



Language Studies International (LSI) Disability Equality Scheme

Completed: March 2018

Valid until: March 2021

Introduction

This Disability Equality Scheme aims to embed the promotion of equality and diversity throughout the school. The scheme explains how Language Studies International (LSI) will work to meet this objective over the next three years.

Language Studies International (LSI)'s Disability Equality Scheme was implemented in 2012 as the first stage in our commitment to a tri-annual revision of the programme. The Scheme includes current procedures, recommendations and action points to ensure effective implementation and continuing progress with the disability equality agenda.

The Disability Discrimination Act defines a disabled person as someone who has 'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

- 'physical impairment' includes sensory impairments;
- 'mental impairment' includes learning difficulties and an impairment resulting from or consisting of a mental illness;
- 'substantial' means 'more than minor or trivial';
- 'long term' is defined as 12 months or more.

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments and Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the person's ability to carry out normal day-to-day activities is substantial and long-term as defined above. Under the *Equality Act 2010* it is discriminatory to treat someone less favourably because of something 'arising from' his/her disability. Discrimination will not be found, however, if the actions of the school are proportionate to achieving a legitimate purpose.

The Disability Discrimination Act also covers those with:

- severe disfigurements;
- impairments controlled or corrected by the use of medication;
protheses;
an aid or otherwise;
- progressive symptomatic conditions;
- a history of impairment; and

- children under the age of 6 with impairments which, in an older person, would result in that person being covered.

Since December 2005 persons with HIV, cancer and multiple sclerosis are also covered at the point of diagnosis.

But **excluded** are those with:

- an addiction to or dependency on:
 - nicotine;
 - tobacco; or
 - other non-prescribed drugs or substances;
- seasonal allergic rhinitis (hay fever); and
- certain mental illnesses with anti-social consequences.

Unlawful discrimination

The school will ensure that discrimination is prohibited in:

- the selection and appointment and promotion arrangements for staff;
- staff conditions of service;
- staff training;
- the arrangements for determining pupil admission;
- the terms on which admission is offered;
- refusing or deliberately omitting to accept an admission application;
- provision of education or associated services (including educational visits and extra-curricular activities);
- exclusions;
- victimisation and harassment;
- failing to take steps to ensure that disabled pupils are not placed at a substantial disadvantage in comparison with non-disabled pupils in the arrangements for determining admission to school and in relation to the provision of education and associated services. However, alterations to buildings and the provision of auxiliary aids and services are not required under this law.

Policy statement

Language Studies International (LSI) is committed to developing an inclusive culture with a commitment to equality and diversity. Language Studies International (LSI) values the inclusion of disabled people across the full range of school activities and is committed wherever possible to:

- creating a study environment which is accessible to disabled people;
- enabling disabled students to reach their full potential through access to development opportunities and the appropriate support;
- complying with legislation prohibiting disability discrimination and promoting disability equality.
- appointing and supporting disabled staff where possible.

Key areas of activity in the Disability Equality Scheme

The Disability Equality Scheme supports the key strategic objectives of Language Studies International (LSI) in relation to research, learning and teaching, innovation and engagement. It provides a plan of the steps Language Studies International (LSI) takes to ensure that it promotes equality, and makes reasonable adjustments for disabled people. In particular, it seeks to enhance the school's capacity to:

- attract, admit, support and retain high quality students and staff;
- develop a high-quality physical and technological infrastructure;
- ensure effective governance and management;

Attract, recruit, support and retain high quality students

LSI accepts all students with a genuine desire to learn the English language who are in full compliance of all visa and other statutory regulations, regardless of their natural aptitude for learning languages.

We welcome students with special educational needs (SEN) and/or, special educational needs and disabilities (SEND) provided that we are able to offer them the help that they require. We accept pupils with physical disabilities provided that our site is appropriate for them. We advise prospective students to discuss their specific requirements with the School before applying. Admittance to certain programmes may be limited by the applicant's language skill level. Please refer to our admissions policy for further details.

Action Points – to be implemented by April 30, 2012:

- The school Director is responsible for ensuring that the school enrolment forms are updated to include clear provision for disclosure of disabilities. This provision should also inform students of the benefits of disclosure.

Review 2015 • DONE

Student Support:

Language Studies International (LSI) is committed to improve students' and teachers' awareness of disability in the classroom. Primary identification of a student's disability is based on the student's own disclosure at the time of enrolment. We also ensure that information is communicated to students about the benefits of disclosure and how the information is used, including confidentiality. Although the emphasis is on the student to make us aware of any disabilities, after having established that the class level is appropriate, teachers are encouraged to identify students who are struggling, irrespective of whether this is due to aptitude or a specific disability. A number of options are made available to these students:

1. One-to-one tuition
2. Special arrangements in examinations (e.g extra time).
3. External Examining bodies are informed of any specific disabilities
4. A classroom approach which considers strategies for differentiation
5. Closer monitoring and individual treatment for students with learning difficulties
6. A project based approach to task provision
7. Access to loaned equipment (e.g. digital recorders)
8. Access to subtitled DVDs & audio books
9. Access to local organizations who help with learner difficulties and disabilities

Action Points – The School Director is responsible for ensuring that the following will be implemented in the school by April 30, 2012:

Make available:

- Display contact details in the school of local organizations that provide support for learner difficulties and disabilities
- Access to loaned equipment (e.g. digital recorders) & subtitled DVDs and audio books

Review 2015: Done – Access available to digital content.

Review 2018: Ongoing: Further materials to be added to E-LSI.

Enrolment & Induction

- Review the information specifically aimed at new students (welcome packs, orientation etc) to ensure it includes relevant information for disabled students
- Ensure that all students are aware that any of our documentation can be

made available in large print.

Review 2015: Done – All Information now available in large print.

Review 2018: Information also being made available in multi-media format

Student disclosure and confidentiality

In addition to the enrolment forms, ensure that information is communicated to students upon arrival about the benefits of disclosure and how the information is used, including confidentiality.

Review 2015: Done – Reference made in Welcome Booklet, Enrolment Confirmation letter and Welcome Talk.

Action Points – The School Director is responsible for ensuring that the following will be piloted in the school by April 30, 2015, subject to demand:

- Educational support workers (e.g. note-takers, readers)
- improvements in the provision of information in a range of formats for disabled students.
- Teacher training sessions focussed on strategies for differentiation & provision of project based approach to tasks

Review 2015

- There has been no call for Educational Support Workers
- Documentation and information now available in large print.
- Teacher training sessions carried out looking at differentiation and TBL.

Review 2016

- There has been no call for Educational Support Workers in the past 12 months
- Teacher training session to be carried out looking at further strategies for differentiation and learning styles within the next 12 months.

Review 2018

- There has been no call for Educational Support Workers in the past 12 months
- Teacher training session to be carried out looking at further strategies for differentiation and learning styles within the next 12 months.

Action points from 2015 – The School Director is responsible for ensuring that policy documents are available via audio file from the website by April 2018.

Review 2018 – All policies now available in audio format via ‘Read Aloud’ on Microsoft Word and Adobe PDF reader.

Currently, the provision of extra one-to-one tuition or support workers is an extra cost that the student will incur.

Unfortunately, at this time, Language Studies International (LSI) cannot make provisions for students that require brail, but visually impaired students may be taught in one-to-one classes depending on their specific requirements.

The applications of students with other serious disabilities will be reviewed on a case-by-case basis, taking into account building access (including Fire Safety) and the required and available teaching skills and resources.

Development of a high-quality physical and technological infrastructure

Language Studies International (LSI) aims to:

- enable disabled staff to have reasonable access to premises and facilities that they need for their contracted duties;
- ensure that as far as is reasonably practicable the needs of disabled visitors to the site are taken into account;
- increase the extent to which disabled pupils can participate in the school curriculum;
- improve the physical environment of the school in order to enable disabled pupils to take advantage of education and associated services;

Premises

Language Studies International (LSI) recognises that through the provisions of SENDA it is not required to provide 'auxiliary aids' (i.e. special equipment or additional personal support), nor make 'physical alterations to the buildings'.

However, to meet its obligations, the school will ensure that the needs of disabled staff and students are fully considered in any strategic planning for the development of the school campus.

When determining the priorities for the use of available funds, the school will take into account the need to make the school campus more accessible for staff and pupils with disabilities.

The school will bear in mind health and safety requirements and the interests of other pupils in all the above considerations.

Disability Access

Disability access audits have been carried out in 2012 on all relevant school buildings and a general access statement produced for each building. Please contact the school should you require further information on these studies. Based on the costs involved in making the school buildings fully wheelchair accessible and the low number of applications that we receive from wheelchair users, we have determined that it is not financially viable to carry out this work at this time. Disability access audits and plans will be reviewed again in the next three year Disability Equality Scheme and Action Plan in 2015.

Action Points – to be implemented by August 2015

- School Directors to complete new feasibility study (if building structure has undergone change since 2012) into providing wheelchair access and report to General Manager UK.

Feasibility study 2014 LSI Cambridge.

LSI Cambridge has had an additional room added to the rear. However, it is not possible to widen the side access nor install ramps through the main building. LSI Cambridge is still unable to accommodate students with wheelchairs.

Feasibility study/update 2018 LSI Cambridge

There have been no alterations to the building since 2014 and the site remains unsuitable for wheelchair users.

Effective Governance and Management

Senior Management Involvement

- oversee the implementation of all the school's policies and practices in this area, including Disability Inclusion;
- consider what reasonable adjustments are being made and could be made;
- make recommendations to the School Director with a view to improving access to teaching and learning;
- consider the school's systems and procedures for making staff, parents and pupils aware of the policies;
- consider the school's Accessibility Plan; and
- review the Plan annually.

Quality assurance

- Ensuring effective mainstreaming of equality and diversity aims and improvements

Communications

- Ensure equality and diversity issues are considered as part of developing a clear communications strategy for the school.

Monitoring

- Working to improve data available on student progress and attainment

School Director's Responsibilities

- to oversee the implementation of the policy and Scheme;
- to report progress as required to senior management
- to consult with Senior Management on SEN or SEND applicants that require special provisions

Staff:

the School Director will report to senior management at least annually on members of staff who have a disability, and the steps taken to ensure that they are not treated less favourably;

Monitoring Outcomes

Feedback forms of students registered by the school as having learning difficulties or disabilities will be reviewed annually by the School Director to determine whether or not they were satisfied with their programme. Their academic course information will also be reviewed in conjunction with the Academic Management to ensure that satisfactory progress was made. The School Director will report to Senior Management on the experience of students in the school with learning difficulties or disabilities every 12 months.

Review

The Scheme will be reviewed and revised triennially by senior management, or sooner if there is a clear need.

This policy can be made available in large print if required.

Reviewed: March 2012 / March 2013 / March 2014 / March 2015 / January 2016 / January 2017 / April 2018 by Phil Scherb

Next Review: March 2019