



Disability and Accessibility Policy

Statement of Intent

Oxford International College is committed to ensuring that admission decisions will be made by a process that is free from any discrimination on the grounds of disability; race; ethnic or national origin; gender; religion or belief (assuming that, in the case of the latter, the prospective pupil and parents agree to support the ethos of the college as described in the prospectus, website and other literature). The college must also feel reasonably sure that we are able to educate and develop the prospective pupil to the best of his or her potential, so that there is every chance that the pupil will have a happy, fulfilling and successful college career.

Our students will grow up knowing that all people are of equal worth and to respect and value the difference between people and to celebrate the richness that there is in diversity.

We aim to make our physical environment as accessible as is possible within the constraints of our building and to create conditions where every member of our college community will get the full benefit of our education and resources. We are fully committed to the active promotion of equality of opportunity for all students, tutors and staff at the college.

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, schools have had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This sets out the college's proposals to increase access to education for disabled pupils:

- increasing the extent to which disabled pupils can participate in the college curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;

The proposals will be reviewed annually by the College Senior Leadership Team.



Background Information

College demography (October 2011)

There is currently one student with a physical disability in the college. An assessment /discussion between the student, his family and the Academic Principal has been held to see how the college can best meet his needs. This information has been given to his tutors.

If in the future, any staff or students with a physical disability attends the college we will make an assessment and make sure that as much as possible, their needs are met.

Site Characteristics

The entrance to the building is accessible to wheel chairs. There is a disabled lavatory on the first floor. There is a lift that accesses both floors. The corridors are sufficiently wide enough for wheelchair access as are the doors to the teaching rooms.

The college has set the following priorities for development:

- Improving the environment of the college to increase the extent to which disabled people can take advantage of education.

Our Aim

To make as much of the college accessible as possible to people with physical disabilities (e.g. establishing PEEPs and Safe Haven)

- To provide adequate and appropriate information for families of children with disabilities to enable them to be fully aware of curriculum activities and provision of college facilities.
- To take into account any access issues when planning events, class visits or other tasks.

SEN Provision

The college at present does not have a qualified special needs tutor. This is explained to all prospective students and parents. Where a student has an educational psychology report the recommendations are discussed with the parents/student and an agreement is reached as to which recommendations can be met.

The educational psychology reports are kept in envelopes in the student's files. The examination officer keeps a copy of one if the recommendations are for extra time or special access arrangements in public examinations.

The Director of Studies will inform tutors if any student they teach has special needs or are in receipt of an educational psychology report. Tutors may access these confidential reports but the college asks that they be sensitive to the nature of their contents.

If a tutor or member of staff feels that an individual student does have special needs, they should bring it to the attention of the DOS. The college has access to an educational psychologist.