



International Luxury Academy.

DISABILITY POLICY

1. Policy Statement
iLA, International Luxury Academy (“the Academy”) is committed to fostering an inclusive, equitable, and accessible learning and working environment for all students, faculty, staff, and visitors. Recognizing the diversity of individuals' needs, particularly those with disabilities, the Academy strives to ensure that its blended learning delivery—comprising both online and face-to-face lectures—is accessible and accommodating to everyone.
2. Purpose
This policy outlines the principles, procedures, and responsibilities to ensure that individuals with disabilities have equal access to educational opportunities and resources within the blended learning framework of the Academy.
3. Scope
This policy applies to: <ul style="list-style-type: none"> • All students enrolled in programs utilizing blended delivery methods. • Faculty and teaching staff delivering lectures and course materials. • Administrative and support staff involved in facilitating blended learning. • Prospective students and applicants seeking information about accessibility.
4. Definitions
<ul style="list-style-type: none"> • Disability: Any physical, mental, intellectual, or sensory impairment that, in interaction with various barriers, may hinder full and effective participation in academic and social activities. • Blended Learning: An educational approach that combines online digital media with traditional face-to-face classroom methods. • Reasonable Class Accommodation: Adjustments or modifications provided to individuals with disabilities to ensure equal access to education and participation in activities.
5. Principles
<ul style="list-style-type: none"> • Inclusivity: Ensuring all aspects of the blended learning environment are accessible to individuals with disabilities. • Equity: Providing necessary accommodations to level the playing field for all learners. • Confidentiality: Respecting the privacy and confidentiality of individuals requesting accommodations. • Continuous Improvement: Regularly reviewing and enhancing accessibility measures in response to feedback and evolving best practices.
6. Responsibilities

6.1 Institutional Commitment:

The academy ensures that all blended learning materials meet accessibility standards (e.g., WCAG 2.1) and allocates reasonable adjustments to resources for training and support.

Examples of reasonable adjustments for applicants or students include making appropriate arrangements in such activities as:

- teaching, including lectures, seminars, and workshops.
- examinations and assessments.

6.2 Faculty and Teaching Staff:

Faculty will be supportive in delivering accessible course content, including captions, transcripts, and alternative text, and offering materials in multiple formats.

6.3 Students:

Students should promptly communicate any accommodation needs to the relevant support services and provide necessary documentation according to institutional guidelines.

6.4 Support Services/Disability Office:

The office serves as the main contact for handling requests confidentially and efficiently, while advising faculty on proper implementation within the learning environment.

6.5 Maintenance of academic or other standards

The law does not expect academic or other prescribed standards to be sacrificed. Staff will, however, need to be clear about which aspects (e.g. teaching and assessment methods) are core to a particular course and cannot be adapted without jeopardising standards, and those which are more peripheral. Whilst there is no duty to make any adjustment to a competence standard itself, the duty does apply to the assessment of that standard. Institutions are therefore required to make adjustments to the ways in which they assess competence standards so that students with a disability are not disadvantaged when demonstrating their competence by the assessment method.

6.6 Financial considerations

The cost of making a particular adjustment and the funds available to an institution would be considered in determining reasonableness.

6.7 Effect on other people, including students

If an adjustment would cause significant disadvantage to other students, then it may not be reasonable to make it. This disadvantage must be significant, not merely an inconvenience. The level of disadvantage to other students must be weighed against the substantial disadvantage to the student with a disability in deciding which adjustments might be reasonable.

7. Accessibility in Blended Delivery

<ul style="list-style-type: none"> • Online Components: <ul style="list-style-type: none"> ○ Utilize accessible Learning Management Systems (LMS) that support screen readers, keyboard navigation, and other assistive technologies. ○ Ensure all multimedia content includes captions, transcripts, and descriptive audio as appropriate. ○ Design online assessments and interactive activities to be accessible to individuals with various disabilities. • Face-to-Face Components: <ul style="list-style-type: none"> ○ Ensure physical classrooms and facilities are accessible (e.g., wheelchair-accessible entrances, adaptive seating). ○ Provide sign language interpreters, note-takers, or other support services as needed. ○ Arrange classroom layouts to accommodate mobility devices and other assistive equipment.
<p>8. Process for Requesting DSA (Disabled Students' Allowance)</p> <ol style="list-style-type: none"> 1. Identification: Students or staff with disabilities identify the needs and requests. 2. Notification: Submit a formal DSA request to the Disability Office or designated support service, including necessary documentation. 3. Assessment: The Disability Office reviews the request and determines appropriate plan in consultation with the requester. 4. Implementation: Faculty and staff collaborate with the Disability Office to implement agreed-upon accommodations in both online and face-to-face settings. 5. Review: Accommodations are periodically reviewed to ensure effectiveness and adjusted as necessary.
<p>9. Confidentiality</p> <p>All information regarding an individual's disability and accommodation requests will be handled confidentially and shared only with those directly involved in providing accommodations, in accordance with applicable privacy laws and institutional policies.</p>
<p>10. Training and Awareness</p> <p>The Academy will provide regular training for faculty, staff, and students on disability awareness, accessibility best practices, and the procedures outlined in this policy to promote an inclusive learning environment.</p>
<p>11. Monitoring and Compliance</p> <p>The institution will regularly monitor compliance with this policy through:</p> <ul style="list-style-type: none"> • Accessibility audits of online platforms and materials. • Feedback mechanisms (e.g., surveys, suggestion boxes) to gather input from the community. • Reporting and addressing any instances of non-compliance or barriers to accessibility.
<p>12. Continuous Improvement</p> <p>The Academy is dedicated to the ongoing enhancement of accessibility in its blended learning environments. This includes staying informed about emerging accessibility technologies, adopting best practices, and actively seeking feedback to improve policies and procedures.</p>
<p>13. Policy Review</p> <p>This policy will be reviewed annually or as needed to ensure its continued relevance and effectiveness in promoting accessibility and inclusion within the Academy.</p>
<p>14. Contact Information</p>

For questions or further assistance, please contact:

Disability Services Office, part of Academic Service

admin@internationalluxuryacademy.com

Effective Date: 21.08.2024

Approved By: Ivana Conte, Creative & Academic Director

This policy framework ensures that the Academy provides an accessible and inclusive educational experience through its blended learning delivery model. By adhering to these guidelines, the institution demonstrates its commitment to supporting individuals with disabilities and fostering a diverse academic community.

International Luxury Academy Academic Registrar August 2024