



Greenhead College Corporation

FITNESS TO STUDY POLICY

Updated March 2021

FITNESS TO STUDY POLICY

1. Introduction

Greenhead College is a sixth form college for full time students. It states in its Mission Statement that it will provide:

“a safe, supportive and inclusive environment in which individuals feel valued, and where students can grow in confidence and fulfil their potential for academic, moral, social and physical development.”

Our aim is to ensure that all students at the College achieve their full potential in an inclusive environment free from discrimination.

2. Joining the College

Students are encouraged to disclose any physical or mental health need as part of their application and enrolment process. This disclosure will in no way prejudice any decision about the application and the offer of a place at the College, on the contrary, it is used to establish how best we can respond to the individual's need and what reasonable adjustments can be made.

It may be appropriate that further information is sought from health professionals and that meetings are arranged to ensure that there can be a smooth transition to the College and a support plan can be put in place.

Any student who joins the College with an Education, Health and Care Plan (EHCP) will have this reviewed by the Additional Learning Support Team on a half termly basis and consent will be sought to share with subject teachers, the Personal Tutor, and the Examinations Officer, the key relevant information so that they can best make appropriate adjustments.

3. Studying at the College

Early disclosure of physical or mental health issues is vital to allow us to assess how best to accommodate students and to provide appropriate support for individual students.

We will always seek to provide support whether the condition was pre-existing or commences during the student's time at the College. Students are made aware of the extensive range of support available both at induction and as part of their programme of study in tutorial sessions.

We recognise that some students may have periods of absence due to a Special Educational Need or Disability. The Additional Learning Support Department reviews the support needs of all students with SEND in line with the College SEND Policy. Support plans may also involve referral to outside agencies, such as CAMHS or the student's GP.

In crisis situations where there are immediate and grave concerns for a student's health or well-being, staff will judge how best to provide first aid and whether emergency

services should be called. We will always endeavour, in these situations, to contact parents and carers as soon as possible.

It is important to be clear about what is reasonable in an educational setting and the limits to the individual support that can be provided within a sixth form college.

A minimum level of attendance needs to be maintained to allow a student to make academic progress. We are not a distance-learning College and, while it is reasonable for subject teachers and support staff to be flexible on a temporary basis, excessively long periods of complete absence or very poor attendance will make a student's studies untenable. If a student falls significantly behind with their deadlines for coursework and homework, despite extensions being offered, then there comes a point when catching up is not viable. The specific expectations regarding attendance and assessment will depend on the individual's circumstances.

Extenuating circumstances

There may be isolated instances where a candidate experiences difficulties beyond their control, that prevent them from being able to undertake Non-examined Assessment, resulting in their inability to submit any work at all, or only partially completed work. Examples of this may be due to a debilitating physical illness or mental health issue, an inability to engage in distance-learning (especially during Covid-19), or personal difficulties faced at home.

- When a Teacher initially suspects that difficulties are being encountered, (before reaching a draft/full submission deadline) a discussion with the candidate must ensue, and be documented, to establish the necessary requirements to enable the candidate to continue with their NEA. The Teacher must report the discussion to the Head of Department, who in turn will inform the candidate's Personal Tutor. Additional support must be considered, including one-to-one sessions, which must be documented on the Candidate Record Form.
- At the point of a draft/full submission deadline, if no work is forthcoming, a discussion between the Teacher and the Assistant Principal (Curriculum) must ensue, **with a view to a deadline extension of up to two weeks**. If it is clear that there are wider-reaching extenuating circumstances which cannot be mitigated by a two week deadline extension, the Internal Multi-Agency Team* will convene to consider the nature of the circumstances, and may authorise a longer deadline extension. The college 'Fitness to Study' policy will be included in the discussions. All extensions must be documented and the Exams Manager informed.
- Following the extension, at the point of the revised submission date, if no work or only partial work is forthcoming, the Internal Multi-Agency Team will again convene to determine what happens next. **This may result in a decision to further extend the deadline, or other options may be considered, depending on the extenuating circumstances.**
- The Exams Manager may request medical evidence if available, to support a request for an 'aegrotat' for the Non-examined assessment, or Special Consideration for a partially completed NEA.
- Non-submission of Non-examined Assessment may impact on the overall A-Level grade, by the percentage of marks available for NEA. The candidate must be informed of this, when difficulties are initially encountered.
- Non-submission of Non-examined Assessment during Covid-19 must not influence the Teacher's judgement of the candidate's overall ability, where CAGs are to be submitted.
- There may be some subjects where non-submission of Non-examined assessment results in the candidate being withdrawn from the subject. This is in instances where NEA forms a larger part of the overall assessment.

*The Internal Multi-Agency Team will comprise of some or all of the following stakeholders: Subject Teacher, Head of Department, Personal Tutor, Senior Tutor,

Assistant Principal (Curriculum), Assistant Principal (Pastoral), Deputy Principal, Student, Student's Parent.

4. Fitness to Study

Our staff provide outstanding care for all our students, but there will be times when a student's mental or physical health are so affected that they are no longer able, despite support, within the College and externally, to maintain reasonable academic progress:

1. There may be times when the nature of the student's ill health can require support beyond the expertise or capacity that we can reasonably offer.
2. Occasionally a student's health may present a health and safety risk to either themselves or those around them that is unmanageable in a mainstream educational setting.

There are therefore occasions when it will be, in our judgement, that continuing at College is no longer the best option for the student.

If the College reaches a decision, after consultation with the student, parents/carers and medical professionals that a student should withdraw as it is in the best interests of the individual student then this will be actioned.

If it is agreed that a restart in the following year is an option, then this will only be possible if the student is able to provide evidence that their health has improved sufficiently so that they are fit to resume study without further prolonged absence.

Where there is no consensus that a withdrawal is the most appropriate outcome then the stages below will be followed:

Stage 1

A meeting will take place to make the student aware of concerns raised by subject teachers, Additional Learning Support and the Personal Tutor and to hear and consider the student's and their parents'/carers' views. The various sources of support open to the student will be explained and an action plan put into place to support the student and to set targets. The action plan will include a review date, usually after two weeks, and will be recorded on Cedar in the confidential section of student's pastoral log.

Stage 2

If at review targets have not been met a letter will be sent home outlining concerns and resetting the targets. A new action plan which includes a review date, usually after two weeks, will be recorded on Cedar in the confidential section of student's pastoral log.

Stage 3

The Deputy Principal in the presence of either an Assistant Principal (Student Support and Welfare) or Assistant Principal (Curriculum and Quality) will be present at the Stage 2 review. If targets have not been met the Deputy Principal will decide if the student should move to stage 3 where they will be advised that they are no longer fit to study at the College. If withdrawal is the outcome, the decision will be recorded on Cedar in the confidential section of student's pastoral log and a letter will be sent to parents/carers. The student will have the right of appeal to the Principal. The student will always be offered a careers interview to explore alternative options.

There may be occasions when the College will be advised by medical professionals that it is unsafe for the student to attend. This advice will always supersede College policy.

Appeals

Appeals must be submitted to the Principal within 5 working days of receipt of confirmation of the decision to withdraw the student.

This policy should be read in conjunction with other College policies and procedures, in particular (this is not an exhaustive list):

- Safeguarding Policy
- SEND Policy
- Student Re-Engagement Policy and Procedure

<i>Author:</i>	<i>DP</i>
<i>Policy holder:</i>	<i>Deputy Principal</i>
<i>Date drafted:</i>	<i>January 2018</i>
<i>Date accepted by Governors</i>	<i>19 March 2018</i>
<i>Date of next review:</i>	<i>March 2022</i>