



National Association of Disability Practitioners

Annual Conference 2017:
DSA and Non-DSA: A Year of
Adaption

June 29th and June 30th 2017
Jury's Inn Hinckley Island
Hotel and Conference Centre,
Leicestershire

Welcome to NADP Annual Conference 2017

I would like to welcome all our delegates to our Annual Conference. Our theme this year is 'DSA and Non-DSA: A Year of Adaption' as we decided to focus the conference on how our members have developed innovative and creative methods to support and assist disabled students after the sudden changes to Disabled Students' Allowances.

Our vision is that this conference will inspire and enable people to work together to discover and deliver positive and inclusive support solutions that can enhance the student experience and our university communities. We have brought together the people who will deliver action on the ground – from university academics, disability support professionals, individual support personnel and assessment centres – to share knowledge, ideas and experience.

I'd like to express huge thanks on behalf of NADP to all our speakers for taking time out of their busy schedules to share their knowledge and experience with our delegates.

Our keynote speaker on Thursday is Jenny Ann from HEFCE who has agreed to present the findings of the benchmark research that HEFCE commissioned into inclusive practice and services to disabled students. This study has only recently been completed and we are very grateful to Jenny for agreeing to present what we hope will be fascinating findings.

Our other main conference speakers on Thursday are Elinor Rowlands and Helen Shore from Royal Holloway who aim to stimulate our critical thinking with their presentation asking 'When we use the word "inclusion" are we inviting in discrimination and exclusion?'

Our conference continues on Friday with Declan Treanor and Julie Tonge examining the future direction of disability service provision in Higher Education in Ireland and drawing parallels with the provision in the UK.

I will deliver the last whole conference presentation with my thoughts on some of the less visible barriers to inclusion with 'Challenging Assumptions – Barriers to Inclusion'.

You have also been able to choose from a wide variety of lectures and workshops presented by our members and by those who support our aims and mission statement. There has been a wide choice this year and we hope that you leave this event encouraged and motivated by all that you will have heard over the two days.

Best wishes



Paddy Turner, Chair of NADP

Conference Information

Should you need any help or information during the conference, NADP staff, helpers and Directors will be happy to answer your questions.

The venue has been notified of any dietary requirements specified on the booking forms, however, if the menu is unsuitable please speak to a member of the conference team or hotel catering staff. The gala dinner team are also aware of all dietary requirements but we have chosen to have free seating so that people can sit with friends. Please ensure you speak to your personal table waiter to let them know of your requirements. We will also have cards available for you to put by your table setting.

Copies of the presentations (where these have been made available to us by the Speakers) have been posted on the member's area of our website. Non-members have been given access to this area for the week before and a month after the conference.

It would be helpful if you could give some time to complete the evaluation sheet enclosed in your delegate pack. This information is used for planning and improving future NADP conferences. Please leave your completed form at the registration desk when you leave the conference.

On leaving the Conference, please leave your name badge and lanyard at the registration desk so that, in the event of an evacuation, we are aware that you have left the building.

NADP Annual Conference Programme 2017

Thursday 29th June	
<i>Delegates arriving on Thursday 29 June should first register for the conference. The Registration Desk will be open from 8.30am.</i>	
9.30am – 10am	Welcome and Introduction: Elaine Shillcock, Vice Chair of NADP
10am – 11am	Keynote: Jenny Ann, HEFCE - Supporting students with disabilities: Progress towards the social model
11 am – 11.30am	Refreshment break and Exhibitors
11.30am -1pm Session 1: Parallel Workshops (90 minutes)	James Fitzgerald, Lynne Barnes and Bryan Coleman, CHES: Squaring the Circle: Supporting Deaf Students Post 2016
	Jamie Crabb & Adam Hyland, DNA: “Nothing About Us Without Us!” – Embracing disruptive technology in enabling participation for disabled and neurodiverse students in higher education
	Mike Wald & Yunjia Li, University of Southampton: Inclusively Enhancing Learning by Disabled Students from Lectures Without DSA Funded Notetakers
	2X45min presentations Caroline Lear, University of Birmingham: Auvision - working with autistic students to develop the University of Birmingham’s inclusive curriculum Marie Bassford, De Montfort: Evaluating the Performance of Physics Students on the Autistic Spectrum within HE
1pm – 2pm	Lunch and Exhibitors
2pm – 3pm	Whole Conference Presentation: Elinor Rowlands & Helen Shore, Royal Holloway: When we use the word “inclusion” are we inviting in discrimination and exclusion?
3:00-3:15pm	Refreshment break and exhibitors
3.15pm – 4pm Session 2: Parallel Lectures (45 minutes)	Caroline McGrotty & Dara Ryder, AHEAD: Disclosure isn’t as easy as it sounds for a Deaf student going on work placement
	Ros Walker & Rachael Whittles, Huddersfield University: Lecture Capture for students with disabilities – asset or additional hurdle?
	Emily Forster, De Montfort: Universal design for learning- an inclusive approach to teaching
	Ivan Newman: Sisyphus or Hercules? Implementing Inclusive Learning Environments in HE
	Karen Hocking & Jane Collings, Plymouth University: Improving disabled students’ experience of off-campus activities: a collaborative approach

Time for the gym, a swim, a walk or just a rest before the gala dinner. Meet in the Triumph bar from 6pm for a 7:30pm meal in the London Suite.

Friday 30 June <i>Registration from 8.30am (for those delegates attending for just Friday).</i>	
9.00 – 9:10	Welcome back: Paddy Turner
9:10 – 10.00	Whole Conference Presentation: Declan Treanor, University College Dublin: All, some and few – the future direction of disability service provision in Higher Education in Ireland
10.05 – 10:50 Session 3: Parallel Lectures (45 minutes)	Abi James, University of Southampton: Inclusive Learning in Physical sciences: understanding and improving practice
	Sharon Hocking, University of the Creative Arts: “Nothing about us without us” – engaging disabled students and the SU in affecting cultural change
	Chris Ross & Ben Watson, Kings College: Inclusion is good for you
	John Harding, University of Cambridge: Beyond DSAs: Reflections on a year of in-house NMH provision
	Jenny Brady & Claire Flegg, University of Leeds: It’s just good teaching practice, isn’t it?
10:50 – 11.15	Refreshment Break and Exhibitors
11.15 – 11.45	Keynote: Paddy Turner, NADP Chair and Educational Developer, Sheffield Hallam University: Challenging Assumptions – barriers to inclusion.
11.45 - 12:30	Annual General Meeting
12.30 - 13:30	Lunch and Exhibitors
13.30 -15:00 Session 4: Parallel Workshops (90 minutes)	Alistair McNaught, JISC; Ben Watson, University of Kent; Abi James, University of Southampton: E-books as assistive technologies – rough diamond or fool’s gold?
	Barry Hayward, Goldsmiths: Disabled students audit of inclusion and accessibility project
	Glenys Wilson, Senior Clinical Psychologist: Supporting yourself and your team in times of change and uncertainty
	Jemma Day & Lynda Smith, De Montfort: Transition and Retention of students with complex medical conditions workshop
	Leanne Herbert & Sarah Todd, Brain in Hand: Technology and Inclusion
15:00 – 16:00pm	Tea & Company: Networking and close

Presenter Biographies

(When provided by presenters)

Lynne Barnes

Marie Bassford is an Associate Professor in Physics at De Montfort University, Leicester and currently engaged in a variety of teaching duties, research and consultancy projects. Current research interests are in the pedagogy of STEM subjects within HE (with a particular focus on Autism, connectivism, and real learning/assessment amongst other areas) and optics/camera technology. Marie is currently investigating novel methods for acquiring and processing images in medical and scientific imaging applications and is exploring effective solutions to a number of imaging problems.

Jenny Brady has worked as a Disability Coordinator at the University of Leeds since 2006, having previously taught ESOL and EFL both abroad and in the community. Jenny specialises in support for students with Specific Learning Difficulties and in 2013 completed a PG Cert in Developmental Co-ordination Disorder (dyspraxia). Jenny's passion for neurodiversity and inclusion led her to become involved in, and take the lead on a project to develop and promote inclusive learning and teaching at the University of Leeds [insert], enabling her to draw on her experience of teaching adults from diverse cultural backgrounds and working for over 10 years in the field of disability support in HE.

Bryan Coleman has worked in the disabled student support sector since 1996. He has been a support worker, support worker co-ordinator, adviser, deputy manager and manager, and worked at 4 universities (Sheffield Hallam, Brunel, Manchester and Sheffield). He has been in his current post as Head of Disability & Dyslexia Support Service at the University of Sheffield for 4 years.

His relevant qualifications include a PG Cert in Education of Children and Young People with Autism (Sheffield Hallam University 2003), Stage 2 British Sign Language (CACDP/Signature 2002), OCN and Signature qualifications for note-taker training and note-taking.

He was chair of the management committee for Deaf Advice Service Sheffield from 2006 until it became part of Sheffield Citizen's Advice in 2014, when he continued for a further 18 months as a trustee.

He believes that the work NADP does is essential to our sector – lobbying, ensuring that colleagues are up to date with changes to government policy, and creating various ways in which colleagues can discuss, debate and learn from each other.

Jane Collings has 30 years' experience in action research, and practice relating to teaching, learning, and assessment across many sectors including: HE, FE, schools, not-for profit and in industry. Jane is an Educational Developer at the University of Plymouth working with academics and professional services to embed inclusive teaching, learning, assessment, and feedback both in strategy and practice. She has led on a number of education projects including in 2012 Jane conducted a university wide review of assessment which resulted in an initiative to improve student learning through 'inclusive' assessment and feedback. Since 2014 Jane has been working on developing and embedding 'The inclusive student journey' at the University of Plymouth. She established and manages Plymouth's teaching and learning resources including the [T&L handbook](#) and the [Inclusive teaching, learning and assessment pages](#).

Jemma Day

James Fitzgerald, Lynne Barnes and Bryan Coleman, The Consortium of Higher Education Support Services with Deaf Students (CHES)

Our Mission Statement: "To increase choice, access and quality of provision for deaf and hard of hearing students entering and studying at Higher Education."

Aims

- a) To promote and disseminate good practice in supporting deaf and hard of hearing students
- b) To support all Higher Education Institutions in developing good practice

CHES is a voluntary organisation of higher education professionals working with and supporting deaf and hard of hearing students. Anyone is welcome to join; members are affiliated via CHESFORUM (www.jiscmail.ac.uk) a discussion list, where issues and questions are raised regarding the support of deaf students. This allows members to exchange knowledge and ideas promptly and effectively in a mutually discursive environment. CHES is co-ordinated by a Planning Group which is nominated every 2 years. Information about Planning Group members can be found elsewhere on this website.

Members of the Planning Group have a wide range of knowledge and experience of practice and policy development in the field. The Planning Group meets regularly to ensure sector-wide issues, practices and policies are being addressed. This information is fed back via CHESFORUM and the website. CHES is well-known within the sector and has hosted

numerous successful conferences and open meetings over the years; it is hoped that this will continue with vigour in the future.

Claire Flegg currently works in a project capacity supporting service developments at the University of Leeds Disability Service; focusing on responding to the DSA changes. Claire has worked previously as a Disability Coordinator at the University of Leeds, a non-medical help professional at Leeds Beckett and SEN in a Leeds High School. Claire is currently undertaking an MA in Disability and Social Policy at the University of Leeds and is a member of the Centre for Disability Studies. Claire's special interest is in policy implementation and development; with a focus on using disability studies theory to develop practices that increase access to Higher Education for disabled people.

Jamie Crabb has over 10 years' experience working in the education sector. His early work included project coordinator for the Metropolitan Police Safer Schools Project initiative in Haringey, and as lecturer/tutor in Applied Theatre at the Royal Central School of Speech and Drama. More recently his work focuses on disability, and specific learning differences (SpLDs) support, Assistive Technology training and diagnostic assessment for students in higher education. He is completing the final years of training completing his MA in Integrative Counselling and Psychotherapy at the Minster Centre.

Jamie heads up DnA's Training and Innovations team developing their innovative CPD provision on inclusive learning, Wellbeing and Assistive Technology in Higher Education, and with the charity Crisis. He co-edited the third edition of Study Skills for Students with Dyslexia (Support for Specific Learning Differences) for SAGE publications and has co-authored articles on the integration of Assistive Technology and Study Skills for ADSHE, PATOSS, and Dyslexia Action.

Jamie embraces a neurodiverse and integrative approach to teaching, learning, and wellbeing. He believes students should drive the learning process and develop curiosity and awareness of how they learn best in order to succeed.

Emily Forster is a Lecturer in Learning Development at De Montfort University. She has a specific responsibility for supporting disabled students, working both inclusively and one to one. Emily has a PhD in Social Policy from the University of York. Her thesis was on young people with special educational needs experiences of school and the transition to adulthood. Her research interests are inclusion in higher education and neurodiversity.

John Harding has been the Head of the Disability Resource Centre (DRC) at the University of Cambridge since 2008. The DRC is the University of Cambridge's student service for disabled students and those staff

supporting disabled students. John is also a member of the University's Disabled Staff Network, and Student Health and Wellbeing Committee. John also is a trustee of two small charities who make grants to disabled students.

John has worked as a practitioner and managed teams of specialists in the field of disability support in both further and higher education for the last fourteen years and during that time has worked on the development more inclusive and supportive policies in relation to disabled students. John was also one of the Steering Group members (with Professor Simon Baron-Cohen, Dr Nicola Martin and Joanna Hastwell) for a major research project focussing on the support of students with Asperger syndrome/autism in Higher Education. John holds a PGCE in Adult Literacy and also holds the Postgraduate Diploma in teaching and assessing Specific Learning Difficulties.

John also has a Masters in Development Studies and worked as a volunteer teaching on the Angola/Namibia border in Africa for three years 1998-2001. In the distant past he worked as a Kaizen Engineer in the motor industry. He supports Bristol Rovers and his daughter Katie's football team (Histon Hornets).

Barry Hayward is currently the Deputy Head of Student Disability at King's College London. He was until recently the Inclusion and Learning Support Manager at Goldsmiths, University of London where this project took place.

Leanne Herbert

Karen Hocking works at the University of Plymouth (UoP) as the Manager of Disability Assist and has ten years' experience of working with and supporting disabled students in universities. Karen is an excellent communicator and has extensive experience of managing relationships with stakeholders and delivering training around inclusivity and reasonable adjustments for disabled students.

Karen has led on a number of projects including the Reasonable Adjustment Review Panel process: <https://www.plymouth.ac.uk/your-university/teaching-and-learning/handbook/h-r>, which was established in December 2015 to consider the support needs of students with disabilities. The RARP meets to consider support needs that are no longer provided by the Disabled Students Allowance and build up good practice around reasonable adjustments across the university. Karen worked with Jane Collings on the Guidance for Arranging Assessments relating to Inclusivity and Modified Provision document:

<https://www.plymouth.ac.uk/your-university/teaching-and-learning/guidance-and-resources/assessment>

Sharon Hocking has worked in Higher education for 30 years, initially as a librarian and then in latter years in student services as a disability practitioner and manager in a number of Universities including Ravensbourne College of design, University of East Anglia, and presently the University of the Creative Arts.

Sharon is currently running a 2-year project which is focused on developing inclusive practice. She believes that inclusive practice in learning, teaching and assessment is the best route to ensuring disabled students are able to thrive and achieve in education. She is running the project in close collaboration with Student Union liberation groups, academics and through engagement with disabled students.

Adam Hyland, DnA Co-Founder and Campaigns Manager; Equality Director. Adam is an inspirational and prolific campaigner on dyslexic and disabled students' rights, bringing a crucial perspective to DnA and the DSA support framework. As co-founder of DnA, Adam's mission is to share information, technologies and knowledge that celebrates diversity and challenges deficit-based conceptions of disability. Adam self-identifies as disabled, having been born with Cerebral Palsy and the can-do attitude that makes all things seem possible.

After graduating with a first class honours degree in Internet and Communication Systems, Adam was also awarded the Vice Chancellor's Award and the DEC (Design, Electronic and Computing) Award. In 2007 Adam was elected as President of the University of Bournemouth Students Union. After which Adam was elected as NUS National Disabled Students Officer a post he held for two full terms 2008-2010. Adam also continued his work representing disabled students as an Independent Director and Board member of DSA DAG, until 2013.

Adam's experience in HE and the NUS makes him a powerful driving force behind the DnA Ambassador Scheme and our broader disability campaigning work. Adam is passionate about Enabling Technologies and is always at the forefront of new media that can provide tools and platforms for making marginalized voices heard.

Dr Abi James is a research fellow research with the Accessibility Team in Web and Internet Science Group at the University of Southampton where she investigates how improving the design and evaluation of learning technologies can remove barriers for disabled learners. Diagnosed with dyslexia at the age of 9, Abi used computers and technology throughout her education to enable her to successfully complete her PhD and achieve in the workplace. Over the past 15 years she has led a number of projects to develop, deploy and evaluated the impact of assistive technology with a particular focus on access to e-text, writing and note-taking. Current

projects include supporting inclusive learning practices through technology, accessibility of e-books and STEM learning materials, and developing accessible open educational resources.

Mollie Kneath is the Sabbatical Education Officer at Goldsmiths Students' Union and oversaw the project and support for the Departmental Disabled Student Coordinators (DDSCs).

Marianti Kourti comes from Greece, where she finished high school, as well as her undergraduate degree which she did at the department of Special Education of the University of Thessaly. During her studies, she worked with people on the autism spectrum who had learning disabilities. After she graduated she worked as a special education teacher for two years. During 2013-2014, she attended the MEd: Autism: children at the University of Birmingham. For her dissertation, she focused on the experiences of females on the autism spectrum using a participatory approach. She is currently working on publishing some of the results of her dissertation. In March 2014, she received my autism diagnosis. She is currently working as a Specialist Mentor for university students on the autism spectrum for the University of Birmingham and the University of Wolverhampton. She is also a PhD student at the University of Birmingham since September 2016 and she is investigating how autistic females form a gender identity and what implications does that process have in their lives. She is passionate about participatory research, multidisciplinary autism research and really interested in researching further how autistic individuals perceive and embody gender.

Caroline Lear has worked with adults on the autism spectrum since 2003 and she has worked as a university mentor for students on the autism spectrum since 2012. She has had various roles supporting people on the autism spectrum in employment, training and supported living and as a person-centred planning facilitator. Caroline holds a Post-Graduate Certificate (Autism) and she is currently completing a Masters in Autism with Sheffield Hallam University. For this project at the University of Birmingham, Caroline worked as the Student Co-ordinator. Her role was to support communication and meaningful participation in the project by the participants and project assistants. Co-ordinating a large team with conflicting priorities was not always straightforward but definitely worth it.

Caroline McGrotty

Alistair McNaught

Ivan Newman was for many years a project manager for a major global company, supplementing his original physical sciences degree with experience of business management, finance, legal, HR, marketing and technology. As an independent study skills tutor he works with students from numerous HEIs delighting in their range of study subjects, literally from anthropology to zoology. His science and mathematical background is particularly useful for the numerate subjects. Since entering the field of disability support he has been research focused, with numerous papers given at academic conferences or published in peer reviewed journals. He is currently engaged in Doctoral studies, investigating the way the DSA modernisation change project is being managed against various theoretical and practical models. Outside professional work, Ivan is a competitive triathlete and skier. He has long familial association with SpLDs since helping a 'very lost' fellow student on her first day at university. Together they have two daughters.

Chris Ross' background is in linguistics, both the acquisition but also developmental aspect of it. He taught German for 10 years at a secondary school in Cambridgeshire. Thereafter, he entered into higher education when his interest for provision for SEN students peaked. He wished to support students with the transition from secondary education into FE/HE. He spent three years as a Disability Adviser at the University of Northampton, coordinating the bank of resources that enabled students with additional needs to study effectively in their courses. Once the changes in the Disabled Students' Allowance was announced, he began work towards the Inclusive Practices drive. He became an Inclusive Learning and Teaching Officer at King's in December 2015. At KCL, he supports within the department for academic development, delivering on a number of CPD packages, to offer support to academic staff. He has designed a number of resources to support with the implementation of Inclusive Practices. He is collaborating on a sector-wide "Network" to support this drive and to encourage the sharing of good practice.

Elinor Rowlands was educated abroad in both a European school and an International School and was diagnosed with SpLDs later in life when she moved to the UK to attend University. Abroad disability was seen as bad or a sign of weakness. Despite being born with a clubfoot and experiencing multiple surgeries, it was not until 2012 when she was working as a Specialist Mentor that her then manager told her about Access to Work. It was at this time that she began using the word "disabled". Suddenly, barriers were broken down and she became more empowered to ask for reasonable adjustments or access whereas before she would suffer in silence. Rowlands was a Specialist Mentor for 8 years, a qualified art psychotherapist with experience in the NHS and Education, and a qualified teacher. She has given talks at Heidelberg University, University of Zhejiang and various institutions in Luxembourg and the

UK. She also supports clients with Asperger's/Autism into full time employment.

When Rowlands lived in China she ran a charity for disadvantaged and abandoned children in China. Her university students helped to set up schools for Chinese deaf children, children too poor to attend school, and promoted student volunteering in elderly homes. Her university students developed skills while volunteering with these impoverished communities and this helped them into employment more easily.

Alongside her passion for breaking down barriers in education she has also written anonymously for the Guardian, she is an Arts Writer for Disability Arts Online and is a disabled filmmaker where she is part of a film and music collective who identify themselves as disabled or neuro diverse. This collective created the film for Shore and Rowlands' talk.

Dara Ryder

Lynda Smith

Dr Richard Snape is a Senior Lecturer at the Institute for Energy and Sustainable Development, De Montfort University. He teaches Engineering Mathematics and researches sustainable Energy Systems using computational models. He teaches students across Engineering and Physics courses – of whom some 15% have registered with our disability team as requiring support or special arrangements to assist with learning. Richard is very interested in ensuring that students across a range of diverse disabilities in his classes are able to achieve their full potential. He has a particular personal interest in Autism as his son has been diagnosed as being on the Autistic Spectrum.

Owain Talbot is a current BA Drama and Theatre Arts student who is about to progress into his third and final year. Owain is the DDSC for the Theatre and Performance Department at Goldsmiths.

Sarah Todd

Professor Mike Wald established the DSA assessment centre at the University of Southampton in 1994 and helped set up the Disability Support Services at Southampton and 7 other Universities from 1997-2000. He has researched speech recognition captioning/transcription of lectures since 1997 and has been developing Synote since 2008 with Dr Yunjia Li (co-presenter).

Ros Walker is responsible for Assistive Technologies and Accessibility at the University of Huddersfield. From a background in teaching languages, she has specialised in computer-assisted learning for more than 20 years, now using her skills to support students with their learning by using appropriate technology.

Ben Watson was the Law Librarian at the University of Kent between 2010 and 2015. He has been involved in training law students in legal research skills and has been responsible for maintaining and developing the internationally respected legal information gateway Lawlinks alongside his work as co-director of the Kent Law School Skills Hub (designing and delivering legal study skills support to Kent Law students). He has over twelve years' experience working in libraries and has recently moved into the sphere of inclusive information design and is currently undertaking a project in partnership with Jisc researching and developing approaches to accessible information and technology provision at the University of Kent. In his spare time, he enjoys cycling and anything and everything to do with motorbikes.

Rachael Whittles is a Disability Adviser at the University of Huddersfield. A former student of the University and with eighteen years of experience of working at the HE institution, she has had various roles including previously being employed as a Library Disability Advisor. Currently she is studying towards her MA in Education and her current dissertation project is focusing on the use of Lecture Capture to provide note taking support for students diagnosed with Dyslexia.

Glenys Wilson had been working in clinical psychology since 1981 including work in hospital, community and educational settings. For the past nine years she has been working with Melbourne University Counselling Service. She specialises in working with students on the Autistic spectrum and those students and staff affected by traumatic incidents. She is also an accredited trainer for Mental Health First Aid.

NADP Representatives at the Conference

Paddy Turner, Chair, Sheffield Hallam University
Elaine Shillcock, Vice-Chair, Manchester University
Karen Robson, Vice-Chair, Cardiff Metropolitan University

Ian Carter, University of Brighton
Bryan Coleman, Sheffield University
John Conway, Royal Agricultural University
Jules Dracott, University College of Estate Management
John Harding, University of Cambridge
Jo Hastwell, University of Cambridge
Brian Lutcmiah, University of Derby
Nicki Martin, London South Bank University
Martin Smith, Independent
Christine Werrell, University of Cardiff
Sheila Williams, University of Edinburgh
Mike Wray, Independent

Lynn Wilson, Operations Manager
Heather Cavey, Administrator

Conference Helper
Stephen Cavey

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We would like to thank our sponsors who generously support the NADP in all our efforts to keep the conference prices as low as possible for our delegates.

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NADP Annual Conference 2017

<http://braininhand.co.uk/>

Page 17 of 24



Founded as a social enterprise in 2003, Ai Media are a captioning company dedicated to ending the experience of social, educational and vocational exclusion. Since then, we have been expanding our services and reach in order to make a measurable impact for people all over the world.

Ai Media have subsidised the provision of remote captioning for the NADP Conference.

0203 763 6300 <http://www.ai-media.tv> enquiries@ai-media.tv

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Microlink has configured and loaned the laptops used throughout the NADP Conference.

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Our vision is that every student with a disability receives expert, consistent support so that they can have the best possible chance of employment on graduation. Clarion UK provides the full range of non-medical help (NMH) to support students with disabilities and meet all their needs whilst at college and university.

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<http://www.clarion-uk.com/clarion-student-support/>

Conference Delegates

Laura	Allen	Coventry University College
Paul	Allis	Brain in Hand Ltd. / Lucid Concepts
Sarah	Anderson	Plymouth University
Charmaine	Andrews	Independent BSL Interpreter
Jenny	Ann	Higher Education Funding Council for England
Dorota	Antoniak	University of Oxford
Vanessa	Bacon	University of Northampton
Sue	Baines	Electronic Notetaking
Helen	Ball	Diversity & Ability
Kati	Balazs	University of the Arts London
Fakhra	Bano	Bradford College
Lynne	Barnes	University of Central Lancashire
Marie	Bassford	De Montfort University
Stephanie	Baum	Independent Support
Sarah	Beagle	University of Roehampton
Jill	Berry	Teesside University
Andrew	Billington	Edge Hill University
Louise	Birchall	Blackburn College
Julie	Birkwood	Norwich University Of The Arts
Sarah	Birtwisle- Newson	Swansea University
Lydia	Blake	University Of East Anglia
Cathy	Block	Activate Learning/SENEL
Heather	Blundell	University Of Chester
Tim	Blunt	Diversity & Ability
Joanne	Bourton	Plymouth University
Jenny	Brady	University Of Leeds
Claire	Burton	The National Autistic Society
Vicki	Campbell	University of the West Of England
Ian	Carter	University Of Brighton
Claire	Castles	University of Hull
Heather	Cavey	National Association of Disability Practitioners Ltd
Stephen	Cavey	Conference Helper
Joe	Chalk	Clarion Student Support
Lee	Chambers	e-Quality Learning
Jacqui	Chapman	University of the West Of England
Helen	Childs	De Montfort University
Patrick	Clark	University Of Worcester
Hazel	Clarke	Queen's University Belfast
Laura	Coleman	Cork Institute Of Technology
Bryan	Coleman	University Of Sheffield
Hayley	Coles	De Montfort University
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Debbie	Hill	Lancaster University
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Tyron	Woolfe	National Deaf Children's Society
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