

Course Leaders' Conference

10 April 2018

Student Support Services:
Access Statements

Our key messages to students

- Early disclosure and continued engagement – encouraging students to contact us sooner rather than later. They can disclose during application, enrolment or any point on-course (pre and on-course events)
- We encourage students to embrace their strengths and work collaboratively to develop a “tool kit” for life, not just their studies, to develop independence
- Continue to reinforce the benefits of using assistive technology where approved as we know it makes a difference
- Work with students to manage coursework deadlines and extensions
- Flag the special examination arrangement deadline as limited as to what we can do if missed
- Increasingly working more closely with the school-based Student Support Assistants/Officers.

Group activity

In small groups – come up with 1-2 brief scenarios where staff have supported a disabled student, with a specific learning difficulty or mental health difficulties.

First steps

The importance of disclosure for effective student engagement

- Students disclose a disability code and give a short narrative of their condition during application. We will then initiate contact in asking them to tell us about their condition and impact on their studies
- Students disclose at enrolment by flagging a disability code and we contact them during the Autumn Term if not already been in touch
- Any time on course, eg email, phone, dyslexia advice sessions, disability drop-ins, SSAs
- Students may need advice and encouragement to do so
- Access Statement created pre-entry, on-entry or anytime during their studies and reviewed on an on-going basis or as required, on reasonable adjustments based on personal needs of the student

Evidence: where does it come from, what is it for?

- Medical evidence, eg GP, consultant, psychiatrist, other clinician letter
- Secondary School/College assessment report
- Educational Psychologist Report - recommends range of adjustments in the report

Evidence is the proof, more work needs to be done to ascertain the barriers. After meeting with the student we'll identify the next steps

Assessments of Needs via an Access Centre (Clifton Centre @ NTU)

Who has an Access Statement?

Students who have:

- Specific Learning Difficulties (SpLD) such as dyslexia (including ADD and ADHD)
- Physical or sensory disabilities such as hearing impairment
- Autistic Spectrum Conditions such as Aspergers
- Diagnosed mental health difficulties such as depression, anxiety and panic attacks
- Unseen or long term health conditions (ie 12 months+) such as epilepsy, diabetes

What's in an Access Statement

An access statement includes reasonable adjustments based on personal support needs, such as:

- Coursework extensions
- Extended library loans
- Access to notes prior to lectures
- Recording teaching sessions
- Provision of BSL interpreters
- Special exam arrangements
- Car parking
- 1:1 support

Aims of an Access Statement

Is to work together to ensure:

- Student access needs are met
- Removing barriers to develop inclusive participation
- Student stress
- Staff stress
- Parental intervention
- Complaints
- Withdrawal

How can you encourage students to disclose?

- Include information on your open day stands/talks
- Induction
- Discussions with in-school Student Support Advisors
- Tutorial groups
- Social media
- Communications, eg email, events, induction
- Encourage them to get in touch – attend one of our termly drop-ins, email, phone or via the Student Services Centres (SSC) at all sites

Key Contacts

Dyslexia Support Service

Tel: 0115 848 4120

email: dyslexia.support@ntu.ac.uk

Disability Support Service

Tel: 0115 848 2085

email: disability.support@ntu.ac.uk

Mental Health Service

Tel: 0115 848 2085

email: mental.health@ntu.ac.uk

Autism Spectrum Support Service

Tel: 0115 848 2085

email: disability.support@ntu.ac.uk

Wellbeing

www.ntu.ac.uk/wellbeing

Any questions and review of scenarios