

Readiness to Learn Policy

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This policy and procedure is subject to The Equality Act 2010 which recognises the following categories of individual as Protected Characteristics: Age, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion and Belief, Sex (gender), Sexual orientation, Disability.

1.0 Scope and Purpose

The College recognises that every student is an individual and treats everyone with respect. In this policy student refers to all Study Programme, Adult, Apprentice and Higher Education student. When students face a significant personal challenging situation that impacts their studies, the College will take a fair and consistent approach to supporting and managing this situation. In circumstances where students are unable to meet course requirements in terms of attendance; participation in class or completion of work; due to the below, the Readiness to Learn policy provides a framework for responding to such issues:

- (a) Aspects of the student's personal life such as caring responsibilities
- (b) Any additional learning needs such as a Disability, Learning Difficulty or Medical Need
- (c) A mental health difficulty or illness (refer to Mental Health Policy)

For those students who experience any of the above, it may be more appropriate to address concerns related to their attendance and behaviour through an approach based on a consideration of their readiness to learn, rather than adopting disciplinary procedures. The College acknowledges that in implementing this policy it will receive personal data of a confidential and sensitive nature. In these instances, it will ensure that all such data is handled, processed and stored accordingly. Normally sensitive personal data and confidential information will only be disclosed to third parties with the express, informed consent of the student for the purposes of implementing this policy. However, there may be occasions where the College is obliged to disclose. These include:

- Where the student's behaviour threatens their safety or the safety of others
- Where the member of staff or the College would be liable to civil or criminal penalty for failing to disclose.
- Where the student discloses a safeguarding issue, this may need to be shared under the guidelines of the College's safeguarding policies.

The College's commitment to equal opportunities is demonstrated through its determination that every student receives a high-quality learning experience which will bring them success. The Readiness to Learn Policy will be implemented in a manner which maintains attendance and engagement with their course if at all possible.

1.1 Indicators of Concern

- Serious concerns about the student emerge from a third party (friend, colleague, placement provider, member of the public, employer, multiagency partner, parent/carer) which indicate/s there is a need to address Readiness to Learn
- A student has informed a member of College staff that they have a problem and/or provided information which indicates that there is a need to address their readiness to learn.
- The student's disposition is such that it indicates that there may be a need to address a possible underlying mental health issue. For example, if a student has demonstrated mood swings or uncharacteristic behaviour, shown signs of depression, become withdrawn, aggressive, stressed, irritable or is becoming intimidating towards others.
- Behaviour, usually dealt with as a disciplinary matter, but which is considered could be a result of underlying physical or mental health problems.

There are four stages to the process:

Stage 1 – Pre Entry

Stage 2 – Emerging Concerns

Stage 3 – Continuing or Strong Initial Concerns

Stage 4 – Immediate Serious and/or No Progress Concerns

It is not necessary to progress through each stage of the process in every case. Identification of the appropriate stage of the procedure to use will be determined following assessment by the Wellbeing or Additional Learning Support Team.

Where a serious risk is identified, the procedure may be entered at Stage 3 or 4 depending on the level of risk. Should a student be unwilling to participate in the procedures, the process will continue in their absence with all options remaining available.

2.0 Responsibilities

2.1 Where a student discloses an illness, learning need or disability prior to starting the course, this is addressed by the Additional Learning Support (ALS) team or Wellbeing Team.

2.2 If this is at interview or at enrolment this will be referred to the ALS/Wellbeing Team as appropriate.

2.3 If the disclosure is made whilst on course the tutor should inform the relevant support team as soon as possible via Pro-Monitor and/or CPOMS.

2.4 A member of the Safeguarding team must be informed as appropriate of safeguarding concerns in accordance with the safeguarding policy.

2.5 Following an assessment by an appropriate member of the learning support/wellbeing team the case will be referred to the Readiness to Learn panel as necessary to discuss the case and reach a decision.

3.0 Procedures – see flowcharts on page 9.

3.1 Stage 1 Pre-Entry

- 3.1.1 Potential students are encouraged to disclose any additional needs related to their mental or physical health on application.
- 3.1.2 The College will ask for specific information on the students Disability/ Medical Condition (anorexia nervosa, psychosis etc.) rather than accept any generalised information on the Disability/Medical Condition. This information will be used primarily to establish the best programme of study and to put any additional support requirements in place in line with reasonable adjustments.
- 3.1.3 The College will take into account its duty of care towards all students and staff, Health and Safety considerations and what can reasonably be expected of teaching staff.
- 3.1.4 Wherever possible, the College aims to include health professionals and other external experts in discussions and in all cases medical evidence will be required to inform the support plan agreed.
- 3.1.5. Where appropriate, the College will draw up a risk assessment before an offer of place can be made.
- 3.1.6 Consent will be sought to share information the College holds with all relevant staff members and in the event that external agencies need be contacted.

3.2 Stage 2 - Emerging Concerns

This applies where emerging concerns about a student's health, safety or wellbeing are raised.

- 3.2.1 Following an assessment by an appropriate member of ALS or Wellbeing Team and, if relevant, a Wellbeing Review, the case will be referred to the SEND or Safeguarding panel to discuss the case and reach a decision.
- 3.2.3 As a result of the meeting the following action will be taken:
 - An action plan with monitoring targets to address the issues discussed may be created which can involve referral to external agencies.
 - All outcomes will be recorded and stored securely. Records will be kept by learning support and/or on CPOMS depending on the content, with a reference made on the student's virtual file (pro monitor).

3.3 Stage 3 – Continuing or Strong Initial Concerns

This applies when continuing or serious concerns about a student's health, safety or mental well-being are raised. Staff should refer to the ALS and Wellbeing Team and a Designated Safeguarding Lead

- 3.3.1 The case will be referred to the SEND or Safeguarding panel to discuss the case and reach a decision.
- 3.3.2 Discussions will involve establishing whether further reasonable adjustments or support can be put in place to enable the student to continue their studies.
- 3.3.3 As a result of the meeting one of the following actions will be taken.
 - Consideration given to the delivery method of the course, possible online engagement to enable continuation of study.
 - Consideration will be given to additional support measures that could be put into place to facilitate continued engagement with the course
 - Recommended withdrawal from the course with a view to re-enrolling at a future date.

If the student refuses to enter into this agreement voluntarily, the Behaviour and Attendance policies and procedures may be implemented depending on the nature of the concerns.

4 – Stage 4 – Immediate and Serious and/or No Progress Concerns

This applies when there are immediate and serious issues or where no progress from previous concerns has been made or where a student's actions or behaviours are putting the health, safety, well-being or academic progress of themselves or other individuals at significant risk and /or are likely to adversely affect the reputation of the College.

4.1 If the case is the result of an incident which falls into one of the above categories, staff should ensure they minimise any immediate danger to the individual or witnesses whilst not exposing themselves unnecessarily to personal danger and the following process should be followed:

- A member of the senior leadership team, a member of the designated safeguarding team and External agencies (if appropriate) should be contacted.
- The student will be told not to attend college for a period of time up to 5 working days during which time a Readiness to Learn Panel will be convened.

- 4.2 If a student has reached this Stage as a result of not having met previous recommendations.
- The student will be asked not to attend college for a period of time up to 5 working days during which time a Readiness to Learn Panel will be convened. This aligns to the Managed Absence category within the Behaviour Policy
- 4.3 The case will be considered via a panel as outlined in the Behaviour Policy under Managed Absence. At the panel the student parents/carers may be asked to present medical information and further reports and assessments may be requested to support the decision.
- In all cases involving students aged 18 or younger, a parent or guardian should be involved. If the student is over 18 years of age they are entitled to support but not from any legal representative.
- 4.4 If the panel has convened as a result of an immediate and serious incident the risk assessment will inform whether a supportive action plan can be put in place in order for the student to remain at college. If this is the case, the action plan should be revisited after 4 weeks to ensure progress is being made; the panel should reconvene to discuss this.
- 4.5 If the panel has met as a result of no progress concerns or increasing concerns, a decision should be made about whether the student remains on their course.
- 4.6 The following outcomes may be considered for both 4.4 and 4.5.
- Recommended withdrawal from the course with a view to re-enrolling at a future date. This may or may not be the same course dependant on the nature of the concerns.
 - Completion of course as a distance learning package if time to complete is a consideration.

4.0 Appeals

The student has a right of appeal where the decision has been made to exclude. All appeals should be made in writing providing grounds for the appeal. Appeals can be made via courseappeals@mkcollege.ac.uk

5.0 Data Protection

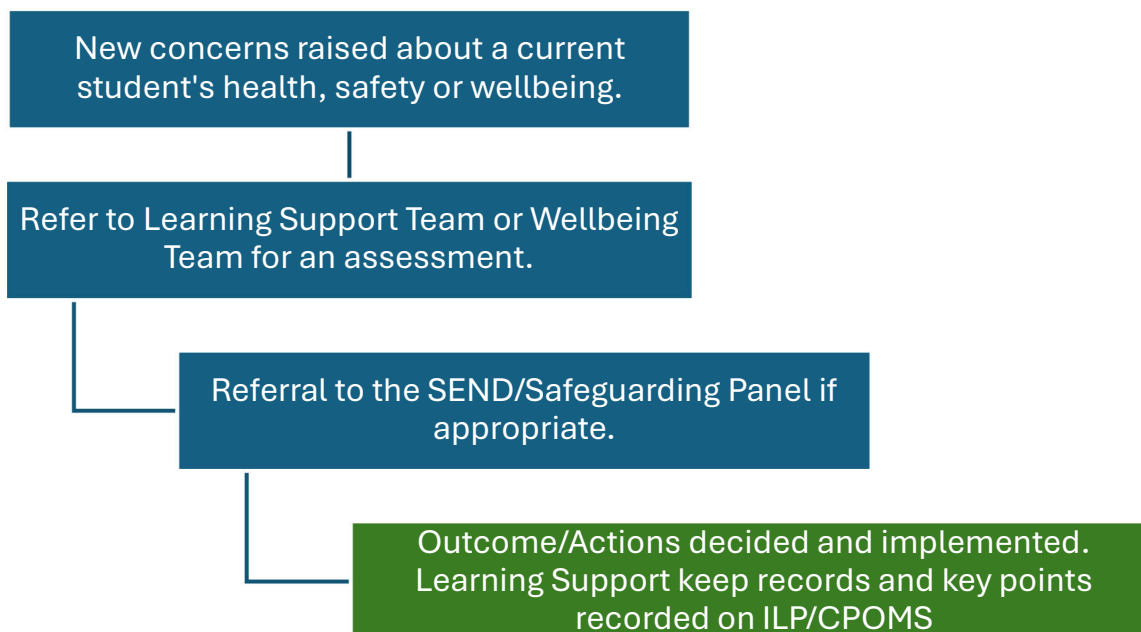
All College staff are governed by the requirements of the Data Protection Acts 1984 and 1998. Under these acts, all data relating to a person's physical or mental health is regarded as sensitive, personal data. The College's policy on Data Protection contains guidance on the use of sensitive information and will be followed.

6.0 Cross Reference to College Policies & Procedures

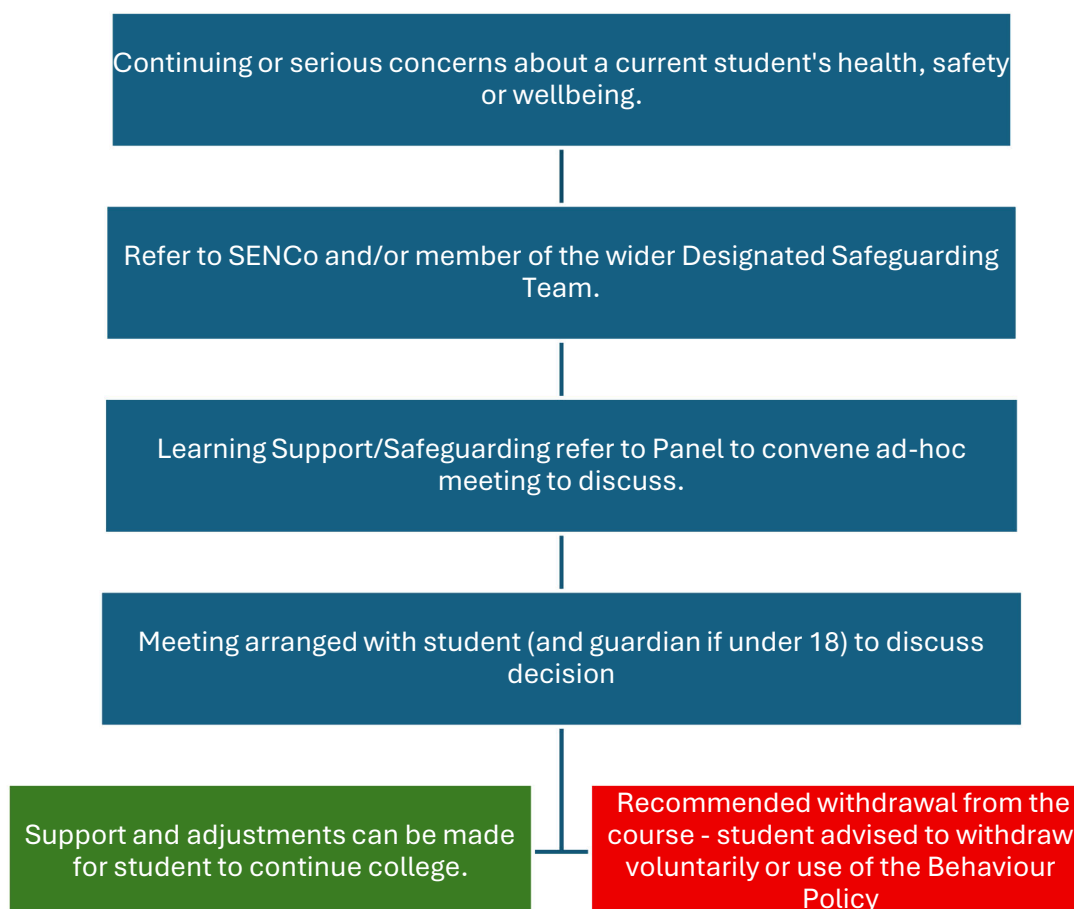
- Behaviour Policy and Procedures
- Drugs Policy and Procedures
- Equal Opportunities Policy
- Mental Health Policy
- Complaints Policy and Procedures
- Data Protection Policy
- Safeguarding: Policy and Procedures for the Protection of Children and Vulnerable Adults
- SEND / Learning Support Policy

Procedures Flowcharts

Emerging Concerns



Continuing or Strong Initial Concerns



Immediate and Serious and/or No Progress Concerns

