

# FITNESS TO STUDY PROCEDURE



Policy group: Curriculum

Effective: November 2025

Approved: Rachel Butt, Director of Excellence

Responsible Officer: Matthew Newbould, Director of Academies – Military

Next renewal date: July 2026

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# GUIDANCE

## Vision

Transform lives through learning

## Values



**PASSIONATE** - We are passionate about inspiring young people, adults and our Purple People to be their best and we take pride in creating a positive learning environment to fulfil their potential.



**UNSTOPPABLE** - We are unstoppable in our quest for the pursuit of excellence. We are dedicated and resilient to develop ourselves and our learners.



**RIGHT** - We treat each other with respect and strive to do the right thing through insight, inclusion, honesty, growth and trustworthiness.



**PARTNERSHIPS** - We support the people surrounding us in our everyday lives, building effective partnerships with businesses, learners and all stakeholders where we can pass on our knowledge and skills to help them meet their goals.



**LEARNERS** - Learners are at the centre of everything we do and we are driven to provide life-changing and life-long learning for them.



**EMPOWERED** - We encourage our Purple People to be independent and autonomous to maximise their goals surpassing their barriers and targets. Feel it, believe it, live it.

## Tone of voice

Our tone of voice takes its direct influence from our core values. We are passionate about people and learners and are driven to get the best out of everyone by understanding them. We are caring and supportive, as well as being determined and striving for growth. We talk with purpose and enthusiasm in a way that connects and empowers people.

Innovation is at the heart of Learning Curve Group and we're always thinking about what's next!

## SUMMARY OF CHANGES

| Date            | Page | Details of amendments  |
|-----------------|------|--|
| 1 November 2023 | 5    | Added: “has a school or employer reference that is cause for concern and <b>could hinder the development and safety of others...</b> ”   |
| 1 November 2023 | 5    | Added: “ <b>has an education health care (EHC) plan that, upon review, LCG is unable to support until specialist support is in place...</b> ”  |
| 25 July 2024    | 5    | Added: “has an education health care (EHC) plan that, upon review, LCG is unable to support until specialist support is in place, <b>as per the formal process being managed by LCG’s dedicated special educational needs coordinator (SENCo)...</b> ” |
| July 2025       | All  | Change of Responsible Officer  |
| November 2025   | All  | Proofreading   |
|                 |      |  |

## INTRODUCTION

Learning Curve Group (LCG) is one of the largest national education and training providers in the UK. All companies within the LCG family uphold the same company vision, mission and core values and follow our group policies and procedures.

LCG is committed to supporting learner well-being and recognises that a positive approach to managing physical and mental health and behaviour that challenges is critical to learning and achievement. Additionally, LCG has a duty of care to all within its community and a responsibility to take action to support those in distress, causing significant concern or presenting a risk to themselves or others. This will include situations where learners show visible signs of physical and/or mental ill health or behaviour that challenges, which may harm the health, safety, learning and well-being of the learner and others.

LCG recommends a coordinated approach to the management of a situation where mental or physical health may not permit a learner to benefit from the educational opportunities afforded to them at a particular time; where it is adversely affecting the learner's experience of others; or where it requires support at a level that has extended well beyond that which can reasonably be expected.

Concerns about a learner's health or behaviour should be acted upon promptly. Early action and intervention can often prevent a situation from developing into a crisis.

### Applies to

This procedure applies to all teaching and operational staff.

### Reason for procedure

The best interests of the learner are considered in relation to their personal situation, health, well-being and/or disability status. Learners are supported to study to the best of their ability and, wherever possible, meet the required learning outcomes to complete their course. Learners who are experiencing difficulties in relation to their health, well-being and/or disability are supported to address these at the earliest appropriate point. Learners can make informed decisions regarding options available.

Any reasonable adjustments that the learner may be entitled to are considered and, where appropriate, implemented.

Employees across LCG will work together, where appropriate, so that learners experience a consistent and fair process.

## PROCEDURE

### Prior to starting the course

It is important that we give all learners the appropriate opportunities to their starting points and abilities. However, at times, it may be the best decision to defer or reject an entry based on certain key factors. This could be if the learner:

- is unable to demonstrate the minimum entry requirements or, if requested to do so, provide satisfactory references for the course applied for
- has a school or employer reference that is cause for concern and could hinder the development and safety of others
- has been previously excluded from LCG – if the applicant has previously been a learner at LCG and has been excluded on disciplinary grounds, an application must be made in writing to the director of the relevant area
- has a criminal conviction or has a pending criminal prosecution, which prevents them from undertaking the course or programme applied for
- potentially endangers or poses a risk of harm to employees or learners
- has specific physical, medical, social or curriculum needs that LCG considers, in its reasonable opinion, cannot be met
- has an education, health and care (EHC) plan that, upon review, LCG is unable to support until specialist support is in place, as per the formal process being managed by LCG's dedicated special educational needs coordinator (SENCo)
- is not suitable for the mode of study.

The above is a non-exhaustive list, and there may be other reasons or circumstances for which LCG may consider an applicant unsuitable for a particular course at one time.

If LCG considers that it is unable to admit an applicant to the course they have applied for, we will explore, with the applicant, whether there is a suitable alternative programme and offer appropriate advice and guidance to enable them to make alternative choices.

## Whilst on the programme

### **Initial stage:**

Our values at LCG show our commitment to putting learners at the centre of everything we do. This means that our employees are vigilant to the needs of our learners. Our employees should do the right thing and are encouraged to be open and honest.

There may be occasions where concerns emerge about a learner's health and safety and ability to study based on deterioration in health, appearance or behaviour, and we will take the following approach:

- An employee who knows the learner (such as a tutor or coach) should approach the learner in a supportive way and indicate that there is a recognised concern about their well-being. The nature of the concern should be clearly identified, and, if appropriate, information should be provided about support available through LCG or external support, such as the learner's GP or child and adolescent mental health services (CAMHS).
- The learner and employee should agree on actions to be taken, which should be recorded. A review date should be agreed upon and included.
- The employee should explain to the learner that the same or additional concerns for health, well-being or fitness to study may lead to their fitness to study being more widely considered in the next stage.

## Next stage:

This stage commences if there continues to be a concern about a learner's health, safety and ability to study related to a significant deterioration in appearance, health or behaviour or a significant initial concern about a learner. For learners under the age of 18, a parent or guardian will usually be informed, and the following process will be undertaken:

- The learner will be invited to attend a meeting. The learner should be made aware of the purpose of the meeting and advised of any documents they may need to bring, as well as anyone who is invited, in order to provide information pertinent to the situation. The learner should be informed of the meeting at least 24 hours beforehand. The learner may be accompanied by a friend or family member if requested. Disabled learners may also be accompanied by a support worker or facilitator as appropriate to their needs.
- The purpose of the meeting will be to outline concerns and ascertain the learner's perception of the issues identified, as well as to ensure that the learner clearly understands expectations regarding fitness to study. It will be important to identify and agree on an action plan following the meeting. The consequences of not adhering to the action plan should be clearly outlined to the learner. Regular review meetings should be set up with the learner and the agreed-upon employee, who will also be the central point of contact regarding the learner. The frequency of these reviews should be agreed upon at the meeting.

## In the event of significant concerns

Unfortunately, despite the support mechanisms put into place, there may be a situation where significant concerns remain or significant concerns are highlighted initially about the risk to the health, safety and well-being of the learner, other learners, employees or others. At this stage, parents or guardians would usually be informed if the learner is less than 18 years of age. A hearing will take place to discuss the concerns. The process can be found below:

1. A hearing will be called to ascertain the facts as known and to discuss an appropriate course of action.
2. During the hearing, relevant employees, external professionals and the learner, if appropriate, will be invited to outline their concerns.
3. The learner will also be invited to attend at one point during the proceedings and may have a friend or family member or learning facilitator accompany them for support. Disabled learners may also choose their support worker.
4. The hearing may consider various options, including a break from study, part-time study, study from home, the support needed by a learner, a period of interruption or a recommendation for withdrawal or exclusion of the learner.
5. The actions arising out of the hearing will be agreed, documented and circulated to all in attendance and to the learner. All actions should have specific time frames where appropriate, and adherence to such timeframes will be a condition of any re-entry to programmes of study.
6. If the learner is unable to attend the hearing for whatever reason, the hearing may go ahead in their absence. If appropriate, the learner may be involved by phone or video call.
7. If an incident occurs where there is an immediate risk to self or others, safeguarding procedures should be followed.

## Appeals

The only sanctions against which a learner may appeal are withdrawal or exclusion. Written notice of the appeal and grounds of the appeal must be given within five working days of the date upon which the learner received written notification of withdrawal or exclusion.

Appeals can be considered on one or more of the following grounds:

- the decision was irrational
- the sanction was disproportionately severe
- there have been procedural irregularities in the handling of the matter.

Appeals relating to withdrawal and exclusion will be heard by convening an Appeals Panel, which is comprised of two senior postholders. The Panel will make a recommendation to the CEO, and this decision will be final. The appeal will be heard as soon as possible, but the learner is entitled to five working days' notice of the date, time and venue of the appeal hearing, unless an earlier date has been mutually agreed. The Appeals Panel has access to all the reports and statements used in the hearing.

## RELATED POLICIES AND PROCEDURES

### **Group 8: Curriculum**

#### 8.9 Working in Military Establishments Policy