AUTUMN CONFERENCES 2017

ICT for Inclusion

Friday 1st December 2017 – Holiday Inn Central Manchester

Friday 8th December 2017 – Holiday Inn Regents Park
Welcome to NADP Autumn Conferences
I would like to welcome all our delegates to our Autumn Conferences this year. We are continuing our theme of looking at practical methods to enhance inclusive education and this time we are examining the use of technology. Many of you will already be pretty comfortable with these technologies, but maybe some of you, like me, confess to being a little anxious when technology is on the agenda. Either way, we should be embracing opportunities like this, in order to extend and deepen what we know in a safe environment. Why? Because it is central to our mission in facilitating access and inclusion for disabled students, of course!

Inclusive education as an approach implies that the educational environment is designed so that the whole of the student body is facilitated to learn together with appropriate support.

A range of information and communication technologies (ICT) have the potential to enhance the flexibility of approach by academic staff in their teaching methods and to enhance the learning of disabled students in our increasingly inclusive universities.

However, reaching that potential requires cultural change; knowledge of the available technologies; effective use of this; and careful
planning and policy-making, both at departmental and higher management levels within the university.

The aim of the ‘ICT for Inclusion’ conference is to provide delegates with:

- An overview of the important issues to be addressed when considering and implementing assistive ICTs
- Examples of some of the assistive technologies used successfully in our universities currently, so that staff can return to their organisations well informed on best practice in the sector
- Supportive strategies on how to influence, inform and assist disabled students, academic staff and management in their choice of the most suitable technologies to use

It is NADP’s core belief that knowledgeable, specialist disability and inclusivity staff are well-placed to influence change in attitude and perception in their organisations. We hope that this conference will assist practitioners in this crucial work. I’m looking forward to it immensely despite my technophobic tendencies!

Paddy Turner, Chair of NADP
Map & Directions

Manchester Conference

Venue: Holiday Inn Central Manchester, 25 Aytoun Street, M1 3AE

Detailed directions can be found here: https://www.ihg.com/holidayinn/hotels/qb/en/manchester/mchas/hoteldetail/directions
London Conference

Venue: Holiday Inn Regents Park, Carburton St. London. W1W 5EE.

Detailed directions can be found here: http://www.hilondonregentsparkhotel.co.uk/

Click on the map link on the top right corner of the page.
# Programme

<table>
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<th>Time</th>
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<td>9:15-9:45</td>
<td><strong>Registration &amp; Drinks</strong></td>
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| 9:45-10:00 | Welcome and Introduction  
Paddy Turner, Chair NADP (London)  
Elaine Shillcock, Chair-elect NADP (Manchester) |
| 10:00-11:00 | **Assistive Technology to prepare students for employment**  
Robert McLaren, All Party Parliamentary Group for Assistive Technology |
| 11:00-12:00 | **Refreshments and stalls**                                            |
| 12:00-13:00 | **The Proof is in the Pudding**  
Why measuring the impact of assistive technology is core to the future of inclusive practice  
Atif Choudhury & Adam Hyland, Diversity & Ability |
| 13:00-14:00 | **Lunch and stalls**                                                   |
| 14:00-15:00 | **Assisting students to choose effective technology strategies**  
Dr Abi James, University of Southampton (Manchester)  
EA Draffan, University of Southampton (London) |
| 15:00-16:00 | **A case study in implementing campus-wide assistive software**  
Alistair Veal, Brunel University |
| 16:00 onwards | **Closing remarks, networking, stalls and refreshments to take with you** |
Speakers


Before joining Policy Connect, Robert worked within the Assistive Technology sector; providing technology training and study skills tuition to disabled people in universities and the workplace, leading workshops and training, and working with sector organisations on writing and resource creation projects.

Robert holds a BA (Hons) degree in Philosophy from King’s College London and a PGC in Teaching Adults with Specific Learning Difficulties from London Metropolitan University. He is dyslexic and accessed support while at school through a statement of SEN and through the DSA as a university student.

Atif Choudhury is a social entrepreneur, co-founder and CEO of Diversity and Ability (DnA) and Zaytoun. Having worked as an Assistive Technology trainer for a number of
years, DnA was born from Atif’s recognition of the need for a holistic person-centred support service. Applying his own lived experience as a neurodiverse learner, he refined a training style that DnA now shares with its’ learners; a metacognitive strategy focused approach that inspires confidence and independence among learners.

Championing inclusivity, DnA believes that everyone should have access to a ‘box of tricks’, made possible using open source software, low cost apps and by networking AT across IT systems for all to use. Accessibility need not be a question of socio-economics or diagnosis, instead, the democratisation of tools breaks down barriers and provides equal opportunities.

**Adam Hyland** 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 thing 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 Mann 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 STEMM learning materials, and developing accessible open educational resources.

E.A. Draffan trained as a Speech and Language Therapist prior to working with disabled students in Further and Higher Education. She is on several national committees and is the UK rep for AAATE. As a Senior Research Fellow within the Web and Internet Science Group at the University of Southampton she is involved in the development of a digital accessibility MOOC and other research projects as well as lecturing on an Assistive Technologies and Universal Design MSc course.
Alastair Veal is an assistive technology professional specialising in supporting disabled students in higher education. He teaches and maintains a wide variety of assistive technology at Brunel University. He has led the development of the assistive technology infrastructure at Brunel, founding the current assistive technology centre and implementing the deployment of assistive software throughout the University. He enjoys working with clients exploring creative ways to assist them to overcome difficulties and to maximise their potential. He has a keen interest in the ways that technology can be utilised to improve learning.
Abstracts

**Assistive technology to prepare students for employment**  
**Robert McLaren**

This talk will introduce the work of the APPGAT and explain why we believe assistive technology can help close the disability employment gap and its relevance to assistive technology in higher education.

- Introduction to the All-Party Parliamentary Group for Assistive Technology
- Explanation of the disability employment gap
- How higher education is relevant to the disability employment gap, preparing students for employment.
- Why the current ‘institutional access approach’ – i.e. where AT is seen as a tool to help the user access higher education – may be too limited, from the point of view of preparing students for employment.
- How the ‘user-journey approach’ – in which we aim for disabled people to build on the success of using technology in one setting to continue its use in the next – can be taken
alongside the ‘institutional access approach’.

- Examples of how HEPs can and are implementing the ‘user-journey approach’ AT to help prepare students for employment.

The Proof is in the Pudding- Why measuring the impact of assistive technology is core to the future of inclusive practice

Atif Choudhury & Adam Hyland,
Diversity & Ability

“Inclusive practice” and “Universal Design for Learning” are the hot topics of 2017 in the world of higher education. Creating an accessible and inclusive learning environment is not just a question of legal obligation, but of increasing and celebrating diversity in our education system. By widening participation in higher education, we are facilitating equal access to opportunities and success in the lecture hall and beyond.

So, the question remains, how do we know the implementation of certain inclusive practices in HEIs are effective and are having the desired impact? As such it’s relevant to explore the impact of networking assistive technologies across university IT systems.
Can we reliably judge if our students are logging on and using them? Do we have any information on how they’re using it or even the demographics that are using them? Answers to these kinds of questions will help build a more detailed picture of what inclusive practice really is, who it is serving, and how it can be done better. We cannot afford to be tokenistic in our approach, we need to be proactively measuring the impact and outcomes to show that initiatives like these are worthwhile and deserve ongoing funding and support. That way we can more confidently justify expenditure to management and truly start to create the culture shifts that benefit everyone.

**Assisting students to choose effective technology strategies**

**EA Draffan & Abi James**

As students embark on their degree courses, their use of technology to support their study skills has to adapt to suit the changing requirements and variations in demands from academia. There is a need to review

- student skills,
- tasks undertaken,
- the available resources,
• the environment in which they are working,
• their expertise and
• the sorts of technologies available.

This session will provide participants with ideas for a simple framework to enhance study skill strategies. There will be examples of how institutional adjustments, free technologies and/or assistive tools can be used to provide personalised support.

A case study in implementing campus-wide assistive support
Alastair Veal, Brunel University

This session provides a case study of the implementation of four assistive technology programs on all university machines: Read & Write Gold, Zoomtext, X-Mind and JAWS.

This session will discuss why universities benefit from having assistive software throughout the campus. It is aimed to give you some ideas as to how to approach your IT department to get software installed. It will also examine the different installation models with an emphasis on keeping costs to a minimum.
NADP Representatives at the Conferences

Directors attending the Manchester Conference
Elaine Shillcock, Chair-elect of NADP, Manchester University
Brian Lutchmiah, University of Derby

Lynn Wilson, NADP Operations Manager

Directors attending the London Conference
Paddy Turner, Chair of NADP, Sheffield Hallam University
Ian Carter, University of Brighton
John Conway, Royal Agricultural University
Jules Dracott, London School of Economics
John Harding, University of Cambridge
Joanna Hastwell, University of Cambridge
Sharon Hocking, University for the Creative Arts
Nicki Martin, London South Bank University
Martin Smith, Independent Consultant

Lynn Wilson, NADP Operations Manager
Heather Cavey, NADP Administrator
Delegates

Delegates attending the Manchester Conference
David Aldridge Liverpool Hope University
Penny Aspinall University Of Bradford
Lorraine Bland Blackpool and the Fylde College
Mark Cann Lexxic Ltd
Lee Chambers Sonocent Ltd
Evie Coleman University Of Aberdeen
Lesley Cookson University of Central Lancashire
Tim Curry Access Summit
Kathryn Dean Leeds Beckett University
June Farebrother Blackpool and the Fylde College
Judith Fiddy Liverpool Hope University
Angela Greenwood University Of Sheffield
Marissa Hill Sheffield Hallam University
John Hodgson University of Central Lancashire
Ben Hodgson University Of Sunderland
Janine Holdway Staffordshire University
Julia Holt University Of Salford
Catherine Hurst University of Derby
Nicola James Lexxic Ltd
Martin Judd University of Edinburgh
John Lamb Ability Magazine
Sophie Maziere Learning Support Centre
Lyle Millard University of Manchester
Kate Morris University Of Sunderland
Daniel Nelson Sonocent Ltd
Richard Nind Sheffield Hallam University
Gerard Norris Clear Links Support Ltd
Marie Norris Clear Links Support Ltd
Katherine Paddick Clear Links Support
Priti Patel Brain in Hand Ltd / Lucid Concepts
Jenny Stephens Staffordshire University
Matthew Timmis Aim Assessments
Sarah Todd Brain in Hand
Ros Walker University of Huddersfield
Anna Louise Walsh Manchester Metropolitan University
Glenys Wilson Senior Clinical Psychologist
Delegates Attending London Conference
Ade Alao London School Of Economics
Paul Allis Brain in Hand Ltd. / Lucid Concepts
Emma Banks University of Northampton
Stephanie Baum Kings College London
Lynn Bowman-Burns University Of Essex
Rosie Bull Clear Links Support
Emma Catlow St George's University of London
Carol Clifford Middlesex University
Remi Coventry Ai Media
Barbara Denton University of the Arts London
Anu Doraisamy University of East London
Mary Eld Oxford Brookes University
Sheila Faucher Goldsmiths University
Freddie Hammond Sonocent Ltd
Helena Harrison Sonocent Ltd
Sarah Heselden London Metropolitan University
Richard Higgins University College of Estate Management
Jill Hogg Northumbria University
Tristan Ireson-Howells Canterbury Christ Church University
Julia Jacobie Global Real Time Captioning
Louise Jennings Goldsmiths, University of London
Norma Kitson Iona - Kent And South East Assessment Centre
Kate Kitson
Line Knudsen Danish Ministry Of Education
James Lock University Of Bath
Laura Long Clear Links Support
Neil Lovesey University of Portsmouth
Norma MacHaye Global Real Time Captioning
Kate Middleton Warwickshire College Group
Lars Noerregaard Styrelsen for Undervisning og Kvalitet
Maureen O'Brien Buckinghamshire New University
Melissa Pearce Maryvale Institute
Andy Price E-Quality Learning
Chris Quickfall e-Quality Learning
Linda Riches University College Birmingham
Mohammed Sabbar Ai Media
Lisa Scott Arts University Bournemouth
Becca-Grace Shrader University of Westminster
Shaalinie Sivalingham Royal College of Art
Roddy Slorach Imperial College London
Alice Speller Goldsmiths, University of London
Leila Stewart University of the Arts London
Inet Strydom Access 1st Assessment Centre
TJ Thomas Bournemouth University
Sarah Todd Brain in Hand Ltd. / Lucid Concepts
Paul Watson University of Winchester
Nickola Webb Royal Holloway University of London
Mathew Williams Cardiff University
Christopher Wilson BPP University
Exhibitors

Brain in Hand

Brain in Hand software lets you easily access support from your phone. Used by people with autism or mental health problems, it’s packed with features to help you remember activities, reduce anxiety and feel supported. Together this helps you achieve your goals – whether that’s travelling independently, staying in school, going to college or university, starting work for the first time or just learning how to deal better with life’s up and downs.

Lots of organisations use Brain in Hand as part of their support service and are already seeing both improved outcomes and cost savings. Organisations report higher quality of care, fewer restraints, quicker and more accurate reporting and substantial cost savings.

Come and see us at our exhibition stall to find out more.

01392 247909  info@braininhand.co.uk  http://braininhand.co.uk/
Ai-Media

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.

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

Lexxic is a leading British psychological consultancy that specialises in working with professionals with dyslexia and related conditions.
We provide various screenings and assessments along with specialist workplace support and training services for neurodiversity in the workplace.

Our Clients Include Virgin, Rolls Royce, BAE Systems, Vodafone, KPMG, National Audit Office and Clifford Chance.

Elexical is the sister company of Lexxic, providing online resources and eLearning tools to support neurodiverse conditions. These conditions include dyslexia, dyspraxia, dyscalculia, AD(H)D, Autism Spectrum Disorder, executive functioning and cognitive functioning deficits.

Neurotalent Unlocked is a series of high quality videos covering reading, writing, listening and organisational skills.

http://www.lexxic.com/

enquiry@lexxic.com

Telephone 0845 643 2754
Connect is **Clear Links’** software solution for in-house NMH student support services.

Developed and maintained by our team of experts, its features include:

- matching,
- audit ready quality assurance,
- online timesheets,
- feedback,
- invoicing,
- 24/7 access to live data,
- and much more.

Students can independently and easily track their support. Support workers have a diary of support, clear updates and submit accurate records online.

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www.clear-links.co.uk
Sonocent Audio Notetaker and Sonocent Link mobile app are inclusive study tools - providing visual and kinaesthetic workspaces for capturing and annotating recordings of speech, directly alongside slides, images and text.

Using bespoke algorithms speech is recorded and displayed as audio bars, which can be colour highlighted, similarly to highlighting text in a book. This enables all students to engage with spoken information from lectures, seminars, tutorials, field trips, practicals and more. By engaging with the audio, annotations and slides after classes students improve understanding, recall and long-term retention. 120,000+ users and counting.

Supports institutions TEF status.

+44 (0) 113 815 0222

support@sonocent.com

https://www.sonocent.com
e-Quality Learning provides learner-centred assistive technology (AT) training. As a market leader we set and maintain our own high standards. Our aim is to bring the sector forward with outstanding training quality and a learner-centred approach. We listen to individual needs and form bespoke training programmes based around the learner.

This maximises the benefits and has proven to deliver extraordinary results. Learners tell us they are able to apply their new skills to their studies, they overcome difficult everyday challenges, but most importantly they grow in self-confidence.

One-to-one personal training enables learners to get the best out of their AT and helps them succeed in their studies.
Additional Information
Should you need any help or information during the day, NADP staff and Directors will be happy to answer your questions.

The venues have been notified of any dietary requirements specified on the booking forms, however, if the menu is unsuitable please speak to a member of the NADP team or hotel catering staff.

It would be helpful if you could give some time to complete the evaluation which forms the last page of this booklet. This information is used for planning and improving future NADP events and conferences. Please leave your completed form at the registration desk when you leave the conference.

Copies of the presentations (where these have been made available to us by the Speakers) will be available on the members’ area of the website and sent personally to non-members

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

• **International Conference 201**
  Venue: Clayton Hotel Chiswick
  Dates: Monday 25\textsuperscript{th} June to Wednesday 27\textsuperscript{th} June 2018

‘Ensuring Quality Provision’

https://nadp-uk.org/conferences/international-conference-2018/
A Brief History of NADP

The need for a Professional Association for Disability Officers who work in the post-16 education sector grew out of deepening concerns that staff in the sector were reporting a perceived lack of professional status and very high variance in conditions of employment.

A ‘Partnership on Campus’ conference was held in 1997 by the Association of University Teachers (AUT), the Committee of Vice Chancellors and Principals (CVCP) and the Commission on University Career Opportunities where overwhelming support for a professional association for Disability Officers was apparent. Advocates included David Triesmann of the AUT and Baroness Warwick of the CVCP.

- December 1997 - Twelve Disability Officers met to discuss the way forward
- February 1998 - the NADO mail list was established
- March 1999 – Inaugural conference at University of Lincolnshire and Humberside – Raising the Standard’. A number of Disability Officers volunteered to be members of NADO’s Executive Committee
• October 1999 – Steve Metcalfe, Disability Access, Resources and Technology Manager at the University of Lincolnshire and Humberside, successfully applied for HEFCE funding to establish NADO as a formal professional association
• June 1999 – formation of NADO Website
• October 1999 – Notification of success of HEFCE strand 2 bid to finance administration for the NADP
• July 2003 – Extraordinary general meeting to explain and vote on the formation of NADO as a limited company – NADO Ltd.
• July 2006 – Official change of name to the National Association of Disability Practitioners Ltd. (NADP) to allow membership to a broader remit of staff working with disabled students.

NADP continues to be the Professional Association for disability and inclusivity practitioners in the further and higher education sector and provides codes of practice, peer support, conferences and education events, a legal helpline service and much more.