

# English National Ballet School

## Support Through Studies Policy & Procedure

### Introduction

This Policy applies to currently enrolled students of English National Ballet School who are following a course leading to an award of the School or its academic partner(s) and to individuals who are not yet enrolled, but who hold a current offer of a place for the above.

The School recognises that some students will need adjustments made to teaching, learning, and assessment matters to maximise their benefit from an ENBS course of study. These adjustments could be made at the instigation of the student or their parent/carer, for example reasonable adjustments for a prospective new student who has a disability or learning difference or where such matters emerge during the course; or by a member of School staff in cases where a student's health, well-being, behaviour and/or engagement with their course or School services is, or appears to be at risk of having, a detrimental impact upon their studies and/or ability to cope with student life and/or upon that of others.

The aim of this policy is to sustain the progress of such students in a supportive environment whilst ensuring the safety and well-being of other members of the School community. The policy provides the framework within which the School can promote a positive, sensitive and co-ordinated approach to the management of this. The procedures, formal and informal, which underpin this policy are designed to achieve this by being flexible, supportive and proportionate.

In all cases, adjustments and related matters will be documented in a Learning & Teaching Support Plan ("LTSP" see Appendix 3), individual for the student and to which they, their parent/carer (for a student under 18) and a relevant member of School staff must provide written agreement. Agreement to the LTSP and compliance with its contents may be a requirement of ongoing enrolment with the School. The School cannot guarantee to provide any level or nature of support, nor make necessary adjustments which are not deemed reasonable by the School.

## Informal resolution

Initially, consideration will be given as to the opportunity for informal resolution, which does not constitute any stage of the formal procedures. Informal resolution can include all forms of support normally offered to enrolled students, but excluding matters requiring reasonable adjustments for students with disabilities or learning differences and/or agreement to an individual LTSP. A matter may be referred to such informal resolution as a procedural outcome of the associated policies listed at 4. below.

## Formal Procedures

Informal resolution will not be appropriate in all cases. If a student has a documented disability or learning difference, or the level of concern necessitates it, the formal Support Through Studies procedures should be initiated. These procedures have three stages and may be initiated by any member of School or artistic/academic partner staff, the student's parent/carer, or the student themselves, where there is a sufficient level of concern about a student's health, safety and well-being, including where this may impact upon their ability to successfully engage with and complete the course. Concerns for the health or wellbeing of a student may also be raised by other students by approaching a member of staff, noting that such students will not be expected to manage these situations themselves. In addition, a matter may be referred to the formal procedures as a possible outcome of associated policies listed at 4. below.

In order to best facilitate the level of support students may need, the formal procedures may be entered at any stage to allow the most flexibility, timeliness and appropriate intervention. However, it is expected that the majority of cases will be entered and resolved at Stage 1 with no need for progression to either Stage 2 or Stage 3 of the formal procedure. Within the scope of this Policy & Procedure, any existing matter which may directly result in a student's exclusion or suspension, whether in part, temporary, wholly or permanently, must be referred to Stage 3.

The three formal Support Through Studies stages are as follows:

**Stage One:** Emerging or Initial Considerations;

**Stage Two:** Continuing and/or Significant Concerns;

**Stage Three:** Highly Significant, Serious or Persistent Concerns (Case Conference).

The procedures for these stages can be found in the appendix to this Policy.

In order to minimise the risk of causing additional stress, these procedures should be used sensitively, ensuring that the focus on the student's best interests is explained to the student, and that all possible steps are taken to minimise additional concerns and anxieties experienced by the student.

Students should be involved in the management of their own health and wellbeing wherever possible. However, there may be occasions where a student is not able to, or does not engage with, these procedures. In these cases, the Support Through Studies process should still be applied and/or continue, to address concerns raised, advice being sought, and action being taken, as necessary and appropriate.

In order to maintain fairness and avoid conflicts of interest, the procedures that follow may require the participation of members of ENBS staff who were not directly involved in the matters leading up to the commencement of the procedure, and/or who can offer specific expertise. In a small School it may, on occasion, be difficult to identify members of staff who meet these criteria. Accordingly, throughout this policy and procedure, the School reserves the right to substitute an ENBS Governor, or a member of staff from a peer institution, in lieu of one or more members of ENBS staff, as suitable and with the individual approval of the ENBS Executive Director.

## **Further advice and related policies**

Staff, students and parents may seek advice on this Policy and Procedure from the School Registrar and may also wish to consult the following related policies:

- Academic regulations and other relevant policies of ENBS, TCL and future academic partners
- Admissions Policy
- Assessment Policy and Procedure, including Extension and Deferrals\*, Extenuating Circumstances\*, Assessment and Reassessment\*, Academic Appeals\* and Academic Misconduct\*
- Attendance & Absence Policy (students)\*
- Complaints Policy and Procedures (Students)\*
- Course handbook
- Disciplinary Procedures and Exclusion Policy (students)\*
- Fees Policy
- Healthcare Policy
- Learning and Teaching Agreement\*
- Nutrition Policy
- Safeguarding Policy\*
- Student Handbook
- Terms and Conditions (of enrolment)

Operation of policy and procedure marked \* above may result in outcomes which include referral to this Support Through Studies Policy & Procedure, either for informal resolution, or to initiate its formal procedures. For the avoidance of doubt, matters laid down in the policies and procedures listed above, and outcomes from their application, take precedence over this Support Through Studies Policy & Procedure, both procedurally and in terms of outcome. For example, should an academic misconduct case result in referral to this Support Through Studies Policy & Procedure, the appeals mechanism laid out in the latter may not be used to appeal against the finding of academic misconduct. Similarly, the procedures under this Policy may be held in abeyance in the event that the School deems it necessary to first initiate or conclude matter(s) under other policies and procedures.

## Duty of Care

The School has a duty of care to support students whose studies and/or ability to engage with their studies might be compromised by ill health (see Health Policy) or other circumstances. These procedures are intended as a supportive framework to afford students the best opportunity to complete their studies successfully and to assist them to recognise when they might need additional support, or an interruption or break from study. Students are encouraged to actively engage with these procedures, which will often include taking appropriate steps to manage their own health and wellbeing to fulfil their academic potential. This policy will be implemented in accordance with the Equality Act (2010).

## Where may this Policy apply?

The following list provides examples of situations when the formal procedures of the Policy may be applied, but should not be considered exhaustive:

- a prospective student, holding the offer of a place, has a disability or learning difference and refers themselves or is referred by their parent/carer to these procedures, so that an appropriate LTSP can be agreed with the School; alternately a member of School staff may so refer, following disclosure. This example may also be followed where a student is so diagnosed, or chooses to first disclose, after starting the course. Noting in the latter case that early disclosure is encouraged, not least as the School cannot guarantee to make necessary adjustments which are not deemed reasonable and in such a case the student may lose their School place;
- a third party such as another student, staff member, or healthcare professional reports concerns about a student's health or personal circumstances which are having a negative impact on their ability to engage with their studies;
- one or more complaints are received about the student from other students and/or staff and, following the conclusion of any matters under the Complaints Policy and Procedures (Students) and/or Disciplinary Procedures and Exclusion Policy (students), it is deemed that the underlying reasons indicate concerns which might then be most appropriately addressed under this Policy;
- the student is in serious and continued breach of the Attendance & Absence Policy, preventing them from engaging properly with their studies;
- after conclusion of matter under Part 1 of the Assessment Policy and Procedure it has been determined that the student has committed Academic Misconduct; one outcome of this is a recommendation, or requirement, that the student sign up to a new or revised LTSP documenting the support to be given and the required academic conduct in return;
- the student discloses to a member of staff, or refers themselves directly under this Policy & Procedure regarding, difficulties relating to substance misuse, alcohol or drug problems or other personal circumstances and may need additional support;
- a parent/carer of a student with a disability or learning difference and a LTSP already in place, reports ongoing concerns about their child's health or personal

circumstances which are having a negative impact on the student's ability to engage with their studies;

- the student makes multiple and/or ongoing applications for extensions, deferrals or extenuating circumstances or other adjustments stating health issues, or what is thought could be the result of an underlying physical or mental health problem, which give cause for concern and/or indicate they may need support under this Policy;
- a student has been permitted to defer multiple assessments to the following academic year, or to progress having failed multiple assessments, or to repeat the year. In such cases, this will be conditional on completion or update of an agreed LTSP, as assurance that the workload is a realistic proposition.
- A concern is raised by a member of the healthcare team or an external clinical professional.

## **Referring a case**

### **Members of staff needing to report concerns**

Where a member of staff needs to report concerns regarding a student's or prospective student's ability to undertake or engage with their studies, or wishes to report such concerns on behalf of a current student, they should notify the Head of Wellbeing & DSL and/or Head of Studies and/or Head of Healthcare according to the nature of the concerns. Regardless of initial contact, these three postholders (hereafter described as the "School STS Leads") will then consult and collectively determine whether any action is required throughout this Procedure, and if so, whether the case should be addressed via Informal Resolution, or referred to Stage One, Two or Three of the formal procedure and, where appropriate, will designate the 'Primary Contact' for the case. This will normally be the student's tutor, or a member of School staff with an equivalent level of seniority. The School STS Leads will consult other colleagues relevant to the case, as necessary in order to determine how to proceed.

### **Students needing to report concerns**

If a student has concerns about a fellow student, they should alert a member of the Wellbeing Team/DSL or Deputy DSL to discuss their concerns confidentially. They will not be expected to manage the situation themselves or make a referral under these procedures. The Wellbeing Team/DSL or Deputy DSL will then consult with the School STS Leads who will determine whether any action is required, and if so, whether the case should be addressed via Informal Resolution, or referred to Stage One, Two or Three of the formal procedure and, where appropriate, will designate the 'Primary Contact' for the case. This will normally be the student's tutor, or a member of School staff with an equivalent level of seniority. The School STS Leads will consult other colleagues relevant to the case, as necessary in order to determine how to proceed.

### **Students wishing to refer themselves or parents/guardians wishing to refer their child**

Where a current or prospective student, or their parent/carer, has concerns about their own/their child's wellness or fitness to be in study or training, they may refer themselves/their child to stage 1 of the formal procedure by notifying one of the School

STS Leads who will instigate, consult the other STS Leads and determine initial outcome as above. In the case of prospective students or their parents/carers, initial referral should be made via the School Registrar, who will not investigate but pass the matter on to the School STS Leads.

## **Data processing, confidentiality, and record-keeping**

This policy will be managed in accordance with Schools obligations under the General Data Protection Regulations (May 2018) and the Equality Act 2010 and will be applied in accordance with the School's obligations for data protection and student confidentiality.

To ensure appropriate levels of confidentiality, advice on whether to invoke these procedures at any stage should initially be sought without disclosing details of the student concerned, i.e. on an anonymous basis, where this is practicable. Advice may be sought from the Head of Studies or Registrar

The School will seek to limit the disclosure of information involving any case where a student is referred under these procedures, as is consistent with the General Data Protection Regulations (2018) and the Data Protection Act (2018). It is essential, however, that relevant parties are kept informed as and when necessary and are notified accordingly of any directives or sanctions arising from proceedings under this Policy, including the Learning and Teaching Support Plan; therefore, the scope of disclosure will by necessity vary from case to case. This notwithstanding, information must be restricted to a 'need to know' basis to those persons who in operating these procedures the School deems necessary to be informed (which may include external individuals with specialist expertise, as necessary), and/or who are directly involved in the facilitation of support for the student, will be notified of any directives or proceedings arising or resulting from these procedures.

### **Data retention**

In accordance with the School's duties under the General Data Protection Regulations (2018) and the Data Protection Act (2018), records will be retained for a minimum of 15 months and for no longer than is reasonably necessary (i.e. no longer than 6 years after the final action on the student's case, at which point the individual student file will be destroyed). Some deviation from this schedule can be expected for cases which, in the judgement of the School are unique or complex and therefore require shorter or longer record retention periods.

Notwithstanding the above normal retention schedule, the Case Conference Panel (see Stage 3 of the procedures) will have the discretion to indicate a specific point in the future and the conditions under which, any records pertaining to action taken under this Policy regarding a student may be removed from the student's file.

### **Student consent to sharing sensitive information**

The School will seek the student's informed consent before disclosing sensitive information and consider the student's best interests before disclosing information to a third party. The exception to this is where the disclosure of confidential information by a student leads a staff member to have reasonable belief that the student may be at

serious risk to themselves and/or others, in the interests of safeguarding, or where there is a legal obligation to disclose this information (e.g. in the prevention of crime) as this may justify and necessitate the disclosure of this information. Where a student discloses sensitive information (e.g. a mental health illness or disability) and does not wish to share this information with anyone else within the School, it is important that the staff member receiving the disclosure makes the student aware that the capacity to provide support may be restricted or limited by this non-disclosure.

### **Necessary disclosure of personal sensitive information to manage risk**

Where the disclosure of confidential information by a student leads a staff member to have reasonable belief that the student may be at serious risk to themselves and/or others, this may justify and necessitate within the Law the disclosure of this information. The student's consent should still be sought if practicable, and any reasons given for refusal given fair consideration. If a student's refusal to consent to disclosure leaves them and/or others exposed to a risk so serious that it outweighs the student's interest in maintaining confidentiality, or if it is not practicable or safe to seek the student's consent, the staff member concerned should disclose the information to an appropriate senior member of School staff, who will review whether it is necessary to contact the student's 'Emergency Contact' given at the point of registration. If practicable and safe, the student should be notified prior to disclosing the information, even where the staff member intends to disclose without the student's consent.

### **Support Through Studies: third party disclosure**

The School will normally seek the student's consent to provide information to third parties involved in any aspect of their education (including with external course-related activities), unless there is a need to make a necessary disclosure. Where a student does not give consent, this may mean that reasonable adjustments or alternative arrangements arising from any needs cannot be put in place. If it is not possible for alternative arrangements to be made, other outcomes compliant with the policy and procedure listed in ? above, may be considered, up to and including suspension, exclusion, terminating the student's course of study or withdrawal of the offer of a place.

Where a student's studies are interrupted, intermitted, or in the case of any necessary deferral of assessment or other adjustment affecting assessment being brought under this procedure, the School may, as necessary and in accordance with the relevant academic regulations, be required to report this to the relevant academic partner.

### **Right of appeal against a decision made under these procedures**

A decision to suspend, exclude or terminate the enrolment of a student will normally originate in the Disciplinary Procedures and Exclusion Policy (students), while Part 1 of the Assessment Policy and Procedure may also apply (including where an Award and Progression Board so determines because a student has failed key assessments) and the only right to and procedure for appeal will be as detailed in those policies and procedures. However, where a decision of exclusion/ termination of studies is arrived at under Stage Three (Case Conference) of these Support Through Studies Procedures because:

1. necessary adjustments required are not deemed reasonable by the School; or
2. the student fails to agree a required LTSP; or
3. the student fails to comply with a required LTSP in circumstances which do not also lead to exclusion/termination under the School's policies relating to academic misconduct, student discipline or assessment).

the student then has the right of appeal against such a decision under this Policy & Procedure, as per section IV of Appendix 1.

Where a potential student wishes to appeal against an admission outcome related to this Policy & Procedure, they should refer to the Admissions Policy

Where a student wishes to make a complaint about any other aspect of the Support Through Studies procedures, Complaints Policy and Procedures (Students) should be used.

# Support Through Studies Procedures

## Overview

The Support Through Studies procedures encompass informal resolution and a formal procedure with three stages. Any stage of the process, from informal solution through to formal Stage 3, may be entered at any time, as deemed appropriate to the circumstances, following a risk assessment where necessary.

## Referring a student and initial assessment

A student or prospective student may be referred, or self-refer, to the Head of Wellbeing & DSL, or a member of their team, or one of the other School STS Leads, as per section 7 of the Policy above. Section 6 provides examples of circumstances for referral. Initial referral may be made verbally, via email etc, or by submitting a (part) completed Support for Studies Referral Form. The referral will be shared with the School STS Leads who will then, collectively, consult other colleagues relevant to the case and determine if any action is required, and if so, whether the case should be addressed via Informal Resolution, or referred to Stage One, Two or Three of the formal procedure and, where appropriate, will designate the 'Primary Contact' for the case. This will normally be the student's tutor, or a member of School staff with an equivalent level of seniority. In all cases, the School STS Leads will ensure that a SSRF is completed/updated as a record of their consideration & initial decision.

## Informal Resolution

Informal resolution does not constitute any stage of these formal procedures and encompasses various student support mechanisms including informal conversations and initial counselling. If informal resolution is not deemed sufficient or appropriate to the situation, staff should consider entering the Policy's formal procedures. Any matter requiring Reasonable Adjustments and/or the creation or modification of a LTSP cannot be dealt with informally and must be addressed via the appropriate stage of the Formal Procedures.

Where the School has sought to address matters informally but subsequently determines that there is a need to invoke formal procedures, at this stage the case may be referred back to the School STS Leads by the Primary Contact under Stage 1, Stage 2 or Stage 3 of the formal procedures as deemed necessary, and it should be made clear to the student which stage their case is being referred under.

At the conclusion of informal resolution and regardless of outcome, the SSRF should be updated with the resolution attempts and outcomes, to be submitted for record purposes to the student and to appropriate School parties as per the relevant stage.

When the School determines that a student should be formally referred under this Policy into the formal procedures, a risk assessment may be undertaken to identify the level of risk to the student and/or others and to consider whether the student's

presence within the School puts the student and/or others at an unacceptable level of risk or exacerbates the student's difficulties. A risk assessment may also be undertaken to assist in determining the Stage of the procedure into which the case should be referred.

All appropriate evidence should be taken into consideration when undertaking the risk assessment, and documentary evidence considered should be listed with the ensuing risk assessment report.

## **Formal Procedures**

To make an initial referral of a case under Stage One, Stage Two or Stage Three of the formal Support Through Studies procedures, in all cases, following collective consideration by the School STS Leads, a SSRF should be completed and/or updated by one of the STS Leads or a member of their immediate team(s) and should be forwarded for record purposes to the student, their parent/carer (under 18s) and School parties immediate to the case, at the relevant stage. A fresh SSRF may be used if necessary to escalate a case to another stage in the procedure, where the School deems this appropriate. Where applicable, the SSRF should include details of any LTSP already in place and a consideration of whether all adjustments detailed therein have been made.

A student may, optionally, be accompanied for support by one person who is a member of staff, a fellow student, or their parent/carer as they wish, to any meeting at any stage in the formal procedures. The student cannot be accompanied by a legally qualified person. Further information about being accompanied can be found in Stage 3 Case Conference (see Section C of these procedures) and in Appeal Procedure (see Section D).

Where these procedures lead to the creation or update of a LTSP, the Primary Contact will, in addition to the student, their parent/carer (under 18s) and staff involved directly below, provide this in paper or electronic form to those members of staff who need to be aware for the successful deployment of the remedies detailed therein and the monitoring of progress and outcomes.

### **1. Stage One: Emerging or Initial Concerns**

The School STS Leads will designate the 'Primary Contact' for the case. This will normally be the student's tutor, or a member of School staff with an equivalent level of seniority, or an STS lead or member of their team. The 'Primary Contact' will have a conversation with the student about the concerns and will discuss strategies for resolving the situation, including any action needed by the student. The student may be accompanied for this conversation as per IV above, should they wish. The Primary Contact keeps a written record of the Stage One conversation and outcome and circulates this to the student and their parent/carer (under 18s).

The possible outcomes at Stage One in the process are:

- a) the matter is considered resolved and no further action is needed;

- b) a new or updated Learning & Teaching Action Plan is agreed by the student, their parent/carer (for under 18s) and the Primary Contact, which may include referral to additional support services and will articulate expected actions, outcomes and timelines;
- c) the matter is referred directly to the next stage, or, in the most substantial cases, to Stage 3. Such onward referral is mandatory when the student fails to agree a required LTSP or where necessary adjustments are not deemed reasonable by the School.

## **2. Stage Two: Continuing and/or Significant Concerns**

If not already designated via Stage One or Stage Three of this procedure, the STS Leads will designate the 'Primary Contact' for the case. This is usually the student's tutor, a member of School staff with an equivalent level of seniority, or an STS lead or member of their team.

The Primary Contact and one other member of staff identified by them, usually a Year Tutor, Head of a Professional Service, or if the case requires, the most relevant STS lead or member of their team, will meet with the student to outline the continuing matter(s). The focus of the meeting will be on finding an agreed strategy for managing the situation and a reasonable timeframe for seeing improvement. Notes of the meeting will be taken and circulated to the student and other attendees for their confirmation as to accuracy, normally within 48 hours of the Stage Two meeting.

The possible outcomes at Stage Two in the process are:

- a) a new, updated or further LTSP is formally agreed by the student and members of staff. A specific date will be set for a review of the action plan; the review may result in the case continuing to be managed under Stage Two, being referred under Stage One or Three of the procedure, or no further action, as deemed appropriate by the Primary Contact (who may reach this decision in consultation with relevant staff, as necessary);
- b) the student decides that they wish to interrupt studies for a period, with recommencement conditional on a case review to determine fitness to return. Conditions for the reintegration of a student returning to the programme following intermission may be determined and the LTSP updated and agreed by the student and staff;
- c) the student is made aware that if there is no improvement, their studies at the School the matter may be escalated to Stage 3 and result in their studies being terminated;
- d) the Primary Contact and other staff member(s) who have conducted the Stage Two meeting determine there is a need to escalate the case to Stage Three of the procedure, including where the student fails to agree a LTSP or where necessary adjustments are not deemed reasonable by the School.

Where it is reasonable to do so, the Stage Two meeting may be adjourned for a specific period to give the student time to think about various proposed options before reconvening to endeavour to reach an agreed strategy.

### **3. Stage Three: Case Conference for Highly Significant, Serious or Persistent Concerns**

If the case is considered to be of serious or critical concern (e.g. where the student is deemed to pose a danger either to themselves and/or to others); or following a previous stage(s), there has been no satisfactory resolution of the problem(s) or necessary change in behaviour or student agreement to a LTSP; or where necessary adjustments are not deemed reasonable by the School, the Primary Contact, with the agreement of the Executive Director and School SST Leads, will convene a Case Conference Panel. Within the scope of this Policy & Procedure, any existing matter which may directly result in a student's exclusion or suspension, whether in part, temporary, wholly or permanently, must be referred to Stage 3. The School STS Leads will designate the 'Primary Contact' for the case, usually the student's tutor, or a member of School staff with an equivalent level of seniority, or an STS Lead who has not previously served as a Primary Contact at Stages 1 and 2 of the case.

The Panel will consider the student's case with a view to determining whether the student may continue on the course or will be suspended/excluded for a period of time, or their studies at the School be terminated. As far as possible, the process will endeavour to reach a decision with the agreement of the student, which may or may not include attendance at the Case Conference, however the School recognises that this may not always be possible.

#### **Membership of the Case Conference Panel**

The membership of the Case Conference panel will include:

- A member of the School's Senior Management Team, who will act as the Chair of the Panel
- The Primary Contact
- A member of the Wellbeing team/(D)SL
- One member of either artistic or academic staff
- A member of the Healthcare team, for relevant cases

noting that an individual may not serve in more than one capacity above in a particular Panel and a panel membership cannot include those who have served as the Primary Contact at Stages 1 or 2 of the case or the additional staff member at Stage 2.

In addition, as required and appropriate, the Panel may seek attendance or submission from:

- a report from an external specialist, recognised by the School as relevant to the case (e.g. a psychologist/GP/appropriate health worker)
- the student's year tutor
- another member of staff with specialist expertise relevant to the case.

without restriction as to previous involvement in the case, but none of whom may be present for final decision-making.

A member of School Office staff will serve as the Secretary to the Panel.

All those present must at all times treat all evidence (including written and oral representations by the student) as confidential. Notes of the meeting, including a record of agreed actions, will be taken.

### **Notification to the student, attendance and representations**

The student and their parent/carer should be informed in writing by the Panel Chair of the purpose and date of the Case Conference, normally with at least 7 School working days' notice, unless it is foreseen that there may be an immediate risk presented by the student either to themselves and/or to others, in which case it may be deemed appropriate to give a shorter period of notice. The student and their parent/carer will normally be invited to attend for part of the Case Conference, although this will depend on the circumstances of the case and will be ultimately at the Panel Chair's discretion. The student and their parent/carer are also entitled to submit written representations to the Case Conference Panel. The student should also be given a clear point of contact to communicate with regarding the case conference.

If the student's parent/carer is unable to accompany them to the case conference, the student may be accompanied instead by another person. If the student cannot attend the Case Conference, they may be represented in absentia, by one person who is their parent/carer or by another person, where there is good cause and as agreed at the Panel Chair's discretion. The student may not be accompanied or represented in absentia by a legally qualified person.

The student should confirm their attendance including the names of an accompanying or in absentia, representing person in writing to the Chair of the Case Conference Panel at least 2 School working days in advance of the Case Conference date. Any written submission by/on behalf of the Student must also be received by this time. The Chair of the Panel has the ultimate discretion as to permitting the attendance of accompanying or representing persons.

If the student is invited but unable to attend the Case Conference, they may request one deferral in writing. This request may be permitted at the discretion of the Chair of the Case Conference panel, providing:

- a. the request is received by the School at least 2 School working days in advance of the original Case Conference date;
- b. reasonable grounds (e.g. illness, bereavement) exist to prevent the student from attending the meeting; and
- c. that any risk to the student and/or the School community or other parties would, on the balance of probabilities, not be exacerbated by a deferral of the meeting.

## Outcomes of Case Conference

The Case Conference Panel will determine one or more of the following as outcomes:

- a. a referral back to Stage One or Stage Two for the respective procedures at either stage to be invoked;
- b. a new or enhanced agreed LTSP with a specified review date;
- c. that the matter should be referred to the School's Disciplinary Procedures and Exclusion Policy (students) or Academic Misconduct policy and procedure, with the option of also suspending the student's studies and /or excluding them from all or part of the School's premises and activities until the conclusion of matters under those policies and procedures;
- d. if the matter concerns a failure to agree a LTSP, or a breach of an existing agreed LTSP, or necessary adjustments which are not deemed reasonable by the School:
- e. required suspension from studies and/or exclusion from some or all School activities and premises, for a certain period of time and with a specified review date; optionally also with conditions set which, if not met, will normally result in a termination of the student's studies;
- f. permanent exclusion from certain, but not all, aspects of the Course and/or School activities or premises; such that it would remain possible for a student to complete the Course successfully;
- g. termination of the student's studies on the basis that, on the balance of probabilities, that the student will not succeed with their studies for one or more reasons that fall within the scope of this policy.

In accordance with the Equality Act (2010), in determining the agreed action the Case Conference Panel will consider whether there are any reasonable adjustments that can be put in place, or whether the limits of reasonableness have been reached at that time.

The decision(s) of the Case Conference Panel will be communicated and confirmed to the student and their parent/carer in writing normally within 5 School working days of the date of the Case Conference. Where appropriate, the decision(s) may also be communicated verbally to the student and their parent/carer either at the culmination of the Case Conference or subsequently, in the interests of managing the student's wellbeing and/or circumstances.

## Right of appeal

The student has the right of appeal against a Panel's decision when the outcome falls in category d. above, or appeal that part of a Panel's decision which concerns exclusion or suspension when the outcome falls in category c. above, and only if the appeal is made under one or more of the following grounds:

- a. That there is evidence of significant administrative or procedural error in the Support Through Studies process which affected the Case Conference decision

- b. That there is objective evidence of prejudice or bias in the application of the Support Through Studies procedure to the student in question, in comparison with its application to other students, which warrants fresh consideration of the case
- c. That there is relevant additional or new information which was for valid reasons unable to be considered at the relevant time the Case Conference Panel made its decision, and which warrants further consideration of the case
- d. That the decision is unreasonable and/or will have a disproportionate negative impact on the student. The reasons why the decision is unreasonable and/or will have a disproportionate negative impact must be clearly articulated and supported with relevant satisfactory evidence, where applicable.

To make an appeal, the appeal should be made using the Support Through Studies Appeal Form and submitted to the Executive Director of the School within 15 School working days of formal written notification of the decision of the Stage 3 Case Conference Panel. On receipt of the appeal, the Executive Director will appoint an Appeal Adjudicator.

A student may also/instead wish to make a complaint about the Support Through Studies process via the Complaints Policy and Procedures (Students). This cannot be used, however, to contest or appeal a decision made under Stage Three (Case Conference) of these procedures.

## **Appeal Procedure**

On receipt of an appeal, the Executive Director shall appoint an Appeal Adjudicator, to review the appeal and determine whether the case warrants referral to a Support Through Studies Appeal Panel. The Appeal Adjudicator shall not have been involved to date in the case and will be drawn from the membership of the School Senior Management Team or, exceptionally, the ENBS Board of Governors or else be an independent member of staff from another higher education institution.

It shall be for the Appeal Adjudicator to determine whether a late appeal (i.e. one submitted after the 21-day deadline) shall be accepted for consideration. All Support Through Studies appeals received by the Executive Director shall be forwarded to the Appeal Adjudicator, regardless of whether they are received by the stated deadline of 21 days. The Appeal Adjudicator shall consider whether the appeal meets one or more of the specified grounds and shall notify the student of the outcome of this consideration in writing, copying in the Primary Contact, normally within 15 School working days of receipt of the appeal.

### **1. Appeal Adjudicator's finding**

The Appeal Adjudicator will review the appeal and make one of the following decisions:

- a. that the appeal may meet one or more of the specified grounds, and therefore it is referred to a Support Through Studies Appeal Panel

OR

- b. that the appeal does not meet one or more of the specified grounds and/or has not been received within the required timescale. The Appeal Adjudicator's decision is final, and a Completion of Procedures Letter will also be issued within 20 School working days of the Appeal Adjudicator's Appeal Outcome letter to the student.

## **2. Membership of the Support Through Studies Appeal Panel**

No individual previously involved in the student's case at any previous stage of the procedure can serve as a member of the Support Through Studies Appeal Panel.

The membership of the Support Through Studies Appeal panel will include:

- A member of the ENBS Board of Governors or of the staff of another higher education institution, who will usually act as the Chair of the Panel
- A member of staff responsible for student welfare, health and/or support, from the School and/or another higher education institution
- At least one member of the School's Senior Management Team
- Another member of School staff

In addition, the Panel Chair may seek attendance or submission from:

- an individual with specialist expertise (e.g. a psychologist, GP, or appropriate health worker)
- the student's tutor
- another member of staff with specialist expertise
- Chair and members of the Case Conference Panel

who may have been involved with the case previously, but none of whom may be present for final decision-making.

The Appeal Adjudicator (or nominee) will serve as the Secretary to the Panel.

## **3. Support Through Studies Appeal Panel procedure**

The student should be given as much notice of the Appeal Hearing as is both possible and reasonable, with at least 5 School working days' notice of the date of the Appeal Hearing normally being given, unless it is foreseen that there may be an immediate risk presented by the student, either to themselves and/or to others in which case it may be deemed appropriate to give a shorter period of notice.

At the discretion of the Chair of the Support Through Studies Appeal Panel, the student and their parent/carer will normally be invited to attend the Appeal Panel Hearing. Where the student is not being invited to attend, the reason(s) for this decision should be articulated in the written notification of the forthcoming Appeal Panel Hearing.

Where the student is invited to attend the Hearing, they will have the right to be accompanied by one parent/carer or another person. They will also have the right to be represented by one person in absentia. Such persons may not be legally qualified. The student should notify the Appeal Adjudicator of the name(s) of any accompanying

or representing person, at least 2 School working days in advance of the Hearing. The Chair of the Panel has the ultimate discretion to allow or refuse any attendee.

In addition to their appeal submission, the student will be entitled to submit additional written representations to the Support Through Studies Appeal Panel in advance of the Appeal Panel Hearing. Any such additional written representations must be sent to the Appeal Adjudicator and must normally be received not less than 2 School working days in advance of the Hearing. Where representations are received after this deadline these shall be accepted at the discretion of the Chair of the Support Through Studies Appeal Panel.

If the student is invited but unable to attend the Appeal Panel Hearing, they may request one deferral in writing. This request may be permitted at the discretion of the Chair of the Case Conference panel, providing:

- a. the request is received by the School at least 2 School working days in advance of the original Appeal Panel Hearing date
- b. reasonable grounds (e.g. illness, bereavement) exist to prevent the student from attending the Hearing
- c. that any risk to the student and/or the School community or other parties would, on the balance of probabilities, not be exacerbated by a deferral of the Hearing.

All those present must, at all times, treat all evidence (including written and oral representations by the student) as confidential. Notes of the meeting, including a record of agreed actions, will be taken.

#### **4. Appeal Hearing Outcome**

Where the appeal is referred to a Support Through Studies Appeal Panel, following the hearing of the case the Panel will first determine whether the student has established grounds for their appeal to be upheld and will make a finding that the appeal is either upheld or not upheld. Where the appeal is upheld, the Panel will then reach a decision as to the related outcome. The Panel will reach its finding and decision in private

Where the student and a person accompanying or representing them, and/or members of the Case Conference Panel, have attended the Hearing, they will normally be invited to wait whilst the Panel reaches its decision, and thereafter to receive the finding and decision in person. The exception to this is where the Chair determines this may not be appropriate (such as where the complexity of a case may necessitate lengthy deliberations by the Panel to reach this finding).

In all cases, all relevant parties, including the Executive Director, the Chair of the Case Conference Panel and the Primary Contact for the case, will receive the finding and decision in writing within 5 School working days of the date of the Support Through Studies Appeal Panel via an Appeal Hearing Outcome letter sent by the Appeal Adjudicator, to include the following:

- A summary of the major points made during the appeal
- A concise statement of the Support Through Studies Appeal Panel's findings, along with rationale;

- Confirmation of any next steps, where relevant;
- Confirmation of completion of procedures (unless the Support Through Studies Appeal Panel has referred the matter to a subsequent Case Conference Panel)

### **Appeal upheld**

Where an appeal satisfies at least one of the grounds, the Panel will uphold the appeal. Where the appeal is upheld, the Panel will reach one of the decisions outlined below:

That the original Case Conference Panel decision be modified, overturned and replaced with a new decision. In modifying this decision, the Appeal Panel may take into account the decisions available to the Case Conference Panel stated above

- That the matter should be referred back to the original Case Conference Panel, for further consideration;
- That although the appeal has been upheld, the original Case Conference Panel decision is the most appropriate outcome and therefore the original decision should stand;
- That the original Case Conference decision be quashed, and any suspension or termination of studies or exclusion from School premises or activities be rescinded. The Appeal Panel may determine any conditions necessary to facilitate a successful return to studies/the School, which may, where necessary, include a defined timescale for this.

The decision of the Appeal Panel or one subsequent Case Conference Panel to which it refers the case is final and a Completion of Procedures notice will be included within the Support Through Studies Appeal Hearing Outcome letter, or issued within 5 School working days of a subsequent Case Conference Panel to which the Support Through Studies Appeal Panel has referred the matter.

### **Appeal not upheld**

Where the Support Through Studies Appeal Panel determines that the appeal is not upheld, there will be no further consideration of the case and the steps outlined below will be followed:

- this decision is final
- the Support Through Studies Appeal Hearing Outcome letter will be issued to the student and their parent/carer, within 5 School working days of the date of the Panel meeting, to include a Completion of Procedures notice.

## Learning and Teaching Support Plan (LTSP)

Name:	
Year of Study	
**Disability / Learning Difference / Health Condition:	
LTSP Date:	
Case referred by:	
Primary contact at ENBS	
Stage of process (1/2/3)	
Previous plans/plan preparation (summary from Lead Contact)	

At ENBS, we understand that every student is different, and sometimes extra support or accommodations may be needed so you can get the most out of your course and achieve in line with your full potential.

These adjustments might be:

- Suggested by you or your parent/carer – for example, if you have a disability or learning difference, or if something comes up during your time at ENBS.
- Put in place by staff – if your health, wellbeing, behaviour, or engagement with your course or school life is (or could be) affected, and this is making it harder for you or others to cope and succeed.

Any adjustments we agree upon together will be documents in this Learning & Teaching Support Plan (LTSP).

- This plan is individual to you and sets out the support in place.
- You, your parent/carer (if you're under 18), and a member of staff will all need to agree and sign it.
- Following the plan is important, and in some cases may be required for you to stay enrolled at the School.

Summary description of challenges as assessed by student, parents/carers, and staff:	
Actions/strategies for the student to complete:	
1	
2	
3	
Actions/provision from the School to complete	
1	
2	
3	
Plan Review Date	
Likely outcome if Plan actions are not achieved	
Agreed temporary interruption dates, if applicable	
Conditions to be achieved by return	
Any significant likely costs to student/parent/carer, if applicable	
Any significant likely costs to the School, if applicable	

## Agreed Reasonable Adjustments (Examples)

In line with the Equality Act (2010), English National Ballet School is legally required to make reasonable adjustments for any student disclosing a disability or health condition. Some examples include:

Adjustment	Action for Staff and Student
Flexibility on deadlines	Staff to consider requests for extended deadlines as a reasonable adjustment. It is the student's responsibility to contact tutors to request an extension and agree submission dates.
Presentations / Performance Settings	The student may be allowed to present or perform to smaller groups, with the aim of building towards larger groups. Adjustments may include presenting only to a tutor or submitting a recorded presentation for feedback.
Attendance	Absences or lateness related to the student's condition should be treated sympathetically, within programme regulations. Staff should support the student to catch up on missed content. The student is responsible for informing staff of absences following ENBS absence procedures.
Assessment adjustments	The student may require additional time, rest breaks, or a smaller space for assessments.

## Inclusive Practice (Examples)

Areas of Need	Actions for Staff
Ensure student can access the material during class	Student may need to sit in the front in a classroom or studio. Alternatively, a student may need more time to assimilate new material and therefore should perform enchainments in the last group to provide more time to learn phrases.
Resources (hardcopy & digital)	Teaching materials (e.g. slides, handouts) should be provided in advance where possible and in accessible formats.

Recording	Where appropriate, teaching sessions may be recorded or learning capture methods used to support consolidation.
Personal Recordings	Students may request to record one-to-one meetings or tutorials for personal use (with permission).
Reading / Resource Lists	Students should have early access to prioritised reading and resource lists.
Library & Digital Access	Library and digital learning resources should be made accessible. Additional support may be provided by ENBS staff on referencing and research skills.

**I agree to the terms laid out in this LTSP:**

Signed by student: .....

Signed by parent/carer: .....

Signed on behalf of ENBS: .....

## **Review and Consent**

Your LTSP can be reviewed and revised at any point during your studies.

Review outcome:

### **Consent to distribute this plan:**

Signature:

.....

Date:

.....

### **Distribution List:**

## Definitions and Glossary of Terms

### **"...offer of a place..."**

An unconditional offer of a place, which the prospective student and their parent/carer have accepted, for the next academic year of a course at the English National Ballet School, leading to an award of the School, Trinity College London or another academic partner.

### **In Writing**

By letter (post or by hand at School) or email (to the School via a School-specified email address).

### **"(The) School", "ENBS", or "Us"**

English National Ballet School.

### **"This Policy" or "This Procedure"**

The ENBS Support Through Studies Policy & Procedure.

### **"Those Policies" or "Those Procedures"**

The ENBS Policies and/or Procedures listed other than the ENBS Support Through Studies Policy & Procedure.

### **Parent/Carer**

One person, as notified within the School's enrolment processes, who is a parent or permanent legal guardian of the ENBS student concerned.

### **School STS Leads**

The three Heads of: Studies, Wellbeing & Safeguarding, and Healthcare.

### **School Working Days**

Days on which the Senior School is open for activity overseen by School staff. Sundays, Bank Holidays, defined School closure days do not count as School working days, nor do other days outside term time where the School office is closed all day.

### **Student**

At the time of the matter concerned, a person currently enrolled on, or having accepted an unexpired unconditional offer of place for, a course at the English National Ballet School, leading to an award of the School, Trinity College London or another academic partner.

### **SSRF**

Support for Studies Referral Form.

### **LTSP**

Learning & Teaching Support Plan.

## Document Change History

This is version 1.0 of the English National Ballet School Support Through Studies Policy. This policy is for internal and external use.

This statement is subject to regular revision and maintained electronically. Electronic copies are version controlled.

Version: 1.0	Date: April 2026
Section Title	Change
Whole Document	Policy created and approved by Academic and Artistic Board.