

# TELFORD COLLEGE

## FITNESS TO STUDY POLICY

<b>Ref No</b>	0113	<b>Version</b>	3
<b>Dept</b>	Student Services	<b>Last Updated</b>	March 2024
<b>Responsible Manager</b>	Director of Safeguarding and student support	<b>Next Review</b>	April 2028
<b>Date Approved</b>	April 2026	<b>Category</b>	Public / Private
<b>Where Approved</b>	Senior Leadership Team	<b>Covers</b>	Students
<b>Associated Documents</b>	Safeguarding and prevent policy		

## Contents

1. Policy statement.....	2
2. Policy Purpose .....	2
3. Procedures.....	2
4. Process/Procedure .....	3
4.2. Preliminary stage.....	3
4.3. 2 Stage 1- support planning and early intervention .....	3
4.4. Stage 2-Review and enhanced support.....	3
4.5. Stage 3- Formal review and decision making .....	4
4.6. Outcomes and Next Steps .....	4
5. Accessing the Fitness to Study Process.....	4
6. Applying and Enrolling at the College .....	5
7. Onset of Illness or Disability During Study.....	5
8. Limits to Support .....	5
8.2. Attendance and Engagement.....	5
8.3. Support Offer .....	6
9. Interruption of Studies .....	6
10. Appeals.....	7
11. Appendix 1- Fitness to study referral.....	8
12. Appendix 2- Health Support Declaration & Learning Support.....	9
13. Appendix 3 – Stage 1: Fitness to study Stage 1 Letter .....	13
14. Appendix 4- Stage 2: Review and Support Planning .....	15
15. Appendix 5- Stage 3: Formal Review of Your Progress at Telford College .....	16

## 1. Policy statement

1.1.1. Our Telford College mission underpins a commitment to creating an inclusive, equitable and trauma-informed learning environment, where all students are supported to access a broad and ambitious curriculum. We recognise that students may experience a range of personal, social, emotional and health-related challenges, and we are committed to making reasonable adjustments to reduce barriers to learning wherever possible.

1.1.2. We also recognise that engagement in education is a shared responsibility. Students are encouraged and supported to take an active role in their learning, development and wellbeing, with the College working alongside them to enable success.

1.1.3. Our staff are committed to providing high-quality, compassionate and consistent support. This includes working in partnership with external agencies, families and carers where appropriate. However, there may be times when a student's physical or mental health needs significantly impact their ability to engage safely or meaningfully in their studies, despite the support offered both within and beyond the College.

1.1.4. In these circumstances, a supportive and individualised assessment will be undertaken to consider what is in the student's best interests. This may include exploring alternative pathways, temporary adjustments, or, where necessary, a pause or withdrawal from study to prioritise the student's health, safety and longer-term outcomes.

## 2. Policy Purpose

2.1.1. Telford College aims to provide a safe, respectful and psychologically informed environment where all students can learn, feel a sense of belonging, and achieve their potential. We will make reasonable adjustments to support students to meet the required standards of their course and any associated placements, while maintaining appropriate professional and safety expectations.

2.1.2. Where there are concerns that a student's health or wellbeing may present a risk to themselves or others, staff should take a proportionate and safeguarding-informed approach. Consideration should include:

- Whether the student may be at increased risk of harm to themselves or others through continued academic engagement
- Whether the student may be at increased risk of harm in undertaking or completing placement requirements

2.1.3. Any decisions regarding fitness to study or practise will be made through a fair, transparent and supportive process, in line with this policy and related safeguarding and wellbeing procedures. Where concerns relate solely to behaviour, the Positive Behaviour Policy should be followed.

2.1.4. For learners aged 18 and under, or up to 25 with an Education, Health and Care Plan (EHCP), the College will work in partnership with parents or carers wherever possible, in line with safeguarding responsibilities. For learners over 18, consent-based approaches will be used to involve others in supporting the student, while respecting their rights and autonomy.

## 3. Procedures

3.1.1. The procedures set out in this policy are designed to:

- Provide a clear, fair and supportive framework to guide decision-making where a student is experiencing a health concern, illness or disability that may impact their ability to engage safely and effectively in their studies at the College
- Ensure that decisions are informed by a trauma-aware, strengths-based approach that recognises individual circumstances, reduces barriers, and prioritises student wellbeing alongside educational progression

- Outline a staged, transparent process for reviewing a student's engagement with their programme, enabling early support, reasonable adjustments and collaborative planning before any consideration of more significant interventions
- Promote shared understanding and partnership working between students, staff, and (where appropriate) families, carers and external professionals, to identify the most appropriate support and next steps

## 4. Process/Procedure

4.1.1. Prior to initiating the Fitness to Study process, there must be clear evidence of an ongoing, supportive and solution-focused dialogue between the student, curriculum staff, and support services. Where appropriate, this will also include parents, carers, or external professionals.

4.1.2. This process should reflect a proactive and graduated approach, where concerns are identified early and responded to through high-quality teaching, pastoral care, and coordinated support. Evidence of this support must be clearly recorded and may include disclosures at application, enrolment or induction, as well as records of meetings, support plans, agreed actions and reviews. These should be documented within College systems such as ProMonitor and/or CPOMS.

4.1.3. The College recognises that, with the right support, most students will successfully navigate periods of personal challenge and transition. A wide range of support is available, including:

- Personal Tutors
- Lecturers
- BeSafe
- Learner Support Services
- Student Support Services

### 4.2. Preliminary stage

4.2.1. Before progressing to Stage 1, there must be evidence of sustained and purposeful intervention, including regular communication with the student (and parents/carers where appropriate), outlining concerns, agreed actions, and the support in place to enable improvement.

#### 4.3.2 Stage 1- support planning and early intervention

4.3.1. Following a referral, a supportive meeting will be held with the student to explore concerns, understand their experiences, and agree a clear, achievable support plan.

4.3.2. Parents/carers (where appropriate) will be informed in writing, outlining:

- The concerns identified
- The support in place
- Agreed actions and expectations

4.3.3. This stage is intended as an early intervention, focused on enabling the student to re-engage successfully. A review will take place approximately two weeks after the plan is agreed.

#### 4.4. Stage 2-Review and enhanced support

4.4.1. If sufficient progress has not been made, a Stage 2 meeting will be convened. This will include the student, parents/carers (where appropriate), and relevant senior staff.

4.4.2. The purpose of this meeting is to:

- Review progress and the effectiveness of support provided
- Reassess needs and any barriers to engagement
- Strengthen or adapt the support plan
- Agree clear, realistic, next steps

4.4.3. A further review will take place approximately two weeks after this meeting.

### **4.5. Stage 3- Formal review and decision making**

4.5.1. Where significant concerns remain about the student's ability to continue their studies safely and effectively, a final review meeting will take place.

4.5.2. This meeting will include senior leaders (such as the Director of Faculty or Vice Principal of Curriculum), alongside the student and parents/carers where appropriate.

4.5.3. The purpose of this stage is to:

- Holistically consider the student's circumstances, support provided, and capacity to continue
- Explore all reasonable options, including adjustments, alternative pathways, or a temporary pause in learning
- Make a balanced and compassionate decision that prioritises the student's wellbeing, safety and long-term outcomes

4.5.4. Any decision will be made by an appropriate panel of College staff and confirmed in writing.

### **4.6. Outcomes and Next Steps**

4.6.1. Where it is determined that a student is not able to continue with their studies at this time, the College will take a supportive approach to transition planning. This will include, where possible:

- Providing guidance on alternative pathways
- Signposting to appropriate external agencies and support services
- Supporting re-engagement with education when appropriate.

4.6.2. their best interests and may proceed with the process while continuing to offer opportunities for engagement.

## **5. Accessing the Fitness to Study Process**

5.1.1. The College adopts a proportionate and needs-led approach to the Fitness to Study process. It is not necessary to progress sequentially through each stage in every case. The appropriate stage will be determined through a risk-informed and professionally curious assessment led by relevant staff, such as the Inclusive Support Lead or Performance Coach Team Leader.

5.1.2. Where there are significant or immediate concerns about a student's safety or wellbeing, the process may begin at a later stage. This ensures that the College can respond swiftly and appropriately to risk, while maintaining a supportive and student-centred approach.

5.1.3. Students are encouraged to engage with the process; however, where a student is unable or unwilling to participate, the College retains a duty of care to act in their best interests and may proceed with the process while continuing to offer opportunities for engagement.

## **6. Applying and Enrolling at the College**

6.1.1. Students are encouraged to share any known physical or mental health needs, disabilities, or additional support requirements as part of the application and enrolment process. This information is used sensitively and will never disadvantage an applicant. Instead, it enables the College to work collaboratively with the student to identify and implement appropriate reasonable adjustments and support.

6.1.2. The admissions process is designed to be inclusive, ensuring that applicants are provided with clear, accessible information about course expectations, placement requirements, and the support available. This allows students to make informed choices about their education and future pathways.

6.1.3. Where students choose not to disclose information at the point of application, this may limit the College's ability to put appropriate support in place from the outset. We therefore encourage early and open communication so that support can be planned proactively, reducing the risk of difficulties escalating.

6.1.4. Following disclosure, the College will work with the student to determine the most appropriate course and support package. In some cases, applicants may be advised to consider an alternative pathway that better meets their needs. Any such decisions will be clearly explained, with a focus on ensuring the best possible outcomes for the student.

## **7. Onset of Illness or Disability During Study**

7.1.1. Students are encouraged to inform the College of any significant changes to their health or wellbeing as soon as possible. This enables timely support and appropriate adjustments to be put in place.

7.1.2. Staff will seek the student's consent to share relevant information with appropriate colleagues in order to coordinate support effectively.

7.1.3. The College will always aim to respect confidentiality and autonomy. However, in safeguarding situations where there is a risk of harm, information may be shared without consent. In such cases, the student will be informed, unless doing so would increase risk.

7.1.4. Where appropriate, a Health Support Declaration and Learning Support process (Appendix 2) will be completed to formalise support arrangements.

7.1.5. If concerns are raised by a third party, the College will approach the student sensitively, offering support and ensuring that they are involved in decisions about their care wherever possible.

7.1.6. Each situation will be considered individually. Where significant adjustments are required, the College may request appropriate evidence from a qualified health professional to ensure that decisions are informed, proportionate and in the student's best interests. Final decisions regarding a student's programme of study remain the responsibility of the College, guided by professional judgement and duty of care.

## **8. Limits to Support**

8.1.1. The College is committed to providing high-quality, inclusive and compassionate support. However, it is important to recognise that there are practical and professional limits to the support that can be offered within an educational setting.

### **8.2. Attendance and Engagement**

8.2.1. While every case will be considered individually, a minimum level of attendance and engagement is necessary for students to benefit from their programme of study.

8.2.2. Sustained absence or limited engagement may impact a student's ability to progress and achieve. Where students fall significantly behind with coursework or assessments, despite reasonable adjustments and extensions, this will be reviewed as part of a supportive, staged process.

8.2.3. Expectations will always be personalised, taking into account the student's circumstances, with the aim of enabling success wherever possible.

### **8.3. Support Offer**

8.3.1. Teaching staff may provide short-term, flexible support (within reasonable limits), including communication via email or digital platforms, to help students re-engage with learning.

8.3.2. The College offers a range of pastoral and wellbeing support; however, these resources are finite and must be accessible to *all* students. While we aim to provide reasonable adjustments and access to in-house services, we are not able to provide specialist medical or psychiatric care.

8.3.3. Where additional or specialist support is required, the College will work in partnership with external services. Ongoing engagement with these services, and where appropriate, consent to share information, is essential to ensure coordinated and effective support.

## **9. Interruption of Studies**

9.1.1. In exceptional circumstances, a temporary interruption to studies may be considered as a supportive measure to prioritise a student's health and wellbeing.

9.1.2. Students are normally permitted one interruption, with an expectation that they return in the following academic year and before the age of 19.

9.1.3. Decisions regarding interruption will be made on a case-by-case basis, considering the student's individual circumstances and likelihood of successful return. It is unlikely that an interruption will be agreed following a Stage 3 outcome.

9.1.4. Where an interruption is approved, clear guidance will be provided regarding:

- Recommended support during the period away from College
- Expectations for return
- Evidence required to demonstrate readiness to resume study

9.1.5. Decisions will be made by a panel of senior staff, including the Vice Principal of Curriculum, Director of safeguarding and student support, Director of Faculty, and BeSafe Manager.

## **10.Appeals**

10.1.1. Students have the right to appeal decisions made under this policy. This process is intended to be fair, transparent and accessible.

10.1.2. Appeals must be submitted in writing to the Principal (or designated representative) within five working days of the decision being communicated.

10.1.3. An appeal hearing will normally take place within ten working days. Students will be informed in writing of the arrangements and will be provided with relevant documentation to support their preparation. The student will be given a copy of the Fitness to Study Policy. If the student requests extra time to prepare their case, the hearing may be put back for a maximum of 5 working days. Reasonable adjustments will be made to ensure accessibility, including consideration of individual circumstances or religious observance.

10.1.4. Appeals will normally be heard by the Principal or their nominee. The outcome will be confirmed in writing, with a copy shared with parents or carers where appropriate.

10.1.5. If a student remains dissatisfied and believes that procedures have not been followed correctly, they may escalate their appeal to the governing body.

## 11. Appendix 1- Fitness to study referral



### Fitness to Study Referral

Student Name:		Student Ref:	
Course Enrolled:		Curriculum Area:	
Presenting Concerns and Context	Guidance: A summary of the current concerns, including any factors affecting the student's wellbeing, engagement or ability to study. This should reflect the student's voice where possible and consider any relevant personal, social, emotional or health-related context.		
Risk Factors and Considerations:	Guidance: Details of any identified factors that may increase risk to the student's wellbeing, safety, or ability to engage in learning. This should include relevant contextual information and be balanced with any known protective factors and support currently or previously in place.		

#### Curriculum Support and Interventions (with dates):

Please outline all actions taken by curriculum area, including:

- Type of support/intervention provided
- Dates and duration
- Staff involved
- Intended outcomes
- Impact and student engagement and response

Signed by  
Learner Manager: \_\_\_\_\_ Print Name: \_\_\_\_\_ Date: \_\_\_\_\_

Signed by  
Director: \_\_\_\_\_ Print Name: \_\_\_\_\_ Date: \_\_\_\_\_

*\*Please return the form to the Besafe Manager at [Besafe@telfordcollege.ac.uk](mailto:Besafe@telfordcollege.ac.uk)*

## 12. Appendix 2- Health Support Declaration & Learning Support



### Health Support Declaration & Learning Support

<input type="checkbox"/> Full time course (16-18)	<input type="checkbox"/> Full / Part time course (19+)	<input type="checkbox"/> Apprenticeship
Student Details		
Name:	Telephone:	
Doctor's Name:	Doctor's Telephone:	
Surgery Address:		
Emergency Contact Details		
Name:	Tel:	

Do you have / have you ever had any of the following?			
<b>If answering 'YES' to any question below, please specify your condition and provide as much detail as possible e.g. medication / treatments received, triggers, how your condition is managed etc.</b>			
Description of health issue	YES	NO	Details
Are you taking any medication on prescription from a doctor?	✓	✗	
Do you see a specialist Doctor, Counsellor, or Support Worker? <i>If yes, please state name and profession</i>	✓	✗	
Do you have a visual impairment? E.g. colour blindness	✓	✗	
Do you have a hearing impairment?	✓	✗	
Are you supported by the Sensory Inclusion Service?	✓	✗	
Do you suffer from asthma or chest illness? <i>If yes, please specify the type of inhaler you use, and what triggers your asthma</i>	✓	✗	
Do you have epilepsy?	✓	✗	
Do you receive treatment for depression, mental health issues, anxiety, or panic attacks? <i>If yes, please specify type of treatment</i>	✓	✗	
Do you have diabetes? <i>If yes, please specify if recent onset / since childhood, and how your diabetes is controlled</i>	✓	✗	
Do you have a blood disorder? E.g. anaemia, haemophilia	✓	✗	
Do you suffer from eczema or skin sensitivities?	✓	✗	
Do you have any allergies?	✓	✗	

Do you have a heart or circulatory condition?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Do you have any joint or bone problems? E.g. arthritis	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Do you require a Personal Emergency Evacuation Plan (PEEP)?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Do you have any other health issue or disability not stated?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Have you ever been assessed by an Educational Psychologist?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Have you ever been assessed by a Physiotherapist?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Have you ever been assessed by a Speech/Language Therapist?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Have you ever been assessed by CAMHS?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Have you ever been assessed by an Occupational Therapist?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Do you have any additional learning support needs, disability or medical condition?					
<input checked="" type="checkbox"/>	<b>Yes (please complete below)</b>	<input checked="" type="checkbox"/>	Multiple disabilities	<input checked="" type="checkbox"/>	ADHD / ADD
<input checked="" type="checkbox"/>	<b>No</b>	<input checked="" type="checkbox"/>	Profound/complex disabilities	<input checked="" type="checkbox"/>	Asthma
<input checked="" type="checkbox"/>	Visual impairment	<input checked="" type="checkbox"/>	Temporary disability (after illness)	<input checked="" type="checkbox"/>	Epilepsy
<input checked="" type="checkbox"/>	Hearing impairment	<input checked="" type="checkbox"/>	Speech/language communication difficulty	<input checked="" type="checkbox"/>	Diabetes
<input checked="" type="checkbox"/>	Physical disability	<input checked="" type="checkbox"/>	Mental health difficulty	<input checked="" type="checkbox"/>	Other medical condition
<input checked="" type="checkbox"/>	Mobility problems	<input checked="" type="checkbox"/>	Aspergers Syndrome	<input checked="" type="checkbox"/>	EHCP
<input checked="" type="checkbox"/>	Emotional/behavioural difficulties	<input checked="" type="checkbox"/>	Other specific learning difficulty	<input checked="" type="checkbox"/>	Difficulty with reading
<input checked="" type="checkbox"/>	Moderate learning difficulty	<input checked="" type="checkbox"/>	Dyspraxia	<input checked="" type="checkbox"/>	Difficulty with writing
<input checked="" type="checkbox"/>	Severe learning difficulty	<input checked="" type="checkbox"/>	Dyslexia	<input checked="" type="checkbox"/>	Autistic Spectrum Condition (ASC)
<input checked="" type="checkbox"/>	Multiple learning difficulties	<input checked="" type="checkbox"/>	Dyscalculia	<input checked="" type="checkbox"/>	Other

Do you require wheelchair access?	<b>YES / NO</b>
Do you require transport / mobility assistance?	<b>YES / NO</b>
Do you have any extra support at school? <i>(if yes, please provide details below)</i>	<b>YES / NO</b>

Do you receive any of the following support?		What support do you receive?	What support do you think you will need at Telford College?
Support in class	<b>YES / NO</b>	<input type="checkbox"/> TA <input type="checkbox"/> 1:1 <input type="checkbox"/> Shared	<input type="checkbox"/> TA <input type="checkbox"/> 1:1 <input type="checkbox"/> Shared
Support during Break/Lunch times	<b>YES / NO</b>	<input type="checkbox"/> Personal care <input type="checkbox"/> Feeding <input type="checkbox"/> Behaviour	<input type="checkbox"/> Support tutor <input type="checkbox"/> Mentor <input type="checkbox"/> Behaviour <input type="checkbox"/> Counselling
Support for medical condition <i>(please specify condition)</i>	<b>YES / NO</b>		

Emotional / behavioural support	YES / NO		
Assistive technology	YES / NO		
Access / adaptation to facilities or equipment	YES / NO		
Exam arrangements	YES / NO	<input type="checkbox"/> Reader <input type="checkbox"/> Scribe <input type="checkbox"/> Prompt <input type="checkbox"/>	<input type="checkbox"/> Reader <input type="checkbox"/> Scribe <input type="checkbox"/> Prompt <input type="checkbox"/>
		<input type="checkbox"/> Extra time <input type="checkbox"/> Other	<input type="checkbox"/> Extra time Other <input type="checkbox"/>

Are you a carer for someone?	YES / NO	Do you live independently? (16-18)	YES / NO
Are you a child in care?	YES / NO	Are you a parent? (16-18)	YES / NO
Are you a care leaver?	YES / NO		

Student Declaration	
<p>We may need to share this information with relevant professionals in order to support you whilst you are at Telford College.</p> <p>I give permission for my information to be shared.</p> <p><b>Student's signature</b> ..... <b>Date</b></p> <p>...../...../.....</p>	
<p><b>DATA PRIVACY NOTICE</b></p> <p>Under the current Data Protection Act 2018 and the Information Commissioner's Office Privacy Notices Code of Practice, privacy notices should be on all collection points where personal data is being collected from a Data Subject, especially if the data is being collected for a new purpose. Telford College is what's known as 'the data controller' of the personal data you provide to us. We need to know your basic personal data to provide you with details regarding your interaction with Telford College. It will also be used by the college's analysis services, where appropriate. We will not collect any personal data from you that we do not need to provide and oversee services to yourself. We will keep your basic personal data (name, address, contact details) for a minimum of 7 years (plus current year) after which time it will be destroyed. We have a Data Protection regime in place to oversee the effective and secure processing of your personal data. We shall not disclose the information you entrust us with to third parties except where we have a statutory or contractual duty to do so, where you have given prior approval or where an official Telford College third-party data sharing agreement exists. Telford College will use your name and email address to inform you of our future offers and similar products or services. This information is not shared with third parties, and you can unsubscribe at any time via phone, email or on our website. If at any point you believe the information we process about you is incorrect, you can request to see this information and even have it corrected or deleted. Or if</p>	

you wish to raise a complaint on how we have handled your personal data, you can contact our data protection officer who will investigate the matter for you, please email [dpo@telfordcollege.ac.uk](mailto:dpo@telfordcollege.ac.uk).

\*Please return this Form to the Besafe Manager at [Besafe@telfordcollege.ac.uk](mailto:Besafe@telfordcollege.ac.uk)

### 13. Appendix 3 – Stage 1: Fitness to study Stage 1 Letter



**DATE**  
Parent/Guardian of **[Student Name]**  
[Address]

**Dear Parent/Guardian,**  
**Fitness to Study – Stage 1: Support and Progress Update for [Student Name]**

I am writing to inform you that **[Student Name]** has been placed at **Stage 1 of the College’s Fitness to Study process.**

This stage is intended as an early, supportive intervention where we work together to address any emerging concerns and help students to successfully re-engage with their studies.

At present, we have some concerns regarding **[Student Name]’s engagement and progress at college**, particularly in relation to **[insert concerns, e.g. attendance, participation, wellbeing]**. We recognise that there may be a range of factors contributing to this, and we are committed to understanding these and providing appropriate support.

For your information, **[Student Name]’s current attendance is [XX.X%]**.

The purpose of the Fitness to Study process is to ensure that students are able to engage safely and effectively with their programme, while receiving the right support to achieve their personal and academic goals. We want to work in partnership with you and **[Student Name]** to help them overcome any barriers and move forward positively.

Following a discussion with **[Student Name]**, the following **support-focused targets** have been agreed:

<b>Target</b>	<b>Review Date</b>
Attend all timetabled lessons (or agreed adjusted timetable, where appropriate)	
Complete and submit all required work, with support where needed	
Engage with support offered by staff to promote wellbeing and success in learning <b>[Specify the support being offered]</b>	

These targets will be reviewed in approximately **two weeks**, allowing us to reflect on progress and consider whether any further support or adjustments are needed.

We would welcome the opportunity to work closely with you during this period. If you would like to discuss any concerns or share information that may help us better support **[Student Name]**, please do not hesitate to get in touch.

Thank you for your continued support. We are committed to working together to ensure **[Student Name]** is able to achieve their full potential.

**Yours faithfully,**  
**Chanelle Nixon**  
Director of safeguarding and student support  
01952 642220

Telford College Main Campus | Haybridge Road | Wellington | Telford | Shropshire | TF1 2NP  
Digital & Maths Skills Hub | The Quad | Station Quarter | Ironmasters Way | Telford Town Centre | TF3 4NT  
01952 642200 | [info@telfordcollege.ac.uk](mailto:info@telfordcollege.ac.uk)

## 14. Appendix 4- Stage 2: Review and Support Planning



**DATE**  
Parent/Guardian of **[Student Name]**  
[Address]

**Dear Parent/Guardian,**  
**Fitness to Study – Stage 2: Review and Support Planning for [Student Name]**

Following the recent **Stage 1 Fitness to Study review**, I am writing to update you on **[Student Name]'s progress**.

Despite the support and agreed actions outlined in our previous correspondence dated **[insert date]**, we remain concerned that **[Student Name] has not yet been able to make sufficient progress against the agreed targets**. We recognise that there may be a range of factors contributing to this, and it is important that we take time to fully understand these and consider what further support may be needed.

We would therefore like to invite you and **[Student Name]** to attend a **Stage 2 meeting**, which will provide an opportunity to:

- Review progress to date
- Explore any barriers or challenges impacting engagement
- Consider the effectiveness of support already in place
- Agree any additional or adjusted support strategies
- Set clear and achievable next steps

**Meeting details:**

**Date:** [Insert date]

**Time:** [Insert time]

**Location:** [Insert location / online details if applicable]

The purpose of this meeting is to work collaboratively to ensure that **[Student Name]** is supported to re-engage positively with their studies, while maintaining a focus on their wellbeing, safety and longer-term success.

We value your involvement and insight, and your support in working alongside the College is greatly appreciated. If you are unable to attend or would like to discuss this in advance, please do not hesitate to get in contact.

Thank you for your continued support.

Yours Sincerely,

**Name:** [Insert name]

**Job Title:** [Insert title]

Telford College Main Campus | Haybridge Road | Wellington | Telford | Shropshire | TF1 2NP  
Digital & Maths Skills Hub | The Quad | Station Quarter | Ironmasters Way | Telford Town Centre | TF3 4NT  
01952 642200 |

## 15. Appendix 5- Stage 3: Formal Review of Your Progress at Telford College



**DATE**  
Parent/Guardian of **[Student Name]**  
[Address]

Dear **[Student Name]**,

### **Fitness to Study – Stage 3: Formal Review of Your Progress at Telford College**

I am writing to confirm that you have now been placed at **Stage 3 of the College’s Fitness to Study process**, in line with the College’s Fitness to Study Policy.

This stage has been reached following ongoing concerns regarding your ability to engage fully with your studies at this time, particularly in relation to:

**[insert clear, factual concerns – e.g. attendance, engagement, wellbeing]**

We recognise that there may be a range of factors contributing to this, and throughout this process the College has aimed to provide appropriate support and reasonable adjustments. As outlined in the policy, Stage 3 is a formal review point where we consider, in a supportive and holistic way, whether continuing on your current programme remains in your best interests.

As part of this process, a meeting has been arranged to:

- Review your progress to date
- Consider the support that has been put in place
- Explore any ongoing challenges or barriers
- Discuss the most appropriate next steps, with your wellbeing and future success in mind

#### **Meeting details:**

**Date:** [Insert date]

**Time:** [Insert time]

**Location:** [Insert location]

The meeting will include yourself, your parent(s)/carer(s) (where appropriate), the Learner Manager, Vice principal of curriculum, Director of safeguarding and student support and relevant College staff.

We strongly encourage you to attend, as your voice and perspective are an important part of this process. You are also welcome to bring a member of staff or a trusted person to support you.

If you have any questions, or if there is anything you would like us to be aware of ahead of the meeting, please do not hesitate to get in contact.

We remain committed to supporting you and ensuring that any decisions made are fair, transparent and in your best interests.

Yours Sincerely,

**Name:** [Insert name]

**Job Title:** [Insert title]

Telford College Main Campus | Haybridge Road | Wellington | Telford | Shropshire | TF1 2NP  
Digital & Maths Skills Hub | The Quad | Station Quarter | Ironmasters Way | Telford Town Centre | TF3 4NT  
01952 642200 | [info@telfordcollege.ac.uk](mailto:info@telfordcollege.ac.uk)