Student Support and Wellbeing Policy

Document type	Policy
Policy Owner	Director of Student Experience
Administering entity	Chief Operating Officer, Dean, Director of Student Experience, Registrar Programme Directors
Approval authority	Academic Board and Board of Directors
Status	Approved — 28 October 2026
Supersedes	Student Support Policy (approved 26 April 2023); Student Disability Policy (approved 26 April 2023)
Initial approval date	28 October 2026
Indicative time of review	Three years from approval
Supporting procedure	Reasonable Adjustments Procedure

PART A — PURPOSE, SCOPE AND PRINCIPLES

1. Purpose

a. SP Jain London School of Management (the School) considers that a positive student experience and appropriate support for students are central to successful study outcomes. That support includes learning resources, careers guidance, physical resources such as study space, a safe environment, support for wellbeing, and the removal of barriers faced by disabled students.

b. This Policy describes the nature and scope of the support available to students, sets out the School's obligations, and explains the processes, mechanisms and services designed for a diverse cohort of students to enable progression, achievement of learning outcomes and, ultimately, student success.

c. This Policy also articulates the School's commitment to providing a supportive and inclusive environment for disabled students, and to complying with its legal responsibilities under the Equality Act 2010. It is based on the principle that all students should be able to access the support they need to have an equal opportunity to demonstrate their full academic potential.

d. The policy also sets out the School's approach to students in distress, to students who may be vulnerable to radicalisation under the Prevent Duty, and to the support available to students who have experienced harassment, sexual misconduct or domestic abuse.

2. Scope

a. Parts A, B, C and E of this Policy apply to all enrolled students at the School.

b. Part D, and the Reasonable Adjustments Procedure which sits beneath it, apply to all enrolled students and to applicants to the School. Early identification of adjustments before enrolment is in the interests of both the student and the School.

c. This Policy describes what the School provides. Where a concern arises that a student may not be able to engage with or complete their studies, the Support to Study Policy and Procedure sets out what happens next. This Policy is not a mechanism for requiring a student to interrupt or leave their studies.

3. Policy principles

a. The School is committed to the provision of timely and targeted support for all students, to enable a positive learning experience, the development of knowledge and skills including language skills, and personal wellbeing.

b. The School recognises its obligations to provide a range of student support services as a registered higher education provider in England.

c. The School promotes a positive environment in which students have the opportunity to thrive and become independent learners.

d. The School is committed to ensuring that all students, regardless of educational background, entry pathway or mode of study, have equivalent opportunities to transition successfully and progress in their programme, and to maintaining mechanisms to identify the specific learning and support needs of all students.

e. The School is committed to the ongoing resourcing and improvement of support services that acknowledge the academic, personal, cultural, technical and language needs of all its students.

f. The School is committed to inclusive design. It seeks to anticipate and remove barriers to learning at the point of curriculum, assessment and service design, rather than relying on individual adjustments after the fact, and engages in a continuous improvement cycle promoting inclusive practice.

g. The School is committed to supporting students who may be vulnerable to radicalisation, in line with the Prevent Duty and as set out in the Prevent Policy and the Support to Study Policy and Procedure.

h. The School provides support to students who have experienced harassment, sexual misconduct or sexual violence, in line with the conditions of registration set by the Office for Students.

PART B — SCOPE OF SERVICES

4. Services across the student lifecycle

a. The School has designed its approach to student support in line with the student lifecycle, from admission through to graduation. Services are described below. The procedures for each service, and the mechanisms for their implementation, are set out in the Student Handbook, on the

School's website, on the Virtual Learning Environment (VLE) and in the related policies listed in section 18.

Orientation and induction

i. In the week preceding the commencement of classes, the Director of Student Experience and Registrar will organise orientation and induction for all new students. The aim is to ensure a smooth transition into study at the School and to begin building a community within the cohort.

ii. Alongside orientation with the academic team and cohort-building activities, these sessions build on information provided as part of the offer process, covering academic and library resources and access, IT services, campus safety information, international student services, and language and personal support services. They also cover the academic programmes and the academic support available.

iii. Students will be provided with information setting out student responsibilities and the Student Code of Conduct, including expectations of behaviour, academic integrity, academic progress and attendance.

iv. Students will have the opportunity to meet staff from the Library, Facilities, IT and the Student Experience team, and to ask questions about what to expect while studying at the School. Each student will be given a Student Handbook at orientation.

v. Orientation will include information on how to disclose a disability and how to request reasonable adjustments, for the benefit of students who did not disclose during admission.

International student services

i. The School recognises the particular challenges facing international students and is committed to providing clear, supportive and accessible services through a central point of contact for international students.

ii. Before and during orientation, all international students will be given information about the School and about living in the UK, including geography, culture, lifestyle, currency, housing, visas, finances, local laws and customs, and insurance, to support a successful transition.

Learning resources

i. The School's learning resources are predominantly online and e-resources include business-relevant databases, online journals and newswires.

ii. There is a small on-campus library where students can undertake quiet private study or group study, and access materials and printing facilities.

iii. The School will aim to:

- develop and deliver customer-focused services that support the achievement of learning and teaching objectives and of student learning outcomes;
- provide access to local and external learning resources for all users, to support programme delivery and academic scholarship;
- provide a wide range of scholarly electronic library resources while maintaining appropriate print collections;
- widen and facilitate access to scholarly information for all students and staff; and

- assist students with a range of learning resource services, including support in accessible formats where required.

iv. Further information is available in the Library Resources Collection Development Policy.

Information technology support

i. The School uses a student virtual learning environment that:

- supports remote and mobile access, threaded discussion boards, blogs and simulations;
- provides technology to enable online academic support;
- provides the facility for online feedback surveys;
- enables automatic marking of attendance, submission, and logging of requests for leave of absence from webinars;
- provides integrated anti-plagiarism services;
- provides online and remote access to the School's e-libraries; and
- enables video recording of webinar class sessions.

ii. Students also have access to Microsoft 365, to JMP SAS for analytics, and to various simulation tools. Assistive technology available through Microsoft 365 and other School systems will be made known to students at orientation.

iii. The School will provide a robust, reliable and secure IT infrastructure and support services. It recognises the privacy of students' files and communications, but reserves the right to examine files and directories where necessary, particularly where there is evidence of compromised security or prohibited activity, in order to protect the integrity of the School.

iv. The Acceptable Use of IT Policy sets out the requirements for protecting the security of the IT system, and is supplemented by guidance on staying safe online.

Pastoral support

i. Pastoral support and general welfare advice is provided by the Student Experience team. Students are encouraged to seek advice and support on a personal basis at any point during their studies.

Careers advice, internships and employability

i. The School's programmes are designed to support employability, with employability skills embedded in the curriculum and a career readiness programme offered alongside.

ii. Careers team will help students obtain information about specific careers and post-study professional opportunities, will provide information and support for on-campus recruiting, and will offer local advice and contacts to help students make career connections. Professional readiness teams will assist with career planning, CV writing and interview technique.

iii. The Internship and Corporate Relations team will also help students to secure internships and will support them to find an appropriate role. It remains the student's responsibility to secure their internship.

iv. Where a student has a disability, the Internship and Corporate Relations team will work with the Student Experience team on adjustments relating to recruitment processes and to the internship itself, as set out in the Reasonable Adjustments Procedure.

The Student Experience team

i. The team provides general advice and welfare support, wellbeing support, disability support, and access to more specialist services as appropriate. The team is also responsible for proactively managing the student experience, including leading on Global Learning.

ii. Students are encouraged to seek advice and support on a personal and individual basis as required during their time at the School. The team will work closely with academic, administrative and support staff to help resolve issues that might impede student progression or enjoyment of the School experience.

iii. Student Experience staff will support students who may be vulnerable to radicalisation, and will handle concerns raised by staff or students sensitively, in line with the Prevent Policy.

iv. Students who are the victim of sexual violence, or of sexual or other harassment, can seek support from the Student Experience team, whether the alleged perpetrator is a student or is external to the School. The team will provide information about external agencies and will support students to access them or to contact the police. The team will also advise on internal procedures such as applying for mitigating circumstances or making a complaint.

PART C — WELLBEING, COUNSELLING AND STUDENTS IN DISTRESS

5. Counselling and mental health support

a. The School contracts an external counselling service for students needing additional support, accessed through the Student Experience team.

b. The Student Experience team will also signpost students to other sources of help through links with local services, and will provide information about NHS registration and access to primary care, which is particularly important for international students.

c. The School supports the mental health and wellbeing of its student body through a range of educational and support initiatives, and encourages students to seek support early.

6. Faith support

a. The Student Experience team will provide information about provision for different faiths within the community, and can provide general welfare advice to students with issues related to their faith.

7. Financial support

a. The School provides bursaries and hardship funds. These are available to some UK students who meet the criteria relating to low household income, and to care-experienced students. The School also provides bursaries for travel and living costs for these students, and for others who may not otherwise be able to take up a year abroad at an SP Jain Global campus.

b. The criteria and application process for bursaries and the hardship fund are published on the School's website.

c. The Student Experience team can explain the process for claiming Disabled Students' Allowance (DSA) to students who may be eligible, as set out in Part D.

8. Identifying students who may need additional support

a. The School maintains a range of mechanisms to identify students who may be at risk of not progressing, as set out in the Support to Study Policy and Procedure. That document explains how the School proactively monitors engagement and how it supports students who require additional learning, personal or wellbeing support, including students in mental distress.

b. The Support to Study Policy and Procedure also sets out how the School supports students who have experienced harassment, sexual misconduct or domestic abuse, and how it identifies and responds to students who may be at risk of radicalisation under the Prevent Duty.

c. Attendance and engagement monitoring, which feeds the first stage of that pathway, is governed by the Attendance Monitoring Policy.

PART D — DISABILITY, INCLUSION AND REASONABLE ADJUSTMENTS

9. Commitment

a. The School is committed to:

   i. ensuring that disabled students feel supported, and that any barriers to their learning are identified and understood and that reasonable adjustments are in place to reduce their impact;

   ii. ensuring that its environment is inclusive, and engaging in a continuous improvement cycle promoting inclusive practice; and

   iii. anticipating the needs of disabled students in the design of curricula, assessment, facilities and services, rather than responding only once an individual student encounters a barrier.

b. This Part applies to enrolled students and to applicants, as set out in section 2(b).

10. Legal framework and definitions

a. The Equality Act 2010 consolidates previous equality legislation in respect of nine protected characteristics, including disability. The Act sets out the types of discrimination which, in the context of disability, include direct discrimination, discrimination arising from disability, indirect discrimination, harassment, victimisation, and failure to make a reasonable adjustment.

b. Discrimination includes:

   i. **direct discrimination** — treating a disabled student less favourably than other students;

   ii. **discrimination arising from disability** — treating a disabled student unfavourably because of something arising in consequence of their disability, unless the treatment is a proportionate means of achieving a legitimate aim;

   iii. **indirect discrimination** — applying to a disabled student a provision, criterion or practice which puts that student at a particular disadvantage compared with students who do not have the disability, where the School cannot show it to be a proportionate means of achieving a legitimate aim;

iv. **harassment** — unwanted conduct related to disability which has the purpose or effect of violating a student's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment; and

v. **victimisation** — treating a student badly because they have made or supported a complaint about discrimination.

c. The Act defines disability as a physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities. Disability covers a wide range of physical and mental impairments, which may co-occur and which may or may not be visible. This includes, but is not limited to: physical and sensory impairments; mental health conditions; specific learning difficulties including dyslexia; autism and other forms of neurodivergence; medical conditions; severe disfigurement; progressive conditions; HIV infection; cancer; and multiple sclerosis. "Long-term" means that the effect has lasted at least 12 months, is likely to last at least 12 months, or is likely to last for the rest of the person's life.

d. A student does not need to describe themselves as disabled, or to have a formal diagnosis, in order to be entitled to the protection of the Act or to request adjustments from the School.

11. Disclosure

a. The School encourages students to disclose a disability at any point during the application process, or as soon as possible after enrolment, so that needs can be assessed and reasonable adjustments arranged at the earliest opportunity. There is no legal obligation on a student to disclose, and the School is committed to providing an open, welcoming and supportive environment in which students feel comfortable disclosing information about the support they need.

b. A student may disclose at any time during their studies, including part-way through a programme and including in relation to a condition acquired or diagnosed after enrolment.

c. Disclosures and requests for reasonable adjustments should be made to the Student Experience team. The process is set out in the Reasonable Adjustments Procedure, in the School's admissions information and in the Student Handbook.

d. A student may disclose in confidence to any member of staff. Where that member of staff is not a member of the Student Experience team, they should ask the student's permission to refer them to the team for support.

e. Where a student does not wish information about their disability to be shared, or does not give permission for the Student Experience team to be informed, the student should be made aware that this may limit the advice and support the School is able to provide. The School will explain specifically what support may not be available, so that the student can make an informed decision.

f. Information about a student's disability is special category personal data. It will be shared only with those who need it in order to implement agreed adjustments, and normally with the student's consent. The Data Protection Policy applies.

12. Reasonable adjustments

a. The duty to make reasonable adjustments is a key feature of the Equality Act 2010 and applies where a disabled person is placed at a substantial disadvantage in comparison with people who

are not disabled. The School will make reasonable adjustments where it knows, or could reasonably be expected to know, that a student is disabled. The duty is anticipatory: it is not triggered only by an individual request.

b. Where a provision, criterion or practice puts a disabled student at a substantial disadvantage compared with other students, the School will take such steps as are reasonable to avoid that disadvantage. Adjustments may include:

   i. **changes to procedures or practices** — for example, permitting the recording of lectures so that a student who is partially sighted or blind does not have to take notes while listening;

   ii. **changes to the way learners are assessed** — for example, individual adjustments based on need, use of assistive technology, alternative formats, or additional time;

   iii. **the provision of extra support and aids** — for example, training in the use of voice-assisted and other accessible features available in the School's software; and

   iv. **adjustments to the physical environment**, to timetabling, or to the way information is provided.

c. The School will make reasonable adjustments to the implementation or assessment of a competence standard to enable a disabled student to demonstrate that they have attained the standard required. The competence standard itself is not subject to adjustment.

d. Reasonable adjustments will be recorded in an **Individual Learning Support Plan (ILSP)**, drawn up by Student Experience staff and circulated to the Programme Director for appropriate dissemination. The Reasonable Adjustments Procedure sets out the timescales for producing, implementing and reviewing an ILSP, the evidence required, and what a student can do if a requested adjustment is not agreed.

e. The cost of an adjustment is one factor in assessing what is reasonable, but the School will not treat cost alone as determinative, and will record the factors considered in any decision that an adjustment is not reasonable.

13. Disabled Students' Allowance

a. In addition to adjustments the School makes within its existing resources, the School will support eligible students to apply for Disabled Students' Allowance (DSA), which is generally available only to home undergraduate students who meet the relevant criteria. The Student Experience team can explain the application process.

b. For students who are not eligible for DSA, the School will provide support from the software and other resources available to it. A student's ineligibility for DSA does not reduce the School's duty to make reasonable adjustments.

14. Relationship with other policies

a. Whenever the School applies any of its policies or procedures to or for a disabled student, it will consider adjusting that policy or procedure to remove any disadvantage to the student. This applies to admissions, assessment, attendance monitoring, complaints, discipline and the Support to Study pathway alike.

b. Mitigating circumstances. The Mitigating Circumstances Policy describes how a student may apply for an extension to an assessment deadline, or a deferral, due to unexpected and exceptional events. A disabled student should not need to use that procedure in order to be assessed on a level playing field with their peers; that is the function of reasonable adjustments. A disabled student may nevertheless use the Mitigating Circumstances Policy where:

    i. they experience an acute episode or worsening of their condition, meaning that the reasonable adjustments in place are no longer sufficient; or

    ii. there was a shortcoming or failure in the support arrangements, or arrangements were not implemented in time.

c. Where a disabled student applies for an extension under the Mitigating Circumstances Policy, the School will exercise discretion and flexibility in applying that procedure — for example, by not insisting on medical evidence relating to a condition of which the School is already aware.

d. Complaints. The Student Complaints Policy and Procedure describes how the School deals with complaints about something the School or a member of staff has done or failed to do. A student who wishes to complain about how the School has dealt with a disability-related issue should use that procedure. An applicant should complain under the procedure set out in the Admissions Policy. The Reasonable Adjustments Procedure sets out an internal review stage which should normally be used before a formal complaint.

e. Support to Study. The Support to Study Policy and Procedure explains what the School does where there are concerns that a student may not be able to engage with or complete their studies, including where the student may not recognise the difficulty themselves. Reasonable adjustments must be identified and, where accepted, implemented before any escalation under that policy is considered.

f. Conduct and discipline. A disabled student may breach the Student Code of Conduct for reasons entirely unrelated to their disability. In such cases the School will take disciplinary action as it would for any other student, while considering whether reasonable adjustments should be made to the disciplinary procedure itself and how best to support the student through it.

g. Where a student displays behaviour as a consequence of their impairment which causes disruption or offence to other students or staff, care will be taken to explain to the student why the behaviour is causing disruption or offence. The School will provide mediation or conciliation between the student and those affected where appropriate. Where the behaviour continues to be unacceptable, action will be taken under the Support to Study Policy and Procedure or the Student Disciplinary Procedure, applying the routing set out in section 5 of the Support to Study Policy and Procedure.

PART E — INFORMATION, TRAINING AND MONITORING

15. Information for students

a. The procedures relating to each service, and the mechanisms for their implementation, are set out in detail in a range of sources available to students and staff, including related policies, on-campus information, the Student Handbook, the School's website and the VLE.

b. Information about support services will be provided in accessible formats on request.

16. Staff training

a. All staff will be provided with training on how the School supports its students and on the resources available, including training on how to signpost students to further sources of support.

b. All staff will receive training on the Equality Act 2010 duties relevant to their role, on inclusive practice, and on responding appropriately to a disclosure of disability.

17. Monitoring and evaluation

a. The provision of learning resources and student support services, including disability and wellbeing support, will be monitored at least annually by the Learning and Teaching Committee. Each service will produce an annual report to the Committee outlining how it has contributed to a positive student experience, analysing the support provided and identifying areas for improvement. Each report will include:

- how the service meets the vision and mission of the School;
- how the service supports programme requirements;
- the numbers using the service;
- responses to feedback received from surveys, from the Student Council or otherwise;
- how the service is meeting the needs of students, particularly those who face barriers to progression;
- how the service supports equality, diversity and inclusion;
- any needs which are emerging or which were not provided for;
- an assessment of the sufficiency of the resources available; and
- an assessment of any complaints or issues concerning the service.

b. The annual report of the Student Experience team will additionally include the number of students with an Individual Learning Support Plan, the time taken to put plans in place, the number of requested adjustments not agreed and the reasons, and any themes emerging from internal reviews under the Reasonable Adjustments Procedure.

c. The Committee will consider each report. Where weaknesses or unmet needs are identified, action will be included in the Learning and Teaching Enhancement Plan, which is approved and tracked by Academic Board, including any need for additional resources.

18. Prevent: extremism and radicalisation

a. The School is required to have due regard to the need to prevent people from being drawn into terrorism (the Prevent Duty). Staff are trained on the duty and on the behaviours which might cause concern. Guidance for staff is at Appendix 2.

b. Staff should report any concern that a student may be being radicalised or drawn into extremism or terrorism, and should keep a careful record of what prompted the concern. Concerns raised by other students should also be reported.

c. Concerns will be assessed by the Prevent Group within the School and, where appropriate, a referral will be made in accordance with the Information Sharing Protocol. Staff should not report concerns externally, but should report them to the Prevent Lead for consideration. No action will be taken before confidential advice has been received.

d. The School's Prevent Policy applies in full.

19. Related policies and procedures

- Reasonable Adjustments Procedure
- Support to Study Policy and Procedure
- Attendance Monitoring Policy
- Mitigating Circumstances Policy
- Student Complaints Policy and Procedure
- Admissions Policy
- Student Code of Conduct and Student Disciplinary Procedure
- Academic Regulations
- Prevent Policy
- Library Resources Collection Development Policy
- Acceptable Use of IT Policy
- Student Learning Analytics Policy
- Data Protection Policy