



Additional Learning Support Policy (HE)

Version	1
Owner	Student Engagement and Experience Committee
Approving body	Board of Directors
Date approved	10 June 2026
Effective from	1 July 2026
Review frequency	One year
Review date	1 July 2027

See Appendix A for version history

Additional Learning Support Policy (HE)

1. Purpose

- 1.1. Boomsatsuma Education Ltd ('Boomsatsuma') is committed to ensuring that all students can access learning, participate fully in their studies, and achieve their academic potential.
- 1.2. This Policy explains how Boomsatsuma identifies, assesses, and supports students who have disabilities, specific learning difficulties, medical conditions, or other additional learning needs. It sets out how support is agreed, implemented, recorded, and reviewed.
- 1.3. This Policy operates in line with the Equality Act 2010, which includes the anticipatory duty to identify and reduce barriers to learning for disabled students and others with additional learning needs, where reasonably practicable, as well as the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018 in relation to the handling of personal data.

2. Scope

- 2.1. This Policy applies to all higher education students at Boomsatsuma.
- 2.2. It applies across all stages of study, including application, enrolment, and progression through a programme.

3. Principles

- 3.1. Boomsatsuma's approach to Additional Learning Support is based on the following principles:

- Equity of access: all students should be able to engage fully in learning, teaching, and assessment
- Inclusive practice: barriers to learning are reduced where possible through design and reasonable adjustment
- Anticipatory approach: Boomsatsuma takes proactive steps to reduce and remove barriers to learning wherever reasonably practicable, not only in response to individual disclosure
- Individualised support: support is based on an assessment of individual needs
- Student involvement: students are actively involved in identifying and agreeing support
- Reasonable adjustments: adjustments are proportionate, evidence-based, and legally compliant
- Confidentiality: information is handled in accordance with UK GDPR and the Data Protection Act 2018
- Academic standards: adjustments support access but do not compromise academic standards or awarding body requirements

4. Disclosure and Referral

- 4.1. Students are encouraged to disclose any disability, learning difficulty, or medical condition that may affect their studies at any point. Disclosure can take place:
 - Within a UCAS application
 - Before, during and following the interview process (where applicable)
 - At enrolment
 - During the programme of study
- 4.2. Where a disclosure is made prior to enrolment, a member of the Admissions team will mark that a disclosure has been made on Boomsatsuma's Student Record System.
- 4.3. Where an applicant is required to attend an interview, they will have the opportunity to disclose additional learning needs and, if appropriate,

reasonable adjustments for the interview processes when booking an interview slot. To support equity of access, the applicant will also be invited to speak to a member of the Student Support and Wellbeing team before the interview should they wish to discuss and agree arrangements.

- 4.4. All students are offered an opportunity to disclose additional learning support needs during the enrolment process. There is however no requirement for them to do so. Where a disclosure is made, a member of the enrolment team will mark that a disclosure has been made on the Student Record System and refer the student to the Student Support and Wellbeing team for a Needs and Support Assessment.
- 4.5. Enrolled students may self-refer directly to the Student Support and Wellbeing Team at any stage. A disclosure can also be made to any member of staff at Boomsatsuma, who will then inform the appropriate individuals promptly and confidentially. It is not the responsibility of the student to determine the correct person to contact to make a disclosure.

5. Needs and Support Assessment

- 5.1. Following disclosure, a member of the Student Support and Wellbeing Team will contact the student to arrange a Needs and Support Assessment meeting in order to understand their needs and agree appropriate support. Boomsatsuma aims to hold this initial meeting with 15 working days of disclosure for students that declare during or following enrolment. Where this is not possible, an appropriate date to hold the meeting will be agreed within this timeframe.
- 5.2. For the purposes of data protection, individuals that disclose prior to enrolment will normally be invited to attend a Needs and Support Assessment once they have registered as a student at Boomsatsuma.
- 5.3. The Needs and Support Assessment meeting will cover:

- The nature of the student's additional learning support needs
- Any relevant medical, disability, or contextual factors that may affect study
- Discussion of whether the student may benefit from Disabled Students' Allowance (DSA), including signposting and support to apply where appropriate
- Identification and agreement of appropriate reasonable adjustments and support needs
- Agreement of next steps for implementing support.

5.4. All staff involved in conducting a Needs and Support Assessment meeting will be appropriately trained or experienced and supported to ensure that decisions are arrived at fairly, consistently, and in accordance with this Procedure and relevant regulatory expectations.

6. Reasonable Adjustments

6.1. Boomsatsuma is committed to making reasonable adjustments in accordance with the Equality Act 2010.

6.2. Reasonable adjustments may include, but are not limited to:

- Adjustments to teaching and learning delivery
- Alternative formats for learning materials
- Assessment arrangements (e.g. extensions, alternative formats, or additional time where appropriate)
- Flexibility around submission formats
- Assistive technology or support arrangements
- Adjustments to timetabling or attendance arrangements.

6.3. Where English language proficiency is a valid and relevant part of an assessment, reasonable adjustments may support access to the task through arrangements such as assistive technology, additional time, or, in exceptional circumstances, an alternative format. Any alternative format must remain appropriate to the learning outcomes and assessment requirements.

6.4. Adjustments to assessment are implemented in line with awarding body regulations to ensure:

- Academic standards are maintained
- Learning outcomes are assessed fairly and robustly
- Assessment methods remain valid and reliable

6.5. Reasonable adjustments do not alter competence standards or the academic requirements of a module or award. They may, where appropriate, adjust the method or mode of assessment to ensure equitable access while maintaining consistent learning outcomes and standards across all students.

7. Disabled Student's Allowance

7.1. Students retain responsibility for making applications to DSA, with Boomsatsuma providing guidance and supporting evidence where appropriate.

7.2. Where a student may be eligible, Boomsatsuma can provide support and guidance to help them understand and apply for Disabled Students' Allowance (DSA). This may include explaining the process, providing supporting information, and signposting or referring to a suitable assessment centre.

7.3. Where a DSA Needs Assessment is completed, the outcomes may inform the student's Additional Learning Support Plan. However, access to reasonable adjustments and institutional support is determined through Boomsatsuma's Additional Learning Support process and is not dependent on receipt or confirmation of DSA funding.

8. Additional Learning Support Plans

8.1. Where the Boomsatsuma Needs and Support Assessment confirms additional learning support needs and, where applicable, that reasonable adjustments

must be put in place, an Additional Learning Support Plan (ALSP) will be created. The ALSP:

- Records agreed reasonable adjustments and support arrangements
- Provides clear guidance for staff on implementation
- Ensures consistency of support across the programme

8.2. The ALSP is created by a member of the Student Support and Wellbeing Team, yet the student is actively involved in developing the content of their ALSP.

8.3. All ALSPs are signed off by the student and member of the Student Support and Wellbeing Team.

8.4. ALSPs are filed confidentially and shared on a need-to-know basis with relevant staff to support implementation, which may include:

- Head of Programme
- Personal Tutor
- Head of Higher Education

8.5. It is the responsibility of the Head of Programme to share ALSPs with module tutors and to ensure that reasonable adjustments are implemented. It is not the responsibility of the student to coordinate implementation themselves. This responsibility sits with Boomsatsuma.

8.6. Agreed reasonable adjustments will be implemented in a timely manner and, where practicable, will be in place from the point at which they are agreed, to avoid any avoidable disadvantage to the student

8.7. ALSPs are reviewed on an annual basis in consultation with the student. Where there are changes to circumstances between review periods, students are encouraged to contact the Student Support and Wellbeing team to arrange a reassessment of their additional learning needs.

- 8.8. Students may request a review of their Additional Learning Support Plan at any point during their studies if their needs change or if they believe adjustments are no longer appropriate.
- 8.9. Where a student is dissatisfied with the support agreed within their Additional Learning Support Plan, or believes that their needs are not being adequately met, they should raise this in the first instance with the Student Support and Wellbeing Team so that the plan can be reviewed. Where concerns remain unresolved, students may use Boomsatsuma's Student Complaints Procedure (HE) [\[Link\]](#).

9. Medical Conditions and Student Safety

- 9.1. Students are encouraged to disclose any medical condition that may affect their studies or their safety while engaging with their programme.
- 9.2. Where a medical condition is disclosed, Boomsatsuma will consider, in discussion with the student, whether any support or specific arrangements are required to enable safe and effective participation in study.
- 9.3. Many medical conditions are well managed and do not require formal risk assessment. In such cases, support will be proportionate to the student's needs and may not require formal documentation beyond agreed adjustments where appropriate.
- 9.4. Where a medical condition presents a potential risk to the student or others, or where additional coordination of support is required, Boomsatsuma will undertake an appropriate risk assessment.
- 9.5. In these cases, a Student Safety Plan (SSP) will be developed in consultation with the student. This plan will normally include:

- Relevant information about the medical condition, where the student has provided consent
- Details of any required support or adjustments
- Identification of potential risks and how these will be managed
- Emergency arrangements, which may include a Personal Emergency Evacuation Plan (PEEP) where appropriate.

9.6. SSPs are filed confidentially and shared on a need-to-know basis with relevant staff to support implementation, which may include:

- Head of Programme
- Personal Tutor
- Site First Aider(s)
- Head of Higher Education

9.7. Information is shared only with the student's consent where required, except where there is a lawful basis to share in order to protect the student or others.

9.8. Where necessary, and with the student's consent, Boomsatsuma may seek additional information from a healthcare professional to ensure that appropriate support and safety measures are in place.

9.9. SSPs are reviewed on an annual basis in consultation with the student. Where there are changes to circumstances between review periods, students are encouraged to contact the Student Support and Wellbeing team.

9.10. Where concerns about a student's safety are significant or urgent, action will be taken in line with the Safeguarding Policy (HE) [\[Link\]](#).

10. Recording and Monitoring

10.1. Additional Learning Support arrangements are recorded and monitored to support fairness, consistency, and the ongoing enhancement of the student experience. Boomsatsuma will maintain appropriate records of disclosures,

Needs and Support Assessments, Additional Learning Support Plans, and agreed reasonable adjustments, alongside relevant anonymised data where appropriate.

10.2. Summary data will be reviewed periodically by the Student Engagement and Experience Committee to identify themes, inform improvements to policy and practice, and support the ongoing development of inclusive learning and support provision.

10.3. All records relating to Additional Learning Support will be stored securely.

11. Review

11.1. This Policy will be reviewed periodically by the Student Engagement and Experience Committee to ensure it remains aligned with relevant legislation, regulatory expectations, and provider practice.

Appendix A – Version History

Version	Date	Changes
1	10 June 2026	New draft