

CLEVELAND COLLEGE OF ART & DESIGN

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The policy or procedure will be reviewed by the date shown on the front cover sheet, or sooner if a change in legislation, best practice, or other circumstances indicate that this is necessary. If, for whatever reason, the policy or procedure is not reviewed by the date shown, the policy or procedure shall stay in force until formally reviewed.

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INTRODUCTION

1. Cleveland College of Art and Design is committed to equality of opportunity for all students. To this end the College is committed to making reasonable adjustments where possible to enable students to continue to achieve their full potential.
2. The College recognises that students can however experience periods of mental and physical ill health, and during these times wish to be as supportive as possible, making all reasonable adjustments. During periods of ill health however, the college also recognises that continuing to study may, during these periods, cause significant impact on the wellbeing of both the individual student, their ability to achieve and the wider College community.
3. This procedure aims to offer a supportive and proactive response to these circumstances, outside of the College Disciplinary Procedure, that will encourage and reinforce collaborative working between both the student and the College to resolve any concerns or impact on study.

SCOPE

4. The procedure has been developed in response to an increasing occurrence of ill health (including mental health difficulties, psychological, personality or emotional disorders) experienced by students in education institutions. The procedure is invoked where there are substantial concerns regarding the student in relation to risk of harm to themselves or others. The aim is to sustain the progress of the students in a supportive environment while being mindful of the need to ensure all are safe.
5. In a situation where it is believed that a student's behaviour presents an immediate risk to themselves or others, the Emergency Services should be contacted by dialling 999. College security should also be contacted by dialling 0, and a request made to reception staff for a member of security staff to attend. This should be followed up later by notifying the Student Services Manager of the details of the incident and action taken. The person witnessing the student's behaviour should not leave the scene until they have briefed the emergency services.
6. The procedure is wherever possible delivered in a supportive manner. It is not about discontinuation or expulsion of students for misconduct these issues are dealt with by the Student Disciplinary Procedure.
7. The procedure can be used by anyone who has a sufficient level of concern about a student's health, safety and mental wellbeing. This can include Personal Tutors, Course/Programme Leaders, Module

Leaders and Professional services staff. Concerns for the health or wellbeing of a student can also be raised by students however students will not be expected to manage these situations and should always approach a member of staff.

8. The procedure is aimed at supporting all areas to sustain the progress of the student in a safe and controlled way.

DEFINITIONS

9. **Reasonable Adjustments** – Adjustments that can be made to a course, mode of study or attendance that support a student in continuing to study without having a negative impact on course competencies or course outcomes.

PROCEDURE

Stage 1 – Emerging or initial concerns

Emerging or initial concerns about an individual student's health, safety or mental wellbeing are raised.

10. If a student has concerns about a fellow student, they should discuss these with the member of the College they feel most comfortable with. This might be a personal tutor, Course Programme Leader, Student Union officer or staff member, or student representative.
11. The student will not be expected to deal with the situation themselves.
12. If they have discussed the issue with a staff member, this person will make an appropriate referral, or deal with the issue.
13. If it is a student representative, Accommodation Warden or Student Union officer, they will refer to a staff member, who will make the appropriate referral.
14. If concerns have been identified by a member of staff, then that member of staff, or another with primary responsibility and/or knowledge of the student (e.g. personal tutor or course/programme leader) should talk to the student in a sympathetic and understanding manner, and indicate that there are concerns about the student's fitness to study, registered by use of this procedure.
15. The nature of the concerns should be clearly identified, and the student should be encouraged to discuss the issues, including the potential impact on themselves and others, including specific reference to the invocation of other student-facing procedures if appropriate.

16. It should be made clear to the student that, whilst the College has a duty of care to support students with ill health, it is the student's responsibility to be fit to study.
17. If appropriate, information should be provided about sources of professional support within the College that the student can access (e.g. Counselling, Student Services, or external services such as the student's GP). Staff should seek advice and Guidance from Student Services if they are unsure about sources of information.
18. The student and member of staff should agree a date to meet within 3 months to review the situation (known as the Stage 1 review meeting), and to discuss the effectiveness of the support that the student has been accessing.
19. The key points and agreements, including action points arising from this discussion should be recorded and communicated to the student (Please see Appendix for a copy of the pro forma).
20. A copy of the pro forma must be sent to the student within 5 working days. A copy of this information should be kept on the student's file for a period of time agreed with the student. The student should be reassured that the purpose of keeping it on file is to ensure that the College is providing all necessary support, to ensure that the student continues to be fit to study. A copy of the pro forma should also be sent to the Student Services Adviser in Student Services for monitoring and recording purposes.
21. Students should be informed that if the concerns continue, any additional cause for concern arises, or they refuse to engage in the process, this could result in their fitness to study being further considered by moving to Stage 2. Staff members are encouraged to make three attempts to engage the student with this process as they are in the best position to have the initial meeting due to their direct observation of the fitness to study issues.
22. As highlighted above, should staff need advice and support or feel unsure about whether to invoke this procedure, they are encouraged to seek advice from the Student Services Manager or College Counsellor in Student Services. This may include making a referral if they feel that they are unable to address concerns at Stage 1, in which case Student Services will work collaboratively with the staff member.

Stage 2 – Continuing and/or Significant Concerns

Continuing or significant concerns about an individual student's health, safety or mental wellbeing are raised.

23. Stage 2 will be carried out by the Student Services Manager and/or College Counsellor, who will work collaboratively with staff within the Department/College. Staff from individual courses/programmes or other professional services should contact the Student Services Manager within Student Services if they think there are grounds to move to stage 2. The final decision on whether stage 2 of the procedure is invoked will be taken by the Student Services Manager after receiving information from other relevant staff, the College Counsellor and in consultation with the Vice Principal Academic.
24. The student will be invited to meet with the Student Services Manager and College Counsellor to discuss the issues, with the member of staff who has raised the issue. Ideally this should be arranged within 5 working days of the decision to move to stage 2 of the procedure. The student will be informed that engaging with stage 2 of the procedure is mandatory and refusal to engage may result in further escalation to stage 3. Communication can be undertaken verbally, but should be reinforced in writing.
25. The purpose of the meeting will be to ascertain the student's perception of the issues that have been identified, including the impact which his/her ill-health and/or behaviour are having upon him/herself and/or the College community.
26. The student should be informed of the purpose of the meeting, and be advised of any documents he/she may be required to bring. The student may be accompanied by someone to this meeting – for example, this could be a member of the Students' Union, a member of College staff acting in a supportive capacity, or a close family member. Students under the age of 16 should be accompanied by a parent or other legal guardian. Legal guardians should be notified of the date, time and purpose of the meeting within the same time scales as the student. Disabled students may also be accompanied by a support worker (e.g. sign language interpreter or mental health worker).
27. During the meeting a mutually agreed action plan will be devised to put in place support for the student and formally agree expectations for the student to observe. In cases where academic adjustments are required, the Course/Programme leader Head of School or Head of Department must be consulted prior to these adjustments being confirmed with the student.
28. This Action Plan will have a specific review date, and the consequences of not keeping to the agreed action plan must be clearly outlined to the student. This may involve moving to Stage 3 of the procedure, where a suspension may be considered.
29. If an action plan cannot be agreed at Stage 2, then the case must move to Stage 3.

30. A report of the meeting and its outcomes will be recorded by the Student Services Manager, and or College Counsellor. A copy of the agreed Action Plan will be submitted to the student's Head of School/Head of Department. The Head of School/Department will disseminate this to relevant staff in the College where appropriate.
31. The student should be informed that if this concern continues, or any additional cause for concern arises, this could result in their fitness to study being further considered by moving to Stage 3.

Stage 3 – Serious or Persistent Concerns

Serious or persistent concerns are raised about an individual student's actions or behaviour that are putting the health, safety, wellbeing or academic progress of him/herself or other members of the College community at significant risk.

32. The Vice Principal or a nominated representative will call a 'Case Conference' to discuss the situation. Those present at the Case Conference may include:
 - The Vice Principal Academic or a nominated representative (Chair)
 - The Head of School/Department
 - Course/Programme representative
 - Appropriate representatives from Student Services which may include the Student Services Manager, College Counsellor and Student Service Adviser.
 - Student's G.P. or other relevant professional where required (with student's consent)
 - Student Engagement/Union President
33. The student will be informed of the case conference in writing by the Vice Principal Academic. Students will be entitled to submit written representations to the Case Conference and at the discretion of the Chair; the student may be invited to attend the Case Conference.
34. The Case Conference will determine an agreed action:
 - an enhanced Action Plan, or
 - a recommendation to the Head of School and Academic Registrar for a possible suspension on health and wellbeing grounds
35. Where appropriate, the agreed action will take into account whether there are any reasonable adjustments that can be put in place, or

whether the limits of reasonableness have been reached at that time (in accordance with the Disability Discrimination Act 1995 and SENDA 2001, Equality Act 2010).

36. If the recommendation is that of an enhanced Action Plan, the student will be invited to meet with the Vice Principal Academic or a nominated representative to receive and discuss the recommended actions from the Case Conference. The student will be invited to bring along a person to support them at the meeting. Students under the age of 18 must be accompanied by a legal guardian. The plan will have a concrete review date, and the consequences of not adhering to the Action Plan will be made clear. A copy of the agreed Action Plan will be submitted to The College Governance team and to the Head of School or Head of Further Education as appropriate.
37. If the agreed recommended action is a suspension of studies, the Vice Principal Academic will inform the Head of School/head of Further Education, who will follow the process below to suspend the student.
38. Normally no student shall be suspended unless s/he has been given the opportunity to make representations to the Vice Principal Academic, either in person or in writing, as the student chooses. Such representations may be put forward by the student or by a friend or representative (not acting in a legal capacity, and with the written consent of the student).
39. In cases deemed to be urgent, particularly if the safety of others is perceived to be at risk, a student may be suspended with immediate effect, and before being given the opportunity to make representations. In this instance the student or his/her representative will be permitted to put forward representations at the earliest possible opportunity after the suspension.
40. Suspension of studies will only be recommended in the most serious of cases, and when all avenues of support have been exhausted, or the student has not taken up such support. The suspension is intended to give the student time away from studies to address health and wellbeing issues, in order wherever possible to return to the College and resume study.
41. Upon suspension provision may be made to provide the student with the necessary resources to continue their studies from home (e.g. access to a local library, Moodle, and other educational support mechanisms).
42. A student who is suspended may be wholly or partly prohibited from entering College premises and from participating in College activities, including working at the College, or exercising their functions or duties of any office or committee membership in the College or the Students'

Union. Suspension may be subject to qualification, such as permission to take an examination. A suspended student should seek guidance from their Course/Programme on how they might best continue their studies.

43. A decision to suspend will normally be conveyed by the Vice Principal Academic and Head of School/Further education at a meeting with the student (and representative if required). This meeting will include a consideration of issues arising from suspension e.g. financial, academic etc., and Student Services will offer appropriate support and referrals in this case. Where the student wishes to voluntarily interrupt the course at this stage, this should be favourably considered with the provision for a review of the health and wellbeing of the student at the end of the interruption period.
44. Written reasons for the decision to suspend will be recorded and made available to the student by the Head of School/Further Education and Vice Principal Academic, and copied to the College Governance Team. The terms of the suspension will be notified in writing to the student.
45. If a decision to suspend impacts upon a student's tenancy in College Accommodation, The Accommodation Adviser within Student Services will consider where appropriate a temporary or permanent change where possible, to a student's accommodation arrangements. As all College accommodation is currently provided by a third party, potential changes to accommodation arrangements maybe limited.
46. In cases of suspension of study the following must be informed:
 - Student Information Team to ensure that any student records are amended accordingly showing a non-disciplinary suspension.
 - Course/Programme Leaders to advise on academic status and any current module registrations
 - Relevant Colleagues (e.g. Accommodation Adviser, Student Services Manager, Library Manager and I.T Systems Manager)
 - H.R. or Students Union if the student works for the College or the Union

Review of/end of suspension

47. Any decision to suspend a student will be subject to review after 15 working days.
48. Such a review shall not involve a hearing but the student, either personally or through a representative, will be entitled to submit written representations.

49. The review will be conducted by a member of the College Principalship and will be serviced by an officer of the Governance Team. The person conducting the review will have access to all the documentation from the stage 3 “case conference” and will consider the written representations of the student.
50. On receipt of evidence of significantly altered circumstances which might affect the suspension a further review will be conducted. The suspension will not be lifted until the student has provided appropriate medical evidence from their G.P or other approved medical professional that the student is considered fit to return to study. The College may ask the medical professional to answer specific questions or consider specific issues, and will not make a decision to lift the suspension until satisfied that the student is fit to return to the College environment.
51. Where the suspension resulted from the fact that no adjustments were deemed reasonable, this will be kept under review so that at the point at which a student is deemed fit to return to study, appropriate adjustments can be considered by Student Services seeking other advice as necessary.
52. The College will make every effort to allow the student to continue with their studies, within the limits set by College Regulations. This may include repeating periods of study. The ability to repeat or return to study will depend upon the feasibility and reasonableness of such a proposal, and will be decided on a case by case basis.

Appeals against suspension

53. If the student wishes to appeal against the suspension, the appeal must be made in writing to the Principal within 10 working days of the written confirmation of the decision and must specify the grounds on which it is based. An appeal may only be lodged on one or more of the following grounds:
- that evidence is available which for good and reasonable cause has not been brought to the attention of the Head of School previously
 - that there has been a relevant and significant error in the operation of procedures of the Fitness to Study policy
 - that the decision was unreasonable, where unreasonable shall be taken to mean perverse: that is, the outcome was not a conclusion a similar Officer acting on behalf of the College might have taken

54. The Principal may reject an appeal if, in his/her view, it is out of time, or not lodged in accord with the allowable grounds, and shall report that decision to the student and the Fitness to study appeals panel.
55. Upon receipt of the letter the Principal will respond to the student within 10 working days, and will convene a Fitness to Study Appeal Panel within 21 working days.
56. The Fitness to Study Appeals Panel shall be drawn from a pool of staff members appointed by the Principalship and Governing body.
57. Each meeting of the Fitness to Study Appeals Panel shall comprise two staff members, one of whom shall be Chair, and one nominee of the Students' Union.
58. All panel members shall be drawn from outside the student's Course/Programme area.
59. Any person who was involved in earlier stages of the Fitness to Study process shall take no part in the meeting of the Fitness to Study Appeals Panel (except for the purposes of presenting a report). An officer of Governance team shall act as Secretary.
60. The Fitness to Study Appeal panel may dismiss an appeal without a full hearing if it considers that the appeal, although not rejected by the Principal, was in fact lodged other than in accord with the allowable grounds or was out of time.
61. The Panel can decide to uphold or withdraw the suspension.

Investigatory & Disciplinary Procedures

62. There are occasions where a student who is experiencing mental ill health may behave in such a way as to invoke the Student Disciplinary Procedure. In such cases, they will not necessarily be exempt from investigation and potential disciplinary action. Each case will be considered on its own merits, with due regard given to issues relating to mental ill health.

Critical illness of students

63. From time to time there may be a situation where a student finds him/herself severely incapacitated, e.g. through injury or critical illness.
64. In such a situation, where it would be unreasonable to expect a student to submit an application for an interruption of study, it would be reasonable to act in accordance with instructions/requests from the

student's duly authorised representative, e.g. parent, partner, to interrupt that student's course

ROLES AND RESPONSIBILITIES

	Position(s)
Responsible i.e. which position is responsible for ensuring that this procedure operates as required on a daily basis	Student Services Manager/ Counsellor
Accountable i.e. which <i>one</i> position in the University is accountable for ensuring that this procedure is applied correctly	Vice Principal Academic
Supporting i.e. which positions are involved in delivering the procedure	Student Services Team, Teaching Staff, College Counsellor
Consulting i.e. which positions need to be consulted if changes in the procedure are considered	Schools, Students Union, Student Services, Principalship
Informing i.e. which positions need to be informed about changes in the procedure	All Staff and Students

MONITORING AND EVALUATION

Data will be collected by Student Services on the use of the procedure as follows:

- Numbers of cases at each stage of the procedure
- Numbers of suspensions of study
- Final outcomes e.g. return to study

65. All will be monitored by Student Services in relation to Course/Programme, School, by gender, ethnicity, disability, age, religion/belief and sexual orientation where possible, to ensure fair and consistent application of the procedure.

66. Student Services will collate this data and raise any issues which arise directly with the Course/Programme leaders and Schools, or with the Principalship, as appropriate.

EQUALITY STATEMENT

67. This policy will be implemented in line with the principles of the college's commitment to equality and diversity which is: Cleveland

College of Art and Design is committed to the principles of equality and diversity and aims to ensure that all employees and college users are treated fairly and equally regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, or sexual orientation.

RELATED DOCUMENTATION

7.0 Appendices

Appendix A – Procedure Guidelines

Appendix B – Record of Concern for a Student's Health & Wellbeing Form

Appendix C – Student Non-Disclosure Form

Appendix D – Flow Diagram of Process

Appendix E – Student Confidentiality Form

Procedure Guidelines

The purpose of this procedure is to support students and staff in managing situations and incidents that cause significant concern. The procedure has three levels: Emerging concerns, Continuing/Significant concerns; Serious/Persistent concerns, based on the perceived level of risk to the health, safety and mental wellbeing of the student or others. The cause for concern can result in:

- invoking the procedure at any of the 3 levels
- staying at a level or
- Progressing through the levels, should the cause for concern not be remedied by recommended and agreed actions.

Anyone who has a sufficient level of concern about a student's health, safety and mental wellbeing should refer to this procedure for guidance.

Staff members can approach the Student Services Manager or College Counsellor in Student Services for advice and guidance, or to make a referral.

The following is a non-exhaustive list of examples of behaviour that would raise concerns regarding the student's fitness to study:

- mood swings or unusual behaviour (e.g. aggressive, withdrawn, distressed, irritable)
- significant non-attendance or engagement
- a sudden deterioration in academic performance or motivation
- changes in appearance or obvious signs of ill health (e.g. dramatic weight loss or gain, on-going lack of personal hygiene and care)
- inappropriate behaviour (e.g. inappropriate touching, invading personal space, excessive, unexpected and prolonged laughter, uncharacteristically bad language such as swearing)
- withdrawal from social, cultural or sporting activities once considered important
- lethargy or signs of lack of sleep
- obvious signs of substance/ alcohol misuse
- information about specific episodes (e.g. self-harm/suicidal thoughts or attempts)
- changes in behaviour or health that make the student's use of equipment, etc., dangerous to themselves and/or to others.

Concerns should be acted upon promptly, and should be illustrated with either evidence that there has been a decline in the student's health and wellbeing over a period of time, or a legitimate reason for believing that the student is at risk of harm to self or others. Evidence may include reports from staff members or other students

about situations which have arisen. Legitimate reasons for concern will include those highlighted in the list above.

When reviewing the perceived level of risk to a student's health and wellbeing, communication is paramount. Early intervention in issues and recommendations for support can avoid crisis situations from occurring.

In most situations it will be appropriate to start at stage 1 of the procedure. However there will be some occasions when the level of risk requires a move straight to stage 2 or 3. The level of risk must be judged based on the risk to others as well as the student concerned, especially where the student is living with other students in accommodation.

It is recognised that these situations can be difficult to deal with and that the level of risk is often hard to determine. The College Counsellor in Student Services is available to provide support and advice. If any staff member is unsure about whether to invoke this procedure; they are encouraged to seek advice from the College Counsellor or Student Services Manager within the Student Services Department.

To ensure appropriate levels of confidentiality, this advice should initially be sought without disclosing details of the student concerned, i.e. on an anonymous basis, where this is practical.

If a student discloses a mental health illness or disability and does not wish to share this information with Student Services or anyone else within the College it is important that staff complete the "Student Confidentiality form" (See Appendix E). This form records that a student has disclosed and has elected to opt out of receiving relevant support. It is essential this form is completed and retained by the school/department. This form **should not** be sent to the Student Services or any other department.

Students should be involved in the management of their own wellbeing wherever possible. However, there may be times where a student is unwilling or unable to work within these procedures.

In these cases, the process should continue, with concerns being raised, advice being sought, and action being taken, as appropriate.

If there are any concerns that the student is experiencing, or is at risk of abuse as a 'vulnerable adult', then this should be discussed with Student Services in the first instance. Where necessary this must be reported and Student Services can help to advise and support staff members with this.

If a student elects to interrupt their study, the Fitness to Study investigation will resume should the student decide to return to study.



Record of Concern for a Student's Health & Wellbeing

Student's Name:

ID Number:

Address:

Date of Birth:

Gender:

Male / Female

Telephone/Contact Details:

Mobile Phone:

Home Phone:

Email:

Concern raised by:

Brief outline of concern:

Feedback following meeting with student:

Agreed action points (inc review date if applicable):

Record of Concern for a Student's Health & Wellbeing Form – Appendix B

Declaration:

I understand the nature of the concern(s) raised by the College, as has been explained to me and outlined in this document and the possible impact/consequences that this/these concern(s) may have upon my own fitness to study.

I also understand the impact that this/these concern(s) may have upon the community of staff and fellow students who are working and studying at the College and to which I belong.

I have agreed to work towards the action plan outlined above, which has been developed to support me.

I understand that if I am unable or unwilling to carry out the action plan, the College will need to consider taking appropriate or remedial actions, or referral as my situation will require.

I understand and consent to information surrounding my fitness to study being shared with other relevant services within the College. A copy of this action plan will therefore be submitted to the Head of School/Department and disseminated to relevant staff in the Course/Programme area where appropriate. I am aware that this report and its outcomes will also be recorded by Student Services.

I realise that any non-attendance can be reported to the appropriate service and acted upon.

Whilst I understand that the College has a duty of care to support me, ultimately I am responsible for my own health and wellbeing and it is my responsibility to be fit to study.

I am also signing to agree to my work being reviewed within three months in order to review the progress I have made.

Students name _____

Signature _____

Staff member _____

Signature _____

Date _____

Review date _____



**Student Services
Student Non-Disclosure Form**

Name:	Date of Birth:
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I **do not** give my consent for the information I have provided regarding my disability to be shared with the relevant staff**/ in Students Services.

I understand that should I choose not to disclose my mental health need or disability to Student Services, the Cleveland College of Art and Design may find it difficult to meet my needs as a disabled student or to make reasonable adjustments as per requirements under the Disability Discrimination Act 1995 and Equality Act 2010. .

I **do not** wish to access support from Student Service/Disability & Learner Support Service in order for reasonable adjustments to be made.

Student Name:	
Student Signature	Date:

Staff Name:	
Staff Signature:	Date:

** Course Leaders, Programme Leaders, the Assessments Office, School Administrator and all any staff associated with the teaching and presentation of course material.

*** DO NOT SEND THIS FORM TO STUDENT SERVICES – RETAIN IN DEPARTMENTAL RECORDS ***

Guidance Notes

In disclosing a disability to any member of College staff, the Disability Discrimination Act deems that the disability has been disclosed to the College as a whole. Once the disability has been disclosed the College must make reasonable adjustments to meet the disabled student's needs. In view of this, if a student declares a disability to any member of College staff, the member of staff must do one of the following:

Ask the student if they would like support from Student Services; if so signpost them to the Service so that appropriate support can be arranged.

Student Services is based in the Municipal Building opposite the Library.
Telephone: 01428 (85)8410
Email: Disability@ccad.ac.uk

OR

- if the student does not wish to disclose their disability, ask them to sign the Student Services Student Non-Disclosure Form stating that they **do not** wish to access support from the Student Services and that they understand that this means Student Services will be unable to offer support or make reasonable adjustments for the student.

- The form must be then placed in a sealed envelope and marked "Confidential – Student Services Student Non-Disclosure Form" and handed to the Head of School/Further Education /or other who will keep the information in a secure setting.

- Do not send this form to the Student Services as this would constitute information sharing against the student's wishes.

It should be emphasised to the student that should they change their mind and wish to discuss support, they can approach Student Services at any time.

Why should you retain the Student Services Student Non-Disclosure Form?

It is important that students are aware that, whilst it is their right to keep their disability information confidential, they must understand that without signposting to Student Services that disability support and adjustments may be severely limited.

It is important that the College has written proof that a student who disclosed a disability did not want their information sharing for the purpose of making reasonable adjustments.

If a student signs the Student Services Student Non-Disclosure Form does this mean that the College has NO duty to put in place reasonable adjustments?

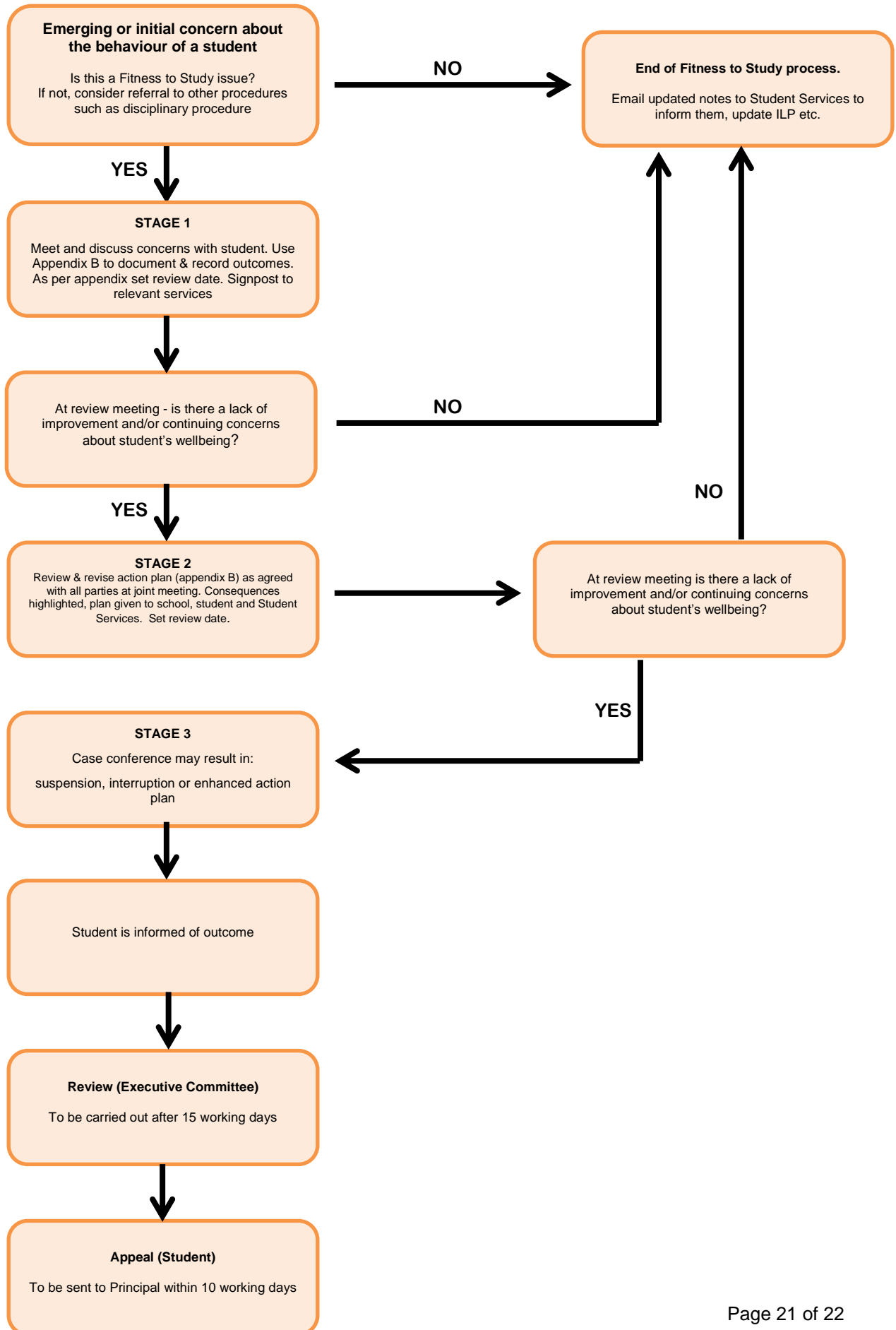
No. There is still a limited responsibility for the College to make reasonable adjustments if possible, even if the student does not want full disclosure.

There may be some limited reasonable adjustments that a single member of staff *may* be able to make, and if this is possible and reasonable, the member of staff should do this, wherever possible.

For example, a student discloses to a tutor that they are hearing impaired and have limited lip reading skills but are “fluent” in British Sign language. They do not want anyone one else to know about their disability. In response, the tutor provides all students with hand-outs which will help to support the hearing impaired student, thereby making a small reasonable adjustment. This adjustment may help the student to some extent, but it is unlikely to support the student as much as the provision of a British Sign Language Interpreter (which would be organised via the Student Services).

If you need any advice or have any questions about any aspect of this guidance, then please contact Student Services on 01429 858410. If you wish to discuss a particular student who wishes to keep their disability confidential then you can refer to the student in anonymous terms e.g. “student X”

FITNESS TO STUDY FLOWCHART





Student Confidentiality Statement in respect of a learning difficulty, disability, health issue or other need.

Student:	
Member of Staff:	Position:

I, being the student named above, require that the learning difficulties, disabilities, health issues or other needs I have discussed with the above named member of staff are kept confidential between the two of us. I do not want to seek support from the College at this time.

A broad summary of what was discussed is:

<i>(e.g. student disclosed they have dyslexia):</i>

I accept that this means that the College will not know of my support needs and that they cannot be expected to anticipate my support needs without this information from me. This has been fully explained to me by the member of staff. **I understand this may impact on my ability to succeed on the course.**

If I decide I need help I will inform an appropriate person and arrange to sign an Identification of Needs form. Until that time I ask that this confidentiality statement be respected as my current wishes.

Student Signature:
Staff Signature:
Date:

In signing this document both the student and the member of staff agree to keep confidential the content of this meeting.
 However it is important that this statement is retained in a secure place in case either party may wish to refer to it in the future. Therefore the original document must be placed in a sealed envelope and securely stored. The envelope should be labelled "Support Need – Confidentiality Statement" and be marked with the date and the student's date of birth.
 A copy of this statement should be retained by the student