



Special educational needs and disabilities- Policy/Procedures

We are committed to equal opportunities for all and will make any reasonable special arrangements within our capabilities to be able to accommodate and support students who inform us of a disability or a learning difficulty.

Admissions

Students, parents and agents are asked to make us aware of any learning difficulties or disabilities at the application stage, allowing us to make sure that we are able to carefully consider any such requirements and respond accordingly.

The school will assess any declarations of special needs or disability on a case by case basis and if we feel that we do not have the resources or expertise to deal with certain issues, we will inform the student or agent before proceeding with the enrolment. The school reserves the right to refuse admission if we consider that we cannot adequately cater for a student's special needs through reasonable adjustment. Unfortunately, due to the size and age of the school buildings (Pembroke and Abon House), we are unable to put in lifts to give access to all floors and so are unable to accommodate wheelchair users during the academic year. However, we can welcome wheelchair users in July and August when we move into our summer centre in Clifton College (July 9th to August 26th 2018).

Subsequent identification

If a special need or disability is only identified after a student's arrival at the school, options for appropriate special provision will be discussed with the student and his agent or sponsor. Please note that we do not have the expertise to offer an identifying special needs service. In the event that we are not in a position to deal with the student's special needs through reasonable adjustment, we will make every effort to find a more appropriate provider in the UK or make the necessary arrangements for him or her to return home.

Disability

For legal purposes, disability is defined as any physical or mental impairment which has a substantial and long-term (over 12 months) adverse effect on a person's ability to carry out normal day-to-day activities.

Compliance with the Disability Discrimination Act 1995

ELC Bristol aims to comply in all respects with the requirements of the Disability Discrimination Act 1995.

May 2018



Our duties under the Equality Act

People with disabilities should not be treated less favourably than non-disabled people for reasons related to their disability without justification.

Reasonable adjustments should be made so that a disabled person is not placed at a substantial disadvantage by comparison with a person without a disability.

Disclosure

All students and staff are asked to disclose disabilities and the school will do its utmost to respond in a positive and supportive manner to any such disclosure. Disclosed information will be kept strictly confidential and will only be forwarded on a 'need to know' basis with the permission of the disabled person.

Anticipatory Adjustments

As the Equality Act puts the onus on the school to predict adjustments that may be required for future students or applicants, we will take into account disability issues as part of our future planning processes involving work such as building projects or major refurbishment.

Teacher Support/Course Materials

Learning difficulties continue to form an increasingly important part of our Professional Development programme and whenever possible we ensure that teachers provide appropriate levels of extra support for students with learning difficulties or disabilities. All students are asked whether they have any learning difficulties during their first day interview and this information is passed onto the Vice Principal (who is responsible for overseeing the support given to students with learning difficulties) and recorded in N.B. on the student's page on the database. Teachers are also reminded to flag up in the Friday meetings any issues that may have come to light since a student has joined a class. The next step is for the teacher to speak to the student and find out exactly what can be done to assist them in the learning process. We also make sure teachers with a student who has ADHD or dyslexia are given a guidance sheet to inform and help them respond appropriately.

When teachers have students with sensory disabilities such as impaired vision or hearing, they also take appropriate practical measures such as enlarging photocopies and writing in larger letters on the whiteboard or allowing students with hearing problems to sit near the CD player and the teacher.

Exams

We aim to ensure by liaising with the relevant exam centres that appropriate arrangements are made for any of our exam candidates with learning difficulties. These may include:



allocation of extra time and breaks, provision of examination papers in larger print or suitable seat planning.

Health and Safety

Health and safety considerations override disability rights considerations and safety could be a justifiable reason for treating a disabled person differently. It is, however, important that a risk assessment be carried out by the Principal so that an objective assessment can be made of the situation. The school recognises that disabled people are entitled to the same level of risk as an able-bodied person, as long as the risks presented to other people are acceptable.