National Association of Disability Practitioners

Anniversary Conference 2019: Enhancing the Student Experience – the Full Lifecycle

Twitter Conference Feed: #NADPAC2019
Facebook Page: @NADPUK

June 25th - June 26th 2019
Chesford Grange Hotel and Conference Centre
Kenilworth, Warwick, CV8 2LD
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Welcome to NADP Anniversary Conference 2019

A warm welcome to our 20th Anniversary Conference this year at Chesford Grange, Kenilworth.

NADP’s core belief that knowledgeable, specialist disability and inclusivity staff are well-placed to influence change in attitude and perception within their organisations, and across the sector.

In a landmark anniversary for NADP, this conference intends to provide you with opportunity to access quality speakers and workshops, network and join us in celebrating all that has made NADP what it is today, in line with this belief – You have been, and will continue to be, vital in the shape and development of NADP as we move onward.

For this year’s event, we are continuing to reflect on the practical elements that enhance the student experience, and in doing so, examining the ways we can develop our support of our student communities further.

In our understanding that many disabled students are challenged with access to literature due to reading disabilities, whether that be ADHD, dyslexia, visual impairment, anxiety, depression or many other needs, the theme running across our event presents various options for assisting students in practice.

We subsequently have some fabulous speakers and workshops lined up this year!

The Office for Students (OfS) in the UK is the independent regulator of higher education and we are privileged to welcome our first keynote of the conference, Alex Lewis, who will be providing us with the thoughts from OfS on a new approach to access and participation.

Our second keynote also features an independent body. The Office of the Independent Adjudicator (OIA) which was set up to review student complaints nationally. OIA’s work has produced a comprehensive report on good practice which our speaker, Jennifer Harley, has used within her university to impact on the student experience.

A conference to support those working with disabled students would be nothing without the involvement students themselves.

We are therefore delighted to be welcoming Kings College University of London and some of their students to discuss their involvement in the ‘Dialogues on Disability’ programme; a facilitated week-long programme specifically for disabled students from invited partner institutions internationally. The international perspective was an important aspect of this
initiative providing a forum for students to share experiences and ideas, participate in workshops and influence change inclusive of the social, political and educational experiences of the participants through their different cultural lenses.

At our recent conferences we have planned more time for delegates to network, with delegates commenting on the value of this time and space, and within a safe environment for active discussion.

This conference is no exception, with your voice and participation being core throughout, so do speak up, engage, and most importantly, have fun!

NADP believe that networking is about sharing best practice, developing trust and rapport, and exchanging information on challenges and experiences.

We hope therefore that this conference will stimulate new and creative ideas, develop and enhance existing practice, and assist members to strengthen current links whilst making new contacts and friends across our community.

Have a fabulous conference experience all, and join us in our festivities in a landmark year for NADP. We’ll be raising our glasses together at the Gala Dinner!

Brian Lutchmiah, Chair of NADP
Conference Information

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

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

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

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

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

The National Association of Disability Practitioners will be taking photos at the Conference. These images will be used by NADP to share news about the conference and to publicise our other events. Images may be used in press releases, printed publicity and published on the NADP Facebook Page and Twitter feed. If you would prefer not to be photographed, please speak to one of the NADP Directors or Reception team. If you would like to see your images, or would like us to delete them, please email the group on admin@nadp-uk.org at any time.
Delegates arriving on Tuesday 25th June should first register for the conference. The Registration Desk will be open from 8.30am.

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<td>09.30 – 10.00</td>
<td>Welcome and Introduction:</td>
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<td>10.00 – 11.00</td>
<td>Keynote: A new approach to access and participation. Alex Lewis, Office for Students</td>
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<td>11.00 – 11.30</td>
<td>Refreshment break and Exhibitors</td>
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<td>11.30 -13.00</td>
<td><strong>Session 1: Parallel Workshops (90 minutes)</strong></td>
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<td>Lego ® Serious Play ®: an innovative and creative tool for supporting disability identity. Jackie Hatfield, Tina Horseman, Loughborough University</td>
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<td>Whose exam is it anyway? Exploring inclusive assessment and accessible exam paper design. Harriet Cannon &amp; Jenny Brady, University of Leeds</td>
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<td>Supporting students with vision-impairment in Higher Education. Rachel Hewett &amp; Prof Mike McLinden, University of Birmingham</td>
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<td>Working outside the box. Tina Sharpe &amp; Jemma Day, De Montfort University</td>
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<td>A fresh approach to communicating reasonable adjustments: our new App. for academic and support colleagues, applicants, and students. Helen Shaw &amp; Beverley Martin, Loughborough University</td>
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<td>13.00 – 14.00</td>
<td>Lunch and Exhibitors</td>
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<td>14.00 – 15.00</td>
<td>Whole Conference Presentation: Publishing theme: Digital Dynamism – ebooks have changed. Are you keeping up? Richard Orme et al. DAISY Consortium</td>
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<td>15.00 - 15:15</td>
<td>Refreshment break and exhibitors</td>
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<td>15:15 – 16.00</td>
<td><strong>Session 2: Parallel Lectures (45 minutes)</strong></td>
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<td>Development of the Leicestershire specialist mentoring network: a model of collaborative working. Sharron Sturgess, Preetie Jagdev and Leanne Herbert</td>
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<td>Implementation of a transition event for offer holders with autism spectrum conditions. Georgina Heywood, University of Oxford</td>
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<td>Note-taking accommodations &amp; their effectiveness. Lee Chambers, Sonocent</td>
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<td>Building resilience in first year undergraduate disabled students to achieve long-term success. Joel Staley, University of Bath</td>
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<td>16.00 – 16:30</td>
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<td>16:30 – 17:15</td>
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Time for the Fitness Suite, pool or spa; a walk in the countryside or just a rest before the gala dinner and our 20th Anniversary entertainments. Meet in the Conference Bar from 6:15pm for a 7:15pm start.
NADP Anniversary Gala Dinner & Celebrations

18:30 Meet in the bar next to the conference room

19:15 Welcome and introduction – Brian Lutchmiah, Chair of NADP

19:30 Performance by Jess Thom – Tourette’s Hero and NADP President

20:00 Start of meal

20:15 Break and presentation of NADP Awards – Martin Smith, Chair of Awards Panel

20:30 Continue Meal

21:30 DJ and dancing until midnight

Writer, artist, campaigner, and playwork professional, Jess Thom co-founded Touretteshero in 2010 as a creative response to her experience of living with Tourettes Syndrome.

Jess is a visual, performing, and participatory artist based in London. She graduated from The Royal College of Art in 2005 with a MA in photography. She has worked as an artist educator and workshop facilitator as well as writing in the mainstream and disability press including The Guardian, The Observer and Disability Now. In 2012 she published Welcome to Biscuit Land – A Year in the Life of Touretteshero, with a foreword by Stephen Fry.

Jess has spoken widely across the world about her life with Tourettes, including on Woman’s Hour, This Morning, and Russell Howard’s Good News in the UK.

Jess is committed to increasing opportunities that allow the experiences of people living with Tourettes Syndrome to be heard, and to ‘changing the world one tic at a time.’

Jess has been the NADP president since 2015 and spoke passionately about the importance of DSAs for disabled students at our Spring 2016 Conference.
**Wednesday 26th June**  
*Registration from 8.30am (for those delegates attending for just Wednesday).*

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<th>Time</th>
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<tr>
<td>09.00 – 9:15</td>
<td>Welcome back:</td>
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<td>9:15 – 10.15</td>
<td>Keynote: Leveraging the OIA good practice framework: Enhancing the disabled student experience at key transition points. Jennifer Harley, University of Law</td>
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<td>10.20 – 11:05</td>
<td>Session 3: Parallel Lectures (45 minutes)</td>
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<td>Autistic students’ experience of group work – development of good practice principles for academic departments, Sharron Sturgess, University of Leicester</td>
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<td>My future in my hands - Empowering students to play an active role in identifying their needs and accessing support at University and beyond. Adam Tweed &amp; Amy Low, AbilityNet</td>
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<td>Inclusive practice initiatives: case studies from a number of different HEIs with a specific focus on ‘inclusive learning technologies’. Adam Hyland &amp; Atif Chaudhury, Diversity &amp; Ability.</td>
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<td>In pursuit of being part of the solution. Claire Flegg and Martin Hall, University of Leeds</td>
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<td>Publishing theme: World map of opportunities – making the inaccessible more accessible. Alistair McNaught &amp; Abi James</td>
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<td>11:05 – 11.30</td>
<td>Refreshment Break and Exhibitors</td>
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<td>11.30 – 13:00</td>
<td>Whole Conference Presentation and Discussion: More than just teaching and assessment – dialogues on disability. Lorrain Ishmael-Byers and Stephanie Baum, Kings College with Kings College Students</td>
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<td>13:00 - 14:00</td>
<td>Lunch and Exhibitors</td>
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<td>14.00 -15.30</td>
<td>Session 4: Parallel Workshops (90 minutes)</td>
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<td>Motive, means and opportunity: difficulties and opportunities in operationalising inclusive technology. Ivan Newman &amp; Leanne Herbert</td>
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<td>Interactive Session on the SHRE Project. Nicki Martin</td>
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<td>Publishing theme: Creating an inclusive, digital accessibility culture in your organisation. Abi James &amp; Alistair McNaught</td>
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<td>Increasing the employment prospects for disabled students: enabling students to get the most out of university. Helen Cooke, MyPlus</td>
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<td>15.30 -16.30</td>
<td>Refreshments, networking and close</td>
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Michael James Hoiles Oliver, disability activist and academic, 
Born 3 February 1945; died 2 March 2019.

It is particularly appropriate that as we celebrate the 20th anniversary of the foundation of the NADP we are also able to celebrate and say thank you for the life and work of Mike Oliver. As we continue to strive in our work to enable all people to achieve their potential and to live and study in an inclusive environment we follow the principle of ‘The Social Model of Disability’ that was first made widely known by Mike in his 1983 Book ‘Social Work with Disabled People.’

Mike recently said that, “I did want to provide an alternative, more optimistic picture that wasn’t about simply seeing disability as purely tragic, disabled people as unemployable and so on, it was about having an optimistic view of what disabled people could achieve if many of the barriers they faced were removed.” Hence, we strongly support the view that the individual is disabled by society and their environment rather than by their own impairment. This has been key to the emancipation of disabled people over the past 40 years and to the working principle of NADP members.

Mike grew up in Rochester, Kent. He was a keen sportsman but at the age of 16 broke his neck in an accident at a swimming pool. Following a year at Stoke Mandeville Hospital he was eventually offered work at the nearby Borstal Youth Detention Centre, teaching literacy skills. From individual tutoring he progressed to teaching, keeping one step ahead of his classes by studying at night school, and it was a sociology module that fired his imagination. “For the first time ever, education spoke to me,” he said. An attempt to take a degree course at Reading University in 1971 failed in a matter of days, as the promised support proved woefully inadequate, but 12 months later he began a sociology degree at Kent as a day student, driving there and back in a hand-controlled car. The campus was, at the time, far from wheelchair-user friendly but Mike found fellow students more than willing to carry him up and down stairs. He graduated in 1975 and took further degrees at Kent – his doctorate focusing on the care of young offenders with epilepsy – while developing the teaching of disability studies both there and at the Open University. When he moved to the University of Greenwich, he became a Professor, the first in the field of Disability Studies. It was another of his books, ‘The Politics of Disablement’ (1990) that established disability studies as an academic discipline.

Mike’s impact has been huge, and he proved a formidable advocate of both the social model of disability and of civil rights for disabled people. The Board of NADP are delighted to be able to present a special award during our gala dinner as a grateful recognition of his life and his work.

Martin Smith, Chair of the NADP Awards Panel
Keynote Speakers

**Alex Lewis** is a Senior Adviser in the Equality and Diversity team in Directorate for Fair Access & Participation at the Office for Students (OfS). Before joining OfS (and prior to that, HEFCE) in 2008, Alex has worked as a secondary school teacher and as the director of an afterschool. She holds a BA (hons) degree in Comparative Religion from SOAS.

**Jennifer Harley** is the Disability Support Service Manager at the University of Law, where she specialises in providing guidance and support to disabled students. She works across the university to embed inclusion and universal design for the benefit of all students. She is a qualified teacher and has previously worked as a specialist study support teacher for students with Dyslexia and on the Autistic spectrum. She conducted research with the University of Cambridge into cross circular teaching methods to enhance the learning experience and she is Chair of the Access Higher Education Disability Forum.

Whole Conference Speakers

**Richard Orme**

When teaching in an FE college more than 30 years ago, Richard encountered his first blind student, beginning a career in what we now refer to as accessibility. He has worked for local, national and international organizations, with young, old, and very old people, with visual, physical, dual sensory and cognitive disabilities. Whilst at RNIB, he conducted more than 400 technology assessments for people with sight loss in education or employment. Having identified a critical lack of accessible curriculum materials, Richard led an initiative for a national database of accessible textbooks, now grown to become the UK Education Collection operating as RNIB Bookshare.

Richard is Chief Executive of the DAISY Consortium, the global organization whose mission is to develop standards and solutions for accessible publishing and reading. He is a founding member of the Publishers Association Accessibility Action Group, is Vice Chair of the international Accessible Books Consortium (an initiative of the UN agency WIPO) and is a trustee of the charity Warwickshire Vision Support. He volunteers in his community providing home visiting support for people with disabilities. Richard’s brother James has a profound learning disability, and his son Jim has dyslexia.
Lorraine Ishmel Byers & Stephanie Baum

**Lorraine Ishmael-Byers** has over 18 years of experience in student support, 14 of those focused on disability inclusion, previously Managing the Disability and Dyslexia Team at King’s and now as Associate Director of Disability Support and Inclusion. Lorraine has successfully led funding proposals dedicated to enhancing and embedding inclusion into Learning and teaching, the legacy of which now supports aspects of implementing the King’s Education Strategy.

Lorraine is the university lead for student disability at King’s focusing on:
- strategic development of disabled student support and engagement;
- supporting the Disability Support Service development of support structures for individual disabled applicants and students;
- collaborating in strategic development of inclusive practice including learning and teaching; and
- working with colleagues across the university to embed opportunities for disabled student engagement with the whole student experience, such as study abroad and internships.

Lorraine has been a lead partner in the ‘Dialogues on Disability programme’, an initiative exploring disability through different cultural lenses and supports the engagement of disabled students in global mobility. King’s collaborative work in this area was highlighted as good practice in the Universities UK ‘Widening Participation in Outward Student Mobility’ toolkit.

**Stephanie Baum** has been working in HE disability support for the past 6 years. Initially she got to know the field as a support worker in a variety of different roles and in 2017 she joined the team at King’s College London as Assistant Disability Adviser. She has been supporting Dialogues on Disability for the first time in the summer of 2018. She is particularly interested in higher education institutions as ‘communities of practice’ and how disabled students can add more insight into how to make universities more inclusive communities. The time spent in Berlin during this year’s Dialogues on Disability with a group of students made her curious about what students might need to belong and enhance their voice in higher education contexts.

With further discussion from: Alice Chappell, Erk Gunce, Nimra Shahid
Break-out Group Presenters
(When provided by presenters)

**Jenny Brady** is the Disability Coordinator and Project Lead for Inclusive Learning and Teaching at the University of Leeds. She has worked as a Disability Coordinator at the University of Leeds since 2006, having previously taught ESOL and English for Academic Purposes both abroad and in the community. Jenny specialises in support for students with Specific Learning Difficulties and in 2013 completed a PG Cert in Developmental Co-ordination Disorder (dyspraxia). Jenny’s passion for neurodiversity and inclusion in general led her to taking the lead on a University wide project to promote and embed inclusive learning and teaching, enabling her to draw on her experience of teaching adults from diverse cultural backgrounds and working for over 13 years in the field of disability support in HE.

**Harriet Cannon** has 20 years’ experience working in the field of disability within Higher Education. She has worked in Disability Services at the University of Leeds since 2007, first as a Disability Coordinator, and then as the Team Manager, having previously led on disability support for the University of Cambridge Institute of Continuing Education. Harriet specialises in autism and in 2014 completed a PG Cert in Autism, with her final project focusing on assessment language and design in relation to autistic students. This contributed to her leading a successful University wide project to create inclusive exam paper templates and associated guidance for academic staff. Harriet is also a member of the inclusive learning and teaching project team led by Jenny Brady.

**Lee Chambers**
Hello, I’m Lee Chambers and I’m the Education Manager at Sonocent.

I’m based in Newcastle but spend most of my time travelling around the UK and ROI, visiting Universities, Colleges and DSA assessment centres. I have a passion for technology, and I’ve worked in the EdTech sector for nearly a decade, providing training and support to students, needs assessors, trainers and disability practitioners.

I love what I do and feel privileged to work for a fantastic company with an amazing product that is helping thousands of students take better notes and study effectively.

**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.

**Helen Cooke** is the Director of MyPlus and Founder of the MyPlus Students’ Club. Helen is passionate about ensuring that having a disability or long-term health condition will not prevent anyone from having the career that they want to have. Helen works with both employers and with disabled students. She works with organisations to help them to recognise the unique talents and strengths that individuals with disabilities can, and do, bring to an organisation. And through the MyPlus Students’ Club website and events, Helen provides disabled students with the advice, support and motivation to make the most of their time at university and prepare for employment. The MyPlus Students’ Club website enables students to find opportunities, approach relevant organisations and go on to realise new possibilities with progressive employers. The uniqueness of Helen’s approach comes from her expertise in HR and graduate recruitment combined with her first-hand experience of living with a disability; Helen is a wheelchair user as a result of a childhood spinal injury. She started her career on the Marks & Spencer graduate management programme before moving to Mars where she spent 10 years, mostly in HR and Resourcing. In 2006, Helen set up MyPlus.

**Jemma Day**

**Claire Flegg** is the Operations Team Manager at the University of Leeds. Her areas of responsibility include supporting transition from FE, student engagement, student experience and the operations of our busy front of house and administrative, data and systems functions. As part of the Management Team she utilises both her experience of working in disability support provision in HE and also theoretical knowledge acquired in a recent MA in Disability and Social Policy. She has previously worked as a Disability Coordinator at the University of Leeds, a non-medical help professional at Leeds Beckett University and in a SEN unit in a Leeds High School. She has undertaken research on HE policy implementation for disabled support provision and she is passionate about increasing student influence in the development of services and provisions in HE. I have been supporting neurodiverse students, in a 1:1 setting at Loughborough University for 12 years. In this role I engage with students
ranging from those beginning their learning journey in Higher Education through to those pursuing the challenges of researching and writing their PhDs.

**Jackie Hatfield** supports neurodiverse students from across the range of disciplines at Loughborough. This experience has made her aware of the frustrations they encounter with academic writing. As a predominately visual learner herself she has become increasingly interested in investigating innovative visual and creative strategies. This journey has led her to discover Lego® Serious Play® and prompted her to become a trained facilitator of Lego® Serious Play® methodology, to support her neurodiverse students (and potentially the wider student population) to reach their potential in a text heavy environment.

Her enduring motivation and passion to support the well-being and individualism of neurodiverse individuals extends into the workplace. To progress this, she is a Neurodiverse Consultant for Neurodiverse-HR whose aim is to build neurodiversity awareness whilst encouraging employers to recognise and utilise positively what an employee can do instead of what they cannot. Which in turn will result in a workplace that is inclusive whilst allowing the individual and the business to reach their potential.

**Leanne Herbert** has worked as a Disability Practitioner at De Montfort University (DMU) for 10 years. In this time she has held posts as a Faculty Disability Officer, Widening Participation Disability Officer as part of the NNCO and Reach, and now supporting over 300 Autistic DMU students in her role as Autism Officer.

Leanne became the lead of the newly created Autism Service at DMU in 2016 where she has developed DMU’s NMH provision, including Specialist Autism Mentors and Study Skills Tutors.

Leanne led on the introduction and facilitation of the Brain in Hand project, starting in 2016, offering all Autistic DMU students access to a licence which supports their academic journey from transition to graduation, with a focus on independent living and learning strategies. Our Brain in Hand project has led to the development a social activities programme for students which includes a weekly lunch club and regular off campus activities.

Leanne who gained her LLB in Law in 2014, began her MA in Education Practice in 2018 and is due to complete this in 2020, focusing her studies on the improvement of educational experiences and outcomes for autistic students.

**Rachel Hewett**, is a Birmingham Fellow working in the Vision Impairment Centre for Teaching and Research (VICTAR) in the
Department of Disability Inclusion and Special Needs (DISN) at the University of Birmingham. Rachel’s research interests in the field of vision impairment include young people’s transition experiences from compulsory education through to the labour market and inclusion in higher education. She is a member of the University of Birmingham’s Inclusive Education Committee.

Georgina Heywood has a BSc in Psychology and a Masters in Developmental Psychology. She is currently an Autism Specialist and Disability Practitioner for the University of Oxford, Disability Advisory Service. She has over 8 years of experience in supporting disabled students within a higher education institution and has previously worked with children on the autistic spectrum for Oxfordshire County Council. Additionally, she is a Specialist ASC Mentor for the University of Oxford, Oxford Brookes University and she manages a small caseload of private clients. She provides autism awareness and general disability training sessions for University staff members and external organisations to promote awareness and guidance for working with disabled students (within a higher education institution). She takes a lead on autism support services at the University of Oxford and has worked towards the development of support provision and helped to justify additional resource.

Tina Horsman is a specialist study support tutor at Loughborough University, providing specialist one-to-one study support for students with a range of neurodiversities. She also runs a private practice as a fully qualified assessor with AMBDA and APC status, assessing children, adults and within the workplace. She has worked within education for many years and is a Fellow of the Higher Education Academy and a Fellow of the Dyslexia Guild.

She recognises that many neurodiverse students are experiencing difficulties with mental health and she has undertaken further study to understand how this is affecting students’ self-confidence and further impacting their learning. As a result, she has developed and delivered a unique Mindfulness for Study programme within Loughborough University and co-authored the book *Mindfulness for Study: From Procrastination to Action*. This work has led her to inaugurate the Higher Education Mindfulness Network to provide a platform for sharing mindfulness research and practice with staff within the higher education sector.

She has recently trained as a Lego® Serious Play® facilitator and she is excited by the way this multi-sensory methodology is developing her practice. She believes the Lego® Serious Play® approach is versatile and she is keen to extend this work to wider contexts within the workplace, learning and H.E.
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 Cerebal Palsy and the can-do attitude that makes all thing seem possible.

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

Adam 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.

Preetie Kaur Jagdev is a Disability Adviser at Loughborough University, specialising in supporting students with autism spectrum conditions and those with co-occurring mental health issues. Preetie has worked in the sector for five years by starting as a Specialist Mentor as part of her placement year; Preetie then progressed into a senior mentor role. Her specific interest in autism stemmed from her university dissertation where she explored university students who identified with autism and their experiences of higher education. Preetie has most recently completed a PG Cert in Autism and Education from London South Bank University in 2017 and hopes to build more autism and disability awareness around the University.

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.

**Adi Latif** is an accessibility consultant at AbilityNet. Adi empowers organisations on how to best design an inclusive product/service which can be used by all. He believes that good design enables and empowers people and bad design disables.

Adi is experienced in accessibility user testing, management consulting and training. He also has over 15 years of experience in using screen-reader technology for the blind. Previous experience includes running 2 start-ups and working for Accenture Global management consultancy.

AbilityNet is a charity who work with large and small organisations from all sectors to improve the usability and accessibility of digital products and services.

**Amy Lowe** is Service Delivery Director at AbilityNet, a technology charity that supports disabled people to achieve their objectives at home, at work and in education.

Having spent 15 years working in a variety of roles within serviced property and IT providers, Amy joined AbilityNet in 2016, drawn by the opportunity to leverage technology to bring down barriers to participation for disabled people. She feels privileged to work with a fantastic team of talented individuals working towards AbilityNet’s vision: A digital world accessible to all. Amy is also a trustee of CITA, the Charity IT Association, CITA has a team of highly skilled IT volunteers that provide low cost IT support and strategic advice to the charity sector to enable them to use technology to increase their reach and impact.

**Beverley Martin** has worked as a Disability Advisor at Loughborough University since 2016, having previously worked in disability and student support roles at Keele University and the University of Birmingham. Beverley works specifically with students with neurodiverse conditions including dyslexia, dyspraxia and ADHD. Beverley has a Level 5 qualification in teaching learners with dyslexia.

**Professor 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).

Mike McLinden, PhD, is co-director of the Vision Impairment Centre for Teaching and Research (VICTAR) in the Department of Disability Inclusion and Special Needs (DISN) at the University of Birmingham and programme lead for the professional development courses in visual impairment. Mike’s research interests in the field of vision impairment education include the role of touch in the learning experiences of learners with complex needs, literacy development and early intervention approaches in low- and middle-income countries.

Alistair McNaught spent 20 years in teaching before accidentally changing career as a result of exploring the potential of technology to improve teaching, learning and accessibility. He was a senior adviser for the Jisc TechDis service from 2004 to 2015 and one of Jisc’s subject specialists in accessibility from 2015 to May 2019.
Alistair’s teaching roots gave him a particular interest in supporting student independent learning. He got involved with e-book accessibility around 2008 and has since been a core member of the Publishers Association Accessibility Action Group, representing the needs of libraries and disabled students. Alistair coordinated the 2016 e-book accessibility audit and the 2018 Aspire audit of accessibility statements, supported by fantastic group of librarians, publishers and aggregators. His passion is to support library and disability teams in getting best return on ebook investments by understanding how different ebook formats and platforms can support learners with different access needs. Alistair is now working freelance, helping FE and HE organisations adapt to the new public sector web accessibility regulations – which apply to ebooks as well as websites and VLEs! Alistair can be contacted via enquiries@alistairmcnaught.co.uk.

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.

Tina Sharpe

Helen Shaw has worked as a Disability Advisor at Loughborough University since 2012, having previously worked as a community based British Sign Language interpreter for 15 years. Helen specialises in support for Deaf and hard of hearing students and also holds the case load for visually impaired students, physically disabled students and those with long term health conditions.

Helen completed an MA in Disability Studies from Leeds University in 2017 where her dissertation explored the experiences of applicants who disclose a disability on their application to study at HEIs, the findings of which helped to influence practice change at Loughborough University.

Joel Staley joined Student Services at the University of Bath as Disability Service Manager in May 2018. He leads a team of student Disability Advisers and Support Co-ordinators providing advice and guidance to students and academic and professional staff colleagues on a range of issues, including reasonable adjustments and specialist study support. As part of the Student Services management team, Joel plays a key role in delivering joined-up services across the University to embed key principles of disability awareness and support. His current focus is
developing and implementing strategies to help shape and promote inclusive teaching and learning practices across the institution. Joel brings a wealth of HE experience and a fresh perspective to the role, having held a variety of project, operational and change management position at Bath over the past 15 years.

**Sharron Sturgess.** After a decade forging a career as a secondary school teacher Sharron changed direction and in 2004 went to work at Loughborough University as a general disability adviser. She progressed to managing the service and at the same time decided to specialise in autism and the support of autistic and neurodiverse learners. She completed the PGCE in Asperger syndrome with Sheffield Hallam in 2012, and the MA in Education (Autism) at London Southbank in 2018, for which she received the course director’s prize for her research project.

Sharron is currently the autism lead for the University of Leicester which involves not only working with students but also managing a team of mentors, design and delivery of training, and working with academic departments and professional services to embed good practice in relation to the support of autistic students and staff.

Sharron has an interest in the experience of autistic learners in higher education and is keen to facilitate opportunities for their voices to be heard, particularly through the use of emancipatory research. She hopes to be able to develop this interest when she commences with an EdD in autumn 2019.

**Adam Tweed** is the Service Development Manager at AbilityNet. Adam studied Film at University, specialising in screenwriting, and as a penniless writer, built his own PC. This led to an initial love (/hate) of all things tech and ultimately to a career in IT where he worked both in the commercial sector and then as a network manager in secondary education. He then retrained in Psychology through the OU and joined a private psychological practise carrying out psychometric testing. The move to AbilityNet combined both Psychological and technological passions. Adam's main interests lie in the interactions between humans and technology and the increasingly blurred lines between the two. He believes "if you can break it; it's been designed badly" and that the best tech is the stuff you shouldn't need to think about.

**Caroline Walker** has worked for RNIB for 10 years on various projects to do with improving accessibility of curriculum resources for learners with print disabilities. She joined RNIB's Centre for Accessible Images in 2009 to work on the ImageShare project which merged with the Load2Learn development in 2010, finally becoming RNIB Bookshare in 2016.

This service has been revolutionary in transforming accessible educational resources from early learning literacy to further and higher education. The
service now has over 230,000 books, works with more than 700 publishers and their imprints and has over 3,000 accessible images. Reaching more than 7,000 educational establishments around the UK and currently used independently by around 15,000 learners with a print disability.

Caroline works with colleagues on the day to day service on all that it involves; talking to learners, educators and publishers, processing book requests, working with volunteers, website editing etc. She is passionate about sharing what a difference RNIB Bookshare is making to learners and so she gets out and about promoting the service at events and in delivering occasional sessions to educators.

One of the best things about her job is when she gets out to gather ‘stories’ about RNIB Bookshare. These are wonderful snapshots about RNIB Bookshare, and it’s amazing to see learners reaching their potential and able to access whatever resources they need for their studies, in an equality of access to their curriculum.
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Christine Werrell, Vice Chair Professional Development, University of Cardiff
Ian Carter, Vice Chair Operations, University of Brighton
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Microlink has configured and loaned the laptops used throughout the NADP Conference and supplied captions for the breakout groups.

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NADP Anniversary Conference 2019
AbilityNet is a charity that changes the lives of disabled and older people by helping them to use digital technology to achieve their objectives at home, at work and in education.

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- Katie Atkinson, University of the Arts London
- Elizabeth Back, University of Bristol
- Vanessa Bacon, University of Northampton
- Catherine Badminton, Educational Guidance Service
- Marie Bahr, Kings College London
- Lucy Balaam, University College London
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- Beth Barrick, Clarion UK
- Stephanie Baum, Kings College London
- Andrew Billington, Edge Hill University
- Julie Birkwood, Norwich University of the Arts
- Sarah Birtwistle Newson, Swansea University
- Jenny Brady, University of Leeds
- Karl Brealey, Sight and Sound
- Michael Buckfield, Microlink
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- Daniel Carroll, Barry Bennett Ltd
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