

TRINITY COLLEGE WITH BRISTOL BAPTIST COLLEGE

POLICY FOR THE SUPPORT OF STUDENTS WITH ADDITIONAL NEEDS

The Colleges aim to offer students with additional needs the fullest access possible to all their educational programmes and common life. This policy understands access in terms of the physical, educational, and spiritual, and covers provision of support for students who have disabilities (including mobility, hearing and sight loss), mental health problems, and specific learning difficulties (such as dyslexia).

In regard to physical access, the colleges aim to work towards maximum improvement given the constraints under which they operate, both financial and in relation to the design of their buildings. They aim to make every reasonable adjustment in order to enable the participation of students with disabilities or additional needs.

The following commitments govern college policy. These are based upon our upholding of the essential humanity and dignity of all human persons as made in the image of God:

1. It is our responsibility to ensure that students with disabilities or additional needs are informed about college facilities and external resources in advance of registration so that they are able to make appropriate decisions and preparations.
2. It is our responsibility to include all students in learning situations and in worship. Where language and presentation are inaccessible, or likely to be, opinion should be sought from participants with disabilities or additional needs or a needs assessor as to the extent that this will disadvantage them and how improvements can be made.
3. It is our responsibility to help students with disabilities and additional needs find extra learning facilities and resources that are identified as required to enable them to access course material (such as sign language interpreters and Braille documents).
4. It is our responsibility to include socially all members of each college community.

In the light of these commitments, the Colleges undertake:

1. to provide a regular seminar to promote consciousness raising, fostering of empathy, awareness of social needs, and inclusive behaviour;
2. to monitor college procedures and the formation of students in relation to sensitivity and justice in these areas;
3. to recognise and action particular care in relation to small groups, seminars, preaching teams, worship teams, and placements;
4. in consultation with students to endeavour to provide suitable classroom facilities and written materials in accessible format;
5. to continue to develop a programme to improve the physical access of people with disabilities or additional needs to college educational and social programmes and basic facilities;
6. to appoint member(s) of staff with specific responsibility for disability and additional needs concerns;
7. to take advantage of the information and any ancillary help provided by sponsoring agencies and accrediting universities.

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Process for supporting students with dyslexia

