



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 / TAPs
- Examinations
- Timetabled enrichments and Upskill

- 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 the college of any absences on Cedar via their Next of Kin as early as possible on each day of absence including illness, appointments, planned holidays (require authorisation from the college)
- 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 or Next of Kin are expected to:

- Encourage students to attend college

- Report absences on behalf of students via Cedar on each day of absence including illness, appointments, planned holidays (require authorisation from the college)
- 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 relevant procedure will be put in place by designated staff when there are emerging concerns about the students' attendance, punctuality and/or academic progress.
- 3.2. Teacher and/or Progress Tutor identifies concern regarding progress on course and/or attendance concern and will log information on Cedar on relevant thread (ILP or behaviour and attitudes) and raise the concern with student **and Next of Kin via email**

or phone.

Level 1	Attendees: Progress Tutor and/or teacher and student, NOK informed Student set targets for improvement on a level 1 contract. Progress Tutor and/or teaching staff can place a student on of the Support to Study policy for one or more of the following (this is not an exhaustive list): • If a student has fallen below attendance expectations outlined in the student code of conduct and/or absences are sporadic / unexplained then they will be met by the Progress Tutor (cross college) or teacher (single subject) who will set targets for improvement. • Consistently arriving late and unprepared for lessons. • Not complying with the student code of conduct. • Failing to complete assignments or homework. • Not making required progress on courses, indicated through assessment points. • Failing to engage in support measures such as TAP or support sessions. • Failure to consistently attend any timetabled session.	
Level 2	Attendees: Progress Tutor and student, NOK informed If no improvement made with level 1 contract and / or the students' attendance continues to fall below expectations the student will be met by Progress Tutor and set bespoke and set targets for improvement on a level 2 contract. <i>**Progress Tutor will coordinate contract / arrange meetings but all staff are still responsible for liaising with parents and raising concerns/discussing progress on course</i>	
Level 3	Attendees: Progress Tutor, student, NOK, teachers / AL If no improvement made with level 2 contract and / or the students' attendance continues to fall below expectations the student will be required to attend a meeting with their Progress Tutor, teachers or Area Leads (one representative per subject) and parent / guardian (where possible) and set targets for improvement on a level 3 contract.	
Level 4	If no improvement made with level 3 contract and / or the students' attendance continues to fall below expectations the student will be sent a college commitment and attendance review notification via email inviting them to a meeting with their Progress Tutor and one of the Pastoral Managers / Area Lead (if level 2) who will	Behavioural and / or academic concerns, e.g. refusal to attend and engage, failing to make adequate progress on courses. Student to attend meeting with their Progress Tutor and one of the Pastoral Managers to discuss reasons for escalation to level 4 and set targets for improvement on a level 5 contract.

	consider factors that are affecting attendance and engagement via one of the following intervention pathways:	Failure to engage with set targets will put the students' place at college at risk. Health / wellbeing concerns, e.g., diagnosed medical or mental health issues. Student to attend meeting with their Progress Tutor and one of the Pastoral Managers to discuss reasons for escalation to level 4 and set targets for improvement on a level 5 contract with an expectation that support put in place is engaged with. Medical evidence requested if reasons for poor attendance and / or engagement are related to health or wellbeing concerns. There will be times when a student's physical or mental health is so impacted that, despite internal and external support, they cannot maintain reasonable academic progress. The college therefore recognises: • As a non-distance-learning institution, extended absences are not sustainable, though short-term flexibility may be possible. • Some health conditions may require support beyond what the college can reasonably provide. • A student's ill health may pose unmanageable health and safety risks in a mainstream setting. • A student may choose not to engage with support aimed at aiding their recovery. In such cases, it may be in the student's best interests to conclude their time at college. The college may be concerned about a student's fitness to study when: • Their health disrupts their ability to study • They pose a risk to their own or others' wellbeing
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		Their behaviour disrupts or negatively impacts others' learning or experience
Level 5	Attendees: Progress Tutor, student, Pastoral Lead / Pastoral and Safeguarding Manager, Assistant Principal, NOK If no improvement made with level 4 contract and / or the student will be required to attend a meeting with the Assistant Principal, one of the Pastoral Managers, their Progress Tutor, Area Lead / teachers (where applicable) and parent / guardian (where possible) and set targets for improvement on a level 5 contract.	

- 3.3. Where a students' attendance becomes a concern and they and their parent / guardian have not engaged with the college they will be sent an 'attendance – action required letter' (Appendix 1) where they will be requested to attend a meeting with their Progress Tutor and / or other staff where relevant. This meeting will ascertain whether they are in a position to enable them to re-access their education or whether non-attendance will lead to a withdrawal from the college. If no response is received from the letter, then the student will be withdrawn.
- 3.4. The withdrawal from study letter (Appendix 2) will be issued to students who do not engage with all support measures outlined in this policy and for whom the college believes all available options have been exhausted.
- 3.5. Depending on the severity of the situation, action may be initiated at any point in the support cycle.
- 3.6. 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.
- 3.7. 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.
- 3.8. The college will inform the students' local authority if they have been withdrawn from college and we do not have a known destination for them, and they are considered being at risk of NEET (Not in Education, Employment or Training)

- 3.9. 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.
- 3.10. 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.

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. This will be considered by the Deputy Principal who will decide if the grounds for an appeal have been met. If they have the student and their parent / guardian will be invited to attend an appeal hearing with the Deputy Principal.
- 4.2. The Deputy Principal will review all evidence and decide on an outcome. The final decision will be upheld.

Policy Owner:	Nathan Daniel	Policy Review Date:	July 2025
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Appendix 1: Attendance – Action Required

Dear [Student],

Re: Attendance - Action Required

I have noticed that your attendance has dropped below the college's expectations and / or you have had a prolonged period of absence from college.

As you are enrolled in a full-time programme at John Leggott College, good attendance is essential to help you achieve the outcomes you're aiming for. I understand that there can be personal, health, or other challenges that make attending college difficult, and I want to reassure you that we are here to support you.

Please get in touch with me as soon as possible using the details below. If you wish to return to college, we will arrange a meeting with staff to discuss how we can best support you. It is important that we hear from you within the next five working days to arrange this return-to-college meeting.

Contact details:

Email: @leggott.ac.uk [insert personal email]

Tel: 01724 [insert direct dial]

If I do not hear from you within seven working days from the date of this letter, we will have to consider withdrawing you from college and informing the local authority that you are no longer attending.

We are genuinely committed to supporting your return to college. However, depending on your current stage within the two-year study programme, the college may need to assess whether it is feasible for you to successfully catch up and this will be discussed at your meeting.

We look forward to working with you.

Yours sincerely,

[SIGN HERE]

[ADD NAME]

Progress Tutor

Appendix 2: Withdrawal from Study Letter

Dear [Student's Name],

Subject: Withdrawal from Study

I am writing to inform you of an important decision regarding your place at John Leggott College.

After careful consideration of your engagement and progress, it has been decided, with regret, that you will be withdrawn from your studies with immediate effect. This decision has been made in accordance with the college's Support to Study policy.

Please understand that this decision was not taken lightly. We recognise that personal circumstances - such as health, mental health, or other challenges - can make it difficult to meet college expectations. However, as a college, we have a responsibility to ensure that all students are able to meet the academic, attendance, and behavioural standards necessary to succeed.

If you would like to appeal this decision, then you have 7 days to submit your appeal in writing to the Executive Assistant to the Principal at katyadkin@leggott.ac.uk.

We also ask that you return any college property - such as your lanyard or IT equipment - within a week of receiving this letter. If you need help arranging the return of these items, please let us know and we will do our best to support you.

Yours sincerely,

[Your Name]

[Your Role/Title]

[Contact Information]

Appendix 3: International Support To Study cycle

Level 1	Attendees: Progress Tutor and/or teacher and student Student set targets for improvement on a level 1 contract. Progress Tutor and/or teaching staff can place a student on of the Support to Study policy for one or more of the following (this is not an exhaustive list): • If a student has fallen below attendance expectations outlined in the student code of conduct and/or absences are sporadic / unexplained then they will be met by the Progress Tutor (cross college) or teacher (single subject) who will set targets for improvement. • Consistently arriving late and unprepared for lessons. • Not complying with the student code of conduct. • Failing to complete assignments or homework. • Not making required progress on courses, indicated through assessment points. • Failing to engage in support measures such as TAP or support sessions. • Failure to consistently attend any timetabled session.
Level 2	Attendees: Progress Tutor, International Officer and student If no improvement made with level 1 contract and / or the students' attendance continues to fall below expectations the student will be met by Progress Tutor and International Officer and set bespoke and set targets for improvement on a level 2 contract. <i>**Progress Tutor will coordinate contract / arrange meetings but all staff are still responsible for liaising with parent/agent and raising concerns/discussing progress on course</i>
Level 3	Attendees: Progress Tutor, student, International officer, teachers and agent/parent If no improvement made with level 2 contract and / or the students' attendance continues to fall below expectations the student will be required to attend a meeting with their Progress Tutor, International Officer, teachers or Area Leads (one representative per subject) and agent /parent (where possible) and set targets for improvement on a level 3 contract.

Level 4	If no improvement made with level 3 contract and / or the students' attendance continues to fall below expectations the student will be sent a college commitment and attendance review notification via email inviting them to a meeting with their Progress Tutor and one of the Pastoral Managers and the International Officer who will consider factors that are affecting attendance and engagement via one of the following intervention pathways:	Behavioural and / or academic concerns, e.g. refusal to attend and engage, failing to make adequate progress on courses. Student to attend meeting with their Progress Tutor and one of the Pastoral Managers and the International Officer to discuss reasons for escalation to level 4 and set targets for improvement on a level 5 contract. Failure to engage with set targets will put the students' place at college at risk. Health / wellbeing concerns, e.g., diagnosed medical or mental health issues. Student to attend meeting with their Progress Tutor and one of the Pastoral Managers and the International Officer to discuss reasons for escalation to level 4 and set targets for improvement on a level 5 contract with an expectation that support put in place is engaged with. Medical evidence requested if reasons for poor attendance and / or engagement are related to health or wellbeing concerns. There will be times when a student's physical or mental health is so impacted that, despite internal and external support, they cannot maintain reasonable academic progress. The college therefore recognises: • As a non-distance-learning institution, extended absences are not sustainable, though short-term flexibility may be possible. • Some health conditions may require support beyond what the college can reasonably provide. • A student's ill health may pose unmanageable health and safety risks in a mainstream setting.
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Level 5	Attendees: Progress Tutor, student, International Officer, Assistant Principal and agent/parent If no improvement made with level 4 contract and / or the student will be required to attend a meeting with the Progress Tutor, International Officer, Assistant Principal and agent/parent and set targets for improvement on a level 5 contract.	