



# Student Support Policy 25/26

Last reviewed: Feb 2026

Next review due: Feb 2027

**We do things differently.....**

**H.E.R.E**

**High Standards**  
**Empathy**  
**Resilience**  
**Emotional Response**

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## 1. Introduction

Arbour Academy is committed to supporting all students to achieve their academic, personal and social potential. As an Alternative Provision (AP) setting, the Academy recognises that many students face complex barriers to learning and engagement, including special educational needs and disabilities (SEND), emotional and mental health needs, and challenging personal circumstances.

The Academy seeks to create a safe, inclusive and nurturing environment in which students are supported to re-engage with education, develop resilience and make positive progress. This policy reflects the Academy's commitment to high expectations, equity, safeguarding and positive relationships, in line with the Ofsted Education Inspection Framework (EIF).

## 2. Scope and Purpose

This policy applies to all students, staff and stakeholders and sets out how the Academy supports students whose learning may be affected by:

- Special Educational Needs and Disabilities (SEND)
- Social, Emotional and Mental Health (SEMH) needs
- Psychological and wellbeing needs
- Mitigating circumstances impacting attendance, engagement or assessment

The policy should be read alongside the Academy's Safeguarding and Child Protection Policy, SEND Policy, Behaviour Policy, Attendance Policy and Data Protection Policy.

## 3. Legislative and Statutory Framework

This policy is informed by, and compliant with, the following legislation and statutory guidance:

- Equality Act 2010 – including the duty to make reasonable adjustments and prevent discrimination
- Children and Families Act 2014
- SEND Code of Practice: 0–25 years (2015)
- Keeping Children Safe in Education (KCSIE) 2025
- Working Together to Safeguard Children – current guidance
- Education Act 2002
- Mental Health and Behaviour in Schools (DfE guidance)
- Alternative Provision Statutory Guidance for Local Authorities
- Data Protection Act 2018 and UK GDPR

The Academy also works in alignment with Kings Academy Trust policies and procedures where applicable.

#### **4. Ofsted Education Inspection Framework Alignment**

This policy supports the Academy’s delivery against the EIF by ensuring:

- A curriculum that is ambitious, inclusive and adapted to meet individual needs
- A strong culture of safeguarding and student welfare
- Effective identification and removal of barriers to learning
- High expectations for behaviour, attendance and personal development
- Positive outcomes and reintegration pathways for students

#### **5. Supporting Students with SEND**

##### **5.1 Commitment to Inclusion**

Arbour Academy welcomes students from diverse backgrounds and is committed to inclusive practice. Students are admitted fairly and lawfully, without discrimination, and disability is never a barrier to access. The Academy makes anticipatory and individualised reasonable adjustments to enable students with SEND to access education on an equal basis.

##### **5.2 Identification and Support**

- SEND needs are identified through referral information, assessment and ongoing monitoring
- Students may have diagnosed or emerging needs, including hidden disabilities
- Support plans are reviewed regularly and adapted as needs change

##### **5.3 Reasonable Adjustments**

Reasonable adjustments may include, but are not limited to:

- Adapted teaching approaches and differentiated curriculum pathways
- Modified timetables or phased integration
- Adjustments to assessment conditions
- Assistive technology or specialist resources

All adjustments are implemented in line with the Equality Act 2010 and SEND Code of Practice.

#### **6. Confidentiality and Information Sharing**

Information relating to students' SEND, health or personal circumstances is handled sensitively and lawfully.

- Information is shared on a need-to-know basis to support student welfare and learning
- Student and parental consent are sought where appropriate
- Records are managed in line with the Data Protection Act 2018 and UK GDPR

Where there is a safeguarding concern or risk of harm, information may be shared without consent in accordance with statutory safeguarding duties.

## **7. Emotional and Social Needs**

The Academy is committed to providing education free from bullying, harassment, discrimination or abuse.

- All forms of bullying, including cyberbullying, are taken seriously
- Students are supported to report concerns safely
- Staff promote positive relationships, mutual respect and restorative approaches

Concerns are managed in line with the Behaviour Policy and Safeguarding Policy, and overseen by the Designated Safeguarding Lead (DSL).

## **8. Mental Health and Psychological Wellbeing**

The Academy recognises that many students in AP experience mental health and emotional wellbeing challenges.

- A trauma-informed, non-judgemental approach is adopted
- Students are encouraged to discuss concerns with trusted staff
- Early intervention and pastoral support are prioritised

Where appropriate:

- Referrals to external agencies may be made
- Temporary adjustments to learning or attendance may be agreed
- Reintegration and recovery planning is undertaken collaboratively

All decisions are made in the best interests of the student, with safeguarding as the overriding priority.

## **9. Mitigating Circumstances**

Mitigating circumstances are defined as significant, unforeseen events that may impact a student's ability to engage with learning, attendance or assessment.

These may include:

- Serious illness or mental health crisis
- Bereavement or family disruption
- Safeguarding concerns

The Academy will:

- Consider individual circumstances sensitively
- Request appropriate evidence where necessary
- Implement reasonable support measures or adjustments
- Ensure decisions are recorded and reviewed

Any assessment-related decisions align with awarding body requirements where applicable.

## **10. Safeguarding**

Safeguarding is central to all aspects of this policy.

- All staff have a duty to safeguard and promote student welfare
- Concerns are reported immediately to the DSL
- Procedures follow KCSIE and Working Together to Safeguard Children

## **11. Monitoring and Review**

- This policy is reviewed annually
- Updates are made in response to legislative, statutory or inspection changes
- Staff receive training appropriate to their role