The changing face of student support – a new landscape.

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Introduction

• Trends in Higher Education.
• Assistive Technology for all.
• Challenges.
• Case studies.
• FE practice – what can you do?
• HE practice – what can we do?
• Example reasonable adjustments.
• Inclusive teaching and learning.
• DSA - a changing landscape.
• Next steps and conclusions
• Questions.
UCAS Disability Codes

A  No disability
B  You have a social/communication impairment such as Asperger's syndrome/other autistic spectrum disorder
C  You are blind or have a serious visual impairment uncorrected by glasses
D  You are deaf or have a serious hearing impairment
E  You have a long standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy
F  You have a mental health condition, such as depression, schizophrenia or anxiety disorder
G  You have a specific learning difficulty such as dyslexia, dyspraxia or AD(H)D
H  You have physical impairment or mobility issues, such as difficulty using your arms or using a wheelchair or crutches
I  You have a disability, impairment or medical condition that is not listed above
J  You have two or more impairments and/or disabling medical conditions
<table>
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<tr>
<th>Description</th>
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<th>Male</th>
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Assistive Technology for all

• Technology for the whole community.
• Mindmapping software. (Mindview/ Inspiration) available to students in 69% HEI’s. (University of Oxford, Disability Advisory Service 2019: 8)
• Text to Speech software.(Texthelp/Claro) available to students in 84% HEI’s. (University of Oxford, Disability Advisory Service 2019: 8)
• Apps / Freeware / Plug ins Chrome.
• Develop strategies around proofreading, planning revision and academic writing.
• Benefit of early adoption and familiarity.
Challenges

- Lack of resilience.
- Inability to deal with “normal” stress.
- Transition to independent / communal living.
- Social development.
- Practical tasks.
- Independent study.
- Managing time.
- Organisational skills.
- IT Skills.
Case Study A

- SpLD Dyslexia, Dyspraxia, undiagnosed Anxiety / ASD and medical issues.
- Dyslexia college – non traditional qualifications.
- Functional non reader. (Used reader and scribe throughout educational journey).
- Resistance to technological solutions.
- Challenges accessing content & assessments.
- Anxiety and social challenges (living independently on campus).
- Profound impacts on planning – Timetable.
- Inconsistent engagement with support.
Case study B

- Acquired Brain Injury.
- Issues with retention of information.
- Challenges around planning and organisation.
- Orientation difficulties.
- Cognitive deficits.
- Anxiety and depression – pre brain injury.
- Denial of symptoms.
- Refused academic and practical support.
- Fitness to study considerations.
FE practice – what can you do?

- Encouraging disclosure.
- Promoting contact with the university.
- Encourage full consideration of the demands of the course.
- Supporting students to find solutions and independent agency themselves.
- Replicate access to Assistive Technologies.
- Awareness and advice around Disabled Students Allowance (DSA) – funding differences.
HE practice – what can we do?

- UCAS data.
- Pre entry disclosures.
- Pre contact.
- Transitions events.
- Open days / Applicant visit days.
- Departmental liaison.
- Assistive Technologies.
- Inclusive teaching and learning.
- Specialist support.
Reasonable Adjustments

- Recruitment – demands of course, ask student how they will manage - existing strategies.
- Interviews – accessibility, asking the right questions and making appropriate referrals.
- Presentations.
- Placements – location, duration and transport .
- Managed expectations.
- Assessments.
- Competency Standards – meet the standards but in different ways.
DSA a changing landscape

- DSA consultation and changes.
- Removal of Band 1 and 2 support.
- EHU response to the changes.
- Quality Assurance Framework.
- DSA reform and sector regulation.
- NMH competitive market.
- Inclusive teaching and learning.
- Tender for single AT supplier.
Our response

- Managing the impact of the changes.
- Benchmarking and financial modelling.
- Recruitment.
- Learning Support Service.
- Assistive technology investment (Panopto).
- Student Support Plans.
- Inclusive Digital Practice.
- Ally.
- Blackboard award for inclusive practice.
- Anticipatory and individual RA.
Next steps - conclusions
References


