



Barriers to disabled students in the sciences.

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Lessons from schools

- Introduction to New College-Lloyd, Robin, Alastair
- Every Child matters
- Does Every Disabled Student matter?
- Personalised learning- engaging all students
- Getting it right for SEN students has a benefit for all students.



Barriers to getting to HE

- Curriculum entitlement at school
- Modification of learning/assessment to show ability
- Battling against expectations-role models, parents, school, HE
- Shows a lot about a student if they are even thinking of applying
- Get it right for the individual because it is their hopes, dreams and future.
- Employment for VI adults- 75% if a graduate, 25% for non-graduates.



Responsiveness of admissions

- Two extremes- “I’m sure it will be fine” or subtly or blatant signals of rejection.
- Partnership of department, central support services and student.
- Constructive dialogue- being prepared, asking the right questions and working together for personalised solutions.
- Students need the right degree of assertiveness to engage.



When is a barrier not a barrier?

- When it can be overcome with reasonable adjustment.
- Small changes/more time/being well prepared in advance
- Think it from the student's perspective



Modification

- Adapt/modify/replace
- What is a core competence?
- What is the aim of a task?
- How else could it be shown?



Nature of visual impairment.

- Very individual
- Social barriers
- Lack of incidental learning
- Accessing breadth of information
- Accessing diagrammatic material
- Accessing practical work



Why engage?

- Legal responsibility
- Think of the individual
- Improve learning for all students



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