



NATIONAL ASSOCIATION OF DISABILITY PRACTITIONERS

International Conference 2018

Ensuring Quality Provision

Break-out Session Selection Pack

Monday 25th to Wednesday 27th June 2018

Clayton Hotel Chiswick, 626 Chiswick High Road, London W4 5RY

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Programme

Monday 25th June 2018

10:30	11:30	Registration, welcome drinks, stalls		
11:30	11:45	Welcome	Paddy Turner	Chair of NADP
11:45	12:30	Session 1: Keynote Speaker: Ensuring quality provision – a senior leadership perspective on inclusivity and disabled student support	Professor Sue Rigby	Bath Spa University
12:30	13:30	Lunch & Exhibitors		
13:30	14:15	Session 2: Breakout Groups: 45 min presentations		
		Dialogical encounters in integrated dance education	Gili Hammer	Hebrew University of Jerusalem
		Diversity for everybody, achievement for all. Patterns not labels	Ivan Newman & Abby Osborne	Independent; University of Bath
		Many Hats: the role of disability officer	Ann Heelan & Patricia McCarthy	AHEAD, Ireland
		Consent to share and disclosure. What does it mean?	Brian Lutchmiah & Hannah Futter	University of Derby
		Supporting disabled students on a clinical placement: the development of a bespoke webApp for healthcare students	Arinola Adefila, Dove McColm & Tizzie Frankish	Coventry University
14:25	15:10	Session 3: Breakout Groups: 45min presentations		
		Towards inclusive education in post-secondary education in Flanders	Maaïke Callens & Valerie Van Hees	SteunpuntInclusief Hoger Onderwijs (Support Inclusive Education), Belgium
		Disabled leaders in Higher Education	Nicola Martin	London South Bank University
		Key findings related to stakeholder attitudes towards those with dyslexia training to be teachers on initial teacher education programmes	Sarah Charles	University of Derby

		Equality law obligations in Higher Education: reasonable adjustments under the Equality Act 2010 in Assessment of students with unseen disabilities	Harriet Cameron, Bryan Coleman, Tamara Hervey, Sabrina Rahman & Philip Rostant	University of Sheffield
		Achieving digital accessibility in Further and Higher Education	EA Draffan, Abi James and Alastair McNaught	University of Southampton and the Joint Information Systems Council
15:10	15:30	Refreshments		
15:30	16:15	Session 4: Whole Conference Presentation: Systems for Evaluating Disability Services and Evidence-based, research-informed practice	Clodagh Nolan & Declan Treanor	Trinity College Dublin
16:15	17:30	Session 5: Student Experience		
7pm meet in bar for 7:30 Gala Dinner including drinks and presentations				

Tuesday 26th June 2018

10:00	10:25	Registration, welcome drinks, stalls		
10:25	10:30	Welcome back	Paddy Turner	Chair of NADP
10:30	11:15	Session 6: Keynote Speaker: Advancing equality, enhancing quality: a strategic approach to mainstreaming inclusive curricula	Dr Pauline Hanesworth	Academic Lead, Equality and Diversity / TEF, Higher Education Academy, UK
11:30	13:00	Session 7: Breakout Groups: 90 min workshops & panel		
		Sustaining proper policy about studying with a disability	Marjolein Büscher & Judith Jansen	Expertise Centre Handicap + Studie, Netherlands
WORKSHOP FULL		Mental Health Mentoring. Promoting independence or developing dependence?	Justin French & Christine Werrell	Cardiff University

		UWE Bristol and Zayed University (United Arab Emirates): A developing partnership exploring specific learning difficulties, inclusive practice and widening participation	James McKenzie & Kelly Goodfellow	University of the West of England
		Panel: Assistance Pets within the University	Joanna Hastwell, Fiona Valentine and	University of Bolton & University of Cambridge
		LINK Meeting		
13:00	14:00	Lunch & Exhibitors		
14:00	14:45	Session 8: Whole Conference Presentation: Creating and implementing a pan-university accessibility-reporting system	Lori Kressin	University of Virginia, USA
14:55	15:15	Annual General Meeting - written reports and members votes; non-members have extended break		
15:15	15:30	Refreshments		
15:30	16:30	Session 9: Hot Topics - discussions	More information at the conference	

16:45	17:30	Session 10: Breakout Groups: 45min presentations		
		Students with Specific Learning Difficulties and the cognitive processing of verbal analogies	Ash Phipps	
		Universities STUC in their ways? Supporting students and staff who stammer	Claire Norman	Stammerers through University Consultancy (STUC)
		An inclusive training to enhance reading in adulthood: theory and empirical evidence	Francesca Santulli & Melissa Scagnelli	International University of Languages and Media (IULM), Italy

		Effective mentoring for Autistic students	Nicola Martin	London South Bank University
		Methods for ensuring quality in creating an inclusive learning environment	Kjetil Knarlag & Eleanor Olaussen	Universell, Norway
18:30 Cocktail session with Sipsmiths followed by dinner at leisure in hotel or elsewhere				

Wednesday 27th June 2018

10:00	10:25	Registration, welcome drinks, stalls		
10:25	10:30	Welcome back		New Chair of NADP
10:30	11:15	Session 11: Keynote Speaker	Dr Kimberley Coy	California State University, Fresno
11:30	13:00	Session 12: Breakout Groups: 90 min workshops		
		Making exclusivity the core of inclusivity in tertiary education	Karen Carling	University of Sunderland
		Using coaching principles to enhance the student experience	Mark Pimm & Therese Turner	Birkbeck, University of London
		Accessible IT: Why we need it and how to get it	Barbara Denton & Sara Osman	University of the Arts, London
		Special Testing Arrangements: The Use of Extra Time and What Is Reasonable	John Hosterman	Paradigm Testing, USA
12:55	14:00	Lunch & Exhibitors		
14:00	14:45	Session 13: Whole conference presentation: Engage the student voice through a vibrant student disability organisation	David Brandt	University of Nebraska Kearney, USA
14:55	15:40	Session 14: Breakout groups: 45 min presentations		
		Attitudes towards IDM at the programme leader level - results of an international survey	Elke Welp-Park	University of Applied Sciences, Upper Austria
		Implementing inclusive teaching and learning in UK-HE - utilising UDL	Nicola Martin, EA Draffan, Abi James and Mike Wray	London South Bank University; University of Southampton
		Joined-up working: a co-ordinated approach to student wellbeing	Alice Speller, Kati Balazs, Carol Campbell & Howard Littler	Goldsmiths, University of London
		Forward thinking - a strengths-based approach aiding transition into Higher Education	Hannah Futter & Brian Lutchmiah	University of Derby

		Cultural perceptions of disability and supporting international students through group workshops	Adam Hyland & Atif Choudhury	Disability and Ability (DnA)
15:40	15:55	Refreshments		
16:00	16:45	Farewell presentation	Paddy Turner	Retiring Chair of NADP

Monday Session 2: 45 Minute Presentations

Please select one presentation from the following:

1. Dialogical encounters in integrated dance education

Gili Hammer, Department of Sociology and Anthropology, The Hebrew University of Jerusalem, Israel.

This break-out group presentation will explore the nature of social encounters taking place within the context of integrated dance education programs partnering students with and without disabilities, taught by teachers with and without disabilities. The presentation is based on a larger anthropological research focusing on teachers' and students' practices, knowledge, and attitudes towards disability and bodily difference in integrated dance and is based on fieldwork conducted in projects of integrated dance in Israel and the US.

The presentation will examine the construction of sensory practices and participants' disability embodiments, discussing the meeting between people with different abilities engaged in activities requiring shared understanding and implementation of concepts such as rhythm, partnering, and pacing, which, in this context, are taught, learned, and expressed through multiple modes. These encounters challenge the taken-for-grantedness of the ways in which one performs his/her body, creating public performances that provoke a critical understanding of what a body can do and what disability is.

The research reveals the ways integrated dance delivers complicated messages about disability, embodiment, and dance, and its unique capacity to embrace and include cultural binaries and differences within the same social and physical encounter. In other words, integrated dance education is a context that enhances disability experience and can be considered as an inclusive educational practice. This phenomenon is especially significant in:

- Changing perspectives regarding the meaning of "disability", emphasizing a spectrum of abilities rather than lack of skills
- Rethinking what a "movement" is and the source of physical gestures, and
- Revealing the importance of a dialogue between people different from each other in a setting emphasising the moving body, and the impact of such a dialogue within policy development and implementation, offering an opportunity to engender empathy and create social change in the ways disability, skill, and ability are perceived within social engagements.

2. Diversity for everybody, achievements for all. Patterns not labels

Ivan Newman, Independent, and Abby Osbourne, University of Bath

Delivering what is known as 'inclusive' teaching is one of many pressures on academics and Higher Education Providers (HEP). Traditional 'bolt-on' support models may no longer be sustainable or work effectively in the light of the TEF, REF, Equality Act, Anticipatory Public-Sector Duty, widening participation and international students, changes to Disabled Students' Allowances and an increasingly competitive market in Higher Education.

The presentation offers ideas for mainstreaming what have, up to now, been specialist teaching techniques. Identifying patterns of difficulties common across student cohorts and moving away from delivering support by reference to individuals' labels - linguistic, cultural, social or disability - allows teaching modifications which instead respond to patterns of difficulties. To achieve this new approach to inclusive teaching and learning, academics, student support specialists and teaching and learning teams must work together - the speakers offer a case study of such collaboration.

Building on the ideas and case-study, the breakout element asks delegates to think of their own HEP's context and use of labels in order to identify potential projects where patterns of difficulties across cohorts could instead be addressed. Delegates' ideas will be captured and incorporated into a subsequent publication of the conference proceedings.

3. Many Hats: the role of disability officer

Ann Heelan and Dr. Patricia McCarthy, AHEAD, Ireland.

This workshop will explore what it is to be a Professional Disability Officer on campus, today. It will map out the role as a professional, occupied with not just the learners but with the campus community, those involved with learners with a disability. Disability Officers in Ireland have started this exploratory journey mapping out their role in the future of Higher Education.

Disability officers come from many directions and this workshop is a chance to look at the profession of the disability officer and where it fits within a mainstream inclusive environment. What are the challenges faced in their work today? how can they represent their roles within their institution, are they agents of change? The discussion will explore with participants their perspectives of the role, the views of other stakeholders of the Disability Officer and look at how they can create a culture of inclusion.

4. Consent to Share and Disclosure. What does it mean?

Brian Lutchmiah and Hannah Futter, University of Derby

To discuss the concept of 'Consent to Share' and disclosure with NADP members, and how this relates to and differs across HEIs/Colleges, disability services and wider student service delivery in FE and HE inclusively.

Consent means offering individuals real choice and control. Genuine consent should put individuals in charge, build customer trust and engagement, and enhance your reputation (ICO 2018)

This will also link into the introduction of GDPR from May 2018 and will be a practical session encouraging active participation from delegates attending, with encouragement to share and challenge practice during the session.

The session will be achieved through collection of delegate comments relating to some of the above questions listed below, with opportunity to actively discuss in small groups as part of the session.

Session Content:

NADP is aware of the developing membership and number of new staff in the sector undertaking specialist roles in disability and Mental health related services in universities and Colleges.

'Consent to Share' is a concept familiar to services seeking student agreement to the relevant sharing of detail across services, sometime existing within and externally of our organisations, and of the ongoing purpose of providing quality support whilst empowering the student in the decision process.

Some questions that will be posed to delegates for discussion:

- How early do organisations seek consent to share? Is it at Pre-entry/Application stage or on arrival?
- Is it on first access to services?
- Is it not at all?
- If a student is at crisis point and needing support, how do services manage consent and balance confidentiality – Do we seek consent to share first or later and what are the exceptions?
- With the advent of GDPR, what implications do services and practitioners need to consider?

5. Supporting disabled students on a clinical placement: the development of a bespoke webApp for healthcare students

Arinola Adefila, D. McColm, T. Frankish, J. Opie, A. Brooks and O. Mitroi, Coventry University

This presentation will showcase the Preparation for Successful Placement WebApp developed with funding from the Higher Education Funding Council for England (HEFCE) catalyst grant. The project "Interventions for Success" sought to improve retention and attainment in Higher Education

by introducing appropriate interventions which targeted undergraduates who were at risk of withdrawal or those not fulfilling their full potential. We examined the poor attainment of disabled students and noticed they had particular challenges when they were studying in practice settings (clinical placements).

Healthcare undergraduates are obliged to complete a number of clinical placements as part of their degree programme and training. These placements may involve up to 50% of the students' training and is typically a challenging period (Dearnley *et al.* 2010). Negotiating added complexities could make practice placements more perplexing for students. For example, a student who declares a disability may need to request appropriate reasonable adjustments or face stigma from practitioners and colleagues (Tee and Cowen, 2012).

To comply with the Equality Act, it is now common practice for students to have reasonable adjustments provided on campus (GEO, 2010). Hargreaves and Walker (2014) argue however, that inclusivity during practice education remains poor with respect to "the design, preparation and support for practice-based elements of courses" (p. 1750).

To address these issues, a team at Coventry University developed a resource for supporting disabled students on placement. The resource was designed to be accessible and functional for students, placement teams and educators/mentors responsible for students during clinical placements. Working with the Faculty Learning Support Tutor, the Disability and Wellbeing team, Placement Teams, legal services, students and Learning Technologists, the project team developed a bespoke webApp which aimed to support disabled students with preparation for placement and enhance their experience. The resource ensures students have access to all the information they need to succeed and understand the mechanisms and support structures available to them on campus and how they can prepare for the rigours of the clinical practice setting.

The resource also includes case studies and resources designed specifically for staff and practice educators/mentors so they could effectively support students before, during and after a placement. Clinical environments are highly complex work settings and the emphasis on ensuring that patients are treated safely and timely could make students nervous and overwhelmed.

The presentation will demonstrate how the webApp has been used, discuss the difficulties disabled students face on placement and how this impacts on their attainment. It will also examine the types of resources available to students on placement and the complexity of delivering support when they are in a highly pressured environment where they will be accessed for their competencies and skills. Finally, evaluation data will

be presented based on data collated from students who have used the bespoke webApp.

References

Dearnley C., Walker S., Hargreaves J. and Walker L. (2010) Managing Impairment in Professional Practice: Disability and Fitness to Practise: A multi-site investigation into the application of the Equality Act (2010) to health care students in practice settings within the NHS.

Government Equalities Office (2010) Equality Act. Retrieved from <http://www.legislation.gov.uk/ukpga/2010/15/contents> [Accessed 5th February 2018]

Hargreaves J. and Walker L. (2014) Preparing disabled students for professional practice: managing risk through a principles-based approach. *Journal of Advanced Nursing* 70(8)

Tee S. and Cowen M. (2012) Supporting students with disabilities—promoting understanding amongst mentors in practice. *Nurse Education in Practice* 12(1), 6–10

Monday Session 3: 45 Minute Presentations

Please select one presentation from the following:

1. Towards inclusive education in post-secondary education in Flanders

Maaïke Callens and Valerie Van Hees, SteunpuntInclusief Hoger Onderwijs (Support Inclusive Education) Belgium

When we look at the student population in higher education in 2017, the levels of diversity - not only in terms of abilities and disabilities but also in terms of age, ethnicity, native language, life experiences, and academic preparation- are substantial. As Levine already pointed in 1991: "Diversity is one of the largest, most urgent challenges facing higher education today. It is also one of the most difficult challenges colleges have ever faced (p. 4)".

To address these challenges, institutions for higher education in Flanders, aspire to an integrated approach using a dual track policy. In this policy, diversity is rooted within the general educational concept that is carried by all staff members. Through the implementation of a "Universal Design" or "Design for all", institutions for higher education strive towards a high level of accessibility for all students where they are given the chance to maximally explore their talents and develop new skills. Only when this Design for all does not meet the needs of a student, he/she can address the offices of diversity that are integrated in offices for study and career guidance. Here they can apply for individual academic support and reasonable adjustments.

Universal Design (UD) is a framework that can support higher education institutions in the design of campuses, educational settings, student services but also in curriculum programs, learning objectives, and assessments, ensuring more equal opportunities for a wide range of students. In this presentation, the Support Service for Inclusive Higher Education (SIHO) will demonstrate the major value of UD in the context of postsecondary institutional policy and practices. Using concrete examples of successful and innovative implementations of universal design, SIHO will illustrate how institutions for higher education can use policies and practices to enhance inclusion and student success not only for different levels of abilities and disabilities but for all aspects of diversity.

When disabled students experience specific barriers during their studies that were not neutralised by the implementation of UD, they can apply for additional support and reasonable adjustments. This additional support can be focused on emotional wellbeing, communication, study skills and learning attitudes and will be provided based on a thorough needs assessment. In this assessment an analysis of their needs on three key components of studies in higher education is made namely: the study trajectory and all relevant aspects, mobility and infrastructure and student life out outside the classroom. During this individual process of guidance and support, the focus lies on empowerment of the student.

Levine, A (1991). The Meaning of Diversity. *Change*, 24 (1), 4-5.

2. Disabled leaders in Higher Education

Professor Nicola Martin, London South Bank University

In 2016 The Leadership Foundation for HE commissioned research into the experiences of disabled leaders in HE. The resulting influential paper has been downloaded over 700 times.

This presentation will introduce the results of this research and its implications for support in universities across the world. The research has the potential to impact positively on the working lives of disabled leaders and potential leaders in and beyond the HE sector and the UK.

3. Key findings related to stakeholder attitudes towards those with dyslexia training to be teachers on initial teacher education programmes.

Sarah Charles, University of Derby

This presentation will disseminate and discuss key findings related to ITE stakeholder attitudes towards those with dyslexia, training to be primary teachers on ITE programmes.

Findings suggest that there remains uncertainty and confusion about dyslexia, its associated characteristics/causes. Many stakeholders perceive dyslexia negatively, couched in deficits rather than difference. This research found strengths such as empathy, inclusive practice and ease of identification of children with dyslexia are attributed to those training to teach with dyslexia.

Stakeholder concerns, of those entering the profession, with dyslexia, are identified as being- ability to cope with the demands of the profession; the inability to teach particular age groups/subjects; the level of support needed to ensure success and retention following qualification. This latter concern constitutes a key finding of this research, as the level of support afforded by universities is perceived as being unrealistic in the workplace.

The notion of what constitutes 'reasonable adjustments' is questioned by many ITE stakeholders. A number of 'reasonable adjustments' are perceived by stakeholders as being unreasonable within the teaching profession due to the professional roles, responsibilities and requirements of being a teaching professional. Furthermore, uncertainty exists as to how schools can actually support those with dyslexia, in light of professional standards.

A significant majority of stakeholders demonstrated a negative attitude towards the notion of people with dyslexia entering the teaching profession, believing that parents should be concerned if their child is being taught by someone with dyslexia. Both of these findings could have serious implications on the future disclosure of those with dyslexia.

This research has found that a fear of stigmatisation and potential discrimination, which deter those with dyslexia from disclosing on course and job applications are justified and real. This research concludes that employability chances are lessened upon disclosure of dyslexia.

It is hoped that the audience will find this a thought provoking presentation which encourages them to consider their own understanding of dyslexia; their institutional policies regarding disclosure, support and training in light of equality legislation and, ultimately, their own attitudes towards the suitability of those with dyslexia studying on, ITE programmes.

4. Equality law obligations in Higher Education: reasonable adjustments under the Equality Act 2010 in assessment of students with unseen disabilities.

Harriet Cameron, Manchester Metropolitan University

Bryan Coleman, Tamara Hervey, Sabrina Rahman, University of Sheffield and Philip Rostant, Employment Judge and visiting lecturer, University of Sheffield.

8% of UK students have an 'unseen disability': a specific learning difficulty, autistic spectrum condition, or mental ill health.

A department with 1000 students has, on average, 80 students with such unseen disabilities. These students enjoy entitlements under the Equality Act 2010.

We have experienced a lack of clarity in understanding the nature and extent of those entitlements, and the corresponding obligations that fall upon universities, and their staff. These confusions occur in many contexts, but the one that is most important to students is their entitlements where assessments are concerned.

We set out to explain the relevant law, and to consider how it applies to some, perhaps typical, unseen disabilities in the context of a range of approaches taken by universities in assessing their students.

Our principal and important conclusion is that there is no 'quick fix' approach according to which someone may say that they are Equality Act compliant. However, there are several considerations which will increase (or decrease) the likelihood of compliance. In brief, these constitute effective communication; procedures that secure individual decisions, rather than blanket policies or approaches; and what amounts to no more than good inclusive educational practice for all students.

5. Achieving digital accessibility in Further and Higher Education

EA Draffan and Abi James, University of Southampton and Alastair McNaught, Joint Information Systems Council.

Good digital accessibility is about ensuring that digital resources are accessible and inclusive for all. While digital accessibility standards can seem daunting, this session will focus on simple steps that can be used to check and improve the accessibility of resources and examples of good practice from a range of institutions. We will also look at the implications of the EU directive on web accessibility for public sectors, due to come into force later this year, for further and higher education institutions.

Tuesday Session 7: 90 Minute Workshops & Panel Session

Please select one session from the following:

1. Sustaining proper policy about studying with a disability

Marjolein Büscher and Judith Jansen, Expertise Centre Handicap+ Studie, Netherlands

How to achieve high quality education for students with disabilities? In this workshop you get engaged with three different Dutch ways to sustain policy about studying with a disability at any university.

Way 1: How do you speak properly about the aspects of studying with a disability during an audit concerning quality assurance? We provide both auditors as disability coordinators and students with a compact guide to be well prepared for the audit.

Way 2: To support universities to get to know their own policy and the level of implementation, we created a hands-on Policy scan+ focusing on cross-campus policy for students with a disability. Eight themes are included in the scan, for example the information to students, counselling, examination, ensuring quality and internships.

Way 3: In the Netherlands the UN Convention on the Rights of People with Disabilities is ratified in 2016. We gathered four institutions who want to be the first ones to actively start implementing the UN Convention. The institutions drew up and signed a letter of intent. In this letter, joint goals for the implementation of the UN Convention have been included. Representatives of the four institutions form a special working group. The aim of this group is to support each other in carrying out actions to achieve the joint goals. What do we learn from the experiences so far?

In this workshop you get to know and will work yourself with these three hands-on ways to sustain proper policy on studying with a disability. And we will discuss your experiences and needs according to the usefulness of these three hands-on ways.

2. Mental health mentoring. Promoting independence or developing dependence?

Justin French, Cardiff University

Aim:

The workshop aims to look at how effective mentoring can promote independence within the student population and enhance the student experience.

To look at effective quality outcomes measuring approaches and share best practise.

To discuss modality and its effectiveness

Workshop description:

The key points will be to present a working model for mentoring support and its impact on the student client group.

We will explore the effectiveness of the multi-modal approach used within the service.

- Distress tolerance DBT principals
- Occupational Therapy principles
- Mindfulness
- Emotional regulation DBT principals

There is a theme across the whole sector where services are experiencing a dramatic increase in demand from the client group. We will explore how a collaborative approach, between students and mentors, has a positive impact and helps manage the student demands to “fix” their problems.

During the session we will:

- look to evoke a discussion around what is best practise
- Explore how we can work around health service restrictions without filling the gap
- Identify when mentoring fosters an over reliance and creates unrealistic expectations

We will also look at how perceived entitlement schemas within the client group can impact over assessed need and how this can create barriers with the student’s own resilience and independence.

3. UWE Bristol and Zayed University (United Arab Emirates): A developing partnership exploring specific learning difficulties, inclusive practice and widening participation

James McKenzie & Kelly Goodfellow, University of the West of England.

Session Overview:

- This session will explore lessons learnt from developing an international collaborative partnership over a 3-year period: sharing knowledge and experience of delivering support services to students with SpLD, exploring best practice in inclusion, delivering a

weeklong professional training and development programme incorporating team-based learning, and identifying key cultural, legislative/political and pedagogical differences.

Background:

- In April 2015, a team of disability practitioners from Zayed University visited UWE Bristol as part of a British Council organised trip from the Gulf region with the purpose of identifying models of best practice for developing services for disabled students.
- The approach taken at UWE Bristol to deliver services for students with SpLD was of particular interest to Zayed University and this led to ongoing discussions following the visit.
- Eventually this resulted in a preliminary visit by UWE Bristol staff to Zayed University in January 2016 to scope out a project plan including outlining a set of recommendations.
- During autumn 2017, a number of new roles were created at Zayed University and in January 2018, a visit was arranged for a team of SpLD specialists from UWE Bristol to deliver a comprehensive training programme to the Student Accessibility Services team at Zayed University.
- The training focused on getting a shared understanding of key SpLD terminology, exploring approaches to screening and diagnostic assessment, identifying impact, strategies and institutional adjustments that relate to students with SPLD and discussing approaches to raising awareness and measuring the value and impact of services and provision.
- Opportunities for further collaboration are currently being explored and it is hoped that Zayed University can lead the way within the United Arab Emirates in terms of raising awareness and enhancing provision for students with SpLD within higher education.

Learning Outcomes for the session:

- To demonstrate how an international collaborative partnership developed between UWE Bristol and Zayed University.
- To show the key factors in sustaining this partnership over time to reach a successful outcome.
- To identify how this partnership may lead to change in provision at both universities, both in the short and medium term.

Key Issues to address:

- How the partnership developed over time including shifting priorities.
- How engagement was sustained and objectives identified and met.
- The importance of clear communication and building relationships and trust.
- How we measured success and what factors led to success.
- What the future holds for this partnership and is it sustainable.

- What we learnt and how this can inform our practice and service delivery.
- What this could mean for developing future international partnerships.

Structure of the session:

- This session will include a combination of presentation, discussion, activity and Q&A

4. Panel: Assistance pets within the university

Led by Jo Hastwell

Fiona Valentine, University of Bolton

Jo Hastwell, University of Cambridge

A.N Other – to be confirmed

The UK support dog registration situation is that as yet there isn't a way to register a psychiatric assistance/service dog or emotional support dog with the UK government and, at present, there are no clearly defined legal public access rights for psychiatric disability assistance or emotional support animals. This is unlike the US where emotional assistance animals are recognised providing they have a certificate which is easily available online for a fee.

The use of assistance pets at university has grown tremendously in popularity over the last few years with several universities discussing concerns with Health and Safety legislation. NADP has been asked to sit on a BSI standards committee responsible for mirroring the CEN/TC 452 (European) committee on 'Assistance Dog and Guide Dog Teams standards and Instructors competences'. The scope for work will include: Animal training, assistance dog and client assessment criteria, animal care and welfare assessment, professional behaviour competences and education.

This panel will involve three ten-minute presentations on work taking place across UK universities and then open to questions, comments and discussions from the delegates.

The University of Bolton scheme was introduced in January 2016 and was an instant success. It was trialled to coincide with the exam period and help students deal with Stress, Anxiety and Low Mood, Home sickness and missing pets. Someone to talk to without judgement. The Pets as Therapy scheme is run by Fiona and her dog 'Zara'.

Feedback from students who saw 'Zara' for her first visit in January 2016 was fantastic - every student who provided feedback said they would definitely use the service again and 80 per cent of them said spending some time with Zara had definitely improved their anxiety levels.

The scheme has now been rolled out as a monthly event (more around exam times, enrolment and induction).

The University of Cambridge have a visiting emotional support dog and have also fielded a wide range of queries from students regarding emotional support pets. Joanna Hastwell has been involved in the determination of the legal position of these animals on campus and will lead the panel.

5. LINK Meeting

For LINK Members only

LINK is a network of organisations, educational institutions, disability professionals, academics, students and interested individuals who all share the same ultimate goal, the full inclusion of students with disabilities in higher education. LINK works in the area of disability and higher education and was established in 2008. It is managed by 5 contracted partners but has members from all over Europe & beyond. The Network was co-funded by the EU lifelong learning program between 2008 and 2011 but is now entirely self-funded by the managing partners.

<http://www.thelinknetwork.eu/>

Tuesday Session 9: Hot Topics

Sign-up sheets will be available at the reception desk on Tuesday morning:

Tuesday Session 10: 45 Minute Presentations

Please select one session from the following:

1. Students with specific learning difficulties and the cognitive processing of verbal analogies

Ash Phipps

This proposal puts forward an opportunity for NADP delegates to deliberate research findings on the value of using verbal analogical strategies for tutoring students with Specific Learning Difficulties (SpLDs). During the research, no literatures were found solely on the topic of analogical reasoning and SpLDs; this original study drew upon theoretical literature from a wide range of related topics. Reviewed theories led to an innovative hypothetical interpretation - verbal analogies may be cognitively easy to process for those diagnosed with SpLDs. An action research project ensued, to ascertain how verbal analogies are cognitively processed during diagnostic tests for SpLDs.

The opinions of four credible participants were collated and analysed. The participants are all extensively qualified and highly regarded

professionals, who have previously conducted national and international lectures on SpLDs and are experts in the field of SpLD diagnosis. Their responses suggested, the cognitive processes involved in solving verbal analogies are likely to be: working memory; phonological processing; problem solving; metacognition; and pre-knowledge. From this understanding, a further hypothesis emerged – verbal analogies subtests used in the diagnostic tests, do not appear to be affected by working memory or phonological processing deficits that usually taken as indication of SpLD. This was theorised as verbal reasoning scores are often positively significant in the cognitive profiles of individuals diagnosed with SpLDs. However, there is a need for further empirical research and expert discussion on this hypothesis. Further, both the literature and final discussion, raised a new research question - how does the Central Executive direct attention during analogical thinking? This would have required additional research and discussion and was beyond the scope of the initial research. Yet, may be of further interest to NADP delegates.

The research findings concluded, familiar analogical relations can act as a conceptual bridge to new stimulus and help to increase cognitive fluency in processing; a well-designed, analogical teaching approach may induce the active learning, motivation and meta-awareness of students with SpLDs. Thus, implementing analogical strategies should be considered a valuable addition to current practices and principles in inclusive teaching. The research was initially intended to improve UK tertiary practices and specifically, to enhance the learning experiences of Higher education students diagnosed with an SpLD. However, analogical teaching strategies are extremely adaptable and can be culturally or socially personalised to suit the students background; therefore, of international relevance. As a final note, this study was undertaken solely by Ash Phipps as the final part of a Masters' degree in SpLDs at London Metropolitan University in 2017. The paper was very well received and achieved an 80% pass mark. This proposal now calls for further discussion on the researchers results and invites international NADP delegates to consider the potential of these findings for themselves.

2. Universities STUC in their ways? Supporting students and staff who stammer

Claire Norman, Stammerers through University Consultancy (STUC)

Stammerers through University Consultancy 'STUC' (once the Stammerers through University Campaign) is a not-for-profit organization founded by Claire Norman. During her final year of a French degree at Warwick University in 2014 the advice that was offered to her by the Disability Service as a response to her fear of the oral examination was "just breathe".

After her finals, with guidance from a lecturer at the University of Warwick and staff from the British Stammering Association, Claire founded *Stammerers through University Consultancy* – an organisation to help support university students and staff who stammer.

This service is offered to Universities in the UK and includes a focus group with students and staff to gauge the support and understanding for stammering on campus. A seminar is organized to create a plan of action to overcome any problems and improve the overall accommodation and understanding for stammerers at that university.

Claire runs STUC in her spare time as she feels that it is very important to focus on both university students *and* staff. Based on her own experiences at university, she believes that the lack of understanding of the disability resulted in many situations that were awkward and negative. She aims to assist universities to support students and staff who stammer.

Since its creation, fourteen universities have become partners of STUC and the work has resulted in a range of solutions which will be offered in this presentation.

STUC has given people who stammer a voice which has helped students and staff from across the world to support each other in their respective universities; raise awareness of stammering; enhance their study and how people respond to them.

Claire will share with conference attendees results from the focus groups, potential solutions and also share other findings and a framework for how universities can support staff and students who stammer.

3. An inclusive training to enhance reading in adulthood: theory and empirical evidence

Francesca Santulli and Melissa Scagnelli, International University of Languages and Media (IULM), Italy

This presentation is focused on a course aiming to promote a strategic approach to reading, which is offered to university students with Specific Learning Difficulties as well as to neurotypical readers. The course, named SuperReading, was developed by Ron Cole in the US and then repeated in London in the realm of a research project supervised by Ross Cooper. It comprises six sessions over a period of nine weeks, focused on reading strategies, metacognitive awareness, self-empowerment and memorization. At each session, a reading test measures speed, comprehension and Reading Effectiveness, an index which combines the two. The results obtained in the UK show that participants improve their

reading performance, with dramatic increase in all the considered parameters.

Our research group has translated SuperReading into Italian and adapted it to the Italian academic context. We trialled the course and analysed the impact with a population of 156 participants, mostly university students, 63 of them neurotypical and 93 dyslexic readers. The extremely positive results obtained with our students have triggered further research to investigate the reasons for the dramatically improved performances on the one hand, and, on the other, to corroborate the data through independent measurements.

In this presentation, the different steps of the project and the results obtained so far will be illustrated. Measures of reading time, comprehension and reading effectiveness show a statistically significant improvement, with effect size ranging from intermediate to strong. Secondly, the theoretical background of the course and of some of its crucial strategies will be discussed, with special attention for the distinctive features of reading in adulthood. Thirdly, a research protocol will be illustrated, which involved the measurement of reading performances through a battery of tests specially designed for the diagnosis of SLD in adulthood. Participants to the SuperReading courses were tested before and after the course with this battery, and the results concerning two out of the eight tests included in the battery (a reading aloud test and a silent reading test) show significant improvement in the reading performance of the subjects. The comparison between the results obtained by this test group and those of a control group (who did not attend the course) showed statistically significant differences. This research is still in progress, to expand the population and analyse all the tests included in the battery in further detail.

The results obtained so far indicate that it is possible to improve the reading performance of adult readers with SLD, enhancing their abilities and adopting a holistic approach. Furthermore, the crucial role of silent reading and of comprehension in adulthood raises interesting question on diagnostic tools as well as intervention strategies. Finally, the fact that the positive effects of the course are experienced by both neurotypical and dyslexic readers makes it an interesting tool to implement inclusive policies.

4. Effective mentoring for Autistic students

Professor Nicola Martin, London South Bank University

What does effective mentoring look like for autistic students? How do we know? A report on two years autism informed funded research leading to the development of accredited mentor training for staff working with autistic students in HE in and beyond the UK.

5. Methods for ensuring quality in creating an inclusive learning environment

Kjetil Knarlag & Elinor Olaussen, Universell, Norway

The Ministry of Education requires that Norwegian universities must ensure quality of support and services offered to students with disabilities and incorporate this work in the institutional quality assurance systems at each university. What are the best methods to ensure quality in addressing diversity? How can a systematic approach lead to better inclusion? Using quality assurance theory, Universell has created a national normative standard and guidelines for a systematic approach to plan for diversity in Higher Education. This session will present and discuss key elements from this work, and recent experiences from the transfer of theory to practice in the university sector in Norway.

Wednesday Session 12: 90 Minute Workshops

Please select one session from the following:

1. Making exclusivity the core of inclusivity in tertiary education

Karen Carling, University of Sunderland

Democratic education is perhaps an educational ideology whereby when societies' citizens' rule then they determine, amongst other things, how present and future citizens will be educated. A democratic approach to education therefore should be transparent, equitable and equal with the aim of ensuring all learners are given the opportunity to achieve their full potential. Full potential is not easy to define at a societal level as societies are comprised of individuals and individuals are unique therefore full potential is exclusive to each learner and education needs to address this. Therefore, my motivation in submitting this abstract is to welcome inclusivity for all learners but to question whether inclusiveness in education somehow detracts from the unique exclusivity of the individual's full potential. Therefore, the question I am posing for debate is **'Does inclusivity in tertiary education diminish the exclusiveness of the individual's full potential?'**

From my past teaching and learning experiences expanding over seventeen years working within FE, Prison Education, SpLD Teaching and Learning and HE I have witnessed a substantial increase (especially in tertiary education) in students entering HE from a diverse range of backgrounds and this diversity is often accompanied with learning disabilities and learning differences which are multi-faceted and often extremely complex. Within my work I have come to realise and appreciate the uniqueness of the exclusive nature of individual differences and disabilities in the student teaching and learning experience. I would suggest uniqueness and exclusivity should be at the core of individual

student potential and it is this uniqueness that I intend to explore further linking this to students achieving their own individualised internal working representation of achieving maximum full potential.

2. Using coaching principles to enhance the student experience

Mark Pimm and Therese Turner, Birkbeck University

Birkbeck's focus on widening participation and open enrolment means that many of our students lack core skills to succeed in higher education. Therefore retention is a primary strategic objective of the disability and dyslexia service. The culture of the disability service is one of proactive involvement in the management of the student's case. The increased emphasis upon student employability and mental wellbeing however means we need to respond by enhancing student resilience, and consciously build their confidence and ability to take action themselves.

In this context I was commissioned to advise on how Birkbeck could use coaching principles and skills to enhance the advice work of the specialist advisors. The overall aim of adopting a coaching approach is to empower students to be more resourceful in securing the support they need. In other words building the skills and confidence students need to take action for themselves, while providing practical services.

We worked with an external consultant to develop our coaching approach and skills further. Our sessions included:

- Clarifying how a coaching approach fits in this context.
- The introduction of 2 frameworks - John Whitmore's GROW model, and using push and pull energy to increase the student's ownership of their next steps.
- Practising the frameworks, and the skills underpinning effective coaching using real cases.
- Evaluating the impact.

The service will use evaluation forms and student interviews so that the students actively contribute to the development of this approach.

In this interactive workshop participants will:

- Increase their understanding of what coaching is, and its purpose.
- Deepen their understanding of how coaching works in the context of delivering the Disability Service Team's purpose and services.
- Practise some coaching skills in the context of advisory services.
- Explore the impact on the student experience.

The workshop will be highly participative, and the approach includes:

- Input on Birkbeck's experience, and on two coaching frameworks.
- Time in small groups to explore how the learning from Birkbeck's experience might apply to participant's own work.

- Coaching practise sessions.

There has been a significant transition in the specialist advisor's appointment:

- Sessions commence with a clear establishment of 30 minute boundary.
- Contracting with the student that they will confirm the actions to be taken at the end of the session - thus ensuring ownership.
- Using the GROW model stages.
- Evaluating the level of student engagement, the use of open questions and reflections by advisors, the ownership of the action planning by the student, and longitudinally the extent to which students implement the actions agreed.

This workshop provides a new perspective on how we can approach the provision of specialist advice to students in a way that enhances their empowerment and resilience. The approach has revolutionised how the advisors see their roles and responsibilities, and the purpose of a disability service. It is our contribution to Birkbeck's mission of changing people's lives and we think could be successfully implemented at any university that seeks to meet the needs of a widening participation student cohort.

3. Accessible IT: Why we need it and how to get it

Barbara Denton and Sara Osman, University of the Arts, London

IT systems are fundamental to student life from pre-enrolment to graduation and beyond, but we often don't consider them when we think about accessibility. At University of the Arts London (UAL) students who declare specific learning differences make up nearly a quarter of our student body, and we are particularly interested in using good design to provide accessible systems. In this workshop we will include exercises and group discussions to show participants how to influence IT decisions in their organisations.

The session will include:

- Small group discussions about what makes IT accessible.
- Examples of good and bad design.
- An overview of the UAL context and why an inclusive approach benefits everybody, including potential students and international students.
- The importance of using clear language, including an individual exercise and a demonstration of an online plain English checker.
- How international guidelines (WCAG 2.0) can be used for design and testing of accessible IT, including a group exercise on understanding examples from the guidelines.

- A case study of UAL procurement of an accessible library catalogue, focusing on the role of stakeholders including disability professionals and students.
- Small group exercise for individuals to identify their role in influencing IT decisions within their organisation.

Resources will include our guide *Projects: 20 steps to accessibility*.

Covering conference themes

- Policy development and implementation
- Enhancing the disabled student experience
- Inclusive Practice

4. Special Testing Arrangements: The Use of Extra Time and What Is Reasonable

John Hosterman, Paradigm Testing, USA

With contributions by Bea Awoniyi, PhD, past president, the Association on Higher Education & Disability (U.S.), Patricia Latham, JD, past president, the Learning Disabilities Association of America, and Allyson Harrison, PhD., Queens University (Canada).

Abstract

Disability advocates often assert that special arrangements (accommodations) “level the playing field” for individuals with disabilities. The idea is that these modifications do not give anyone an advantage—but just make it possible for people with disabilities to compete fairly. However, we have seen a dramatic rise in the number of testing accommodations requests that would change the playing field altogether, especially with respect to requests for very large time extensions on what are supposed to be “standardised” tests. For example, asking for “unlimited time” on a timed nursing licensure exam does not serve to “level the playing field”—it serves to change the playing field completely, and guarantee a specific outcome (finishing the test) that is not guaranteed for any other nursing candidate.

Below are examples of testing accommodations requests that we commonly see which we believe could confer a significant advantage to the test-taker rather than being outcome-neutral:

- 11 times standard time (Rumbin v AAMC, US Distr Court of CT, March 2011)
- Unlimited testing time
- Waiving a portion of a standardised exam
- Testing divided into multiple segments spread out over multiple days

The purpose of special arrangements is not to ensure a particular outcome (finishing the test, earning a certain score) but simply to allow for an equal opportunity to participate. *The accommodations allow for access but do not guarantee success.* Requests for double time, triple time, or longer, if granted, could provide an advantage to the person with a disability and do more than simply “level the playing field”. Excessive lengthening of the duration of the exam could have the effect of rendering the exam essentially *untimed*, while it remains timed for everyone else.

In some countries, 50% and 100% extra time on tests are the amounts that typically are granted to most students who need special arrangements on tests. This is sometimes awarded regardless of a specific demonstrated need or justification for those amounts of extra time. Unlike classroom-based assessments, many high-stakes exams are quite lengthy—often, four to eight hours in duration for a standard administration. It is unclear whether candidates who are approved for very significant time-extensions are actually *using* this amount of extra time.

So, what is the “correct” amount of extra time to grant students with learning disorders, ADHD, or other conditions? Several researchers have found that less than 25% extra time was sufficient to “level the playing field” for test-takers with specific learning disorders (Cahalan et. al., 2002; Lewandowski et. al., 2013). Likewise, Spenceley & Wheeler (2016) found that students with disabilities almost never used more than regular time. These findings make sense, given that many individuals who request accommodations also claim that they have a hard time sustaining their attention for long periods of time, or that their concentration wanes over time.

In this session we will discuss our own study of nearly 400 test-takers with dyslexia or ADHD who took a secondary school equivalency exam, we found that candidates who were approved for 25%, 50%, or 100%

extra time on average only *used 5.1%* extra time. In our 2018 study currently underway focusing on university graduates who were requesting extra time on a professional certification exam, the vast majority claimed to have ADHD, and almost none provided evidence that their condition met a federally-recognized definition of a disability. Even when granted extra time on the exam, most finished before even the standard time had elapsed.

Some may argue that there really is no “harm” in allowing someone extra time on a test—regardless of whether the test is classroom-based, or a test for entrance to a post-graduate programme, or licensure in a health profession such as nursing, medicine, or pharmacy. It is important to carefully consider the carte blanche awarding of extra time at the university level, and to ensure that students appreciate that these generous time extensions may not be perpetuated indefinitely. By incorporating research into the actual use of extra time on tests, we can more carefully tailor the special arrangements to meet individual needs and provide guidance to students about the reasonableness of such arrangements long-term.

This session will allow ample time for discussion and questions regarding the use of time extensions on tests.

Wednesday Session 14: 45 Minute Presentations

Please select one session from the following:

1. Attitudes towards IDM at the programme leader level – results of an international survey

Elke Welp-Park, University of Applied Sciences, Upper Austria

Diversity management and inclusive teaching and learning practices have gained traction at higher education institutions across Europe. While university leadership increasingly recognises the importance of IDM-related policies, and offices tasked with implementing those policies have been widely installed (also as a corollary of legal requirements), the level of the programme leader has been largely overlooked in (institutional) research efforts. However, it is this group of academic managers that play a pivotal role in the implementation of IDM policies as they are able to exert influence on many levels: Programme leaders are lecturers themselves, but also act as superiors to other teachers and administrative staff in their programme. They interact directly with students and are aware of students' problems navigating the curriculum. As the main decision-makers in their programmes they are responsible for the design and adaptation of curricula. Additionally, they dispose of formal and/or

informal authority and are able to seek out and secure support for the implementation of diversity-sensitive practices at a faculty or institutional level.

This contribution will present the first results of an international online survey among 370 programme leaders at higher education institutions in the UK, Austria, Germany and Finland. The survey will analyse perceptions and attitudes towards IDM and will also serve as a preliminary needs assessment for that group. It is carried out within the framework of an EU-project on promoting more inclusive practices amongst programme leaders. While the analysis focuses not only on disabilities but other aspects of diversity as well, the following questions will be addressed:

- How do PLs perceive requirements for inclusion and the demand for diversity management? (as a chore, a helpful tool,...): *Attitudes Towards IDM*
- What measures in place at their institutions are they familiar with at all? What is considered helpful? *Awareness of IDM*
- What *challenges and difficulties* do they and/or their staff encounter in the application of inclusive teaching and learning practices and in dealing with a diverse, heterogeneous student body in general?

Further, the study asks for PLs' needs regarding IDM: in what areas (for example curriculum design, the development of inclusive teaching methods or making their programmes more accessible for non-traditional students) do they require further support and/or instruction?

While national differences will be addressed, the results will be analysed across disciplines, also taking into account generational effects (testing, for example, the hypothesis that younger PLs will be more open to new, inclusive teaching and assessments practice). Ultimately, the positions on and perceptions of IDM will be reflected against PLs' personal diverse backgrounds.

2. Implementing inclusive teaching and learning in UK Higher Education: utilising UDL

Professor Nicola Martin and Dr Mike Wray, London South Bank University, EA Draffan and Dr Abi James, University of Southampton

SRHE have funded research into universal design for inclusive learning in HE in the UK. The aim of the research is to provide at least the start of a baseline from which action planning and evaluation of UDL can be achieved in a common way across the sector.

The research conducted so far will be ready for report at the NADP International Conference: the review of relevant literature; the design of a coherent approach to the task and the results from the focus groups in

5 UK HEIs covering a range of universities. The work has international application and it is hoped to include insights from conference attendees.

3. Joined-up working: a co-ordinated approach to student wellbeing

Alice Speller, Kati Balazs, Carol Campbell and Howard Littler, Goldsmiths, University of London

Goldsmiths, like many other universities, has a diverse student population with a wide range of support needs. The aim of this project was to create safe spaces and support throughout the student journey at Goldsmiths, linking pastoral support services between day and night. Incorporating the student voice was key; we created a format through which students could lead change within their academic departments and across the university.

Through this presentation, participants will learn how cross-campus collaboration has increased the quality of support for disabled students. By looking at the student experience as a whole, the Disability Service embedded an inclusive approach, creating a positive impact throughout the university.

The collaborative project was an opportunity to review out-of-hours provision in halls and across campus; supporting both students in university halls in person, and students in private accommodation over the phone.

The Campus Support Team, made up of Campus Support Officers (CSOs), was developed following consultation with multiple stakeholders. CSOs are available face-to-face or over the phone 7 days a week over night. The CSO team works closely with Disability, Wellbeing, the Student Centre, Library and Accommodation. The CSOs have been able to provide a professional front-line response to students experiencing difficulties that could range from popping in to have tea with a student in the night, to calling medical professionals. Where relevant, they will refer or share incident reports with the Disability Service and Wellbeing team.

The Students' Union conducted an audit of disability support in the academic year 2016/2017. The Students' Union Audit has created a channel for feedback and the drive to create lasting change. Students are now reporting that they are seeing collaborative working rather than fragmented support services. Through the audit process the Students' Union created student disability champions (known as Inclusion Reps) within academic departments that have been able to action projects to bring students, academic and support staff together to share information, best practice and take actions forward. The audit has led to key changes

in the delivery of disability support and work with academics across the university.

4. Forward thinking: a strengths-based approach aiding transition into Higher Education

Hannah Futter and Brian Lutchmiah, University of Derby

Session Aim:

Forward Thinking is a strength-based intervention for pre-entry students who experience a Specific Learning Difference. The approach utilises the theory of neurodiversity to improve self-esteem and build the confidence of students who experience a Specific Learning Difference.

The workshop will examine the reasoning for taking this approach, share examples of content/ideas delivered on the event/follow on workshops, challenges experienced and outline the next chapter of development.

Session background:

UK Government data suggests that around 6% of students entering Higher Education have a specific learning need, such as dyslexia (Rodger, *et al.*, 2015).

Research indicates that students who experience dyslexia are more likely to withdraw from university or underperform compared to their peers (ECU, 2014).

Traditional methods to supporting students who experience dyslexia have concentrated on strategies to improve weaknesses around spelling or reading speed. Recent evidence shows that by the time students enter university, their level of anxiety and self-perception is possibly a bigger barrier to academic success than their dyslexia (Ghisi, *et al.*, 2016; Glazzard, 2010; Humphrey and Mullins, 2002).

As a result, the University of Derby piloted an approach in 2016/17 called 'Forward Thinking' that focused on the positives/strengths that students who experience dyslexia have, such as creativity, and looked at reframing their perceptions towards learning as 'different' as opposed to 'difficult'. This was achieved through a series of workshops, starting at pre-entry and running throughout the first semester. The programme covered a range of practical suggestions covering study, communication, organisation, using e-resources/assistive technology and managing wellbeing and self-belief.

The model also embraced a coaching approach piloted through the Disability Advisers which focused around increasing confidence/autonomy and empowering students to change behaviour, with a view to reducing reliance on traditional support methods.

Evaluation of the pilot indicates the workshops have been successful in improving student's confidence and self-belief. Students also reported that the workshops helped them to feel valued and create a sense of belonging as a result, thereby increasing inclusivity.

5. Cultural perceptions of disability and supporting international students through group workshops

Adam Hyland and Atif Choudhury, Disability and Ability (DnA)

The first part of the workshop will show how strategy focussed AT Training can be transferred to a group setting, increasing inclusion and the 'study readiness' of the student cohort. We will particularly be focussing on what this means for international students; looking at cultural attitudes of disability, disclosure and access.

The 2nd part of the presentation will provide the opportunity for participants to explore the kinds of strategies and technology that students would cover in workshops, through a series of hands on demonstrations. This will include open source software and free apps that support core study strategies as well as networked assistive technology.

DnA, who specialise in agile educational and wellbeing technologies, have been showcasing inclusive group workshops at a number of different HEIs, such as London Metropolitan University, The University of Cambridge, Imperial College London, University of Roehampton and the University of Southampton. Group study sessions have been made available to all students and delivered by former disabled students with personal experience of using the DSA, thus facilitating a peer-to-peer dynamic. The workshops curriculum is built around core study strategies (eg. reading, research, revision, note taking, organisation, planning & referencing), with relevant (assistive) technologies woven in.

In terms of inclusion, retention and widening participation, these workshops have been really successful in enabling international students and those who have not disclosed a disability to access support. By providing group workshops with a focus on learning strategies to support key study areas, this creates a shift away from 'specialist disability support' to developing 'essential university study skills'. By reframing the sessions in this way, we are inherently changing the dialogue around neurodiversity and hidden disablement, embracing different learning styles and creating a more inclusive approach to learning. This democratises access to what are arguably key study skills for any student, regardless of a diagnosis. Student feedback from the sessions highlight this point, "we need this to be included as a compulsory module in the University's term!". The student feedback has also shown that the

sessions have positively impacted on academic attainment and confidence amongst the participants.

Historically international students have paid the highest university fees but had the least access to DSA style support. Through hosting open access workshops that focus on study strategies, we improve this access. It is also worth noting how cultural biases and perceptions surrounding specific learning differences and disability impact disclosure and self-advocacy rates amongst a culturally diverse student body, hindering take-up of 'disability support'. We can reduce stigmatisation and social taboos that might otherwise be felt amongst international students, by creating inclusive study skills/ tech workshops that invite the participation of all students and staff.

Speaker Biographies

NADP has not yet received all biographies – these will be added as we receive them.

Arinola Adefila is currently coordinating the Intervention for Success project at Coventry University. She works for the Research Centre for Global Learning: Education and Attainment has worked as a researcher and consultant for over 20 years. After her PhD in Education she has focussed on research in Higher Education, including Disparities in Student Attainment, STEM Education, Professionalism, Student Transitions and Strategic Community Development. Arinola has developed a number of resources aimed at improving student retention and attainment and student experience in HE.

David L. Brandt has been involved with disability services for over 20 years. Currently, he is the Disability Service Coordinator for the University of Nebraska at Kearney. Formerly he was the National Sales Manager at Curtis and Associates where he was instrumental in hiring individuals with disabilities. His presentation is 15 years in the making. In 2005 he took on the responsibility as the adviser for the student organisation Collegians for the Integration and Accessibility (CIA). This group works to educate the community about disability issues faced on a daily basis. Student members learn the importance of speaking up and sharing their voice in order to make changes that will benefit all. This year, the organisation will be celebrating their 25th Anniversary. Over the years, many students have become leaders in their communities.

Marjolein Büscher-Touwen graduated as a communication scientist and worked at the central counselling department of the VU University Amsterdam for several years having different roles: disability adviser, career counsellor and project manager focusing on studying with a disability. She also lived in Mozambique and was involved in projects of Handicap International and a local literacy organisation for children. She works as a consultant at handicap + studie, focusing on themes such as inclusive assessments and the implementation of the CRPD in the Dutch field of higher education.

Dr Maaike Callens is currently working as a project associate at the Support Centre for Inclusive Education (SIHO) in Flanders, Belgium. One of the main tasks of SIHO is providing assistance to institutions of higher education throughout Flanders in the participation of students with a disability. Maaike Callens has a professional bachelor and academic master's degree in language and speech pathology, primarily working with children with learning and language disabilities. She combined this job with a part-time function as a lecturer in the professional bachelor programme of speech and language pathology at University College Ghent. Subsequently she worked as a researcher at Ghent University,

department of experimental psychology. In 2013 she obtained her PhD in psychology on the topic of Dyslexia in Higher Education. Afterwards her main topic of research was on the cognitive and neural differences during reading development between right- and left-handed children, applying cognitive assessments and neuro-imaging techniques. After eight years at the faculty of psychology, she started working at SIHO. In this job, the focus mainly lies on the implementation of universal design in Higher Education.

Dr Harriet Cameron is a Senior Lecturer in the School of Childhood, Youth and Education Studies, Manchester Metropolitan University.

Karen Carling is Senior Lecturer and Programme Leader for Public Health. She has over twenty years' experience of teaching and learning. Her background and interests relate to Health and Health Psychology with a particular emphasis on Health Improvement and Health Behaviour Change.

She is currently the Programme Leader for BSc (Hons) Public Health and module leader for several modules within this programme. She also teaches on BSc (Hons) Adult Nursing Practice and BSc (Hons) Nursing (Top-Up).

She also supervises undergraduate and postgraduate dissertation students from Public Health, Pharmacy and Nursing programmes.

Dr Sarah Charles is a Deputy Head of Department, within the Institute of Education, at the University Derby, where she has responsibility for Provider Led Primary Initial Teacher Education (ITE) and Early Years Teacher Training (EYTT). In addition to her managerial role, Sarah continues to teach on a range of modules, supervising students from UG to Doctoral level.

Sarah's doctoral thesis forms the basis of this conference presentation. Her current research explores trainee teacher preparedness to address homophobia within primary and secondary schools.

Prior to working at the University, Sarah worked in the primary education sector for over ten years. During this time, she led a range of curriculum areas, including Literacy, and undertook a range of management roles. She has sustained experience of school Governance and school improvement.

Drawing on both past and present experiences in the classroom, she aims to motivate teaching professionals to strive for excellence. She is forward thinking and proactive with a passion to ensure that education provision is inclusive, providing all children with the best possible life chances to support social mobility

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.

Bryan Coleman is Head of the Disability and Dyslexia Support Service, University of Sheffield. Bryan 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.

Dr. Kimberly Coy is an Assistant Professor in the Department of Literacy, Early, Bilingual, and Special Education at California State University, Fresno. She concentrates on supporting future teachers in their quest to create inclusive educational settings. She believes that Professors and Instructors in Higher Education need to proactively model UDL in all educational domains including digital and online learning spaces.

Barbara Denton

After completing an Information Technology Masters at Brighton, Barbara worked for the RNIB as a technical consultant, and then moved to Birkbeck College, University of London, where she worked as their first Assistive Technology Officer. She is now Assistive Technology Coordinator, working across all six colleges at University of the Arts London, to develop assistive technology and improve accessibility for students and staff.

E.A. Draffan trained as a Speech and Language Therapist prior to working with disabled students in schools, Further and Higher Education. She is on several national and international 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 AAC symbol development, digital accessibility and strategies for using assistive technologies, a MOOC series on the subject and other research projects. She also lectures on an Assistive Technologies and Universal Design MSc course.

Tizzie Frankish has worked in a variety of education roles for over 16 years; most recently as an English/ESOL lecturer in Further Education, where she also assessed and supported learners with Dyslexia. Since joining Coventry University she has worked as a Specialist Support Tutor. Her role enables students to achieve their potential through providing study skills support which is tailored to individual needs and course requirements. Tizzie also works with other staff on projects that promote student wellbeing; working with lecturers across many disciplines to raise awareness, develop skills and improve the student experience.

Tizzie has a degree in European Public Policy, a number of teaching qualifications for Further Education, a Post Graduate Diploma in Adult Dyslexia Diagnosis and will complete her MA by writing a dissertation on Dyslexia research and Practice.

After a 10-year career in the Army, **Justin French** started working in 2001 as a support worker in a community mental health team, specialising in substance misuse.

He then moved to a forensic mental health team in 2008, working with resettlement into the community from secure hospitals and the prison system.

In 2010 Justin commenced psychotherapy training and qualified in 2015. He practises as an integrated therapist using principals in Dialectical Behavioural Therapy, Motivational Interviewing, Cognitive Behavioural Therapy, Solution Focused Brief Therapy, though his grounding is in the Humanistic Existential Model.

Justin started working as a therapist in Cardiff University whilst on placement in 2014 and was then offered a sessional position upon qualification. Justin started as the full time Mental Health Adviser and Mentor in September 2016 and continues in the sector to date.

Hannah Futter has worked at the University of Derby for 13 years first as a Student Adviser supporting students holistically with regards to entitlement to funding, housing, developing support plans and advice

around Disabled Students Allowance. For the past 7 years Hannah has been the Coordinator of the Advice/Disability Team, which involves managing Disability Advisers and Specialist one to one Study Skills Support Tutors. This entails working closely with other Coordinators within Student Wellbeing to ensure a person-centred service for all students.

Hannah is on the Working Group for Inclusive Derby, this involves communicating with academics regarding how to make their teaching more inclusive and reaching out to the wider university community to ensure awareness around Inclusive Derby. Hannah has a keen interest in increasing access and provision for students entering and studying in Higher Education.

Kelly Goodfellow has worked at UWE since 2012 as Senior SpLD Practitioner. She has over 16 years' experience of working in the field of SpLD, in primary, secondary, FE and HE. She has a wealth of knowledge and experience and is passionate about supporting learners. She holds recognised practicing certificates for assessing and tutoring as well as being a recognised Teaching Fellow through the Higher Education Academy. Kelly has taken a lead role in developing and adopting new approaches to quality assurance across the team and has been working closely with library colleagues to embed SpLD-friendly practices.

Dr Pauline Hanesworth is an Academic Lead at the Higher Education Academy (HEA). She joined the organisation in 2013 after working as a lecturer and programme lead in the higher education sector during which time she developed various learning and teaching, widening access, and recruitment and retention initiatives. At the HEA, Pauline leads on programmes of work related to equality and diversity and the teaching excellence framework.

In her equality and diversity role, she has supported a variety of institutions, faculties, schools, programmes, and individual academics to develop inclusive practice through coaching, strategic enhancement programmes, training programmes, change programmes, masterclasses and workshops. She has also produced a range of research and resources on inclusive practice, such as the embedding equality and diversity in the curriculum model for learning and teaching practitioners. In addition to embedding equality and diversity in practice and policies, Pauline is particularly interested in social justice approaches to education, the relationship between oral narratives and individual and collective identity, and values-based pedagogies.

Dr Gili Hammer is an Assistant Professor in the Department of Sociology and Anthropology and the Programme in Cultural Studies at the Hebrew University of Jerusalem. Between the years 2014-2015 she was a post-

doctoral scholar at the University of California, Berkeley, and between the years 2013-2014 she was a post-doctoral scholar at the University of Michigan. In her doctoral research she focuses on the social constructions of gender and femininity among blind woman and the cultural constructions of blindness and sight in the Israeli public sphere.

Her current project examines people with and without disabilities in the "disability culture" phenomenon, studying professional and community-based integrated dance companies. This research focuses on sensory practices such as movement and the kinaesthetic body among research participants, analysing the ways "corporeal otherness" is represented, negotiated, and regulated in the public sphere, and the meeting between varied body types. Her fields of research include disability studies, anthropology of the sensed, gender studies, research of visual culture, anthropological and sociological theory, performance studies.

Ann Heelan is Executive Director of AHEAD, the Association for Higher Education Access and Disability. AHEAD was established in 1988 to promote best practice and to improve the experience of students with disabilities in higher and further education and in making the transition on into employment. Ann's leadership and innovation in this field was recognised when she was awarded the Myriam van Acker award at the Eighth International Conference on Higher Education and Disability in Innsbruck 2013.

Prior to joining AHEAD Ann started off as a teacher in further and higher education in Ireland and in the UK. This led on to an interest in inclusive teaching and ultimately to her work in AHEAD.

Dr Tamara Hervey is the Jean Monnet Professor of EU Law at the School of Law, University of Sheffield.

Dr. John Hosterman is Paradigm's Head of Accessibility Services, where he oversees a team of experts that advise national and international testing organisation on how to process requests for reasonable adjustments ("accommodations"). For nearly 30 years his vocation has been to improve educational opportunities for students with disabilities. John has worked for several large multinational testing programs and he maintained a busy private practice in Chicago for many years. John did his undergraduate work at the College of William and Mary in Virginia and completed his PhD in Educational Psychology from Northwestern University in Chicago. He is a frequent speaker at national and international conferences discussing issues related to accessible high-stakes testing. John is fluent in American Sign Language and is a professional advisor to several national disability advocacy organisations.

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 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 brings all this experience to guide DnA's dynamic disabled-led model that ensures the "Nothing about us without us" mantra rings true in all support and consultancy that DnA provide. His 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.

Judith Jansen works as a consultant at the Dutch expert centre handicap + studie to stimulate the participation of students with disabilities in higher education. Having a long-term commitment to this job, she became an expert in several topics such as quality assurance, inclusive communication and UDL. She also prefers (art) projects that promote awareness and positive perceptions and aims at inclusive education. She

was also involved in the initiative to establish Disability Studies in the Netherlands.

Mary Kaye is a trained psychiatric nurse (RMN) and has over 30 years' experience working in statutory, education and third sectors. This includes acute psychiatry; specialist drug & alcohol services; adolescent psychiatry; young people leaving care; youth service; homelessness; domestic abuse and health education. She has been supporting students studying in Higher Education settings, who are experiencing wellbeing and mental health issues since 2007. She graduated with BA (Hons) Education & Language Studies in 1997.

Alongside providing individual support, Mary offers training on a freelance basis around mental health and wellbeing including Applied Suicide Intervention Skills Training (ASIST); post-traumatic stress disorder (PTSD); personality disorders; depression; anxiety; substance misuse; stress awareness; self-harm; adolescent development and bereavement.

Mary was the Mental Health Advisor at Cardiff Metropolitan University from 2007-2011 and has been providing Specialist Mental Health Mentoring at Student Support in Cardiff University since 2011.

Kjetil Knarlag is the founder and head of Universell, which on commission from the Ministry of Education in Norway acts as a National coordinator and driving force for inclusion, universal design and accessibility in Higher Education. Knarlag has background from pedagogy, policy making and project management. He has been leader of several national and international projects, most recently an Erasmus+ Strategic Partnership investigating how Universal Design can be the best tool for including students with disabilities. He has recently worked out a national guide for a methodical approach for inclusion using the quality framework in Higher Education.

Lori Kressin is in her fourth year as the Coordinator of Academic Accessibility, having served the University of Virginia for over 30 years. Prior to her current role, she held positions in the Department of Athletics, Information Technology and Communications, and most recently in Information Security and Records Management. Across these roles, her interest in accessibility of the digital environment was developed during her time as the Assistive Technology Lead while working in the IT unit. Reporting under the Executive Vice President and Provost, her role is to assure the accessibility of the academic experience for all. Focusing on coordination of effort across the University, Lori relies on the connections she has made during her tenure to create key partnerships across departments to further accessibility efforts University wide. She has presented at a variety of conferences and workshops, including the CSUN Assistive Technology Conference. Ms. Kressin received a

Bachelor of Science degree in Physical Education from the University of Wisconsin – River Falls and a Master of Science in Education degree from James Madison University.

Brian Lutcmiah has worked extensively in education for 17 years having direct experience in working with students from Secondary school through to post-graduate level, and inclusive of mainstream, further and higher education.

With varying roles ranging from support worker, mentoring and teaching, through to his current role of leading a Student Wellbeing team at the University of Derby alongside his NADP Director role, Brian possesses a deep understanding and working knowledge of the sector. Through his work supporting specialist staff in Disability and Mental Health roles, Brian continues to develop a keen awareness of the pressures associated with these roles, the changing landscape for specialist practitioners, and the challenges associated with college and university life.

Dr Nicola Martin has worked with disabled people in education for over 30 years and is currently Professor leading on research, higher degrees and student experience in education at London South Bank University. Her research interests and approach to teaching are driven by a commitment to equality and social justice, emancipatory research and ensuring that narratives of marginalised people inform her practice.

Nicola has developed a range of social justice focused higher degrees including an EdD and MA programmes in education which focus on autism, disability and leadership. The portfolio includes a PG Cert. specifically focused on mentoring of people on the autism spectrum in post compulsory education. Courses are informed by the lived experiences of disabled and marginalised people.

Nicola's academic area is Critical Disability Studies, with a focus on the requirements of students with autism. She is an Honorary Visiting Fellow at the University of Cambridge, working on autism research with Professor Simon Baron-Cohen. Her autism research is highly influential internationally. She is a National Teaching Fellow and a Fellow at Sheffield Hallam and of the Royal Society of Arts.

Nicola is currently working on research (funded by Research Autism) which seeks to understand what young people on the autism spectrum think constitutes effective mentoring. She is a member of The Westminster Commission on Autism.

Nicola is currently co-editing a collection for Pavilion, with Dr Damian Milton, on autism and intellectual impairment. The publication is aimed at

health, social care and education practitioners. Damian and Nicola have recently set up the Participatory Autism Research Collective (PARC) at LSBU.

Nicola has recently completed a piece of research (in press) focusing on the requirements of disabled leaders in H.E. Nicola is a longstanding member of NADP Board, and former NADP Chair and an Editor of The Journal of Inclusive Practice in Further and Higher Education. She is convener of The Disability Equality Research Network (DERN).

Dove McColm has worked in the Wellbeing Team as a Dyslexia Support tutor for over 2 years, with over 5 years assessing and tutoring experience. Dove is a qualified Teacher who from the start of her career decided to enter the supportive side of teaching and gained the OCR Level 7 in teaching and assessing students with specific learning difficulties (SpLD); this enabled her to diagnose SpLD. She supports students with a range of Specific Learning Difficulties at Coventry University. Her role particularly focusses on students with dyslexia. She delivers one-to-one support to students from a wide range of disciplines. Dove also provides project development support to staff, working with lecturers and professional service staff to raise awareness, develop skills and improve the student experience.

James McKenzie has worked at UWE since 2010 as head of the DSA needs assessment centre and SpLD Service. He has over 14 years of experience working within disability support in HE. He has a background in delivering specialist disability advice services and has over 10 years of management experience. He has led the service through a number of significant changes which has seen the size of the team and the operating budget double since joining. He has a particular interest in quality assurance, system and process improvement, assistive technologies and inclusive practice. James has led and participated in a number of key projects.

Alastair McNaught spent 20 years in the classroom as a geography teacher, four years in full time staff development and then 10 years with Jisc TechDis prior to his current role as the Subject specialist (accessibility and inclusion) at JISC (Joint Information and Systems Council).

His role is to advise on how organisations can use technology to maximise accessibility. This involves best practice in supporting disabled learners but it also involves creating better experiences for all learners - and indeed staff.

He has a particular interest in helping join together the elements that go to create an accessible learning experience, working with a range of

stakeholders from publishers to content creators, teaching staff, library staff, student support and IT teams.

Key parts of his work include supporting practice and policy in a wide range of sectors so that as organisations use technology more they maximise accessibility benefits, minimise the barriers and help develop more independent resourceful learners.

Ivan Newman is a Specialist Diagnostic Assessor and Study Skills Tutor for HE students with Specific Learning Difficulties. He combines science, managerial, general business and writing backgrounds to give learners kinaesthetic and multisensory techniques for mastering their studies, spanning, literally, Anthropology to Zoology. He is also undertaking doctoral studies into the UK Government's modernisation of DSAs, including the implementation of inclusive teaching and learning environments.

Clodagh Nolan PhD MSc Dip C.O.T. is an Assistant Professor in the Discipline of Occupational Therapy and Clinical Director of the Occupational Therapy Service within TCD, UCD and DIT Trinity Centre for Health Sciences, James St. Dublin 8.

Clodagh Nolan qualified in the early 80s and worked for a number of years in the area of Mental Health before joining the Discipline of Occupational Therapy at Trinity College, Dublin, Ireland. She has taught both at undergraduate and post graduate levels within the Discipline. She is the founder and Clinical Director of the Occupational Therapy Service for students with disabilities which originated in Trinity College and is now offered to three other universities within the Greater Dublin Region. Dr Nolan is a board member of the newly formed Occupational Therapists Registration Board in Ireland and sits upon the National Advisory Committee for DCD in Higher Education. She is a member of an international consortium researching in the areas of mental health and self-management, occupation, inclusion and disability within Higher Education.

Elinor Olaussen is an advisor at Universell, which is the National coordinator for inclusion, universal design and accessibility in Higher Education. Elinor has background from organisational psychology, pedagogy, coaching and organisational management. She participated in the coordinator team in an Erasmus+ project about Universal Design for Learning and has written a Best Practice Guideline for universal design for teaching and learning. She has also worked to develop and share sustainable systems for individual adaptation and universal design among universities and university colleges in Norway.

Sara Osman is a chartered librarian, who has been working as the

Assistant Librarian, Access and Inclusion, at University of the Arts London (UAL) since December 2012. She focuses on improving accessibility across UAL's six libraries and ensuring that all staff and students get the best from the library collections, services and spaces.

Ash Phipps studied for an MA in Specific Learning Difficulties (SpLDs) at London Metropolitan University. Ash previously lectured in SpLDs, training others to become specialist tutors. She currently runs a private practice in central London working as a Specialist Tutor and Assessor, although tutoring is her passion. The majority of her clients are Higher Education students. Ash is dedicated to improving the experiences of neuro-diverse students in education. In daily practice, she strives to find simple solutions for students who are perplexed by the linear methods of studying Higher Education. Ash began to take an interest in analogies as inclusive learning methods. She found an interesting gap in the literature which addressed cognitive processing difficulties and analogical reasoning skills. This became part of her most recent research and helped her to uncover a newly found interest in neuroscience. Ash firmly believes that incorporating simple learning strategies across education in general, is crucial to promoting inclusivity.

Sabrina Rahman is a post-graduate student at the School of Law, University of Sheffield and worked as the student intern on the project.

Professor Sue Rigby commenced her role as Vice-Chancellor of Bath Spa University on the 22nd January 2018. Previously she was Deputy Vice-Chancellor for Student Development at the University of Lincoln where she was responsible for the student journey from application to alumni activities and had oversight of the Colleges of Science and Arts.

Sue is a palaeontologist by background. After being an academic at Cambridge, Leicester and Edinburgh she moved into senior management, first as Assistant Principal and then Vice Principal at the University of Edinburgh. She is an HEA Principal Fellow.

She is Chair of the HEFCE Learning Gain project, is chairing work on the design of a PGT national survey and is Chair of the Natural Sciences TEF Pilot Panel. Internationally, she has contributed to the development of reward and recognition processes for staff in learning and teaching through the U21 network and developed the first MOOC to be shared by students in the U21 Universities.

Employment Judge Philip Rostant qualified as a barrister in 1981. Between 1983 and 1996 he worked in community law in Newcastle upon Tyne. Between 1996 and 2000 he worked as an investigator for the Legal Services Ombudsman. In 1992 he was appointed as a fee-paid judge in

social security and in 1995 as a fee-paid Employment Judge. In 2000 he was appointed as a salaried Employment Judge in Birmingham and then Sheffield where he now works. His areas of expertise include all aspects of European labour law, judicial practice and judicial conduct. Since 2009, he has been a regular lecturer at the seminars for judges on European discrimination law run by the European Rights Academy in Trier. In 2014 he delivered training on judicial ethics and conduct to the judiciaries of Albania and Kosovo.

Francesca Santulli is an Associate Professor of Linguistics at IULM University, Milan. Her research has focused on various aspects of language and linguistics, ranging from theoretical issues to application of rhetorical and pragmatic models of analysis to corpora of texts. She has published extensively on theoretical aspects of language change, translation and interpreting as well as on interference and borrowing. As Delegate of the Rector of her University in charge of Disability issues, she has focused on inclusion and support for dyslexic students developing at the same time a new line of research on reading and reading skills, thanks to a fruitful co-operation with Ross Cooper.

Melissa Scagnelli is a psychologist. She teaches at IULM University, Milan. Her research has focused on the application of Applied Behaviour Analysis to autism and developmental disabilities and on development and application of training protocols to enhance academic skills in children, adolescents and adults with dyslexia. She has published numerous papers on the effectiveness of reading training in adolescents and young adults with learning disorders.

Declan Treanor is the Director of Disability Service, Trinity College Dublin and Chair of DAWN (Disability Adviser Working Network - Ireland)

Declan has been working in Trinity since the Disability Service was set up in June 2000. He has responsibility for ensuring that Trinity embeds disability-related issues into the core of all thinking and delivery to ensure that the Trinity environment is as accessible to people with disabilities as possible. Declan has an extensive educational history which includes a BSc in Science for NUI Galway, a Masters in Social Policy and Administration from the London School of Economics and Political Science and a Post Graduate Diploma in Education, Trinity College Dublin. Declan is working on national policy and has published the reports on Reasonable Accommodations and Inclusive Teaching, Learning and Assessment and the Role of the Disability Officer and the Disability Service in Higher Education in Ireland - A Vision for Future Development. The former was launched in December 2017 and the latter in March 2018 and will assist all disability service staff in Ireland work in a more mainstreamed and inclusive setting.

Thérèse Turner is an experienced coach, consultant and facilitator. She supports leaders and managers to succeed in the current environment, and supports advisory services to increase their impact, and effectiveness for their users.

Her expertise includes developing coaching skills, coaching others, leadership development, and working with teams to help them tackle the challenges they are facing. She is a pragmatist who enjoys working with the real issues faced by individuals and organisations. She thrives in demanding environments – those where expectations are high, where there is significant change and complexity, and experienced leaders and managers. Thérèse enjoys co-creating and facilitating with clients.

During the last 20 years Thérèse has led major consultancy assignments with a range of clients in public and private sector organisations. The main context for her work in recent years is in universities, international development and health. Thérèse was formerly Director of the University of Salford / Roffey Park MSc in People and Organisational Development, and Account Director at Berkshire Consultancy Limited.

Valérie Van Hees is the coordinator of the Support Centre for Inclusive Higher Education (SIHO) in Flanders, Belgium. One of the main tasks of SIHO is providing assistance to institutions of higher education throughout Flanders in the participation of students with a disability. Valérie Van Hees has cumulated over 15 years of experience in the field of policy and services for minority groups in higher education mainly focusing on students with a disability. She is also an associate of Artevelde University College and a representative in several comities on diversity in Flanders.

Elke Welp-Park is a research associate at the University Applied Sciences, Upper Austria (Dept. for Higher Education Research and Development). She graduated from the University of Hamburg with a masters degree in socio-economic history and is pursuing her PhD at the University of Klagenfurt. Since 2009 she has worked on various research projects in higher education research and is currently participating in an EU Erasmus+ project on inclusion and diversity management at Higher Education Institutions (Enhance_IDM).