



Name of Policy:	Fitness to Study
Last Approved:	July 2024
Approved By:	Standards Committee
Consultation	Guidance Team, Additional Learning Support, Safeguarding & Wellbeing
SLT Owner:	Assistant Principal – Student Experience

1. Policy Statement

Long Road Sixth Form College is committed to supporting all who work and learn here. We aim to foster an inclusive community where all students are recognised as individuals in their own right and given equal opportunity to participate in college life.

We prioritise removing barriers to participation. We pride ourselves on the support and flexibility that we are able to offer in order to meet students' needs. For students with learning needs, medical conditions and disabilities, we will make all reasonable adjustments so that barriers are removed to enable academic success.

We recognise the important of health and wellbeing in relation to both students' academic progress and their wider experience of college life. In the context of this policy, health and wellbeing refers to the physical, mental and emotional health, attitudes, behaviours and lifestyles that enables our students to meet the academic, social and emotional demands of college life.

We will make best endeavours to support students through periods of ill health both mental and physical (which may be short or long term), reviewing programmes of study and putting in place appropriate support to help them maintain progress towards their learning goals. We expect students to take a proactive part in the process by managing their own health and wellbeing and engaging in any support put in place to help them achieve their academic potential.

We take seriously our duty to take all reasonable steps to ensure that students can complete their programme once they are enrolled.¹

We recognise that there may be occasions where the health and wellbeing of a student is such that, despite reasonable adjustments, they are not able to access or maintain progress on a suitable programme of study, or require support beyond the expertise or capacity that we can reasonably offer.

¹ 'Principles of funding learning', section 2, *Advice: funding regulations for post-16 provision 2024-2025*, ESFA, available at: <https://www.gov.uk/government/publications/advice-funding-regulations-for-post-16-provision/advice-funding-regulations-for-post-16-provision-2024-to-2025#principles-and-conditions-of-funding>

This policy sets out the procedure through which the college will ascertain Fitness to Study and the processes through which reasonable adjustments and/or support measures will be identified, monitored and evaluated.

2. Related Policies

The policy should be read in combination with the following related policies:

- Attendance Policy
- Admissions Policy
- Equality, Diversity & Inclusion Policy
- Academic Support Policy
- Student Code of Conduct

3. Definitions:

For the purposes of this policy, we use the following definitions:

3.1 Fitness to Study

Students must be able to benefit from the programme of study and pursue their studies for the required period with a reasonable chance of progression.

Students must be able to function independently in academic, residential and community environments. As we recognise the needs of our students as individuals, we should not limit unreasonably the range of behaviours within this definition.

Students' mental or physical health needs should not unduly disrupt the learning and wider experience of others in the college community.

3.2 Reasonable adjustments

'Reasonable adjustments' under the Equality Act 2010 are practical measures taken to ensure that a student is not placed at a 'substantial disadvantage' due to a disability or learning difficulty.

The criteria for judging what is 'reasonable' includes consideration that proposed adjustments do not compromise academic standards, compliance with regulations set by the Education and Skills Funding Agency (ESFA), and the health and safety and relevant interests of others, including the college's duty of care to other students.

4. Policy Scope:

The policy applies to students currently enrolled or applying to study at Long Road. This includes:

- 16-18 years old applicants eligible for state funded places applying for a full-time programme of study;
- All students with an Education Health and Care plan (EHC) where Long Road is recorded as the preferred destination, providing the college has a suitable programme of study to meet the needs identified and the student meets the course entry criteria as described in the college Admissions Policy;
- All students currently enrolled at the college.

5. Purpose of the policy

This policy aims to provide students, parents/carers and staff with:

- a clear framework to guide decision-making regarding the management of significant health and wellbeing issues which may impact on academic progress;
- our procedure for ascertaining Fitness to Study (applicant or enrolled student);
- the process for putting in place and reviewing the efficacy of adjustments and support;
- the process followed when a student or applicant's health or wellbeing requires support beyond the expertise or capacity that can reasonably be offered at the college.

6. Fitness to Study

6.1 Applicants

Long Road welcomes applications from all students regardless of their support needs where they are deemed eligible according to our Admissions Policy.

Applicants will normally be expected to meet the academic entry criteria for their intended courses and programme of study. Entry criteria are in place in the interests of all members of the college, and so that students have the best chance possible of being successful in their studies. Where applicants do not meet these criteria, individual circumstances will be considered.

To ensure that applicants are ready to access and benefit from a full-time programme of study in the college environment, evidence of recent regular attendance at school or alternative educational provision would usually be expected (although individual circumstances will be considered).

All applicants are encouraged to disclose any physical or mental health condition, disability and/or learning need as part of their application. This disclosure will not prejudice any decision-making. It will be used to understand how best to support the student's future learning and what reasonable adjustments might be made.

If a complex or significant physical or mental health condition is disclosed further information may be sought from health professionals supporting the student in order that the most appropriate measures can be agreed.

In this case, the Head of Additional Learning Support supported where necessary by the DSL/DDSL may convene a Fitness to Study meeting with the student and family, external agencies and medical professionals to discuss details of the support available, the suitability of the programme of study, and any reasonable adjustments that the college can commit to making. Once a Support Plan is agreed, the Head of Additional Learning Support will circulate transition notes to college staff and put in place adjustments across the student's whole programme upon enrolment.

Occasionally it may be deemed appropriate for an applicant (who is otherwise qualified for a place at college) to have a phased entry onto their programme of study, or for their place to be deferred until the following academic year. In this situation, the Support Plan will include the requirement for

medical evidence to be provided prior to enrolment to demonstrate that the student is now able to access a suitable programme of study, as detailed in our Admissions Policy.

At this point, decisions about the applicant's Fitness to Study will necessarily be informed by evidence and advice from health professionals.

6.2 Fitness to Study – Enrolled Students

Our objective is to support students to remain on their programme of study and fulfil the requirements needed for successful completion of their courses.

If a student does not disclose a pre-existing health condition on application, it is unlikely that s/he will receive support or reasonable adjustments until the condition becomes apparent to a member of staff.

A student's Fitness to Study may be brought into question as the result of a wide range of circumstances, including, but not limited to:

- Poor attendance or lack of engagement which has caused concern among subject teachers and/or Progress Coach;
- Serious concerns about the student emerging from a third party (e.g. friend, parent or multi-agency partner);
- Changes in the student's disposition that indicate there is a need to address an underlying mental health issue, e.g. changes in mood or unusual behaviours;
- Behaviour (other than that dealt with within the remit of the Disciplinary Policy) which may be the result of an underlying physical or mental health problem;
- Instances where academic performance, physical behaviour or demeanour is not acceptable **and** is considered to be the result of an underlying physical or mental health problem;
- Self-disclosure.

Early disclosure is vital to enable staff to support students to maintain progress. We will ensure that there are multiple opportunities for students to disclose; all staff have a duty of care, and students may share information with any member of staff. Staff will then refer students to their Progress Coach in order to put a Support Plan in place.

As soon as a health condition is disclosed the college will seek to provide support - whether the condition is pre-existing or develops during study at the college.

7. Adjustments and Support

The following adjustments may be considered on an individual basis:

- During periods of illness and temporary absence and where beneficial to the student, it is reasonable for teaching staff to liaise with students via email and set in place a plan for temporary remote learning through online platforms and electronic resources (through MS Teams and the college VLE moodle).
- The Guidance team and Progress Coaches can provide general support for academic progress.
- The Additional Learning Support team (including Specialist Teachers and Learning Support Assistants) can provide 1:1 support, Study Skills sessions and support with specific learning needs.

- Students can access the services of the Safeguarding and Wellbeing team and signposted to other college and external resources.
- Help to catch up missed work can be arranged through curriculum departments, Progress Coaches and through the Additional Learning Support team.
- Arrangements can be made for supported and supervised study sessions.
- Access arrangements for exams and assessments (following assessment).

8. Limits to Support

We will use our best endeavours to support students when issues arise which make it difficult for them to meet the college's expectations of attendance and academic progress.

Whether medical conditions are raised before a student joins or whilst enrolled at the college, we will clearly communicate the extent of any flexibility that can be offered regarding academic progress (attendance, punctuality, assessment expectations) and the support (type, location and frequency) that would be required for the student to remain at college.

We will also be clear about the reasonable limits to the support that can be offered.

We recognise that physical and mental health conditions may be temporary or permanent, stable or prone to remission; rather than setting non-negotiable limits, professional judgement will be applied on an individual basis

However, when evaluating reasonable adjustments we will take into account the following:

- There is a correlation between academic success and engagement in classroom activity; long periods of absence or very poor attendance will impact on students' ability to complete their programme and thus make their studies untenable.
- Our courses are full-time and Schemes of Work are developed around on-site classroom activities that promote wider learning and skills development that cannot be fully achieved in isolation.
- Attendance is important for academic outcomes but also for the more holistic learning that develops from learning within a community of peers, as well as the development of key life and employability skills (see Attendance Policy).
- To be successful, students must prepare for assessment through completion of homework, coursework, and exam preparation. Where they fall significantly behind with coursework and/or homework deadlines (despite reasonable extensions being offered), there reaches a point where catching-up is no longer viable.
- As such, while it may be reasonable to be flexible with attendance on a temporary basis, a minimum level of overall attendance must be maintained to enable students the best chances of achieving. The specific expectations will be set depending on individual circumstances (see Appendix A).
- In addition, we are obliged to meet our duty of care to all students and comply with principles and regulations set by the Education Skills and Funding Agency.

9. Fitness to Study Framework

The Fitness to Study Framework provides a phased approach to supporting students where health conditions affect their studies. There are three Levels and this framework can be applied at interview or at any point after enrolment (see Appendix A). The objective at all stages of the process is to support the student to continue with their studies by identifying reasonable adjustments and putting in place an appropriate plan for support and action. The best interests of each student and their own views will be at the centre of discussion about their welfare and will be taken into account in any decision-making process.

All parties should be made aware of the level that has been reached in the Fitness to Study process (via ProMonitor and ProPortal) and the agreed Support Plan circulated.

9.1 Level 1 – Emerging Concerns – Risk to Engagement

When an emerging Fitness to Study concern has been raised that is impacting on a student's engagement (e.g. as evidenced through absences) the Progress Coach will meet with the student, with guidance where necessary from the Director of Student Care, Guidance & Progression and relevant teaching staff. The nature of the concern will be explained to the student, and provided with the opportunity to discuss any issues they feel are impacting on their progress.

The Progress Coach will provide information about relevant support within and external to the college, and with the student will agree a Support Plan with agreed actions and/or SMART objectives and schedule a follow-up meeting.

The meeting will be considered a developmental discussion: the goal of the meeting is for the student to respond positively and access the available support and, where appropriate modify their behaviour to meet expectations and maintain their progress.

The meeting will be recorded on ProMonitor, and the Level 1 Fitness to Study flagged. Details of the Support Plan will be circulated to relevant staff and parents/carer.

The Progress Coach will liaise with Additional Learning Support and with the Safeguarding & Wellbeing team to identify any other issues or barriers to learning and agree interventions.

Level 1 Fitness to Study cases and Support Plans will be reviewed by Progress Coaches and Directors in weekly Guidance Team meetings.

9.2 – Continuing Concerns – Risk to Progression

Where interventions put in place at Level 1 are not successful and there are increasing concerns about the student's progression, or new serious concerns about an individual's health, safety or wellbeing are raised, Level 2 may be considered.

The student is at **high risk of underachieving**, or not achieving some of their programme of study.

After collating feedback from the Progress Coach, teachers and other relevant staff, the Director will convene a meeting to discuss the impact that their health and/or behaviour is having on them and/or the wider college community. The Director (supported where appropriate by the DSL/DDSL or Safeguarding Officer) will convene a Case Review with the student, parents/carers and other

relevant staff or external agencies in order to determine appropriate action and reasonable adjustments. The student will be made aware of the expectations regarding Fitness to Study, and the support that is available.

Further reasonable adjustments that may be considered at this stage include changes and/or reduction to timetable, or reduction in the programme of study. Any risk to the student's progression or future achievement through making reasonable adjustments should be assessed and clearly explained to the student and parent/carer.

Following the Case Review, the Director will review the Support Plan, recording any further reasonable adjustments and objectives agreed at the meeting. The plan will be agreed with the student, and a review date scheduled.

All Level 2 Fitness to Study cases will be monitored and Support Plans reviewed by Directors and Progress Coaches weekly.

Level 2 cases will also be monitored each regularly at Fitness to Study panel meetings convened by the Assistant Principal – Student Experience with the Assistant Principal – Student Care, Guidance & Progression, Head of Additional Learning Support and Deputy DSL in order to manage risk and ensure compliance with college policies, funding regulations and duty of care to the college community.

9.3 Level 3 – Persistent or Significant Concerns – Risk to Achievement

This Level will be invoked when persistent or new significant concerns are raised about a student's actions or behaviour that are putting the health, safety, wellbeing or academic achievement of him/herself or other members of the college community at significant risk.

Existing interventions and adjustments are not effective.

The student is at **high risk of not achieving their programme of study**, and to continue may be **detrimental to their health** and wellbeing.

The Assistant Principal – Student Experience will convene a Fitness to Study Panel to review the case and agree an appropriate course of action.

9.3.1 Fitness to Study Panel

The Panel comprises:

- Assistant Principal – Student Experience
- Assistant Principal - Student Care, Guidance & Progression
- Head of Additional Learning Support
- Deputy Designated Safeguarding Lead and/or Safeguarding Officer

The Panel may include:

- Director of Student Care, Guidance & Progression
- Other relevant teaching staff
- Any relevant external professional working with the student

9.3.2 Outcomes

The outcome of the Panel may be one of the following:

- **No further action** required. Student to follow existing Support Plan and continues to be monitored under Level 2.
- **Further reasonable adjustments** and amend and update the Support Plan, with a new review date. Student continues to be monitored under Level 2.
- **Restart** in the following academic year
- **Withdrawal**

No Further Action:

The student remains at Level 2 and is monitored by the Director and Progress Coach. Where there has been significant improvement to the student's health and wellbeing, the Director may agree a step down to Level 1 Support Plan, or a removal from the Fitness to Study Framework. The Progress Coach continues to monitor the student's progress.

Further Reasonable Adjustments.

The Panel will explore whether or not any further reasonable adjustments can be made, including further reduction to the student's study programme. For any suggested adjustments, a risk assessment will be carried out to mitigate potential impact on student's progress and achievement, and the college's duty of care and statutory obligations. The student remains at Level 2, monitored by the Director and Progress Coach.

Restart:

Where a restart in the following academic year is an option, it will be clearly communicated to the student and parent/carer that this opportunity would be on condition that they are able to demonstrate evidence of improvements in the student's health that would make it possible for them to re-engage with their programme of study, and they continue to meet the college entry criteria (see Admissions Policy).

Any restarts would be with the recommendation of external agencies involved, the agreement of parents/guardians and an agreed Support Plan.

Students can only restart once. They must restart their studies in the following academic year and before they turn 19 due to ESFA funding regulations.

Prior to the student temporarily withdrawing from their programme, the Director will provide guidance to student and parent/carer to inform them that student will not normally be allowed more than one break in study, and that returning to study may be dependent on the student's age (see the Level 3 Progression Policy).

Students will also be advised on what evidence of progress and/or improved health will be required prior to enrolment the following year. Students will be asked to complete a review of their Fitness to Study assessment as part of the re-enrolment process. In this assessment the college will be seeking reassurance that the students have been pro-active in their recovery programme and for supporting evidence from a suitable health professional of their current fitness to study and resilience to meet the rigours of their programme of study.

Prior to recommending a restart, a risk assessment will be carried out to mitigate potential impact on student's progress and achievement, and the college's duty of care and statutory obligations.

Withdrawal:

Under the Fitness to Study Policy, in very rare circumstances a student may be asked to withdraw

themselves from the programme of study they are currently enrolled upon for the remainder of the academic year and/or the following academic year where the Fitness to Panel concluded that:

- the support options and reasonable adjustments available have been exhausted, and students are unable to maintain progress on even a reduced programme of study. The student is highly unlikely to benefit from the courses they are studying.
- the net effect of continuation of their studies would be further detrimental to their health;
- the outcome of the risk assessment is that the college cannot reasonably ensure the student's own safety, or the safety of others;
- to continue with the student's enrolment would place the college in breach of its duty of care to young people.

Prior to recommending a withdrawal, a risk assessment will be carried out to mitigate potential impact on student's future progression and achievement, and the college's duty of care and statutory obligations.

Any recommendation for withdrawal arising from this meeting will then be made to the Vice/Principal. Where the decision is made to withdraw the student, the student would have the right of appeal as outlined in Appendix A.

Full details of the Fitness to Study Framework are outlined in Appendix A.

10. Monitoring and review of policy

The college's policy and provision is monitored and reviewed through:

- Self-assessment and annual quality assurance cycle;
- Regular policy review by Governors (every 3 years minimum);
- Review of learner analytics for progression, achievement and destinations as part of quality assurance cycle.
- Feedback from students, parents/carers and staff.

11. Related Policies

Additional Learning Support Policy
Admissions Policy
Attendance Policy
Equality, Diversity & Inclusion Policy
Level 3 Progression Policy
Student Code of Conduct

Appendix A: Fitness to Study

This is a framework for the support and management of students with health conditions that affect their studies. There are three levels and all parties should be made aware of the level that has been reached in the support process. This policy can be applied at application, interview or any stage after enrolment.

Level 1		
Emerging Concerns – Risk to engagement		
Risk Level	Key people	Monitoring & Review
<p>A health or wellbeing condition has been identified and there are concerns that the student may underachieve because of this.</p> <p>Concerns may be raised by the student, staff or parents/carers. This is usually because attendance has fallen or there has been a period of continuous absence.</p> <p>Any existing medical evidence or external support received (current or past) will be requested at this point, but it is not required in order for college support to be implemented.</p>	<p>Concern can be flagged by student, staff, parent/carer.</p>	<p>Progress Coach</p>
Action:		
<p>Progress Coach will set up a meeting with the student to discuss concerns.</p> <p>Progress Coach will discuss various support mechanisms that may help, including but not limited to:</p> <ul style="list-style-type: none"> • Planning study periods • Additional Learning Conversations with teachers • Moodle resources • Signposting to Wellbeing resources • Referral to Additional Learning Support (to be discussed with the Senior Guidance Team before referral) 	<p>Progress Coach to collaborate with Additional Learning Support, Safeguarding & Wellbeing , LSAs, teaching staff</p> <p>Progress Coach discusses with Director as part of weekly 1:1s</p>	<p>Monitored weekly by Director in 1:1s</p>
Outcomes:		

Progress Coach completes Assess/Plan/Do plan and confirms with Director	Progress Coach Director	
Level 1 Fitness to Study agreed and confirmed with Director	Progress Coach and student	Agreed by Director
Outcome of the meeting and details of the resulting Support Plan recorded on ProMonitor and shared with relevant staff. Level 1 FTS clearly identified on ProMonitor. Students and parents/carers made aware of outcome. Fitness to Study Policy shared. Details shared on ProPortal.	Progress Coach Progress Coach Progress Coach	Director reviews weekly with Progress Coach
Progress Coach requests further information from Additional Learning Support and Safeguarding teams.	Progress Coach requests information from DDSL/Safeguarding Officer in relation to potential safeguarding context Progress Coach requests information from Additional Learning Support team	
1st review:		
The Progress Coach will convene a further review meeting after 4 weeks (or earlier at the request of the student) to monitor progress and evaluate the support measures in place.	Progress Coach Student	
Progress Coach will review further information received from Additional Learning Support and Safeguarding Teams and adjust Support Plan putting in place further interventions where necessary: - Signposting to Wellbeing resources	Progress Coach requests information from Additional Learning Support team	

<p>- Recommendation for Wellbeing support Referral to Additional Learning Support of assessment e.g. via Lucid Exact</p>	<p>Progress Coach requests information from DDSL/Safeguarding Officer in relation to potential safeguarding context</p>	
<p>Review meeting outcomes:</p> <ul style="list-style-type: none"> • If good progress has been made, it may be decided to remove the student from Level 1. • Where the student is making satisfactory progress, it may be agreed to continue with existing Support Plan, or explore and implement further support measures and adjust the Support Plan as necessary. • Where insufficient progress has been made and the student is now at high risk of failing to achieve all or part of their programme of study, the Progress Coach may take the case to the Director, who will discuss a move to Level 2. 	<p>Progress Coach</p>	<p>Director reviews and agrees any escalation to Level 2</p> <p>Monitored as part of weekly 1:1s</p>
<p>Monitoring:</p>		
<p>All Level 1 cases will be monitored by Progress Coaches, and issues discussed with Directors through weekly 1:1s .</p>	<p>Progress Coaches to monitor student attendance and engagement</p>	<p>Monitored by Directors in weekly 1:1s</p>

<p>Level 2</p>		
<p>Continuing Concerns – Risk to Progression</p>		
<p>Risk Level</p>	<p>Key people</p>	<p>Monitoring & Review</p>
<p>The student is at high risk of underachieving, or not achieving some of their programme of study.</p>	<p>Progress Coach continues to monitor, and raises concern when identified via ProMonitor</p>	<p>Progress Coach raises concern with Director</p>

Measures put in place at Level 1 have not been successful in helping the student to make progress on their courses or improve their ability to attend.	comments, falling attendance or other indicators of engagement	
	New Concern can be flagged by student, staff, parent/carer.	
Action:		
Progress Coach will escalate concerns to Director.	Progress Coach	
Director will collate feedback from Progress Coaches, Additional Learning Support, Safeguarding & Wellbeing, teachers, Progress Audits, and Key Assessments data to inform the decision to move to Level 2.	Director to collate and review information	Where appropriate, discussed in weekly 1:1s with Assistant Principal
<p>Director will convene a Case Review with the student, parents/carers and other relevant staff to determine appropriate action and reasonable adjustment, including but not limited to:</p> <ul style="list-style-type: none"> • Changes to timetable • Reduction in timetable • Reduction in programme of study <p>Medical evidence must be submitted at this point (if not done so before). Confirmation of professional diagnosis and/or support may be a condition of further college support and/or programme adjustment. Other interested professionals may also be invited to the meeting if appropriate and agreed by both parties. The risks to progression of each adjustment should be made clear to the student and parents/carers.</p>	<p>Director DDSL/Safeguarding Officer Head of Additional Learning Support Student Parent/Carer Other teaching staff External Agencies</p>	
Outcomes:		
<ul style="list-style-type: none"> • No further action. The student's health has improved significantly and the objectives set in the Support Plan have been met. Student is removed from the Framework. • Return to Level 1. Where progress has been made, Directors may decide to return the student to Level 1, whereby the student will revert to regular monitoring by their Progress Coach. The Support Plan remains in place. 	<p>Progress Coach to support and monitor as usual</p> <p>Progress Coach continues to monitor under Level 1 (above)</p>	Director continues to monitor via regular meetings with Progress Coach

<ul style="list-style-type: none"> Escalated to Fitness to Study - Level 2. In cases where the Support Plan is not achieving its intended outcome and the student is now at high risk of not achieving part of their programme of study, the Director will recommend the move to Level 2. The Support Plan will be reviewed, with details of any further reasonable adjustments, targets and objectives. 	Director	Overseen by Director in weekly 1:1s with Assistant Principal – Student Care, Guidance & Progression
<p>The Level 2 Fitness to Study will be recorded on ProMonitor and ProPortal and shared with relevant staff. Assess/Plan/Do updated.</p> <p>Teachers and Progress Coaches will be asked to monitor performance. The Support Plan will be circulated to all relevant parties.</p>	Director Progress Coach continues to support student and oversee Support Plan	Monitored by Director in weekly 1:1s with Assistant Principal – Student Care, Guidance & Progression
Review		
<p>The Director will convene a review meeting to take place within 6 weeks (or earlier at the request of students).</p> <p>Input from Additional Learning Support and/or Safeguarding team as appropriate.</p>	Director to convene Progress Coach Student Parents/carer	Monitored by Director in weekly 1:1s with Assistant Principal – Student Care, Guidance & Progression
Monitoring		
<p>Level 2 cases will be monitored by Directors in weekly 1:1s with Assistant Principal – Student Care Guidance & Progression.</p> <p>Progress Coaches continue to support.</p> <p>Level 2 cases will also be monitored monthly in meetings of the Fitness to Study panel convened by the Assistant Principal – Student Experience in order to manage risk and ensure compliance with college policies, funding regulations and duty of care to the college community.</p>	Directors Progress Coach continues to monitor and support Assistant Principal – Student Experience Assistant Principal – Student Care, Guidance & Progression Head of Additional Learning Support	Assistant Principal – Student Care, Guidance & Progression Assistant Principal – Student Experience to convene panel

		Deputy Designated Safeguarding Lead	
In additional to regular panel meetings, a progression panel may be convened following publication of Key Assessment data in summer term to review progress and consider progression to Year 2.	Assistant Principal – Student Experience Assistant Principal – Student Care, Guidance & Progression Head of Additional Learning Support Deputy Designated Safeguarding Lead	Assistant Principal – Student Experience	

Level 3		
Persistent or Significant Concerns – Risk to Health and/or Risk to Achievement		
Risk Level	Key people	Monitoring & Review
The student is at high risk of not achieving their programme of study , and to continue may be detrimental to their health and wellbeing.	Progress Coach and Director identify significant concerns as part of ongoing monitoring. New Concern can be flagged by student, staff, parent/carer.	Director monitors with Progress Coaches in weekly meetings
Actions:		
If an existing Level 2 case or new cause for significant concern emerges where a student is deemed to be at high risk of failure, Directors will review progress against the Support Plan, feedback from the Level 2 review meetings, Additional Learning Support, Safeguarding & Wellbeing and teachers, Progress Audits, Key Assessments and attendance data.	Directors	Director raises and monitors concerns with Assistant Principal – Student Care, Guidance & Progression
The Director will convene a review meeting with student, parent/carer, supported by Head of Additional Learning Support and DDSL appropriate.	Director Student Parent/Carers	Director convenes review meeting

<p>Director will oversee collation of information and feedback, to be shared with Assistant Principal – Student Care, Guidance & Progression.</p> <p>A Case Review will be carried out by the Fitness to Study Panel convened by the Assistant Principal – Student Experience.</p> <p>At this meeting, the case will be reviewed holistically. Any further reasonable adjustments will be discussed at this level and risks to progression must be made clear.</p> <p>A risk assessment will be carried out in relation to the student’s health and wellbeing and the impact of possible outcomes to their progression and achievement, and against the college’s duty of care and statutory obligations.</p> <p>The panel will recommend an outcome.</p>	<p>Head of Additional Learning Support Deputy Designated Safeguarding Lead</p> <p>Director, with input from Progress Coaches, teachers, Head of Additional Learning Support, Safeguarding</p> <p>Assistant Principal – Student Experience Assistant Principal – Student Care, Guidance & Progression Head of Additional Learning Support Deputy Designated Safeguarding Lead External professionals where appropriate</p>	<p>Director and Assistant Principal – Student Care, Guidance & Progression</p> <p>Assistant Principal – Student Experience convenes case review</p>
Outcomes:		
<p>There are 4 possible outcomes:</p>		
<p>1. No further action required. The student remains at Level 2, with existing Support Plan in place.</p>	<p>Director and Progress Coach continue to support and monitor as above.</p>	<p>Overseen by Assistant Principal - Student Care, Guidance & Progression</p>
<p>2. The student has a chronic health condition that is unlikely to improve. In this case, the student will be further supported to complete the remainder of their current programme to the best of their ability. Any further reasonable adjustments will be made and the Support Plan revised and monitored regularly. Recorded as Level 3.</p>	<p>Director and Progress Coach continue to support and monitor as above.</p>	<p>Overseen by Assistant Principal - Student Care, Guidance & Progression</p>

<p>3. The student is undergoing medical treatment and their condition is likely to improve in the short to mid-term. In this case, the restart process may be discussed (see below). Recorded as Level 3.</p>	<p>Director and Progress Coach continue to support and monitor as above.</p>	<p>Director liaises with Director of Admissions to keep record of potential restarts</p> <p>Overseen by Assistant Principal - Student Care, Guidance & Progression</p>
<p>4. The student cannot continue in education and a restart is not possible or recommended. The recommendation to withdraw the student will be made to the Senior Leadership Team (see below). If agreed, the student will be referred to their Progress Coach and Careers, Employability & Skills Lead (internally) and to the Youth Support Service (externally) for advice and guidance, and will be withdrawn from the roll.</p>	<p>Assistant Principal – Student Experience Careers, Employability & Skills Lead Progress Coach</p>	<p>Assistant Principal – Student Experience to make recommendation to Vice/Principal</p> <p>Principal/Vice Principal confirms decision to withdraw</p>
<p>Monitoring:</p>		
<p>In each case progression options, risks and contingency plans will be made clear to the student and parents/carers by the Senior Guidance Team as appropriate.</p> <p>The outcome of all meetings will be recorded on ProMonitor and shared with relevant staff. Level 3 Fitness to Study must be clearly identified. Teachers will be asked to monitor performance on an ongoing basis.</p>	<p>Director</p> <p>Assistant Principal – Student Experience Progress Coaches/Director continue to monitor</p>	<p>Assistant Principal – Student Care, Guidance & Progression</p>
<p>All students at Level 3 will be reviewed at the regular Fitness to Study panel convened by the Assistant Principal every month.</p>	<p>Directors and Progress Coaches continue to support and monitor.</p> <p>Fitness to Study Panel review at half-termly meetings.</p>	<p>Assistant Principal – Student Experience</p>

Notes on potential outcomes:

<p>Restart: Year 1</p> <p>The student will formally withdraw from college and complete a new application for the following September. They are not required to apply for the same programme or courses they have just left. If the student withdraws and re-applies, the student will be interviewed by a member of the Senior Guidance Team. If the student is qualified then they will be offered a place on the condition that there is space on the course for which they have applied; and they complete a Fitness to Study review no more than four weeks prior to starting but before enrolment. This review will be supported by evidence from a GP or other healthcare professional involved in supporting the student during the period in which they were withdrawn from the college, and should confirm that the student has made positive progress with their condition and will benefit from resuming their programme of study at Long Road.</p>	<p>Director Head of Additional Learning Support Director of Admissions</p>	<p>Assistant Principal – Student Care, Guidance & Progression</p> <p>Director will liaise with Director of Admissions</p>
<p>Restart: Year 2</p> <p>The student will formally withdraw from college but is not required to complete a new application. They are required to continue the same programme of study they have just left. External factors must also be considered and made clear to students and parent/carers, such as changes in course structure and exam specifications.</p> <p>The student may be interviewed by Deputy/Directors and/or Head of Additional Learning Support or Deputy DSL as appropriate. If appropriate they will be offered a place on the condition they complete a Fitness to Study review and medical evidence (as detailed above) is submitted no more than four weeks prior to starting. Following the Fitness to Study interview, the appropriate point at which a student can join classes and re-engage with their studies will be determined.</p>	<p>Director Head of Additional Learning Support Director of Admissions</p>	<p>Assistant Principal – Student Care, Guidance & Progression</p> <p>Director will liaise with Director of Admissions</p>

Appeals

<p>Any appeals against the Fitness to Study Panel’s recommendation to withdraw a student from their programme must be submitted in writing to the Principal. This must be submitted within 10 days of receipt of confirmation of the decision to withdraw the student, under the following criteria:</p> <ul style="list-style-type: none"> • The student can demonstrate a serious breach in the handling of this Fitness to Study process. • The student has substantial, relevant evidence that was not available to consider at the Fitness to Study Panel review. 	<p>Student Parent/Carers</p>	<p>Principal</p>
<p>Further guidance</p>		
<ul style="list-style-type: none"> • The student’s Progress Coach and the Director will be primary points of contact throughout the process. • The levels are not necessarily sequential. It is possible to start at any level and to reverse levels if a student’s health improves, however it may not be possible to reverse timetable or programme changes (further details in the Level 3 Progression Policy). • All levels will be regularly monitored by Directors, Head of Additional Learning Support and the Assistant Principal (Student Care, Guidance and Progression) at weekly team meetings and the Fitness to Study Panel (monthly, convened by the Assistant Principal – Student Experience). • If a restart is successful, the student will be offered consistency of staff (Progress Coach and teachers) where possible. • If a student is unable to complete their programme following a restart, the college will not offer another further period of study. • Students with an EHC Plan will also be managed under this policy if their health is affecting their studies. 		