



## Disability and Accessibility Procedure

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## 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The SEN and Disability Act 2001 has been replaced by the Provision of Equality Act 2010. This Act provides a single consolidated source of discrimination law. The Act defines disability as when:

A person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.

Under provisions of the Act, schools are allowed to treat disabled people more favourably than non-disabled pupils by making reasonable adjustments to put them on an equal footing with pupils without disabilities.

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 (January 2018)

There are currently no students with a physical disability in the college. When the college does have a student with a physical disability an assessment /discussion between the student, his family and the Principal has been held to see how the college can best meet their needs. Relevant information is given to 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. Personal emergency evacuation plans (PEEP'S) are drawn up in consultation with the student, tutor or member of staff concerned.

January 2013, 2014, 2015, 2016 and 2017 - There are no students with a physical disability.

September 2012 – There are no students with a physical disability

## **Site Characteristics**

The entrance to the building is accessible to wheel chairs. There is a accessible lavatory on the ground floor. There is a lift that accesses all floors. The corridors are sufficiently wide enough for wheelchair access as are the doors to the teaching rooms. Ramps that allow access to all floors are available for each floor.

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 has a qualified special needs consultant. Where a student has an educational psychology report the recommendations are discussed with the parents/student as well as the SEN consultant, and an agreement is reached as to which recommendations can be met. An independent learning plan is then written.



The educational psychology reports are kept in the locked student's files. The examination officer has access and is encouraged to liaise with the student's tutors and parents where necessary as one of the recommendations may be 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.