



Oxford International Study Centre
individually designed study programmes in the heart of Oxford

DISABILITY POLICY

College Aim

We aim to provide a suitable environment to meet each student's individual needs within the resources and physical restraints we are given. All students have the opportunity to define their own special needs, difficulties and disabilities at registration. The College undertakes to refer students for independent specialist diagnostic testing where appropriate. When confirmed by independent specialist assessment, the College also undertakes to provide specialist support, where agreed, appropriate and possible.

Given the listed nature of the main office building, it is unfortunately the case that modern access facilities cannot be implemented as far as is desirable. OISC will, however, attempt to provide support in access as far as is reasonably possible given these constraints.

The College seeks to make staff and students aware of the Policy and undertakes to inform them of any amendments or updates as they occur.

OISC work closely with experienced tutors at Bishopswood Special School to ensure that provision is appropriate to the needs of all students. Where any significant concerns are raised about potential difficulties relating to the SEN of any student, Gail Yeats is the direct point of contact at Bishopswood and serves in an advisory role to OISC. Glenys Hart, freelance SEN specialist, and OISC SEN Teacher Trainer is also available for consultation as needed.

Procedure

1. Special Educational Needs (SEN) are discussed at admission interview and noted on Registration Form, where appropriate.
2. Additional On-Course Support Needs Analysis form to be completed with students requiring additional support.
3. Students and parents are made aware of Disability Policy.
4. Individual interview with Personal Tutor is organised at induction, to explore nature of special needs.
5. Needs noted in student's file by Personal Tutor.

6. Referral for individual diagnostic testing when appropriate.
7. Statement of individual assessment needs and suggested support received from external specialist.
8. Specialist support provision arranged.
9. Support provision documented in student's file.
10. Support reviewed and recorded in student's file by Personal Tutor.

Provision and Facilities

1. In-house individual tutorials with specialist support tutor.
2. Study Skills support sessions with specialist support tutor.
3. English Language classes for speakers of other languages (EFL/ESL).
4. Referral to other specialist providers.
5. Extra time in examinations, when appropriate, under terms set out in Joint Council for Qualifications Handbook
6. Provision of bilingual dictionary for examinees whose first language is not English (when permissible under terms of JCQ Handbook).
7. Advice and information for those suffering from mental/physical illness.
8. Referral to specialist provider when appropriate.
9. Provision of recovery room when appropriate. Access to space for quiet, private reflection as needed.