



# Support to Study Policy

Version 1

**This policy applies to New College Bradford, New College Doncaster, New College Pontefract, New Dinnington Sixth Form and New Brinsworth Sixth Form.**



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## **1.0 Underpinning Legislation and Guidance**

This policy is underpinned and informed by the following legislation:

- The Children Act 2004
- The Children and Families Act 2014
- The Care Act 2014
- The SEN Code of Practice 2015
- Equality Act 2010
- Mental Capacity Act 2005
- Data Protection Act 2018
- UK GDPR 2018

## **2.0 Aims of the Policy and Procedure**

- 2.1 The Trust recognises that there may be times during their programme of study when a student may not be able to participate fully and satisfactorily in their academic studies as a result of a new or recurring disability, illness or mental health condition, or wellbeing. This might materialise through significant absence, limited engagement in learning, poor behaviour, or in other ways.
- 2.2 The primary aim of the 'Support to Study' procedure is, wherever possible, to support students to successfully complete their studies, positively overcoming any challenges relating to health and wellbeing. The 'Support to Study' procedure aims to ensure that the health, wellbeing and educational considerations of a student are all properly taken into consideration.
- 2.3 The intentions of the 'Support to Study' procedure are to:
- Identify the factors which are preventing a student from being able to participate fully and satisfactorily in their academic studies.
  - Consider what support and adjustments might reasonably be provided to help a student to overcome any barriers.
  - To clarify expectations with respect to attendance, engagement and behaviour, and engagement and cooperation with the support and adjustments implemented.
  - To consider whether continued study in the sixth form/college, or on a student's current programme of study, is in the best interests of a student's health, wellbeing and education, where appropriate.
  - To establish appropriate points at which to review the student's participation in their academic studies, to further consider the student's health and wellbeing, and to review the support and adjustments in place.

## **3.0 Engagement in On-site Learning**

- 3.1 High-quality teaching practices within the sixth form/college are informed by evidence and research. Teaching and learning activities are varied and wide-ranging. Lessons are highly active and participatory, with students and teachers interacting in different ways, accessing many different resources, sometimes moving around study spaces and within the school/college, and engaging in activities which require students to work and learn together in a shared learning environment. The effective provision of education to our students requires students to be physically present in school/college

and in lessons, working collaboratively with their peers, and engaging face-to-face with their teachers.

- 3.2 The Trust has a responsibility to ensure that the educational provision it makes for young people is of a high quality. Our schools and colleges are not distance-learning providers. It is not possible to provide a high-quality educational experience to students that are not able to attend the sixth form/college or who wish to access lessons remotely, for example via digital means. As such, the sixth form will not provide remote access to lessons upon request. The sixth form/college may consider exceptional cases for a very brief duration, where there is reasonable notice, and where this is not expected to be repeated, such as a short period of convalescence following surgery or where a student has an infectious disease but is otherwise well. Such decisions will be fully at the discretion of the senior leadership team. Remote learning is not an appropriate, effective or sustainable model of educational delivery in cases such as unplanned absences, issues of long-term physical or mental ill-health, or in response to social and emotional needs.
- 3.3 Maintaining high levels of attendance, joining and participating fully in lessons in the sixth form, managing independent study, and maintaining good learning behaviours are essential for post-16 study.

#### **4.0 Joining the Sixth Form/College**

- 4.1 We recognise that adjustment to a sixth form/college environment can be challenging for students with additional physical or mental health needs.
- 4.2 When joining to a college, students are asked to disclose any physical or mental health conditions and needs as part of their application and interview process. This information will already be available for students that have been students at Dinnington High School and Brinsworth Academy in Years 7 to 11 but we will take steps to review any changes in the health and needs of students during the application, interview and enrolment processes, and to request this information for any students joining the school sixth form from external providers. This information is used to establish how best we can respond to each student's individual needs. We want students, parents/carers and the sixth form/college to establish appropriate support and adjustments, to understand the limitations of the support and adjustments, to assess whether the sixth form/college is able to appropriately meet a student's needs, and to help students and parents make informed decisions about where to enrol.
- 4.3 It may be appropriate in some cases to seek further information from health professionals that are working with an applicant to be able to formulate appropriate support for the student. In addition, a transition meeting may be called to discuss and agree details of the support and the appropriate programme to be studied.
- 4.4 Students with Education Health and Care Plans (EHCPs) can only be offered conditional places in the sixth form/college following a statutory consultation process via the Local Authority, and if the sixth form/college becomes the named provider at the end of the process. The school/college has a responsibility to advise the Local Authority as to whether it feels it is able to meet the student's needs.

- 4.5 In cases of students with Education Health and Care Plans (EHCPs) joining the sixth form/college, it is important that appropriate educational and other professionals working with the student have knowledge of the plan.
- 4.6 Where concerns are raised during the admissions process about whether the sixth form/college can meet a student's needs, this will be discussed with SENDCo and in some cases with a member of the Senior Leadership Team. The school/college has a responsibility to advise a student if it does not feel it is reasonably possible to meet their needs and if it considers that the student's health, wellbeing and educational needs would be better served by alternative options or routes.
- 4.7 If students new to the sixth form/college do not disclose a pre-existing physical or mental health condition on application, then it is unlikely that they will receive support or reasonable adjustment until the condition becomes clear to a member of staff. In some cases, it might not be possible for the sixth form/college to properly support a student or make reasonable adjustments for an undisclosed physical or mental health condition. Early disclosure of issues is therefore vital to allow the sixth form/college to assess how best to accommodate students and also to avoid exacerbating the issue due to a lack of awareness on the part of subject teachers and tutors.
- 4.8 The Trust only offers full-time programmes and any student who is under temporary rehabilitative residential care must be able to access a full-time in-person programme throughout the duration of their studies. Students will not be permitted to enrol onto part-time programmes, and should not expect that they can amend or reduce their programmes at a later stage.
- 4.9 Information about a student's health, wellbeing and disabilities will be treated sensitively and only relevant information shared with staff more widely in the sixth form/college insofar as it will enable them to properly carry out their role and provide appropriate support and adjustments, or to support the health and wellbeing of the student. In certain circumstances information may need to be shared without the student's consent, but this is rare.
- 4.10 Staff may refer to outside agencies, such as CAMHS or the student's GP for further advice and support.
- 4.11 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. The sixth form/college will always endeavour, in these situations, to contact parents/carers as soon as possible. In cases where the school/college is aware that there is a risk that a student may need emergency first aid (e.g. diabetes, epilepsy, allergies etc) we request that a student provides a care plan from their medical practitioners which sets out the process the school/college should follow. In cases where the school/college is aware but no care plan is provided, the school/college will carry out a risk assessment with the student to agree the process the school should follow.

## **5.0 Identifying Factors Preventing Participation**

- 5.1 When identifying the factors which are preventing a student from being able to participate fully and satisfactorily in their academic studies, the sixth form/college will explore whether there is evidence of:
- Safeguarding or welfare concerns
  - A new or recurring disability
  - Physical ill-health or a mental health condition
  - Lack of understanding or disregard of policies, procedures or expectations
  - Any other factors
- 5.2 These factors will be explored through dialogue with the student, parents and carers, sixth form staff, and information from appropriate external professions where appropriate.
- 5.3 The 'Support to Study' procedure may be appropriate in cases where a student is unable to participate fully and satisfactorily in their academic studies because of factors relating to physical health, a mental health condition, wellbeing or a disability.

## **6.0 Support and Adjustments**

- 6.1 In order to consider the appropriate level of support that can be provided and develop a plan for that support, or to consider any appropriate adjustments, it is important that the student engages fully in discussion with staff. Students are central to these discussions.
- 6.2 We also welcome the contribution of parents and carers and, where appropriate, the information or advice of external professionals.
- 6.2.1 There are many different ways in which the sixth form/college may be able to provide additional support or make adjustments, and each situation and student will be considered individually. We encourage all parties to make suggestions about possible support and adjustments so that options can be fully considered and, wherever possible, consensus established about the best way to proceed. We are committed to exploring options, to listening to the views of students, parents and carers, and to providing support and adjustments sensitively.
- 6.3 There is an expectation that the student will positively engage in and attend all supportive measures that have been agreed and put in place. Failure to engage in routine academic support for students, such as additional timetabled support lessons, supervised study, 1-1 meetings with a student's Progress Tutor or the SEND/study support team, or agreed additional lessons, would be dealt with via the Trust's behaviour procedures.
- 6.4 The sixth form/college is committed to equal opportunities and aims to make its procedures easy to use and accessible. In responding to and managing situations where a student's health and wellbeing, or a disability, may present a barrier to their learning, the sixth form/college will be mindful of the duty of care and of the obligations under the Equality Act 2010, including the duty to make reasonable adjustments.

- 6.5 There are sometimes limitations as to what support and adjustments the sixth form/college can reasonably provide. Occasionally, there may be differing opinions about what constitutes a reasonable adjustment or reasonable support. When reviewing a suggested adjustment or support, the sixth form/college will consider factors such as the extent to which the support and adjustments are likely to help the student to overcome the challenges they face, the extent to which the support and adjustment would be needed, the implications for other students, the need to maintain academic standards and high quality educational provision for all, the resources available and any financial implications, the practical implications of the support or adjustment, and health and safety.
- 6.6 The sixth form/college wants all students to complete their studies successfully and achieve their potential. There are occasions, however, when physical or mental health issues are so complex or so significant that this is unfortunately not possible in the sixth form/college. In these circumstances the school/college will seek to establish a consensus about the best course of action wherever possible. There will be situations when the sixth form/college has exhausted the support options available, but the student is still unable to participate fully and satisfactorily in their academic studies. To continue this situation would place the school /college in breach of its duty of care to the student. If a student has an EHCP in place we would arrange an emergency EHCP annual review if we considered that we were no longer able to meet the student's needs. If a student with an EHCP chooses to withdraw prior to an emergency EHCP annual review taking place we would notify the Local Authority as soon as possible. A student has the right to formally withdraw from their studies in the sixth form at any point if they wish to and we would participate in any EHCP review required by the Local Authority.
- 6.7 The best interests of each student, their education, and their health and wellbeing will always be at the centre of our discussions and decisions.

## **7.0 Supporting Professionals**

- 7.1 The sixth form/college understands that students may be supported by many different professionals, for example, GPs, counsellors, therapists, and will take into account the professional recommendations made by such professionals, provided they are qualified to make them and fully briefed on the concerns.
- 7.2 We recognise that feedback from supporting professionals will often be very useful, but there may sometimes be limitations to this feedback. For example, a health professional is able to provide specialist information about a student's medical circumstances and treatment, and may make valuable recommendations for consideration, but might not necessarily be best-placed to make a judgement about what constitutes appropriate educational provision or reasonable adjustments in a particular context. Such judgements are ultimately the responsibility of the sixth form/college, but are informed by the views of the student, parents/carers and supporting professionals.
- 7.3 In some cases, there may be concerns about a student's mental capacity and the school/college will act in accordance with its responsibilities under the Mental Capacity Act. Where appropriate, we will engage with parents, carers and external professionals.

## **8.0 Other Legal and Procedural Duties**

- 8.1 All members of staff must consider safeguarding procedures alongside this policy and procedure. If an incident occurs where there is critical concern regarding risk to self or others, the school/college's Safeguarding Policy and Procedure should always be followed and will take precedence over other policies and procedures.
- 8.2 This policy and procedure will be carried out in line with our Data Protection Policy, subject always to the school/college's duty of care to safeguard the welfare of students and responsibilities under the safeguarding policies and procedures. The sixth form/college reserves the right to contact a student's parents/carers where it considers it has a responsibility to do so under the duty of care to safeguard them or where there is a reason to do so under the Mental Capacity Act 2005.
- 8.3 Any member of staff who has a concern about a student's health and wellbeing which may be affecting their studies, or has had a concern reported to them, should in the first instance, discuss those concerns with the student's Progress Tutor, remaining mindful of the confidential and sensitive nature of the matter being discussed. In more serious cases, staff may need to report concerns via the school/college's safeguarding procedures.
- 8.4 If at any point the sixth form/college reasonably considers that a student not participating fully and satisfactorily in their academic studies is as a result of poor commitment or behaviour, the sixth form/college may use its disciplinary procedures. The use of the 'Support to Study' procedure does not preclude the concurrent use of disciplinary procedures if it is judged that there are additional issues of commitment and behaviour.

## **9.0 Students with an Education Health and Care Plan (EHCP)**

- 9.1 If a student has an EHCP and there are significant concerns about the student not participating fully and satisfactorily in their academic studies as a result of a new or recurring disability, illness or medical health condition, or wellbeing, we would arrange an early review of the EHCP and invite the local authority to participate. This review may be in conjunction with the commencement of stages of the Support to Study Procedure.
- 9.2 If a student is wishing to withdraw from study or take a break in learning with a view to restarting education at a later date, we would inform the Local Authority and they may recommend that we hold an early review. In some cases it might be agreed for the sixth form/college to be removed as the named provider.



## **10.0 Support to Study Procedure**

### **Procedure**

The procedure outlined below involves three distinct stages of intervention:

**Stage 1** - Initial concerns.

**Stage 2** - Serious and/or continuing concerns.

**Stage 3** - Very serious and/or sustained concerns.

### **Commencement of 'Support to Study' Stages**

Where there is a significant concern about whether a student is able to participate fully and satisfactorily in their academic studies as a result of a new or recurring disability, illness, mental health condition, or wellbeing, the first stage of the 'Support to Study' procedure should commence.

The procedure would usually commence at Stage 1. However, if the level of concern is judged to be very serious, the sixth form/college may decide that the student needs to immediately commence the procedure at Stage 2 or 3, as appropriate.

The Principal/Headteacher is responsible for determining which members of staff should be given the authority and responsibility for instigating each of the stages (the lead). In many cases, the SENDCo is also likely to be involved in these discussions.

In exceptional cases where we consider that attending school/college may not be in the interests of a student's health and wellbeing, or may pose a risk to other students or staff, a student may be asked not to attend until the meeting takes place as part of the 'Support to Study' procedure. Before taking this action, the school/college will complete a risk assessment to determine whether there is a risk to either the student or others that cannot be mitigated. In such circumstances, the student must be reassured that this is not a disciplinary sanction and that they will still remain a student in the sixth form.

Whilst it is envisaged that such cases will be exceptional, the school/college reserves the right to vary the procedure outlined in the interests of fairness and/or health and safety.

Should a student and/or parent/carer be unwilling or unable to take part at any stage of the procedure or to attend a meeting, the school/college may nevertheless follow the 'Support to Study' procedure, any planned meetings and the instigation of the stages. In addition, it will consider any request from a student to proceed with a meeting in their absence and accept and consider written reports and/or a written statement from them. However, discussion and face-to-face dialogue are the best way to properly explore circumstances, needs and support. If a student chooses not to attend or engage fully in discussions about support and adjustments, there may be limitations as to the support and adjustments that can be reasonably considered and implemented. As such, there is a greater risk that concerns about full and satisfactory

participation will persist and a student is likely to move through the stages of the procedure more quickly.

In some cases, additional information may be disclosed and it might become apparent within a discussion with a student/parent that a formal stage of the Support to Study Process may be beneficial. In other cases, leaders may have a clear idea that such an approach might be beneficial when seeking to arrange a meeting with a student or parent.

### **10.1 Stage 1 – Initial Concerns**

The sixth form/college considers that the student may not be able to participate fully and satisfactorily in their academic studies as a result of a new or recurring disability, illness or mental health condition, or wellbeing.

Stage 1 is likely to be prompted by one or more of the following:

- Significant concerns about attendance, engagement or learning behaviours;
- Serious concerns about a student's physical or mental health and wellbeing;
- The student declares a new or recurring disability, illness or mental health condition;
- A member of staff suspects a change in physical or mental health or wellbeing or is advised by a third party of a new or recurring disability, illness or mental health condition;
- A student's conduct suggests a change or deterioration in their physical or mental health or wellbeing.

In most cases, a meeting with the student should take place to discuss the concerns. This meeting should be arranged by a member of staff with the authority to instigate Stage 1, should this be judged appropriate within the meeting. In some situations, such discussions might arise within a meeting requested by the student or their parents.

The person leading this meeting should consider which additional individuals can best support the discussion. This is likely to include parents/carers and may involve other members of staff such as the SENDCo or the student's Progress Tutor, or other external professionals.

If the student and/or parents/carers decline or fail to attend, or are unable to attend despite reasonable attempts to provide a timely opportunity, the meeting may go ahead in their absence.

**At the meeting, if Stage 1 is instigated, the lead staff member should:**

- Reassure the student that this is a supportive procedure and not part of the disciplinary procedure;
- Explain the concerns and the impact these may have on the student's ability to achieve a positive outcome from their programme of study, and provide the student with an opportunity to respond;

Through discussion, the meeting should seek to:

- 1) Identify the factors which are preventing the student from being able to participate fully and satisfactorily in their academic studies.**
- 2) Consider what support and adjustments might reasonably be provided to help the student to overcome any barriers.**
  - Review and consider the extent to which the student has engaged with any support already in place, and its impact
  - Where possible, support and adjustments should be agreed in the meeting, provided that all concerned feel these are reasonable and would be helpful to the student. The primary aim of all concerned should be to try find a positive consensus about the best possible ways of supporting the student in their learning.
  - Students, parents or the school/college may request further time to consider suggested support or adjustments beyond the meeting. A timescale should be agreed to either discuss further or for a decision about a suggested support or adjustment that needs further consideration.
  - A student may decline suggested support or adjustments at this stage if they do not feel it would be helpful to them, but we encourage students to carefully consider the professional guidance and suggestions of staff.
  - The school/college may decline a suggested support or adjustment at this stage if it does not feel it is reasonable, but will give full consideration to all suggestions made.
- 3) Clarify expectations with respect to attendance, engagement and behaviour, and engagement and cooperation with the support and adjustments implemented.**
- 4) Consider whether continued study in the sixth form/college, or on the student's current programme of study, is in the best interests of the student's health, wellbeing and education, where appropriate.**
  - In some cases, it might be in the interest of a student's health and wellbeing, or education, to choose to withdraw from their studies either temporarily or permanently, or to make changes by mutual agreement to their programme of study. The sixth form/college should work closely with a student to explore what options would be available and to help the student make a fully informed decision. At stage 1, the school/college will offer advice about these matters.
- 5) Establish appropriate points at which to review the student's participation in their academic studies, to further consider the student's health and wellbeing, and to review the support and adjustments in place**

**Following the meeting, the lead staff member must:**

- Record a brief summary of the meeting using the appropriate system / procedure within the school/college (eg BROMCOM/Cedar)
- Formally write to the student to summarise the outcomes of the meeting, including an indication that Stage 1 has been instigated if that is the case, and any other outcomes of the meeting

- Ensure that the student is signposted to appropriate support services and any relevant external services, for example, their GP, for referral to CAMHS, Occupational Therapy etc, if necessary.

If at the review points, following the implementation of the agreed support and adjustments, effective resolution of the concerns is not reached under Stage 1 and there are still significant concerns that the student is not participating fully and satisfactorily in their academic studies, (including when a student does not participate in the procedure with good reason), the following options should be considered;

- Continuation of Stage 1, where more time is considered appropriate,
- Commencement of Stage 2

## 10.2 Stage 2 – Serious and/or Continuing Concerns

Stage 2 of the 'Support to Study' procedure will usually commence when the student is still not fully or satisfactorily participating in their academic study, despite Stage 1 intervention, or concerns about their health and wellbeing that are of a serious or potentially serious nature.

Because of the potentially serious nature of the circumstances leading to commencement of Stage 2, consideration must be given at all times to the health and wellbeing of the student, and any support that they may need to engage with the procedure.

A Stage 2 meeting with the student should take place as soon as is practicable. It is imperative that the meeting is convened in a timely manner to reduce the likelihood of the concerns increasing. . In many cases, parents and carers are likely to be invited to participate in a Stage 2 meeting, and this will be determined by the lead member of staff, in addition to any other professionals that can support the discussion.

If the student and/or parents/carers decline or fail to attend, or are unable to attend despite reasonable attempts to provide a timely opportunity, the meeting may go ahead in their absence.

At the meeting, the lead staff member should:

- Reassure the student that this is a supportive procedure and not part of the disciplinary procedure;
- Explain the ongoing concerns and the impact these may have on the student's ability to achieve a positive outcome from their programme of study, and provide the student with an opportunity to respond;

Through discussion, the meeting should seek to:

- 1) Review and discuss further the factors which are preventing the student from being able to participate fully and satisfactorily in their academic studies and consider whether there are any changes since previous reviews**
- 2) Review with the student the appropriate support and adjustments to help overcome any barriers**

- To what extent are the current support and adjustments helping the student to overcome any barriers?
  - Is the student fully engaging in the support and adjustments already in place?
  - Do the current support and adjustments in place need to be changed in any way?
  - Consider whether any further support or adjustments might reasonably be provided to help the student to overcome any barriers
  - Do any previously suggested support or adjustments that were not agreed need further discussion and consideration?
- Support and adjustments should be agreed in the meeting where possible, provided that all concerned feel these are reasonable and would be helpful to the student. The primary aim of all concerned should be to try establish consensus about the best possible ways of supporting the student in their learning.
  - Students, parents or the school/college may request further time to consider suggested support or adjustments beyond the meeting. A timescale should be agreed to either discuss further or for a decision about a suggested support or adjustment that needs further consideration.
  - A student may decline suggested support or adjustments at this stage if they do not feel it would be helpful to them, but we encourage students to carefully consider the professional guidance and suggestions of staff, particularly as concerns about full and satisfactory participation have become more serious.
  - If in the professional judgement of the school/college a student is declining an adjustment or additional support that the school/college strongly feels is likely to have a positive impact on the student's education, health or wellbeing, the school/college may issue recommendations to the student in relation to the proposed support or adjustment.
  - The school/college may decline a suggested support or adjustment at this stage if it does not feel it is reasonable, but will give full consideration to all suggestions made.

**3) Clarify expectations with respect to attendance, engagement and behaviour, and engagement and cooperation with the support and adjustments implemented. Consider the extent to which previously clarified expectations are being met. In some cases, a failure to meet behavioural expectations might be appropriately dealt with separately via the disciplinary procedures.**

**4) Consider whether continued study in the sixth form, or on the student's current programme of study, is in the best interests of the student's health, wellbeing and education, where appropriate.**

- In some cases, it might be in the interest of a student's health and wellbeing, or education, to choose to withdraw from their studies in the sixth form, either temporarily or permanently, or to make changes by mutual agreement to their programme of study. The school/college should work closely with a student to explore what options would be available and to help the student make a fully informed decision. Where there is mutual agreement about the best way to proceed, the school/college will implement any agreed changes or process a withdrawal.

- If in the professional judgement of the school/college a student is declining a course of action that the school/college strongly feels is likely to have a positive impact on the student's education, health or wellbeing, the school/college may make formal recommendations to the student.
- Possible examples (non-exhaustively) include:
  - A recommendation to change a student's programme of study, for example by transferring from one course to another or by adjusting the number of subjects studied
  - A recommendation to engage in particular forms of support or to consider specific adjustments
  - A recommendation to an educational pause, with a view to restart an appropriate programme the following September or at an agreed point in time [subject to the student's health and wellbeing at the time]
  - A recommendation to explore alternative provision or options that are better able to meet the student's needs

**5) To establish appropriate points at which to review the student's participation in their academic studies, to further consider the student's health and wellbeing, and to review the support and adjustments in place.**

**Following the meeting, the lead staff member must:**

- Record a brief summary of the meeting using the appropriate system / procedure within the school/college (eg BROMCOM/Cedar)
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- Formally write to the student to summarise the outcomes of the meeting, including an indication that Stage 2 has been instigated if that is the case, any recommendations made, and any other outcomes from the meeting
- Ensure that the student is signposted to support services and any relevant external services, for example, their GP, for referral to CAMHS, Occupational Therapy etc, if necessary.

If at the review points, following the implementation of the agreed support and adjustments, effective resolution of the concerns is not reached under Stage 2 and there are still significant concerns that the student is not participating fully and satisfactorily in their academic studies, (including when a student does not participate in the procedure with good reason), the following options should be considered;

- Continuation of Stage 2, where more time is considered appropriate,
- Commencement of Stage 3

### **10.3 Stage 3 – Very Serious and/or Sustained Concerns**

Stage 3 of the 'Support to Study' procedure will usually commence when the student is still not fully or satisfactorily participating in their academic study, despite Stage 2 intervention, or if there are concerns about their health and wellbeing that are of an extremely serious or potentially extremely serious nature.

In most cases, by Stage 3, a significant period of time and a significant number of support and adjustments are likely to have been considered or introduced. As such, if concerns

remain about a student's participation in academic study then the status quo is unlikely to be sustainable and there may be reasonable doubts as to whether continued study in the sixth form/college, or with the current programme, is viable and in the best interests of the student's health, wellbeing or education. In some cases, it may be that the sixth form/college is not the most appropriate provider to meet the student's needs. If a student does continue their studies, it is likely that much more significant changes, support or adjustments will be required, within the limitations of what can reasonably be provided.

The member of staff that led Stage 2 should discuss the case with a member of the senior leadership team who will determine whether it is appropriate to commence Stage 3, and will determine who should be the lead member of staff for Stage 3. This will usually be a member of the Senior Leadership Team but in some cases it may be appropriate for the member of staff that led Stage 2 to lead Stage 3.

Because of the potentially serious nature of the circumstances leading to commencement of Stage 3, consideration must be given at all times to the health and wellbeing of the student, and any support that they may need to engage with the procedure.

A Stage 3 meeting with the student should take place as soon as is practicable. It is imperative that the meeting is convened in a timely manner to reduce the likelihood of the concerns increasing. If agreed by the student, or in the opinion of the lead member of staff, necessary to protect the student's health, wellbeing and education, parents/carers should be informed and invited to attend. In most cases, parents and carers are likely to be invited to participate in a Stage 3 meeting, and this will be determined by the lead member of staff. As previously, other professionals may also be invited to attend to support the discussion.

If the student and/or parents/carers decline or fail to attend, or are unable to attend despite reasonable attempts to provide a timely opportunity, the meeting may go ahead in their absence.

**At the meeting, the lead staff member should:**

- Reassure the student that this is a supportive procedure and not part of the disciplinary procedure;
- Explain that the serious concerns about the student's participation are to such an extent that there may be questions about the viability of continued study, or a need for very significant changes, support or adjustments in order to support a successful outcome.

Through discussion, the meeting should seek to:

- 1) Consider whether there are any changes in the circumstances, health and wellbeing of the student since previous reviews, and the factors affecting the student's participation in academic study**
- 2) Enable the lead staff member to make an evaluation, in their professional judgement, of whether it is now in the best interests of the student's health, wellbeing and education to continue on the same programme of study in the sixth form.**

In the course of the meeting (or after a possible adjournment), the lead staff member may make formal recommendations from the options listed below.

- a) That the student **continues their education** in the sixth form, subject to the support and adjustments that are mutually agreed (wherever possible).
- b) That the student has **educational pause and restart**, subject to the arrangements that are mutually agreed (wherever possible).
- c) That the student **explores alternative provision** or options that are better able to meet the student's needs.
- d) In some cases, the lead staff member might determine an appropriate alternative to these options.

### 10.3.1 Continuation of Education

Where continuation of education is recommended, it is important to recognise that by Stage 3 this is in the context of sustained and very serious concerns about a student's full and satisfactory participation, and very serious concerns about their health and wellbeing. Significant concerns about the viability of completing courses satisfactorily are likely to remain, even if continuation of education is recommended, or the preferred option of the student.

Where the school/college recommends the continuation of education and the student wishes to continue their education, the school/college will assess the conditions and arrangements for continued study through discussion with the student and by mutual agreement wherever possible.

Where the school/college has recommended an educational pause and restart on the grounds of health and wellbeing, but the student wishes to continue their education, they have a right to do so. The sixth form/college would have serious concerns that a student continuing their studies in such a circumstance is likely to be detrimental to the student's health, wellbeing or education and that successful completion of qualifications is likely to be unviable. At Stage 3, in such a circumstance, the school/college will assess the conditions and arrangements for continued study, through discussion with the student and establish mutual agreement wherever possible.

If a student continues their education at Stage 3, the following support and adjustments or changes below might be considered:

- Reduction in the number of courses studied
- Reduction of a qualification to a smaller qualification size (for example, reducing an A level to an AS qualification, or a triple BTEC to a double BTEC)
- Withdrawal of examination entries for one or more qualifications
- Transfer to an alternative course of reasonable equivalence (for example transferring from A level Business to BTEC Business), if this is practicable
- Amendment to the structure of a student's timetable, for example by adjusting the times or days on which certain lessons take place, or adjusting the number of lessons the student is required to attend for each course they are studying
- Appropriately directing and/or supervising the use of a student's independent study periods

Decisions on these matters should take account of the school/college's professional judgement about whether successful completion of courses is viable, whether the student is



likely to achieve better educational outcomes overall as a result of the changes, and whether the changes take account of, or are likely to support, the student's health, wellbeing and educational interests. They should also take account of the views of the student and any external professional advice, where appropriate.

Decisions about these issues may be made during the meeting, or after an adjournment, or at any of the further review points that are determined by the lead member of staff.

As at Stages 1 and 2, if a student continues in their education, there should be further consideration with the student of any other support or reasonable adjustments that might help the student to overcome barriers. The school/college may decline a suggested support or adjustment if it does not feel it is reasonable, but will give full consideration to all suggestions made.

The lead member of staff should identify appropriate points at which to review the student's participation in their academic studies, to further consider the student's health and wellbeing, and to review the support and adjustments in place, and to consider any further changes to the arrangements in place that are required.

### **10.3.2 Educational Pause and Restart**

If an educational pause and restart is recommended and the student is in agreement that this is the best course of action, the lead member of staff will determine, through discussion with the student, the appropriate arrangements and any conditions, based on the individual circumstances.

In many cases, an educational pause and restart will only be viable if the student restarts the year in September, or begins a new Year 12 programme of courses in September if they are currently in Year 12. The student must be well enough to return to full time education.

It is likely that further meetings will be needed with the student and the lead member of staff during the educational pause and prior to a restart. This will enable the school/college to review with the student their current health and wellbeing, so that the student and the school/college are both of the view that a return to full time study is appropriate and in the student's best interests. Any such review meetings will also provide opportunities to further consider issues such as the programme of courses the student will study, and any further support or adjustments. In some cases, we may request a letter from a medical professional which provides a professional judgement about the context of the student's health and wellbeing and their implications for a possible return to full time level 3 study.

An educational pause and restart will not be possible or appropriate in all cases, such as where it is not judged to be in the student's health, wellbeing or educational interests, or because of other factors, such as the student's age, which might mean that government funding is no longer available to support the student's continued study. It might also not be appropriate if there have been serious concerns about a student's behaviour and commitment, notwithstanding concerns alongside which relate to health and wellbeing.

It is not possible for a student to restart their studies more than once.

If an educational pause and restart is not recommended by the lead member of staff but the student requests an educational pause and restart, this request should be given proper

consideration. However, restarting a year or restarting with a different programme is not an entitlement for any student in any circumstances and such a request may reasonably be declined. If agreed, the lead member of staff will assess the appropriate arrangements and any conditions, based on the individual circumstances.

All the principles set out at Stage 3 with respect to an educational pause and restart will also be applicable if an educational pause and restart is the outcome of discussions at Stages 1 or 2.

### **10.3.3 Exploring Alternative Provision or Options**

Where the school/college, or the student, feels that alternative provision or alternative options might better suit the student's needs than continuing educational provision in the sixth form/college, the school/college will take reasonable steps to help students explore suitable options with the student, to provide advice and guidance, and to provide reasonable assistance with transition. The sixth form/college will provide reasonable assistance to the student to support their next steps, for example by arranging a careers appointment or providing guidance about applications.

A student may choose to withdraw from the sixth form/college at any point. If the student indicates that they wish to withdraw, this withdrawal will be processed.

### **10.3.4 Following the meeting, the lead staff member must:**

- Record a brief summary of the meeting using the appropriate system / procedure within the school/college (eg BROMCOM/Cedar)
- Formally write to the student to summarise the outcomes of the meeting, including an indication that Stage 3 has been instigated if that is the case, any recommendations made, and any other outcomes from the meeting
- Make any required arrangements for future discussions in the case of an educational pause and restart, or complete the student's withdrawal, if either is applicable
- Ensure that the student is signposted to support services and any relevant external services, for example, their GP, for referral to CAMHS, Occupational Therapy etc, if necessary.
- Agree any further review points, in the case of continued study.

In the case of continued study, if at the review points, following the implementation of the agreed support and adjustments and any changes, effective resolution of the concerns is not reached under Stage 3 and there are still significant concerns that the student is not participating fully and satisfactorily in their academic studies, (including when a student does not participate in the procedure with good reason), further support, adjustments or changes will be considered.