SUPPORT TO LEARN POLICY

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Version	v1.0
Effective from	1 September 2026
Applies to	All team members across all Pinc College
Policy owner	Chief Student Experience Officer
Next review	Summer 2027

Introduction

Pinc College is committed to providing a holistic education of the highest quality. This policy is underpinned by the Pinc College Values, culture and methodology, which place the individual at the centre of everything we do.

Our College Values

Individual
"We celebrate everyone"

Inclusive
"We value and support everyone"

Innovative
"We believe in the power to change"

We foster a culture that is:

- Respectful
- Responsible
- Safe
- Kind

The principles of the Pinc Methodology apply equally to students and Team Members in everything we do. Our methodology recognises that every individual has unique strengths, experiences and needs, and that wellbeing is fundamental to learning, engagement and future success.

Purpose of this Policy

The purpose of this policy is to ensure that all students can access learning and achieve their potential through appropriate support, reasonable adjustments, trauma-informed practice and proactive responses to wellbeing needs.

Pinc College is committed to removing barriers to participation and learning and creating environments in which students feel safe, understood, respected and empowered.

This policy outlines:

- The support available to students.
- The principles that guide our practice.
- Roles and responsibilities of Team Members.
- Circumstances in which additional support procedures may be implemented.
- How the College responds when communication, interaction, wellbeing or emotional regulation significantly impacts learning and participation.

Policy Intent and Scope

Students accessing Pinc College must be free from discrimination and able to participate fully in college life.

Students will be supported to achieve their potential within environments that minimise disadvantage, remove barriers and actively promote inclusion. The College recognises that communication and interaction which may appear challenging are often expressions of an unmet need and should be understood within the context of the individual.

Pinc College supports students to develop the knowledge, skills and confidence required to progress successfully into adulthood and make meaningful contributions within their communities.

The College recognises its responsibility to respond appropriately when students display signs of:

- Unmet needs
- Dysregulation
- A need for co-regulation
- Emotional distress
- Crisis
- Communication or interaction that presents challenges to themselves or others

Pinc College believes that all communication has meaning and that behaviours, presentation, withdrawal, distress or dysregulation are often indicators of an unmet need. Our response will always prioritise understanding, support, dignity and inclusion.

This policy promotes positive attitudes towards students and reflects the College's commitment to trauma-informed practice. It establishes the procedures and support available to students and Team Members when a student becomes dysregulated or presents a risk to themselves and/or others.

Pinc College has a duty of care to respond appropriately to situations where there are significant concerns regarding a student's wellbeing, mental health or physical functioning and where these concerns impact upon the individual, other students or the wider College community.

The College embraces the social model of disability and seeks to remove barriers that may arise as a result of disability, learning difficulties or additional needs, promoting inclusion, participation and independence.

Legal and Regulatory Framework

This policy should be read alongside:

- Equality Act 2010
- Children and Families Act 2014
- SEND Code of Practice: 0-25 Years (2015)
- Working Together to Safeguard Children
- Keeping Children Safe in Education (where applicable)
- Human Rights Act 1998
- Care Act 2014 (where applicable)

This policy should also be read alongside the following Pinc College policies and procedures:

- SEND Policy
- Safeguarding Policy
- Admissions and Accessibility Policy
- Equality, Diversity and Inclusion Policy
- Student Experience Procedures

Inclusion by Design

Pinc College campuses are based within museums, art galleries and other cultural and heritage venues. These environments provide calm, inspiring spaces that support wellbeing, creativity and engagement.

Students are supported by highly trained Team Members to develop independence, confidence and the skills required to become active members of their communities both during and beyond their college experience.

Pinc College recognises that inclusion is most effective when it is designed into every aspect of the student experience rather than added as an adjustment. Through the Pinc Methodology, environments, resources, communication and learning experiences are planned with accessibility, participation and belonging in mind from the outset.

Student voice is central to individual planning and support arrangements, ensuring students are active participants in decisions affecting their education and wellbeing.

The College adopts a non-judgemental, sensitive and consistent approach when responding to students' needs. Team Members utilise universal strategies, individual student profiles and established relationships to identify and remove barriers to participation.

Pinc College is committed to restorative approaches that promote understanding, strengthen relationships and actively challenge discrimination, prejudice and exclusion.

The College works closely with families, carers, professionals and external agencies, recognising that collaborative working promotes the best outcomes for students.

All Team Members receive trauma-informed practice training during induction and through ongoing professional development. Individual support plans and student profiles are reviewed regularly to ensure strategies remain effective, relevant and person-centred.

Principles of Support

Pinc College is committed to:

- Supporting students with disabilities and additional learning needs through effective and personalised support.
- Identifying and implementing reasonable adjustments where appropriate.
- Promoting participation, engagement and achievement through inclusive practice.
- Preventing situations from escalating through proactive support and early intervention.

- Using universal strategies and positive relationships to understand student communication and interaction.
- Working collaboratively with students, families, carers and external professionals.
- Supporting Team Members to understand the limits of their role and when specialist advice or referral is required.
- Ensuring appropriate support for students affected by incidents involving peers.
- Maintaining accurate records that support reflection, accountability and continuous improvement.
- Preparing students for adulthood through the development of independence, self-advocacy and emotional regulation skills.

Informing Our Practice

This policy will be communicated to students, Team Members, families, carers and relevant stakeholders through:

- Team Member induction and onboarding.
- Student induction programmes.
- Mandatory training.
- College communications.
- Campus-based information and displays.
- Continuous professional development.

Pinc College promotes understanding of student profiles, strengths, needs and support strategies throughout all areas of College life.

Following the Pinc Methodology, the College seeks to support all students to engage successfully with learning and personal development.

There may be occasions where communication, interaction or wellbeing requires additional review.

Examples include:

- Communication or interaction that adversely impacts others within the learning environment.
- Use of discriminatory, hateful or marginalising language.
- Communication or interaction that significantly prevents the student from accessing learning.
- Sudden or significant changes in behaviour, communication or presentation.
- Sustained disengagement from learning.
- Symptoms that may indicate psychosis or severe mental health difficulties.
- Significant deterioration in emotional wellbeing requiring enhanced risk management.

- Concerns regarding safety, safeguarding or vulnerability.

Where concerns arise, Team Members must complete Student Experience records that are:

- Objective
- Strengths-based
- Trauma-informed
- Non-judgemental
- Accurate and timely

Records should include:

- Context and circumstances.
- Student voice.
- Universal strategies used.
- Reasonable adjustments implemented.
- Outcomes observed.
- Agreed next steps.

Records will be reviewed through collaborative campus-based meetings to identify emerging themes, evaluate support and inform future decision-making.

Support to Learn Procedure

Support to Learn is an individualised process aligned with trauma-informed practice, restorative approaches and the Pinc Methodology.

The primary aim is to prevent the need for this process through Campus Teams consistently implementing universal strategies, reasonable adjustments and trauma-informed practice.

The procedure may be initiated where:

- Concerns have been consistently documented.
- Universal strategies have been implemented and reviewed.
- Engagement, communication or wellbeing continues to be significantly impacted.
- Additional planning, coordination or intervention is required.

The process will normally include:

1. Review

A review of Student Experience records, support strategies and current provision.

2. Student Voice

Discussion with the student to understand their experiences, perspectives and preferences.

3. Collaborative Consultation

Consultation with families, carers and external professionals where appropriate.

4. Review of Adjustments

Consideration of current reasonable adjustments and whether additional measures are required.

5. Identification of Barriers

Identification of barriers affecting engagement, participation, wellbeing or progress.

6. Personalised Planning

Development of a personalised Support to Learn Plan incorporating strengths, support strategies and desired outcomes.

7. Agreed Outcomes

Agreement of goals, responsibilities and review arrangements.

8. Ongoing Review

Regular evaluation of progress, effectiveness of strategies and any required amendments.

The purpose of Support to Learn is to identify unmet needs, remove barriers and strengthen support. It is not a disciplinary process and should never be used as a punitive measure.

Attendance and Engagement

Pinc College recognises that attendance is an important factor in supporting positive educational, social and personal outcomes. The College therefore works towards a goal of 100% attendance for all students wherever possible.

As a specialist college, we recognise that attendance must be considered within the context of each student's individual strengths, needs, circumstances and barriers to learning. A reduction in attendance may indicate an unmet need, changes in wellbeing, anxiety, health factors, environmental barriers or other challenges affecting a student's ability to engage.

In line with the Pinc Methodology, attendance concerns will be approached through a supportive, curiosity-led and trauma-informed lens rather than a punitive one.

Where attendance patterns indicate concern, the College will:

- Seek to understand the reasons for reduced attendance.
- Review any identified barriers to engagement.
- Consider whether reasonable adjustments remain appropriate and effective.
- Consult with the student, families, carers and relevant professionals where appropriate.
- Review existing support plans and Student Experience records.
- Identify any unmet needs that may be impacting attendance.
- Consider whether a Support to Learn review should be initiated.

Attendance will be monitored as part of the College's wider approach to wellbeing, engagement and student success. Attendance data will be considered alongside participation, communication, emotional wellbeing, progress and individual circumstances.

Where attendance falls below expected levels, a personalised and proportionate response will be developed, recognising that students may require different pathways and levels of support to achieve successful engagement.

The aim of any attendance review is to remove barriers, strengthen support and promote sustained engagement, enabling students to access learning and achieve their individual goals. Attendance reviews under this policy are not disciplinary processes and will remain focused on understanding, inclusion and positive outcomes for students.

Definitions and Glossary

Unmet Need

A need that has not yet been identified, understood or effectively supported and which may impact a student's wellbeing, engagement or participation.

Dysregulation

A temporary difficulty managing emotions, sensory experiences, behaviour or responses, resulting in reduced ability to engage effectively.

Co-regulation

Support provided by trusted adults who help a student regain a sense of emotional safety and return to a regulated state.

Distress

An emotional state involving heightened anxiety, worry, frustration, fear or emotional discomfort.

Crisis

A situation in which a student's emotional, mental or physical wellbeing presents an immediate risk to themselves or others and requires urgent intervention.

Trauma-Informed Practice

An approach that recognises the impact of trauma and seeks to create emotionally safe environments through understanding, consistency, empathy and relational support.

Universal Strategies

The everyday approaches and reasonable adjustments delivered by Pinc College Team Members, detailed within the Campus Handbook and SEND resources.

Head of College

The senior leader responsible for overall implementation, monitoring and effectiveness of this policy.

Head of Programmes

The senior leader responsible for oversight of student support arrangements and programme delivery.

Assistant Head of Programmes (DSL/DSP)

The designated safeguarding and wellbeing lead responsible for coordinating safeguarding and wellbeing responses and liaison with external agencies.

Responsibilities

Head of College

Responsible for:

- Ensuring implementation of this policy.
- Monitoring effectiveness and compliance.
- Ensuring appropriate resources and training are available.
- Reporting significant themes and concerns to Governors and senior leaders.

Head of Programmes

Responsible for:

- Oversight of student support arrangements.
- Quality assurance of support planning.
- Monitoring attendance, engagement and outcomes.
- Coordinating multi-disciplinary support where required.
- Oversight of safeguarding and wellbeing responses.

Assistant Head of Programmes (DSL/DSP)

Responsible for:

- Coordinating safeguarding and wellbeing responses.
- Leading crisis responses where appropriate.
- Liaising with families, carers and external agencies.
- Advising Team Members on complex student situations.

Campus Teams

Responsible for:

- Implementing universal strategies.
- Building positive relationships with students.
- Maintaining accurate and timely records.
- Escalating concerns appropriately.

- Participating in reviews and support planning.

Students

Students are encouraged to:

- Engage with support offered.
- Share their views and experiences.
- Participate in support planning.
- Treat others with kindness, respect and understanding.

Monitoring and Review

The effectiveness of this policy will be monitored through:

- Attendance and engagement information.
- Student progress and achievement data.
- Support to Learn reviews.
- Safeguarding and wellbeing records.
- Student feedback.
- Family and carer feedback.
- Team feedback and reflective practice.
- Internal quality assurance processes.

Findings from monitoring activities will be used to inform continuous improvement across College practice, training and policy development.

This policy will be formally reviewed every two years, or sooner where legislative, regulatory or organisational changes require review.

Related Policies and Procedures

- Support to Learn Flow
- Admissions and Accessibility Policy
- SEND Policy
- Equality, Diversity and Inclusion Policy
- Safeguarding Policy
- Student Experience Procedures
- Positive Risk Management Procedures