



JOHN LEGGOTT COLLEGE
SUPPORT TO STUDY POLICY

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1. Introduction

1.1. This policy outlines John Leggott College's expectations with regards to attendance, punctuality and academic progress, and aims to support all students to take responsibility for their own progress at college

2. Expectations

2.1. We recognise that excellent attendance is a key factor in ensuring students progress well academically in their courses. We expect students to attend all of the following:

- Lessons
- Tutorials
- Student briefings and assemblies
- One to one meetings with teachers and/or Progress Tutors
- Careers appointments
- Curriculum support sessions
- Examinations
- Timetabled Extended Opportunities

2.2. In addition to this the College expects all students to:

- Attend all lessons on time and be ready to work
- Stay in attendance until the end of their class, unless previously agreed with their teacher, this includes returning to lesson after break
- Inform and seek authorisation from Student Services in advance of any known absences or lateness by emailing studentservices@leggott.ac.uk or calling 01724 407050 where possible before 9am on each day of absence
- Catch up on any work they have missed, e.g. due to unavoidable absence
- Arrange appointments, e.g. medical appointments, out of college hours, this does not include driving lessons
- Arrange holidays outside of term time (details of term dates are available on the college website)
- Keep track of their own attendance through CEDAR
- Make progress in lessons in line with teacher expectations
- Complete all homework, coursework, assignments and any additional work set by staff on time and to the best of their ability
- Regularly check their college emails for key updates

2.3. Parents/guardians are expected to:

- Encourage students to attend college
- Report absences on behalf of students if they are unable to
- Engage in college meetings where possible to support students
- Support staff at the college to monitor progress of students

2.4. The College expects staff to:

- Contact parents/guardians when concerns about attendance, punctuality and academic progress, this responsibility will primarily be actioned by:
 - Teachers
 - Area Leads
 - Progress Tutors
- Complete all registers within the first 20 minutes of each lesson or tutorial and challenge all latecomers, this responsibility will primarily be actioned by:
 - Teachers
 - Progress Tutors
- Monitor attendance of lessons, tutorials, extended opportunities/enrichment, this responsibility will primarily be actioned by:
 - Teachers
 - Area Leads
 - Progress Tutors
 - Pastoral Lead
 - Pastoral and Safeguarding Manager
- Log all concerns, support and interventions on CEDAR and attend any meetings as required to discuss further and action support, this responsibility will primarily be actioned by:
 - Teachers
 - Area Leads
 - Progress Tutors
 - Pastoral Lead
 - Pastoral and Safeguarding Manager

3. **Procedure**

- 3.1. The following procedure (see Appendix 1) will be put in place by designated staff when there are emerging concerns about the students' attendance, punctuality and/or academic progress.

Initial curriculum centred support process -

- 3.1.1. Teacher acknowledges and has exhausted all avenues of curriculum led intervention, including the following as a minimum: speak to student, set targets within ILP, contact parent/guardian, log all evidence (CEDAR) of support and intervention put in place to improve student.

Initiation of the 'Support to Study cycle -

- 3.1.2. If no improvement following above intervention attendance and/or academic progress concern raised by teachers or Progress Tutor on CEDAR ILP and contract thread is generated and managed by the Progress Tutor. PT to gain information from all teachers to help set support targets. Progress Tutor to discuss with Pastoral Lead and Pastoral and Safeguarding Manager if any extenuating circumstances to be considered.
- 3.1.3. Progress Tutor to meet with student and create a support plan which includes targets for each of their subjects. Progress and engagement will be reviewed fortnightly by the Progress Tutor, ideally in tutorial, and they will add an update to Cedar
- 3.1.4. If insufficient improvement is made or further concerns are raised, the Progress Tutor will arrange a meeting between themselves, the student and the subject teachers to revise the support plan. Progress and engagement will be reviewed fortnightly by the Progress Tutor, ideally in tutorial, and they will add an update to Cedar
- 3.1.5. Progress Tutor will arrange a meeting between themselves, the student, the student's parent/guardian and the area leads for each subject if further concerns need to be discussed or the student fails to engage in the support plan. Progress and engagement will be reviewed fortnightly by the Progress Tutor, ideally in tutorial, and they will add an update to Cedar.
- 3.1.6. In the event where a student has not engaged in the support cycle and/or their attendance has fallen below 70% they will be asked to meet with the Pastoral and Safeguarding Manager or the Pastoral Lead who will help create a recovery plan which will be shared with teachers, area leads and parent/guardian.

- 3.1.7. Failure to engage in the recovery plan will result in a 'Place At Risk' (Appendix 2) letter being sent to student and parent which will include a reasonable deadline for improvement.
- 3.1.8. If the student fails to meet the requirements outlined in the letter in the time frame stated they will be required to attend a meeting along with their parent/guardian with the Assistant Principal and either the Pastoral and Safeguarding Manager or the Pastoral Lead.
- 3.2. Depending on the severity of the situation, action may be initiated at any point in the support cycle.
- 3.3. If a student does not engage in the support cycle, the severity of the situation will be assessed and further action will be taken which will reflect the seriousness of the situation.
- 3.4. If the student and/or parents/guardians fail to cooperate or absent themselves from engaging at any point in the procedure, the College reserves the right to continue with the procedure in their absence.
- 3.5. Students who are absent from college for longer than two consecutive weeks without notifying the college, and show no sign of returning, will be sent a final letter requesting they get in touch with their Progress Tutor to discuss if they wish to remain enrolled. If they get in touch in response to the letter a return to college meeting will be held with Progress Tutor, the Pastoral Lead or the Pastoral and Safeguarding Manager, student and parent. If they fail to get in touch in response to the letter they will be withdrawn from college. In instances where there are safeguarding concerns a home visit may be conducted to check on the welfare of a learner prior to withdrawing them.
- 3.6. Any student who does not return to college after the above letter is sent will be discussed with the local authority as being at risk of NEET (Not in Education, Employment or Training)
- 3.7. If the student makes positive progress while in the support cycle they can be removed from the policy. If their progress/attendance begins to drop again they can re-enter the cycle at any point.
- 3.8. The college will provide individualised support to all students based upon their needs. When no physical or mental health issues are present students will be supported through the 'non-extenuating circumstances strand'. Where physical or mental health issues are present students will be supported through the 'extenuating circumstances strand' to allow for reasonable adjustments to be put in place to support students to fully engage with their studies.

- 3.9. The college recognises that in some cases there will be extenuating circumstances which result in issues with attendance, punctuality and academic progress.
- 3.10. The college is committed to supporting the health and wellbeing of all students in order to maximise their engagement with learning. It is recognised that some students may develop or have pre-existing physical or mental health issues which could prevent them from either partially or completely engaging in their academic studies.
- 3.11. There may 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. As such the college recognises that:
- We are not a distance-learning college and, while it is reasonable for teachers and support staff to be flexible on a temporary basis, prolonged periods of absence cannot be sustainable;
 - There may be times when the nature of a student's ill health requires support beyond the expertise or capacity that we can reasonably offer;
 - Occasionally a student's ill health may present a health and safety risk to either themselves or those around them, which is unmanageable in a mainstream education setting;
 - A student may choose not to engage with support offered to aid their recovery.
- 3.12. There may therefore be occasions where, for one or more of the reasons above, it will be our judgement that, in the best interests of the student, continuing at college is no longer the best option.
- 3.13. The college may become concerned about a student's fitness to study when:
- A student's physical or mental health problems disrupt their own student
 - A student poses a risk to their own health, safety and/or wellbeing or that of others
 - A student's behaviours are, or are at risk of, disrupting or negatively affecting the teaching, learning and/or experience of other students
 - A student's behaviours result in unreasonable demands being placed on staff, other students and the college.

4. **Appeal**

- 4.1. If a student has been withdrawn from study they have a 7 day right of appeal which must be submitted in writing. Once appealed the student and their parent/guardian will be invited to attend an appeal hearing with the Deputy Principal.

4.2. The Deputy Principal will listen to all evidence and decide on a final outcome. The final decision will be upheld.

Policy Owner:	Nathan Daniel	Policy Review Date:	June 2024
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5. Appendix 1: Support to Study Cycle

SUPPORT TO STUDY CYCLE



CURRICULUM CENTRED SUPPORT PROCESS

Teacher acknowledges a concern regarding progress or attendance within cedar ILP then initiates a meticulous sequence to support the learner including the following as a minimum:

- Speak to student
- Set targets within ILP
- Contact parent/guardian
- Log all evidence of support and intervention put in place to improve student.

If the learner does not meet the expected level of improvement, the support cycle below will be initiated and managed by their progress tutor.



1	2	3	4	5
<p>If no improvement following above intervention attendance and/or academic progress concern raised by teachers or Progress Tutor on CEDAR. Progress Tutor to gain information from all teachers to help set support targets. Progress Tutor to discuss with Pastoral Lead and Safeguarding Manager if any extenuating circumstances to be considered.</p>	<p>Progress Tutor to meet with student and create a support plan which includes targets for each of their subjects. Progress and engagement will be reviewed fortnightly by the Progress Tutor, ideally in tutorial, and they will add an update to Cedar.</p>	<p>If insufficient improvement is made or further concerns are raised, the Progress Tutor will arrange a meeting between themselves, the student and the subject teachers to revise the support plan. Progress and engagement will be reviewed fortnightly by the Progress Tutor, ideally in tutorial, and they will add an update to Cedar.</p>	<p>Progress Tutor will arrange a meeting between themselves, the student, the student's parent/guardian and the area leads for each subject if further concerns need to be discussed or the student fails to engage in the support plan. Progress and engagement will be reviewed fortnightly by the Progress Tutor, ideally in tutorial, and they will add an update to Cedar.</p>	<p>In the event where a student has not engaged in the support cycle and/or their attendance has fallen below 70% they will be asked to meet with the Pastoral and Safeguarding Manager or the Pastoral Lead who will help create a recovery plan which will be shared with teachers, area leads and parent/guardian.</p>

6. Appendix 2: Absence Letter Process

Student has been absent from college for +2 weeks	
Decide on following actions based on information from CEDAR and Safeguarding/Wellbeing Team	
There are significant safeguarding/wellbeing concerns regarding student = 2 week absence HOME VISIT letter sent	There are no significant safeguarding/wellbeing concerns regarding student = 2 week absence letter sent
OUTCOME	OUTCOME
<ol style="list-style-type: none"> 1. Student responds to letter and arranges a return to college meeting within given timeframe 2. No response received – home visit is completed 3. Home visit is completed, student wishes to return to college and return to college meeting arranged 4. Home visit is completed, no one is home – student is withdrawn from college and Children’s Services made aware if required 	<ol style="list-style-type: none"> 1. Student responds to letter and arranges a return to college meeting within given timeframe 2. No response received – student is withdrawn from college

7. Appendix 3: Two Week Absence Letter

Dear

RE: Absence from college

You have been absent from college for more than two weeks and I have tried to get in touch with you and your parent/guardian regarding your absence using the contact details you have provided. As you have enrolled on a full time programme of study at John Leggott College good attendance is paramount in enabling you to be successful and achieve the academic outcomes you wish.

I would urge you to make contact with us using the details below, and if you wish to return to college you must engage in a meeting with staff at the college, who will endeavor to support you in your return to college. Please get in touch with me to arrange this return to college meeting by [give 5 working days].

Email: @leggott.ac.uk [add personal email] Tel:
01724 [add direct dial]

If we have not heard from you by [add 7 working days from letter sent] to arrange a return to college meeting, we will regretfully take the decision to withdraw you from college and we will report you to the local authority as no longer attending.

You have 7 days to contact us using the contact details below to appeal this decision. If you wish to exercise this right of appeal please forward, in writing, your grounds for appeal against this decision by [insert date] to Katy Adkin, Executive Assistant to the Principal and Deputy Principal, katyadkin@leggott.ac.uk.

I look forward to supporting you in your return to college.

Yours Sincerely

[SIGN HERE]

[ADD NAME)

8. **Appendix 4: Two Week HOME VISIT Letter**

Dear

RE: Absence from college

You have been absent from college for more than two weeks and I have tried to get in touch with you and your parent/guardian regarding your absence using the contact details you have provided. As you have enrolled on a full time programme of study at John Leggott College good attendance is paramount in enabling you to be successful and achieve the academic outcomes you wish.

I would urge you to make contact with us using the details below, and if you wish to return to college you must engage in a meeting with staff at the college, who will endeavor to support you in your return to college. Please get in touch with me to arrange this return to college meeting by [give 5 working days].

Email: @leggott.ac.uk [add personal email] Tel: 01724 [add direct dial]

If we have not heard from you by [add 7 working days from letter sent] to arrange a return to college meeting, we will undertake a home visit as we have concerns about your welfare.

I look forward to supporting you in your return to college.

Yours Sincerely

[SIGN HERE]

[ADD NAME]

Progress Tutor

9. **Appendix 5: Home Visit Letter – NO RESPONSE**

Dear

RE: Home Visit

You have been absent from college for more than two weeks and I have tried to get in touch with you and your parent/guardian regarding your absence using the contact details you have provided. As you have enrolled on a full time programme of study at John Leggott College good attendance is paramount in enabling you to be successful and achieve the academic outcomes you wish.

We have attempted to conduct a home visit today as we are concerned about your welfare due to not being able to make contact with you. As we have been unable to contact you again today, we will now report you to the local authority as no longer attending and will regretfully withdraw you from college.

You have 7 days to contact us using the contact details below to appeal this decision. If you wish to exercise this right of appeal please forward, in writing, your grounds for appeal against this decision by [insert date] to Katy Adkin, Executive Assistant to the Principal and Deputy Principal, katyadkin@leggott.ac.uk.

Yours Sincerely

[SIGN HERE]

[Staff Name]

[Job Title]

10. Appendix 6: Home Visit Letter – RESPONSE

Dear

RE: Home Visit

You have been absent from college for more than two weeks and I have tried to get in touch with you and your parent/guardian regarding your absence using the contact details you have provided. As you have enrolled on a full time programme of study at John Leggott College good attendance is paramount in enabling you to be successful and achieve the academic outcomes you wish.

To support your return to college we will invite you to a return to college meeting within 5 working days, if you do not attend this meeting then we will regretfully take the decision to withdraw you from college and we will report you to the local authority as no longer attending. You will have 7 days to contact us using the contact details below to appeal this decision.

If you wish to exercise this right of appeal please forward, in writing, your grounds for appeal against this decision by [insert date] to Katy Adkin, Executive Assistant to the Principal and Deputy Principal, katyadkin@leggott.ac.uk.

Yours Sincerely [SIGN HERE]

[Staff Name] [Job
Title]

11. Appendix 7: Withdrawal from Study Letter

Dear

Re: Withdrawal from Study

We have reviewed your Progress Intervention contract and it has been decided that due to you not engaging fully in your programme of study and despite the college making reasonable adjustments you have been unable to comply with actions set. As a result of this you are now withdrawn from college.

This action is in line with the college's Progress Intervention Policy. I would like to inform you that there is a right of appeal to this decision.

If you wish to exercise this right of appeal please forward, in writing, your grounds for appeal against this decision by [give 7 working days] to Katy Adkin, Executive Assistant to the Principal and Deputy Principal, katyadkin@leggott.ac.uk.

Upon receipt of any appeal the college shall arrange a hearing within five working days and you will be duly invited.

If you require any further assistance or clarification please don't hesitate to contact me.

Yours sincerely

[SIGN HERE]

[Staff Name]

[Job Title]