



**ISE - Intensive School of English Language Limited**

ISE HOVE: 2 The Drive, Hove, East Sussex, BN3 3JA, UK

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## **ISE Equal Opportunities Policy**

**The Intensive School of English (hereafter ISE) is committed to the further development of Equality of Opportunity in every aspect of our work.**

- 1 ISE welcomes all students and visitors and endeavours to ensure that their equal and individual rights are respected at all times. We therefore expect our staff to work appropriately with:
  - Persons of any age
  - Men or women or Transgendered people
  - Persons with any form of disability and / or educational disadvantage
  - People from all ethnic, racial and cultural backgrounds
  - People of all sexual orientations
- 2 ISE will seek to ensure equality of opportunity and treatment in the provision of all our services and in the employment of staff.
- 3 ISE will actively seek to ensure representation amongst management, teaching and administrative staff, of the range of ethnic, racial and cultural groups within the student body.
- 4 The ISE Equal Opportunities Policy will be displayed in all ISE classrooms and offices.
- 5 Details of ISE Equal opportunities grievance and appeals procedures are available from reception for any person who considers they have suffered discrimination.
- 6 All ISE staff will have regard to their commitment to equal opportunities at all times, when carrying out their responsibilities.
- 7 ISE will monitor the ethnic origin, age, sex and physical disability of all those seeking employment at ISE. Applicants not wishing to answer these questions will not be disadvantaged in their application.
- 8 ISE policy is to actively challenge and eradicate any discriminatory practices.
- 9 Admissions Students, parents and agents are asked to make us aware of any learning difficulties or disabilities at the application stage, enabling us to make sure that we are able to consider carefully any such requirements and respond accordingly.



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The school will assess any declaration of special needs or disability on a case-by-case basis and if we feel that we do not have the resources or expertise to deal with certain issues, we will inform the student or agent before proceeding with the enrolment.

The school reserves the right to refuse admission if we consider that we cannot adequately care for a student's special needs through reasonable adjustment. Unfortunately, due to the type of building, we are unable to put in lifts to give access to all floors and the doorways are too narrow to accommodate wheelchairs

- 10 **Subsequent identification** If a special need or disability is only identified 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 agent or sponsor. Please note that we do not have the expertise to offer an identifying special needs service. In the event that we are not in a position to deal with the student's special needs through reasonable adjustment, we will make every effort to find a more appropriate provider in the UK or make the necessary arrangements for him or her to return home.
- 11 **Disclosure** All students and staff are asked to disclose disabilities and the school will do its utmost to respond in a positive and supportive manner to any such disclosure. Disclosed information will be kept strictly confidential and will only be forwarded on a 'need to know' basis with the permission of the disabled person.
- 12 **Teacher Support/Course Materials** Whenever possible we ensure that teachers provide appropriate levels of extra support for students with learning difficulties or disabilities. The key to this is speaking to the student and finding out exactly what the teacher can do to assist them in the learning process. When teachers have students with sensory disabilities such as impaired vision or hearing they also take appropriate practical measures such as enlarging photocopies and writing in larger letters on the whiteboard or allowing students with hearing problem to seat near the CD player and the teacher.
- 13 **Health and Safety** Health and safety considerations override disability rights considerations and safety could be a justifiable reason for treating a disabled person differently. It is, however, important that a risk assessment be carried out by the Principal or Academic Director so that an objective assessment can be made of the situation. The school recognises that disabled people are entitled to the same level of risk as an able-bodied person, as long as the risks presented to other people are acceptable.



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- 14 Maintenance of Academic and Professional Standards All reasonable efforts will be made to provide equivalent academic and professional training to disabled persons. It must be noted, however, that the school cannot compromise academic or professional standards in order to adjust for disabilities.

**Problems with Hearing & Vision:** Students with minor hearing loss and mild vision impairment can usually be accommodated but our courses are not suitable for the totally blind or very deaf. If you are unsure about your own suitability for our courses, please contact us and we will advise you.

**Dyslexia:** Please let us know if you are dyslexic prior to your arrival. We can then advise your class teachers and make any necessary adjustments to the course materials and provision. Other learning difficulties can often be supported if you tell us your needs.

**Other Issues:** ISE is a small, family-run school and we have friendly and supportive staff that can help students with a range of conditions. If you have any condition that may affect your experience in the school or require some extra assistance, please include it in the enrolment form or send an email to hoverception@ise.uk.com. We will be happy to advise you on the suitability of our courses and discuss any extra provision you may require. We will assess all requirements on a case by case basis.

**Document history:**

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29 August 2012 (Lawrence Eke, Christine Edge, Welfare Officer) Revised and agreed.

17 December 2013 (Lawrence Eke, Anna Bernardi) Revised and agreed.

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