

Learning Difficulties & Disabilities Policy/Procedures

Frances King School of English believes in providing equal opportunities for all and will do everything reasonably possible to accommodate those with learning difficulties and/or disabilities.

ENROLMENT

Students, parents and ETOs are required to make any learning difficulties or disabilities known to us at the application stage. This allows us to establish whether we are able to make necessary arrangements.

Decisions will be taken on a case by case basis. Should we feel that we do not have the resources or expertise to deal with certain issues, we will notify the student, parent or ETO. If we decide that we are unable to provide adequate care we will not accept an enrolment.

Due to nature of our school buildings we are unable to accommodate wheelchair users.

AFTER ARRIVAL AT THE SCHOOL

Should a special need or disability become known only after a student's arrival at the school, options for appropriate special provision will be discussed with the student, his/her parents (if possible) and his/her ETO or sponsor.

We do not have staff who are qualified to identify special needs with utmost certainty. However, where teachers or members of staff observe a possible disability they are encouraged to communicate it to the management in a confidential manner, in order for us to build a clearer picture and have a better understanding before making a decision on what type of support needs to be provided.

If we are not able to deal with the student's special needs through reasonable adjustment, we will make every effort to find a more appropriate provider or make the necessary arrangements for the student 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 ACTS

- Frances King School of English aims to comply in all respects with the requirements of the Disability Discrimination Act 1995 (UK) and Disability Act 2005 (Ireland).
- 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.
- The school will predict adjustments that may be required for future students or applicants and we will consider disability issues as part of our future planning processes involving work such as building projects or major refurbishment.

TEACHER SUPPORT/COURSE MATERIALS

We will discuss with students exactly what the teacher can do to assist them in their learning.

Whenever possible we ensure that teachers provide appropriate levels of extra support for students with learning difficulties or disabilities.

When teachers have students with sensory disabilities such as impaired vision or hearing, they also take appropriate practical steps such as writing in larger letters and enlarging photocopies or allowing students with hearing problems to sit near speakers.

HEALTH AND SAFETY

Health and safety considerations override disability rights considerations and safety could be a justifiable reason for treating a disabled person differently. A risk assessment be carried out by a senior member of staff (in conjunction with the Health & Safety Officer) to arrive at an objective assessment.

The school recognises that disabled people are entitled to the same level of risk and risk prevention as an able-bodied person, as long as the risks presented to other people are acceptable.

TEACHING STANDARDS

Although we will make all the possible efforts to provide professional teaching to disabled persons, it must be noted, that the school cannot compromise professional standards in order to adjust for disabilities.

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