



## Inclusivity Policy Statement

Bell Educational Services Ltd ("Bell") welcomes students from all backgrounds and will not permit discrimination by students or staff on the grounds of religion, gender, sexual orientation, ethnicity or ability. In addition, even greater sensitivity will be shown to students who are arriving in the UK from territories currently in the midst of internal or international conflict.

We are committed to promoting access to English learning for students with disabilities in an environment that supports our goal of teaching and learning excellence. Our aim is to support students with physical disabilities, specific learning difficulties, special psychological needs, sensory impairments and medical conditions that impact day-to-day activities, and give them the opportunity to take part in Bell's academic and social programmes as far as is within our control.

Our commitment to inclusivity of all students irrespective of their level of physical or psychological ability extends to the manner in which Bell discharges its responsibilities in complying with the requirements of the Disability Discrimination Act 2005 and Equality Act 2010.

In our aim to ensure that, as far as possible, learning or physical disabilities do not prevent or disadvantage students making an application to study at Bell and students are able to achieve their learning goals, we will:

- Assess each applicant's suitability for their chosen course based primarily on their academic achievements and potential;
- Assess each applicant's special needs prior to arrival to enable any adjustments to be made with regard to support offered to disabled students, including the provision of specialist equipment, adaptive technology and ergonomic furniture where possible;
- Offer regular training and relevant information for staff across the business to ensure that they are well prepared, as far as is reasonably possible, for the arrival of students with physical disabilities, specific learning difficulties, special psychological needs, sensory impairments and medical conditions that impact day-to-day activities;
- Work closely with Bell homestays and residential providers, including training and information sharing, to provide a wider range of accommodation to students with disabilities or special needs;
- Work towards an accessible curriculum by providing course notes and other information in alternative formats, early provision of slides/notes, study skills tutoring, and IT training where applicable;
- Ensure that any ongoing support remains relevant and effective and students with progressive conditions, or who become less able during their studies, are given the opportunity to continue with their chosen course for as long as possible;
- Provide adapted examination arrangements for eligible students, such as extra time and IT equipment;
- Provide disability awareness to other students to encourage an inclusive environment within our schools;
- Seek feedback from students to aid further development of good practice in providing support for students with disabilities;
- Ensure that health and safety arrangements take account of individual needs.

Bell will create an accessibility plan and aim to make all reasonable adjustments to improve physical access.

Where a student's needs simply cannot be accommodated for their chosen course, Bell will ensure that the student is kept fully informed of the reasons and where possible assisted in finding alternative suitable courses.

Signature:

(Chief Executive)

Review:

May 2019