



Fitness to Study Procedures

Policy Type: Local (Assistant Principal - Pastoral)
Approved by: AQC
Effective From: January 2026
Revision date: January 2027

1. Introduction

The Sixth Form College Farnborough is an educational institution for full time students. It has included in its mission statement the commitment to tailoring its education to individual needs and promoting inclusivity and equality of opportunity. This philosophy underpins how we constantly strive to make reasonable adjustments for any student. In doing so we fully comply with the Equality Act 2010.

It is important, however, to be clear about what is reasonable in an educational setting and the limits to the individual support that can be provided within a sixth form college. Our staff provide outstanding care for all students, but there will be times when a student's physical or mental health are so affected that they are no longer able, despite support, within the College and externally, to maintain reasonable academic progress:

1. We are not a distance-learning College and, while it is reasonable for subject teachers and support staff to be flexible on a temporary basis, prolonged periods of absence cannot be sustainable.
2. There may be times when the nature of a student's ill health can require support beyond the expertise or capacity that we can reasonably offer.
3. Occasionally a student's ill health may present a health and safety risk to either themselves or those around them that is unmanageable in a mainstream educational setting.

There are therefore occasions where, for one or more of the reasons above, it will be our judgement that, in the best interests of a student, continuing at College is no longer the best option.

2. Aims

These procedures aim to provide a:

- framework to guide decision making in complex student welfare cases;
- set of parameters for the minimum acceptable level of academic progress;
- series of stages for reviewing a student's place at the College;
- List of minimum expectations of students who are offered the opportunity to restart at the College.

They have been developed to work in conjunction with other key College procedures and policies:

- Safeguarding Policies and Procedures
- Safeguarding Protocols
- Equality and Diversity Policy
- Health and Wellbeing Department Confidentiality Policy
- Study Support Policy

3. Joining the College

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

In cases where a complex or significant physical or mental health condition is disclosed, it may be appropriate that further information is sought from health professionals supporting a student to be able to formulate a support plan. In addition, a transition meeting may be called to discuss and agree the details of a support plan, the appropriate programme to be studied and any reasonable adjustments that we will commit to making. In these cases, the support plan will require formal medical paperwork to be provided and students will usually be allocated, in addition, the oversight of a Lead Tutor or member of the Health and Wellbeing Team as part of our safeguarding procedures.

Any student who joins the College with a support plan will have this reviewed on at least a monthly basis by the College Nurse (and/or the Health and Wellbeing Coordinator) and consent will be sought to share with subject teachers, and the Personal Tutor or Student Progress Advisor (SPA), the key relevant information so that they can best make adjustments. Without this consent, we are unable to commit to providing reasonable adjustments in all aspects of College activities.

4. Studying at the College

If a student does 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. Early disclosure of issues is therefore vital to allow us to assess how best to accommodate students and also to avoid exacerbating the issue through a lack of knowledge on the part of their subject teachers, welfare staff and Personal Tutor or SPA.

We will of course always seek to provide appropriate support to any student with ill health, whether the condition was pre-existing or commences during study at the College. Students are made aware of the extensive range of student services at the College both at induction and as part of the ongoing Tutorial Programme. All staff at the College have a duty of care to students and can be approached with any concern, however small. The main staff who would be consulted by students are:

- College Nurses
- Counselling team
- Safeguarding Team
- Tutor or SPA and Pastoral Lead
- Subject teacher or curriculum leader
- Exams officer
- Study Support (EAAs and reasonable adjustments)

The member of staff consulted will seek consent from the student to share with subject teachers and the tutor the key relevant information so that they can best make adjustments. In exceptional circumstances confidentiality may need to be broken without the student's consent. In these circumstances the student will always be informed. If the nature of the medical condition requires support or reasonable adjustment needs to be made to a student's studies, then the Health and Wellbeing Coordinator and/or Director of Safeguarding will be asked to meet with and assess the student. This may lead to a support plan being agreed and other staff in the College, such as the College Nurse, Counselling Team or Safeguarding Team, becoming involved in providing support. Consent will always be sought from the student to involve parents and carers in these decisions, however in certain extreme cases confidentiality will need to be respected if the student requests it.

The support plan may also involve referral to outside agencies, such as CAMHS or the student's GP. This is particularly true where the health condition causes significant concern, since the expertise and capacity of the College in providing medical support is finite and the responsibility for medical support lies with the external services. In crisis situations, where there are immediate and grave concerns for a student's health or well-being, student services staff will judge how best to provide first aid and whether emergency services should be called. We will always endeavour, in these situations,

to contact parents and carers as soon as possible.

5. Limits to support

Whether medical conditions are raised before a student joins the College or whilst at the College, there need to be reasonable limits set to the support that can be offered. These include both the flexibility the College should show around academic progress (attendance and meeting assessment expectations) and the support (type, location and frequency) that is needed for a student to remain at College. Clearly it is difficult to set non-negotiable limits for academic progression and support and there needs to be judicious professional judgement in each case. Furthermore, physical and mental health conditions may be temporary or permanent, short or long-term, stable or prone to remission. As a guide, therefore, the following minimum expectations should be set:

Academic progress

Each case needs to be considered on its merits, but it is clear that a minimum level of attendance needs to be maintained that will allow a student to realistically achieve. Academic success depends on engagement in classroom activity, so excessively long periods of complete absence or very poor attendance will make a student's studies untenable. With regards to coursework and homework, if students fall significantly behind with their deadlines, despite extensions being offered, then there comes a point at which catching up is not viable. The specific expectations regarding attendance and assessment will be set in each case depending on the circumstances.

Support

It is reasonable for teaching staff, on a short-term temporary basis, to liaise with students via email, Google Classroom and the Study Directory. This cannot continue long-term. We are not a distance-learning College and do not have the resources, expertise or remit to be one. In terms of pastoral support the College enjoys a privileged position – College Nurses, a Counselling Team, Tutors, SPAs and Study Support staff can all provide appropriate support within certain parameters. We will, where appropriate, refer to external services and maintain liaison with them. We cannot provide, however, complex medical or psychiatric support. This would usually be sought externally through the GP or other services. Finally, pastoral support is finite and needs to be available for other students as well. In all cases the support we offer must be on site and available to all students.

6. Fitness to Study

Our default position, as a College, is that we want 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 not possible. Clearly each student needs to be considered on a case by case basis and the College needs to ensure it is fully aware of all the medical evidence and the

wishes of the student and the parents or carers. Ideally, a clear consensus would always emerge about the best way forward, but this will not always be the case. There will be occasions where the College believes that it has exhausted the support options available, it has made reasonable adjustments in all aspects of College life, but the student is unable to maintain their fitness to study.

These situations impact negatively both on the student, since their welfare is at risk, and on the College, since there is an excessive demand on resources. For the student, who has struggled to maintain their academic progress, against the odds, and for whom trying to keep the structure of College life going has been, so far, a positive factor in their rehabilitation, there comes a tipping point at which trying to catch up after a lengthy absence is actually more stressful and therefore more of a negative impact on their health than withdrawing from studies. The time required to work with individual students to catch up on missed work, liaising remotely via email and e-classroom for absent students, and arranging meetings and support for students is a finite resource and cannot unreasonably impact on the learning of other students at the College.

If the College reaches a decision, after consultation with the student, parents / guardians and medical professionals, that a student should withdraw then this will be actioned. In these situations, we would always assure students and their parents or carers that the best interests of the individual student and their welfare are at the centre of decisions. Where there is no consensus that withdrawal is the most appropriate outcome, then the stages below will be followed:

Stage 1

A letter is sent home, by the Personal Tutor or SPA outlining concerns and suggesting a graduated response to set targets (see Annex 1). The situation is reviewed two weeks later.

Stage 2

A Stage 2 letter is sent home, by a Pastoral Lead firmly outlining concerns and resetting targets. The situation is reviewed two weeks later.

Stage 3

A case conference reviews the situation and provides guidance to the Director of Safeguarding, who will adjudicate on the feasibility of the students continued place at College. The student will then be notified of the decision.

NB. It is crucial to recognise that, on occasions, the College is advised, by medical specialists, that it is unsafe for students to attend. This advice will always supersede College policy and the student will not be able to attend until we are notified of their fitness to do so by the relevant authority.

7. Restarting at College

In certain situations it may be appropriate to offer a restart at College. Students can only ever restart once. They must restart their studies in the following academic year and before they turn 19. In cases where the student withdraws from the college of their own accord, has put in place robust medical support outside of College and has time before the restart to respond to this support (typically 6 months), then the restart has a good chance of success. In cases where there is no clear commitment to following prescribed medical support and there is less time to respond to this support, then the restart is quite likely not to work. The College is very unlikely to allow a restart where a student was required to leave at Stage 3.

Where the College offers the opportunity of a restart, the onus is on the student and their parents or carers to ensure that they are recovered enough for the restart to work. Further relapses would not be in the interest of the students. When the student withdraws from studies, guidance will be given both on what support might be appropriate to ensure fitness to study on return, but also importantly on what evidence will be expected at enrolment (6.1) or re-enrolment (6.2) to prove this. Students will be added to our restart list. In this case the student will restart at college at Stage 1 of the Fitness to Study process.

In May of each year the Assistant Principal - Pastoral will write to all parents or carers of students on the restart list confirming the date and time of enrolment / re-enrolment and what medical documentation will be required. The letter will also ask for formal written confirmation that the student still intends to restart. Students will be invited to attend a meeting with their Personal Tutor or SPA to discuss the integrity of re-enrolment.

Since the exact programme of courses will be agreed at enrolment / re-enrolment, it is not straightforward to expect students to prepare for their restart, for example by re-reading texts or completing summer timetable work. It is expected therefore that students (particularly 6.2 restarters) will have a period of private study or study support added to their timetable to allow for time to catch up any missing work. Restarters will automatically be monitored by their Personal Tutor or SPA and will start on Stage 1 of these procedures.

Annex 1

Graduated response

Stage 1 Targets

Assess	Plan (SMART targets for this term?)	Do (How will this be achieved?)

Review – To be completed by teachers at the end of term

Reviewer	Feedback	Action