, and support staff involved in admissions, teaching, assessment, programme delivery, and student support.

3. Policy Statement

21 Academy is committed to promoting equality of opportunity and inclusion for all students. This includes students with disabilities, learning differences, health conditions, or other personal circumstances that may affect their ability to participate fully in academic activities.

4. Definitions

Students requiring additional support may include individuals with physical, sensory, cognitive, learning, or mental health conditions, as well as those experiencing temporary or situational challenges affecting their studies.

5. Identification of Special Needs

5.1 Application Stage

The student application form includes a dedicated section enabling applicants to explicitly declare any special needs and related support requirements. Early disclosure enables the Academy to consider appropriate accommodations prior to enrolment.

5.2 Disclosure After Admission

Students may disclose special needs at any stage of their studies. The Academy acknowledges that needs may emerge or change over time and ensures that disclosure after enrolment will not disadvantage the student.

6. Procedures for Support and Reasonable Adjustments

6.1 Assessment of Needs

Following disclosure, the Academy will review the information provided and may request supporting documentation where appropriate. A discussion with the student will be undertaken to identify reasonable and proportionate adjustments, taking into account the mode of programme delivery and the specific learning context.

6.2 Reasonable Adjustments by Mode of Delivery

In-Class Delivery

Reasonable adjustments may include, but are not limited to:

- Adaptations to classroom layout or seating arrangements
- Adjusted pacing of delivery or additional explanation of materials
- Alternative assessment arrangements
- Use of assistive technologies or learning aids

Online Delivery

Reasonable adjustments may include, but are not limited to:

- Extended access to online learning materials or recordings
- Adjusted deadlines or assessment formats
- Use of accessible digital formats and platforms
- Additional academic guidance or structured communication

Blended Delivery

Where programmes are delivered through a combination of online and in-class methods, adjustments will be considered holistically to ensure consistency and continuity of support across learning environments.

6.3 Implementation and Review

Agreed adjustments will be documented and communicated, on a need-to-know basis, to relevant academic and administrative staff. Adjustments will be reviewed periodically, or sooner if required, to ensure their continued appropriateness and effectiveness.

7. Roles and Responsibilities

- **Students** are responsible for disclosing their needs and engaging constructively with the Academy regarding support arrangements.
- **Academic and Administrative Staff** are responsible for implementing agreed adjustments and ensuring inclusive teaching and assessment practices.
- **Senior Management** is responsible for oversight of this policy and for ensuring that adequate resources and procedures are in place to support its implementation.

8. Confidentiality and Data Privacy

All information relating to a student's special needs will be treated as confidential and managed in accordance with applicable data protection legislation. Information will be shared only with staff directly involved in providing support and implementing agreed adjustments.

9. Monitoring and Review

This policy and its associated procedures will be monitored as part of the Academy's internal quality assurance system. Feedback from students and staff across all modes of delivery will inform continuous improvement. The policy will be formally reviewed on a periodic basis to ensure alignment with regulatory requirements, institutional practice, and evolving best practice.

10. Approval and Implementation

This policy is approved by the Academy's board of directors and is effective from the date of approval. It will be implemented through staff awareness activities and embedded within admissions, teaching, assessment, and student support processes.



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