



LONDON INTERNATIONAL STUDY CENTRE ADMISSIONS POLICY

LISC is a diverse and supportive community. Admission is academically non-selective, but depends upon a prospective student meeting the criteria required to maintain and, if possible to improve, the educational and general standards for all its students commensurate with the ethos to which LISC aspires. We value the contribution made by each individual member of the school community and accept students regardless of race, sex, sexual orientation, religion or national origin.

In assessing a prospective student's potential, LISC must feel reasonably sure that we will be able to educate and develop the individual to the best of his/her potential, in line with the general standards achieved by his/her peers. We hope to ensure that there is every chance that he/she will not only grow academically, but also socially and personally.

Application forms are forwarded with the London International Study Centre prospectus to interested students and parents. Parents and students are encouraged to visit the study centre prior to making an application, if possible.

Applications received are immediately dated and processed in order of receipt. Places are offered to students who have provided LISC with relevant information on their studies in their home country, met the language requirement criteria if subject to Tier 4 regulations, paid the registration fee and a deposit, and whose parents' have completed all the other relevant formalities.

LISC's policy is to apply these criteria to all students and potential students regardless of any disability of which we are aware, to make reasonable adjustments in order not to put any disabled student or potential student at a substantial disadvantage compared to any student who is not disadvantaged because of his/her disability.

The centre asks parents to inform us of any disability or issues which may potentially cause concern, at the time of application. In assessing any student or prospective student the Centre may take such advice and require such assessments as it regards as appropriate. LISC must ensure that individual needs of each student can be met. Although LISC is inclusive we may not accept a student if we are unable to meet his/her individual needs related to special needs or disabilities for which our tutors may not be able to cater. Subject to this, the Centre will be sensitive to any requests for confidentiality.

Thus, we are an inclusive community and want to ensure that each student receives the education she/he requires, insofar as this is not to the detriment of the education provided to the majority.

Physical Layout of the School

It is the policy of the Centre that all planned new buildings will comply with up-to-date- requirements and should have good disabled access and facilities. Problems of access will continue to be reviewed on an annual basis by the Senior Management Team including the Health and Safety Officer. Appendix 1, at the end of this policy, summarises the current accessibility position of the various parts of the building.

Access to Education, Recreational and Sporting Activities

Reasonable adjustments may be made to timetables, in consultation with the member of staff and/or student concerned and his/her parents to ensure that no one is placed at a substantial disadvantage.

Classrooms are not designated per specific department as lessons can take place anywhere in the building. This allows for the provision to reschedule classes into larger rooms for students who may have difficulties accessing

particular areas of the school. Where appropriate, students with limited mobility may be given permission to leave slightly early from a lesson or to arrive after other students to avoid congestion in the corridors.

We endeavour to ensure that all subjects are available to each student, but accept that they may not be able to study as many subjects as might originally have been intended. Specially tailored timetables are arranged for students with more serious disabilities. Individual Education Plans (IEPs) are prepared for students with special educational needs and these are provided to staff.

Access to extra-curricular and recreational activities may be limited due to physical impairment, but adjustments will be made where appropriate and possible. Whilst it may not be possible for students with some types of disability to be involved in team games, not least for safety reasons, alternative opportunities may be made available, wherever possible and whenever appropriate supervision can be provided.

Additional support (e.g. Learning Support or Teaching Assistant) inside and outside lessons can be provided for students. There may be an additional charge to parents for this provision. This will be arranged with parents, prior to commencement.

Welfare

LISC is a supportive community and has an established tradition of welcoming students from a variety of backgrounds, recognising their range of skills and abilities.

There is wide pastoral support available to all students including access to members of the welfare team and the Principals. One to one meetings with the Pastoral Principal take place on a regular basis. Issues such as bullying and community responsibility are covered in student assemblies and open discussion is encouraged.

There is clear illustration of the help available and opportunities to raise issues with individual members of staff or recourse to policies such as the complaints procedures (e.g. in Student Handbook).

Specific adjustments, such as individual mentors, regular counselling sessions, use of computers for examinations, amanuensis and readers for examinations, examination papers printed on coloured paper, increased text size etc. can be made for individuals if requested and recommended by Educational Psychologist in a formal assessment report.

Awareness and Observance

Policies are circulated to staff and tutors and reviewed in meetings. Issues of concern are raised about individual students both in formal meetings as well as informally in day-to-day interactions.

Codes of behaviour are sent to the parents and also included in the Student Handbook and Tutor guidelines. Rules are reviewed in student assemblies.

Appendix 1:

Current facilities:

The Centre is accessible by wheelchair, all rooms are on the ground floor of a building off the high street in Tolworth.

The corridors are wide enough to allow one wheelchair to move comfortably. Rooms 4, 6, and 1 can be entered and studied/taught in by a student/staff member in a wheelchair. The kitchen can also be made accessible with adjustments in movable furniture.

Students/staff may need assistance with opening toilet doors and using the facilities.

Both exits can be used by a person in a wheelchair, they will need assistance with the back exit

The planning permission gained for the new building included the issue of disabled access. The building will have a disabled toilet and ramps into the building for ease of access.