

Support for Continuing Studies Policy and Procedure

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This document is only valid on the day of printing

Controlled Document

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Support for Continuing Studies Policy

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1. Introduction

1.1 The RNN Group (hereinafter referred to as 'the Group') is committed to providing an inclusive and supportive environment for its learners. The Group understands the importance of learner health and wellbeing in relation to their learning, academic achievement and wider learner experience and seeks to develop a positive and safe environment that enables them to engage with their studies and achieve to the best of their ability.

2. Purpose

2.1 The Group recognises that there may be times during their programme of study when a learner may not be able to participate fully and satisfactorily in relation to their academic studies and learner life generally. This may be as a result of a new or recurring disability, illness or mental health condition. In such instances, learners must be reassured that the Group will provide an appropriate level of support, within its available resources, for them to continue with their studies.

2.2 The purpose of this policy and associated procedure is to support the learner to achieve a positive outcome from their programme of study and to ensure that concerns are identified and discussed in a timely manner and relevant support implemented as necessary.

2.3 Where a learner's conduct gives rise for concern, the lead member of staff (usually the learner's tutor) should consider what might be causing the poor behaviour, for example;

- safeguarding or welfare concerns.
- new or recurring disability, illness, or mental condition.
- lack of understanding or disregard of the RNN Group's Code of Conduct.

The lead member of staff should then decide whether it is appropriate to use this policy or use the Group's Behaviour Support and Intervention Policy.

2.4 In order to identify the level of support required and develop a plan for that support, the learner will be expected to fully engage with the 'Support for Continuing Studies' procedure.

2.5 Although the Group will endeavour to meet the specific needs of all learners, it is also committed to providing a safe and healthy environment for the whole Group community and as such, the Group will consider whether such support and adjustments are in line with this principle and if they are, reasonable within the Group's resources. Where it is not possible to provide the level of support or adjustments required, the Group retains the right to withdraw the learner from their programme of study.

3. Scope

3.1 This policy and associated procedure apply to all full-time and part-time learners enrolled at the Group where there is concern for their health and wellbeing which may be impacting on the health and safety of themselves and others around them. If the Learner is enrolled on an apprenticeship, traineeship or supported internship programme, the relevant employer may have their own policies and procedures which also need to be followed.

3.2 Learners who are enrolled on a higher education course may be subject to the partner university's policy and procedures.

3.3 Learners aged between 14-16 who are enrolled on a Group course will be subject to this policy or the policy and procedures of the funding school/authority as appropriate.

4. Associated Policies

4.1 This policy should be read in conjunction with the following Group policies;

- Attendance Policy
- FREDIE Policy
- Safeguarding for all Policy
- Data Protection Policy
- Health and Safety Policy
- Health and Wellbeing Policy
- SEND and ALS Policy

5. Underpinning Legislation and Guidance

5.1 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

6. Definitions

6.1 Disability - The Equality Act 2010 considers a person to have a disability if they have a physical or mental impairment that has a substantial and long-term negative effect on their ability to do normal daily activities. Substantial is more than minor or trivial and long-term means 12 months or more.

6.2 Reasonable Adjustment - The reasonable adjustments duty under the Equality Act 2010 is to take such steps as is reasonable, in all the circumstances of the case, to avoid a disadvantage which a disabled learner experiences because of their disability. This can include adapting a learner's timetable or learning environment or adapting teaching methods. Criteria for judging what is 'reasonable' include, whether the adjustments compromise academic standards, health and safety, or the relevant interests of other learners. Specifically, the Group is also not required to make a reasonable adjustment to the application of a competence standard. The Group is only obliged to make reasonable adjustments within its available resources and is also entitled to assess their practicality and likely effectiveness in deciding whether to implement them.

6.3 Supporting Professionals - The Group understands that learners may be supported by many different professionals, for example, GPs, counsellors, therapists, and as such will take into account the professional recommendations made by such professionals provided, they are qualified to make them and fully briefed on the concerns.

6.4 Lead Staff Member - This is the member of staff who will lead on each stage of the procedure. They will assume responsibility for chairing and recording the meetings and making sure that any agreed actions are followed up.

7. General

7.1 The Group will strive to meet the minimum standards required when invoking this policy and procedure. The primary focus will always be on the learner's health and wellbeing and ensuring that they are on the right course to achieve a positive outcome.

7.2 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 staff member must immediately notify one of the Deputy Designated Safeguarding Leads or a member of the Safeguarding Team and the emergency services must be called if necessary. The Group's Safeguarding for All Policy and Procedure should always be followed and will take precedence over other policies and procedures.

7.3 This policy and procedure will be carried out in line with our Data Protection Policy, subject always to the Group's duty of care to safeguard the welfare of learners and responsibilities under the safeguarding policies and procedures. The Group reserves the right to contact a learner'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.

7.4 Any member of staff who has a concern about a learner'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 learner's Curriculum Team Leader or their line manager and the Student Support Team if appropriate, remaining mindful of the confidential and sensitive nature of the matter being discussed.

7.5 Where there is no critical concern of immediate risk to self or others, the first stage of the 'Support for Continuing Studies' procedure should be invoked. The learner would usually enter the procedure at Stage 1. However, if the relevant senior manager considers the level of concern to be serious, they may decide that the learner needs to immediately enter the procedure at stage 2 or 3, as appropriate.

7.6 A learner who is subject to this procedure may be asked not to attend the Group whilst a decision about appropriate action is being made. This would only occur where the action is urgent and necessary in order to protect the learner or others. Before taking this action, the Group will complete a risk assessment to determine whether there is a risk to either the learner or others that cannot be mitigated. In such circumstances, the learner must be reassured that this is not a disciplinary sanction and that they will still remain a learner at the Group. The learner will be informed of such a decision by email or letter within 5 Group working days of the decision being made.

- 7.7** Whilst it is envisaged that such cases will be exceptional, the Group reserves the right, to vary the procedure outlined in the interests of fairness and/or health and safety. For example, this might occur where there are concerns that the attendance of a learner at a meeting has, or potentially could have a detrimental effect on the learner, for example if the learner is self-harming or the learner is in hospital.
- 7.8** Should a learner be unwilling or unable to take part at any stage of the procedure or to attend a meeting, the Group may nevertheless follow the procedure where it is reasonable to do so, notifying the learner in writing of that step. In addition, it will consider any request from a learner to proceed with a meeting in their absence and accept and consider written reports and/or a written statement from them.
- 7.9** Where concerns are raised during the admissions procedure about whether the Group can meet a learner's needs, the Group's Admissions Policy will apply. Any learner who declares a disability, illness or mental health condition should be advised of the existence of this policy and a referral must be made to Learning Support.
- 7.10** Where a decision has been made to invoke this policy, the learner must be advised that they have a right to appeal this decision if they feel that it is inappropriate or misguided. Any such appeal should be confirmed in writing to the lead member of staff as soon as is practicably possible. On receipt of the appeal, the lead member of staff must convene a panel of professionals, which should include the Campus Student Support Team Leader and Safeguarding and ALS Team Leader and an appropriate senior manager, to review the appeal. If a learner's appeal is declined by that panel, it will inform the learner about which stage of the procedure will then commence.

8. FREDIE (Fairness, Respect, Equality, Diversity, Inclusion and Engagement)

- 8.1** The Group is committed to equal opportunities and aims to make its procedures easy to use and accessible. In responding to and managing situations where a learner's health and wellbeing may present a barrier to their learning and achievement, the Group will be mindful of the duty of care and of the obligations under the Equality Act 2010, including the duty to make reasonable adjustments.
- 8.2** In implementing the procedure, the Group will ensure that it offers and encourages learners to seek appropriate support from the outset, for example, by referring learners to their GP, or the Welfare Team, who can signpost to internal counselling or external services or Additional Learning Support as appropriate.
- 8.3** When implementing this procedure, each matter will be dealt with in a supportive manner and on an individual basis. Any decision reached about a learner's ability to continue with their studies will be made, wherever possible, through a process involving the learner and their parents/carers as appropriate.

This policy and associated procedure will be reviewed every 3 years to ensure that it is fully compliant with legislation and best practice in the sector.

9. Examples of concerns

Mental Health:

- **Difficulty Concentrating:** Anxiety, depression, or other mental health conditions can make it hard for students to focus in class or complete assignments. They may be easily distracted, have trouble remembering information, or feel overwhelmed by tasks.
- **Lack of Motivation:** Mental health challenges can lead to feelings of hopelessness or apathy, making it difficult for students to find the motivation to engage with their studies. They may lack interest in their classes or feel like their efforts are futile.
- **Social Withdrawal:** Students struggling with mental health issues might withdraw from social interactions, impacting their ability to participate in group activities or collaborate with peers. This can hinder their learning and development of social skills.
- **Emotional Dysregulation:** Intense emotions, such as anxiety or anger, can interfere with a student's ability to learn and interact effectively with others. They may have outbursts or difficulty managing their reactions in stressful situations.

Physical Health:

- **Fatigue and Lack of Energy:** Chronic pain, illness, or sleep disorders can leave students feeling tired and unable to focus on their studies. This can lead to absenteeism, difficulty participating in class, and poor academic performance.
- **Sensory Challenges:** Vision or hearing impairments, as well as other sensory processing difficulties, can create barriers to learning if not adequately addressed. Students may miss important information or struggle to follow instructions.
- **Mobility Issues:** Physical limitations can make it difficult for students to access classrooms, participate in activities, or complete assignments. They may require accommodations or modifications to ensure they can fully engage in their learning.
- **Medication Side Effects:** Certain medications used to manage physical or mental health conditions can have side effects that impact learning, such as drowsiness, dizziness, or nausea.

Physical Injury:

- **Pain and Discomfort:** Pain from an injury can be distracting and make it difficult for students to focus on their studies. They may be uncomfortable sitting for long periods, have trouble writing, or experience difficulty participating in physical activities.
- **Limited Mobility:** Injuries that affect mobility can make it challenging for students to navigate the school environment, access classrooms, or participate in certain activities. This can lead to missed instructional time and decreased engagement.
- **Fatigue:** The body's healing process can be exhausting, and injuries can disrupt sleep patterns. Fatigue can impact concentration, memory, and overall cognitive function.
- **Missed School:** Depending on the severity of the injury, students may need to miss significant amounts of school. This can lead to falling behind on coursework, difficulty catching up, and decreased academic performance.
- **Emotional Impact:** Physical injuries can have an emotional impact on students, causing anxiety, frustration, or low self-esteem. These emotional challenges can further impact learning and engagement.
- **Cognitive Impairment:** In some cases, particularly with head injuries, physical trauma can lead to cognitive impairments that affect memory, attention, problemsolving, and other essential learning skills.

Procedure

The procedure outlined below involves five distinct stages of intervention:

Stage 1 - Initial Concerns

Stage 2 - Serious and/or Continuing Concerns.

Stage 3 – Final Review/Decision

Stage 4 – Appeal against Final Decision

Stage 5 – Return to Study

Stage 1 – Initial Concerns

When initial concerns are raised about a learner's health and wellbeing and ability to engage satisfactorily in their studies, a Stage 1 intervention should be invoked.

Concerns may arise where:

- There is evidence of significant non-engagement by the learner with their studies which have not been satisfactorily addressed through other interventions and procedures.
- There are serious concerns about a learner's health and wellbeing.
- The learner declares a new or recurring disability, illness or mental health condition.
- A member of staff suspects a relevant change in physical or health and mental wellbeing or is advised by a third party of a new or recurring disability, illness or mental health condition.
- A learner's conduct could suggest a change or deterioration in their mental health or wellbeing.

Appendix 1 provides a flowchart for managing Stage 1 – Initial concerns. An initial meeting must be arranged as soon as possible by the Curriculum Team Leader (CTL). A member of Student Support must also be invited to the meeting. If agreed by the learner, or in the opinion of the lead member of staff, necessary to protect the learner's welfare, parents/carers should be informed and invited to attend and/or the learner should be allowed to bring one other person with them for support

The CTL should notify the learner of the meeting in writing (appendix 3); confirming that the meeting is in relation to initial concerns raised about their health and wellbeing and ability to continue in studies and that Stage 1 of the 'Support for Continuing Studies' procedure is being initiated.

At the meeting, the CTL must:

- Reassure the learner that this is a supportive procedure and not part of the disciplinary procedure.
- Decide whether the learner has capacity under the Mental Capacity Act and who makes relevant decisions for the learner. If no decision can be reached, then the lead member of

staff must presume capacity and proceed as such whilst making reasonable adjustments for any known disability.

- Explain the concerns and the impact these may have on the learner's ability to achieve a positive outcome from their programme of study.
- Allow the learner the opportunity to respond to the concerns.
- Listen to the learner and gather an initial understanding of the learner's perception of the matter.
- Explain to the learner that they are not obligated to accept the procedure and can decline to engage with it.
- Discuss with the learner any related support needs and/or reasonable adjustments.
- Agree with the learner, appropriate, time bound actions that need to be met to address the concerns.
- As appropriate, draw up a support plan (appendix 11) setting out the ways in which they will be supported, for example, assistive technology, note taker, 1:1 check ins, learning support assistant, including any obligations on the part of the learner (e.g., in respect of their engagement and attendance).
- Discuss with the learner whether a change of study programme, or a temporary withdrawal may be appropriate and the most supportive option at that time. If a temporary withdrawal is agreed, the learner must be reassured that the intention is for them to return to learning as soon as they are well. They must also be advised that a return to the same programme of study may not be possible but in such instances, an alternative programme will be discussed with them.

Following the meeting, the lead staff member must:

- Make a written record of the meeting and agreed actions; (this needs to be on the learner's Promonitor under manage learner meetings section – meeting category: Support for continuing studies, meeting type: Support stage 1 – initial concerns).
- Send an outcome letter (Appendix 4) detailing the discussions had, including the Action Plan (Appendix 11). Share the support plan with any other relevant parties, for example, their tutor, CTL, Student Support and those in attendance at the meeting and save to the Promonitor meeting.
- Ensure that the learner is signposted to both Group support services and any relevant external services, for example, their GP, for referral to CAMHS, Occupational Therapy etc.

If, following the meeting and implementation of the agreed actions and support plan, effective resolution of the concerns is not reached under Stage 1, (including when a learner does not participate in the procedure without a reasonable excuse), a meeting should be arranged on a specified date to consider further action. The following options should be considered:

- Continuation of Stage 1, where more time is considered appropriate,
- Escalation to Stage 2
- Invoking the disciplinary procedure.

Stage 2 – Serious and/or Continuing Concerns

Stage 2 intervention of the 'Support for Continuing Studies' procedure will only be invoked when the learner's health and wellbeing continues to be of concern despite Stage 1 intervention, and/or are perceived to be of a serious or potentially serious nature and Stage 1

intervention would not be considered appropriate or effective. Appendix 2 provides a flowchart to support with managing Stage 2 - serious and/ or continuing concerns.

In such instances the member of staff raising concerns should speak with a Curriculum Manager (CM) to agree to instigation of a Stage 2 intervention under the 'Support for Continuing Studies' procedure. The Curriculum Manager should then become the lead.

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

The CM should schedule a Stage 2 meeting with the learner 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 learner, or in the opinion of CM, necessary to protect the learner's welfare, parents/carers should be informed and invited to attend and/or the learner should be allowed to bring one other person with them for support

The CM should notify the learner of the meeting in writing (appendix 5). The learner should be informed that the meeting is in relation to concerns raised about their health and wellbeing and ability to continue in studies and that Stage 2 of the 'Support for Continuing Studies' procedure is being invoked.

At the meeting, the Curriculum Manager should:

- Reassure the learner that this is a supportive procedure and not part of the disciplinary procedure.
- Explain and/or review the concerns.
- Discuss and/or review the perceived impact/implications of the learner's health and wellbeing and ability to achieve a positive outcome from their programme of study.
- Allow the learner the opportunity to respond to the concerns.
- Listen to the learner and gather an understanding of the learner's perception of the matter.
- Remind the learner that they are not obliged to accept and engage with the procedure.
- Assess the impact of any previous support and identify with the learner any further related support needs.
- Agree and gain permission for a referral to the learner's GP (appendix 9) or other supporting professionals, if necessary, in order to assess whether the learner is well enough to continue with their studies.
- Agree with the learner that the letter/email to their GP (appendix 10) or other supporting professional will be sent to them in the first instance so that they can make the request and that it is their responsibility to follow this up. This will negate the need for written permissions and expedite the procedure.
- Agree any further interim time-bound actions by creating a support plan (appendix 11) to help manage concerns while the referral and assessment procedure is undertaken including; any obligations on the part of the learner.
- Discuss with the learner whether a change of study programme, temporary withdrawal, or full withdrawal may be appropriate and the most supportive option at that time.
- Reassure the learner that the intention is for them to return to learning as soon as practicable although not necessarily on the same course/level.

Following the meeting,

The CM must:

- Decide whether to use the Group's Behaviour Support and Intervention Policy instead of this policy. If the matter is to proceed under this policy, then the following steps should be taken.
- Make a written record of the meeting and agreed actions, this must be recorded on the learner's Promonitor under manage learner meetings section. (this needs to be on the learner's Promonitor under manage learner meetings section – meeting category: Support for continuing studies, meeting type: Support stage 2 – Serious and or continuing concerns).
- Send an outcome letter (Appendix 6) outlining the discussions.
- Share the updated/support plan with the learner and any other relevant parties, e.g. tutors, learning support and those in attendance at the meeting.
- In the absence of any medical advice, the lead member of staff will decide whether it is appropriate to continue with the procedure or revert to the disciplinary procedure.

The Student Support member of staff must:

- Write to the learner's GP (appendix 10) or other relevant supporting professional, requesting a professional opinion on what support is needed for the learner to continue with their studies. (the letter/email should be sent to the learner for forwarding) The letter/email must detail the full requirements and assessment criteria of the course, including, where relevant, the requirement to attend a work placement and engage in work related activities. For example, if the learner has a physical disability/condition and is enrolled on a course that requires a considerable level of physical activity and stamina, what support would they need to be able to participate fully? Or if the learner is suffering from anxiety, depression or PTSD and they are enrolled on a course which requires research and discussion on distressing topics, what support would they need to be able to participate fully?
- Arrange a review date, once medical reports are available to decide it will be necessary to escalate the matter to Stage 3 or whether the matter can be closed.

If the learner does not or cannot attend the meeting, the Group has the right to continue with the procedure in their absence and confirm the outcome to the learner in writing.

Stage 3 – Final Review/Decision

If effective resolution of the concerns is not reached under Stage 2, escalation to a Stage 3 should be considered, or alternatively, the use of the Group's Disciplinary Policy. The decision to escalate to Stage 3 must be made by a Director of Campus (DoC).

The learner should be notified of the meeting in writing (Appendix 7) and details of who will be in attendance should be included. Parents/carers should be informed as appropriate and invited to attend and/or the learner should be allowed to bring one other person with them for support

At the meeting the DoC must:

- Ensure that another member of staff is appointed to minute key discussion points and the resulting decision. These minutes should be held as a formal record by the Group

- Reassure the learner that this is a supportive procedure and not part of the disciplinary procedure.
- Explain and/or review the concerns.
- Review the professional opinion of the GP or other supporting professional taking into consideration any recommendations for reasonable adjustments and appropriate support.
- Determine whether the learner should be allowed to continue their chosen course of study. If this is not possible, in the opinion of the lead member of staff, make a recommendation that the learner either changes their programme of study, withdraws temporarily, or fully withdraws from the programme. If a temporary or full withdrawal is agreed, learners must be reassured that the intention is for them to return to learning as soon as they are able to.
- Explain the decision to the learner ensuring that they fully understand the implications and their right to appeal against the decision.

Following the meeting, that lead staff member must:

- Ensure that the decision is clearly communicated to the learner in writing (appendix 8). If a final decision cannot be made at the meeting, clearly communicate to the learner the reasons for this within 10 working days for the decision to be made. Thereafter, the learner should be notified of the decision within the agreed timeframe by an agreed means and this decision should also be formally communicated in writing within 5 working days.

If the learner does not or cannot attend the meeting the Group has the right to continue with the procedure in their absence and confirm its outcome to the learner in writing.

Stage 4 - Return to Study

Any learner who, as part of the 'Support for Continuing Studies' procedure:

- Temporarily withdraws from their programme;
- Is required to withdraw;
- Withdraws before there is an outcome;

Should be subject to informal periodic review. The frequency and format of this informal periodic review should be agreed with the learner by the lead member of staff involved in the 'Support for Continuing Studies Procedure.'

It is important to note that return to study can happen at any point between Stage 1 and 3, depending on the individual's situation.

Written contact is recommended and a record of discussions and any updates on the learner's health and wellbeing should be kept by the staff member. This information will help inform the learner's progress towards a return to study.

Where a learner, (who has been required to withdraw or has withdrawn voluntarily following the Level 2 stage of this procedure), requests to return to their studies, the Group will agree and gain permission from the learner for a referral to the learner's GP or other relevant supporting professional. If necessary, in order to request a professional opinion on what support is needed for the learner to return and fully engage with their studies.

Following a request to return to studies/resume studies, the lead member of staff involved in the initial procedure must arrange for the Stage 3 panel to meet to consider the request. A member of staff should be appointed to take minutes which should be held as a formal record by the Group.

The purpose of the Panel meeting is to discuss and review the learner's situation and to consider:

- Whether the learner's health and wellbeing has improved sufficiently for them to return to their studies.
- Whether it is possible for them to return to their original programme of study or whether an alternative programme could be offered.
- The assessment of the medical professional.
- Any support that would be required to ensure a successful return.

The learner should be invited to attend the Return to Study Panel meeting and may be accompanied by another person to support them. Invites should be made in writing (Appendix 12).

If the learner chooses not to attend the panel meeting. The meeting can go ahead in their absence and a decision made as to their fitness to return to study.

Outcomes from this meeting may include:

- Recommendation to the lead member of staff that the learner's return to study be approved.
- Further medical information being requested and obtained before considering any further action.
- Continuance of the learner's temporary withdrawal and a further review of the learner's progress after a set period of time.

The learner should be informed of the decision in writing (Appendix 13) and any specific recommendations or suggestions about the support that they are recommended to access if they return to studies (in writing, within 5 working days of the Panel meeting). The learner will also be monitored and supported by the Student Support Team for the remainder of the academic session and be subject to ongoing review.

The learner may appeal against the Panel's decision by writing to the Deputy Principal/CEO. This request should be submitted in writing and follow the appeal procedure under Stage 4 above.

Appeal Against Final Decision

A learner can appeal the outcome of the Stage 3 procedure. Requests should be submitted (in writing) to the Director of Safeguarding and Student Support, no later than 10 working days after the receipt of the outcome of the Stage 3 procedure. learners should state the basis on which they are appealing and submitted via email to Exec Admin (execadmin@rnnngroup.ac.uk) or handed in by a representative at reception or posted to RNN Group, Eastwood Lane, Rotherham S65 1EG for the attention of Exec Admin. The decision will be reviewed in the appeal meeting by Director of Safeguarding and Student Support and a member of the Senior Leadership Team.

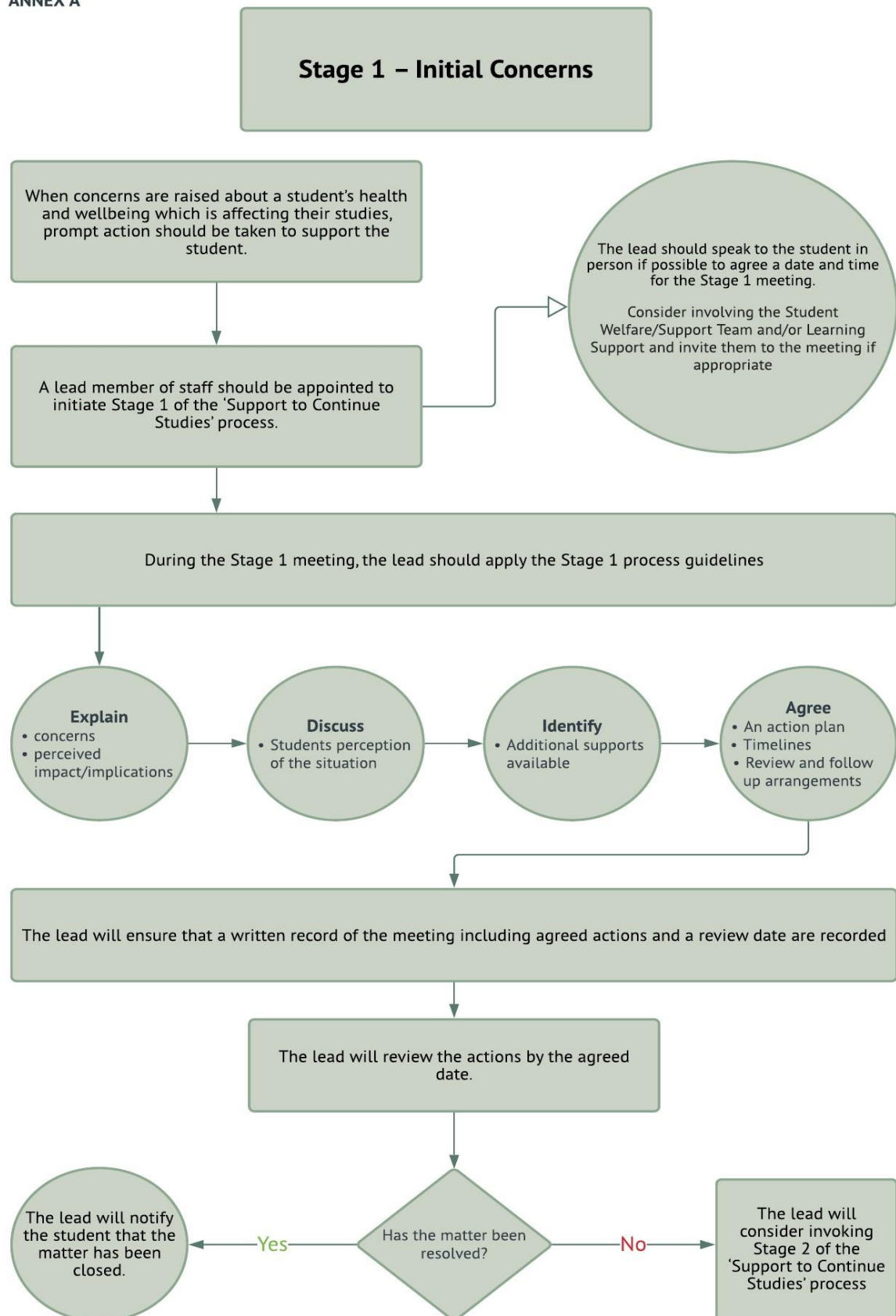
When submitting their request in writing, the learner will have the right to request that they present their appeal at the appeal meeting and they can be accompanied to that meeting by one person as support. If the learner attends, once discussion between them and the staff in the meeting has concluded, the learner will leave the meeting to allow the panel to make their decision.

The Group will seek to review the decision within 10 working days of receipt of the appeal and will give the learner 5 working days' notice of the meeting, should they wish to attend.

The outcome of the Appeals Panel is final. learners will be informed of their right to submit a complaint to the Education and Skills Funding Agency (ESFA).

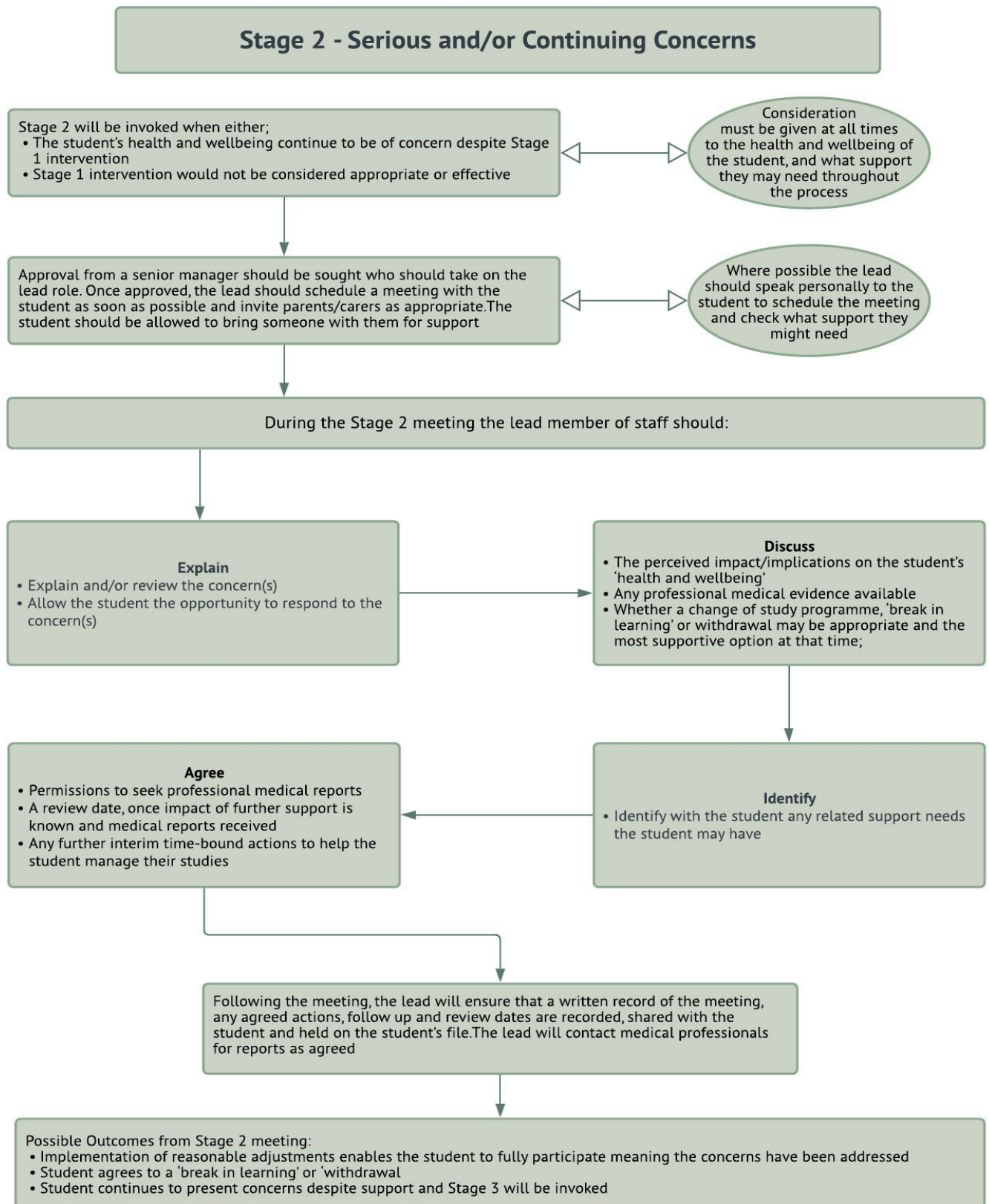
Appendix 1

ANNEX A



Appendix 2

ANNEX B



Appendix 3 – Stage 1 meeting invite

Date:

Ref:

Dear Student

We are writing to express our concern regarding your recent academic performance and attendance. We understand that various factors, including mental and physical health, can influence a student's ability to fully engage in their learning, and we want to work collaboratively with you to you are able to succeed.

Specifically, we have observed the following:

- [List specific concerns related to attendance, e.g., frequent absences, tardiness]
- [List specific concerns related to mental or physical health, e.g., difficulty concentrating, appearing withdrawn or anxious, frequent visits to the school nurse]

These patterns are impacting your progress and ability to meet your potential.

We believe that every student has the capacity to learn and achieve when they are feeling well and supported. Therefore, we would like to schedule a meeting with you to discuss the current situation and explore ways we can collectively address any barriers to their learning, including any potential mental or physical health concerns.

We are committed to partnering with you to ensure [Student Name]'s academic success and well-being. We look forward to hearing from you soon to schedule a meeting. Sincerely,

xxxxxx

Curriculum Team Leader

Enc.cc: Parent/carer (if student is under 18 years old and those with an EHCP up to the age of 24)

Appendix 4 – Stage 1 outcome letter

Our Ref SY/Stage2/

Date

Name

Address

Dear [Student Name],

Re: Stage 1 outcome

We recently had a meeting with you (and parent/guardian) to discuss your academic progress and well-being. We appreciate your support and your willingness to work towards your success.

We understand that you might be facing some challenges that are affecting your ability to fully engage with your learning. Based on our observations and the information shared during the meeting, we have developed a Support Plan to help you overcome these challenges and achieve your academic goals.

Your Support Plan includes:

- **Specific Goals:** [List clear and achievable goals for the student to work towards, e.g., improved attendance, completion of assignments, seeking help when needed]
- **Interventions and Support:** [Outline the specific interventions and support measures that will be put in place to help the student achieve their goals, e.g., additional learning support, tutoring, modified assignments]
- **Monitoring and Review:** [Explain how the student's progress will be monitored and reviewed, e.g., regular check-ins with tutors, or other support staff, periodic progress reports]

We want you to know that we believe in your potential and are committed to supporting you every step of the way. Please don't hesitate to reach out to your tutors, or any other trusted adult at school if you need help or have any questions.

Remember, we are all here to help you succeed. We are confident that with the right support and your dedication, you can overcome these challenges and achieve your academic goals.

We look forward to seeing you thrive!

Sincerely, xxxxxx

Curriculum Team Leader Enc.cc: Parent/carer (if student is under 18 years old and those with an EHCP up to the age of 24)

Appendix 5 - Stage 2 meeting invite

Ref:

Date:

Dear [Student's Name],

Subject: Stage 2 of the 'Support for Continuing Studies' Procedure

I'm writing to follow up on our recent conversation and confirm that we've scheduled a Stage 2 meeting. This meeting is an opportunity for us to talk about your studies and the support you're currently receiving. We'd also like to hear about any support you might be getting from healthcare professionals.

Please bring any relevant documents, like assessment results or letters from your doctor or therapist.

We want to assure you that this process is designed to help you succeed. We'll discuss any additional support or adjustments that might be helpful for you to continue your studies.

The meeting details are:

- **Date:** [Date]
- **Time:** [Time]
- **Location:** [Location]

We'll also be sending a copy of this letter to your parents/carers and inviting them to attend. If they're unable to come, you're welcome to bring another person for support.

Your attendance at this meeting is important so we can ensure the right support is in place as quickly as possible. I've included a copy of the College's 'Support for Continuing Studies' Policy for your reference.

We're here to help you. Please don't hesitate to reach out if you have any questions or concerns before the meeting.

Sincerely,

xxxxxx

Curriculum Manager

Enc.cc: Parent/carer (if student is under 18 years old and those with an EHCP up to the age of 24)

Appendix 6 – Stage 2 outcome letter

Our Ref SY/Stage2/

Date

Name

Address

Dear Student

We recently met on [Date] to discuss your health and how it's affecting your ability to focus on your studies. We understand that this is a difficult time for you, and we want to assure you that we're here to support you in every way we can.

During our conversation, we talked about:

- How your health is impacting your energy levels.
- Your diagnosis.
- Upcoming appointments you have.

We shared our concerns about your well-being, discussed potential support options, and you kindly gave us permission to reach out to external support services like your GP, if needed. All of this has been included in the action plan we created together.

Moving Forward

- **Review Meeting:** We'll schedule another meeting once we have more information from you and/or external parties to help you continue your course.
- **Short-Term Action Plan:** In the meantime, we've put together a short-term action plan that outlines the support you'll receive, key dates for checking in, and what we expect from each other.
- **Reasonable Adjustments:** We've also agreed on some adjustments to make things a bit easier for you right now, like a personalised timetable and the possibility of working from home.
- **Break in Learning (if applicable):** If we've agreed that a break from your studies is best for now, so you can focus on your health, that's also outlined in the plan.

Our priority is to support you in your learning journey and make any necessary adjustments along the way. We also have a responsibility to ensure the well-being of all our students, so we'll continue to monitor the situation and may schedule further meetings if needed.

A copy of this letter has been sent to your parent/carer [if applicable].

Please remember, we're here for you. Don't hesitate to contact us if you have any questions or need additional support.

With our best wishes for your health and studies,

Sincerely,

xxxxxx

Curriculum Manager

Enc.cc: Parent/carer (if student is under 18 years old and those with an EHCP up to the age of 24)

Appendix 7 - Stage 3 Final Review

Ref:

Dear [Student's Name],

Subject: Checking In and Continuing Your Support

We recently met on [date] to discuss your health and how it's affecting your studies. We created a support plan together to help remove any barriers to your learning.

I'm writing to let you know that we've scheduled a Stage 3 meeting to check in on how things are going. This meeting will give us a chance to talk about your progress, review your support plan, and see if any further adjustments or support might be helpful.

We want to assure you that this is a supportive process. We're here to help you succeed in your studies, even in the face of health challenges.

The meeting details are:

- **Date:** [Date]
- **Time:** [Time]
- **Location:** [Location]

We'll also be sending a copy of this letter to your parents/carers and inviting them to attend. If they're unable to come, you're welcome to bring another person for support.

It's important that you attend this meeting so we can make sure you have the right support in place. I've included a copy of the College's 'Support for Continuing Studies' Policy for your reference.

Please remember, we're here for you. If you have any questions or concerns before the meeting, please don't hesitate to reach out.

With our best wishes for your continued well-being,

Sincerely,

xxxxxx

Director of Campus

Enc.cc: Parent/carer (if student is under 18 years old and those with an EHCP up to the age of 24)

Appendix 8 – Stage 3 outcome

Date

Name

Address

Dear [Student's Name],

Subject: Supporting Your Well-being and Education

We recently met on [date] to discuss your health and how it's affecting your ability to participate fully in your studies. We understand that this is a challenging time, and we want to ensure that your well-being is our top priority.

During our conversation, we talked about:

- The impact your health is having on your ability to learn.
- Your upcoming hospital stay/ operation.
- The support you're currently receiving outside of college.

We also discussed whether it was feasible for you to continue with your current course, and we agreed that at this time, it might be best to explore other options.

We considered the following possibilities:

- Changing to a different programme or area of study.
- Taking a temporary break from your studies.
- Withdrawing from your studies completely for now.

After careful consideration, we agreed together that the best option for you right now is to [state the agreed-upon decision, e.g., "change to a new course in September," "take a temporary break from your studies," or "withdraw fully"].

Looking Ahead

We want to emphasise that this decision, made collaboratively with you and considering the advice of external parties, does not prevent you from returning to your studies at the college when you feel ready.

[If the student is taking a temporary break, add:] When you feel ready to re-engage with your learning, please contact me directly to arrange a meeting to discuss your return.

We're committed to supporting you throughout your journey. Please remember that we're here for you, and don't hesitate to reach out if you have any questions or need further assistance.

Wishing you all the best in your recovery and future endeavours.

Sincerely,

xxxxxx

Director of Campus

Enc.cc: Parent/carer (if student is under 18 years old and those with an EHCP up to the age of 24)

Appendix 9 – Medical consent Form

Consent to Request Medical Information

Student's Name:

Date of Birth:

Address:

Student's Mobile Number:

Student's Email Address:

Next of Kin Name:

Relationship to Student:

Next of Kin Address:

Next of Kin Mobile Number:

Next of Kin Email Address:

I/we give my/our consent for *Name of College* to contact the below named medical professional(s) and request details relating to my current illness/condition/disability.

I understand that this information will only be used to assess my capacity to engage in my programme of study and that further advice will be sought on the type of support or adjustments that may be required for this to happen.

Name of GP/CAMHS/Psychotherapist/Physiotherapist/Other

Student Signature:

Print Name:

Parent/Carer Signature:

Print Name:

Date:

Appendix 10 – Letter requesting medical opinion

Date:

Dear

Ref: Student's Name and Date of Birth

The above-named student is *currently studying on/has applied to study* the following programme;

Programme of Study:

As I am sure you will appreciate, to study effectively, it is necessary for students to have the physical and mental resilience to cope with the demands of the course. We are concerned that *student's name's* current health and wellbeing may be impacting on their ability to participate fully, and we have further concerns about their health and safety and that of those around them. *(delete/amend as appropriate)*

In accordance with our 'Support for Continuing Studies Policy', (copy enclosed) we are working closely with *student's name* and their parents/carers to make sure that reasonable adjustments are applied and that a support plan is in place. Unfortunately, despite this, the situation has not improved, and we are now requesting a medical opinion on *student's name's* fitness for continuing with their studies. *(delete/amend as appropriate)*

In forming your opinion, please could we ask you to take into consideration the specific demands of the course as detailed below which *student's name* is currently finding difficult to cope with;

List specific requirements of course, such as physical stamina, full attendance, emotional resilience, independent study, group work, etc.

It would be helpful if you are able to advise on the type of support and/or adjustments you feel may assist *student's name* and whether it is your view that they will be able to engage fully in their studies once this is in place.

Yours sincerely

Appendix 11 – Support Plan

Support Plan: Stage 1/ Stage 2 (delete as appropriate)

Learner Name:

ID Number:

In order to support you with your current health concerns, we met on xx/xx/xx to discuss how your health is impacting on your learning and how we can work together to reduce these barriers.

Health concern	Impact on learning	Support agreed (this could be learner or staff lead)	Review date
<i>Unmanaged ADHD/ Concentration</i>	<i>Distracting to others, not engaged in learning</i>	<i>Learner to take medication as prescribed. Speak with GP if dosage is not right.</i>	<i>4-week review</i>
<i>Mental Health</i>	<i>Lack of attendance due to anxiety</i>	<i>Student – book an appointment with GP College – organise pastoral support, regular catch ups or short term meet and greet.</i>	<i>2-week review</i>

Student declaration: I agree to work with the above support plan and will engage with the support college are offering in order for me to continue my studies.

Signature:

Date:

Appendix 12 – Return to Study Panel

Date

Name

Address

Dear

Re: Return to Study panel

I would like to invite you to a Return to study panel meeting, with myself, a member of student Support and Curriculum Team Leader for your area. The meeting will be held on xx/xx/xxxx at (time).

The purpose of the Panel meeting is to discuss and review your situation and to consider;

- your health and wellbeing
- what area of learning are you wishing to return to
- the assessment of the medical professional;
- any support that would be required to ensure a successful return.

Outcomes from this meeting may include;

- a return to your previous area of learning
- further medical information being requested and obtained before considering any further action;
- continuance of the temporary withdrawal and a further review of your progress after a set period of time.

You are welcome to bring someone along to this meeting e.g. parents, guardian or friend.

Yours sincerely

xxxxxx

Director of Campus

Enc.cc: Parent/carer (if student is under 18 years old and those with an EHCP up to the age of 24)

Appendix 13 – Outcome of Return to Study Panel

Date

Name

Address

Dear

Re: Return to Study panel outcome

I would like to thank you for your time on xx/xx/xxxx. During the meeting we discussed the following;

- *your health and wellbeing*
- *your aspirations*
- *the support you are engaging with*
- *what learning you would like to access*

Delete as appropriate

In the meeting you were able to show that your health has improved significantly and that you would be able to reengage in learning. With this in mind you we agreed to a phased return to learning which will start on xx/xx/xxxx. Your Curriculum Team Leader will create an action plan with you to support your return.

In the meeting you were not able to show significant improvement in your health and as discussed we feel you need to focus on your health now. A meeting can be arranged at a later date to review this decision.

Yours

Yours sincerely

xxxxxx

Director of Campus

Enc.cc: Parent/carers (if student is under 18 years old and those with an EHCP up to the age of 24)