



Policy on admission and support of vulnerable students and students with learning difficulties, disabilities or severe mental health issues

Policy statement

English in Chester is committed to equality of opportunity and will endeavour to make reasonable adjustments and/or provide reasonable support to students who declare a learning difficulty or disability. However, English in Chester does not knowingly accept vulnerable students (as defined in Appendix A) as our staff are not trained specifically to work with them.

Admissions

If a student or his or her parents or sponsor feels that the student has any specific learning requirements or special needs (for example dyslexia) or physical disabilities, then they are strongly urged to declare them at the application stage. In this way the school can ensure that as a school we are in a position to consider any such requirements in a professional and appropriate manner.

All declared special needs or disabilities or declared vulnerable students will be assessed by the school (usually by the Academic Manager or the Principal) on a case by case basis. In some cases the school may feel that it does not have the resources or expertise to deal with certain levels of need, and this will be communicated to the parents or student concerned prior to arrival in the UK. Where the school judges that it cannot properly accommodate a student's special needs through reasonable adjustment, the school reserves the right to refuse admission. Please note that currently the school has very limited wheelchair access or access for students with visual impairment due to the nature of the buildings in Stanley Place.

Subsequent identification

If a vulnerable student, special need or disability is not disclosed at the time of booking but one is identified after arrival at English in Chester, then the school will discuss options for special provision as appropriate with the student and/or his or her parents or sponsor. Please note that the school does not offer a service for identifying special needs and does not have specialist resources to do so. If it becomes clear that we cannot adequately deal with the student's particular needs through reasonable adjustment or by providing additional support (usually at additional cost), the school will endeavour to find a more appropriate provider in the UK or will make arrangements for the student to return home.

If a student has a significant mental illness, and/or local health professionals advise that they cannot operate independently and/or safely, the student will be asked to return home as soon as is practicable at the expense of the student. This would include any student who is sectioned under the Mental Health Act.

Compliance with the Disability Discrimination Act 1995

English in Chester seeks to comply in all respects with the requirements of the Disability Discrimination Act 1995.

What is a Disability?

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

Provisions of the Disability Discrimination Act (DDA)

English in Chester has two main duties under the DDA:

- Not to treat disabled persons less favourably than non-disabled people for reasons related to their disability without justification;



- To make reasonable adjustments so that a disabled person is not placed at a substantial disadvantage by comparison with an individual without a disability.

Disclosure

All staff and students are invited to disclose disabilities and other significant health issues that might impact on their course provision. The school will strive to create an atmosphere which is positive and supportive in respect of any such disclosure. Disclosed information will be forwarded only with the permission of the person making the disclosure and only on a 'need to know' basis. Otherwise disclosed information will be kept strictly confidential in line with the school's Privacy Policy.

Anticipatory Adjustments

The DDA places responsibility on the school to anticipate adjustments that may be required for future students or applicants. The school will therefore consider disability issues when planning future ventures. The school will consider any adjustments that can be made when undertaking refurbishment or building projects, although in practice due to the nature of the buildings in Stanley Place and to their listed status, there is unfortunately very little that can be done to make them more accessible.

Course Materials

All teaching staff should consider how material might be presented in a way accessible to a wider audience if required, for example, adoption of a sans serif font of at least 12-point size in handouts, or printing on coloured paper to provide appropriate contrast.

Examinations

The school will seek to comply with arrangements for examinations for internal and external candidates with disabilities in line with the regulations of the examining bodies (currently UCLES and ETS).

These may include

- Allocation of extra time and rest breaks;
- Use of a computer;
- Provision of examination papers in large print.

The Academic Manager is responsible for notifying the appropriate authorities of candidates who have been permitted to take examinations under special conditions.

Health and Safety

Health and safety considerations override disability rights considerations, and safety might be a justifiable reason for treating a disabled person differently. However, it is 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 a disabled person is entitled to accept the same level of risk as an able-bodied person, providing the risks presented to other persons are acceptable.

Maintenance of Academic and Professional Standards

All reasonable efforts will be made to provide equivalent academic and professional training to disabled persons. However, the school cannot compromise academic or professional standards in order to adjust for disabilities.



Appendix A

Definition of Vulnerable Adult

According to regulations, 'vulnerable adult' means a person aged 18 or over who is receiving services of a type listed in paragraph (2) below and in consequence of a condition of a type listed in paragraph (3) below has a disability of a type listed in paragraph (4) below.

(2) The services are—

- (a) accommodation and nursing or personal care in a care home;
- (b) personal care or nursing or support to live independently in his/her own home;
- (c) any services provided by an independent hospital, independent clinic, independent medical agency or National Health Service body;
- (d) social care services; or
- (e) any services provided in an establishment catering for a person with learning difficulties.

(3) The conditions are—

- (a) a learning or physical disability;
- (b) a physical or mental illness, chronic or otherwise, including an addiction to alcohol or drugs; or
- (c) a significant reduction in physical or mental capacity.

(4) The disabilities are—

- (a) a dependency upon others in the performance of, or a requirement for assistance in the performance of, basic physical functions;
- (b) severe impairment in the ability to communicate with others; or
- (c) impairment in a person's ability to protect himself from assault, abuse or neglect.

The Police Act 1997 (Enhanced Criminal Records Certificates) (Protection of Vulnerable Adults) Regulations (2002).

Retrieved June 2012 from: (<http://www.legislation.gov.uk/uksi/2002/446/regulation/2>)

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