



Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

Executive Summary

Disability Service Annual Report 2021-2022



Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

The Trinity
Disability Service
Strategic Plan
2020-2025

Empowering
Students with
Disabilities

www.tcd.ie/disability/



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Executive Summary

This is an executive summary of the Disability Service Annual Report covering the academic year 2021-2022. Below is a table summarising the Key Performance Indicators developed by the Disability Service (DS) to capture the breadth of work carried out by the service.

KPI Indicator	Year 2021-2022
Number of new UG entrants with disabilities by entry route)	Required Points: 157 DARE Reduced Points: 204 Mature (Over 23): 27 Total: 388
Number of new students with disabilities – UG/PG/Foundation	UG: 528 PG: 106 Foundation: 10 Total: 644
Number of International students (non-Irish)	112
Number of students with disabilities in Trinity	Total: 2061 (10.1% of total Student population)
Number of needs assessments carried out	Total: 708
Number of students supported/funded by FSD student disability fund	(389 new in 21-22) Total: 1499
Number of students receiving exam accommodations	Total: 1859
Number of Assistive Technology assessments/appointments	89 referrals 197 appointments
Number of students receiving Occupational Therapy supports/appointments	576 students met 1:1 with an Occupational Therapist 1861 appointments
Number of students availing of Professional Placement support	512 students on a professional course 123 students with a PLENS report
Number of students/parents supported pre-entry	Pre-entry events: 14 Prospective student enquiries:

	197 Orientation events: 3 Total attendance: 565
Number of Students Engaging with the Ability Co-Op annually	Total: 55
Number of students whose residential accommodations applications were supported	41
Number of school/departmental meetings	31
Number of students supported by Educational Support Workers (ESW)	51
Number of staff with disabilities supported	18

Introduction and Service Structure

Trinity College Dublin Disability Service (DS) addresses the needs of disabled students in Trinity by providing advice, support, and academic accommodations in partnership with service users and academic departments/schools and service areas.

The DS has two principle functions:

1. To provide supports and services to Trinity's disabled community (which comprises of students, staff, and indirectly, visitors) and to recommend policy and procedural changes as required.
2. To ensure Trinity is compliant with the Disability Act 2005 and other relevant legislation and codes of practice.

The DS Strategic Plan (2020-2025), '[Empowering Students with Disabilities](#)' sets our priorities for the next five years of our inclusive university journey. We have built our strategic plan around Trinity College Dublin's strategic mission, priorities, and themes. Our people, the core of our staff and students, and our values are at the heart of our plan, while our themes, innovation, and civic engagement, underpin everything we do. Objectives will be achieved through innovative approaches and continuous review of service delivery while also maximising partnerships and joint working opportunities.

As we empower disabled students in achieving their potential, we will work together in this partnership in co-producing activities that will engage the University community in creating an inclusive transformational environment and provide a platform for innovation and inclusion.

This strategic approach enhances the student experience by engaging prospective students, current students, and staff, with the intention of improving practice and implementing change across the whole institution. It is an evidence-based approach, collecting data and evaluating supports on an ongoing basis to improve the student journey. Each DS activity and objectives is aligned to:

- the Strategic Objectives of Trinity College Dublin, the University of Dublin (Trinity)
- national targets for disabled students set by the Higher Education Authority (HEA) in Ireland
- DS Strategic Implementation plan

Since its inception in June 2000, the DS has undergone enormous growth and development. Students applying for DS support have increased from 64 in 2000-01 to 2061 in 2021-22. During this time, a [comprehensive range of supports](#) have been developed to enable disabled students to pursue degree programmes across all faculties.

Disability Service Highlights 2021-22

- There was a 12.8% increase in the number of completed disabled student applications for Reasonable Accommodation with the Disability Service in 2021-22 compared to 2020-21.
- The total number of disabled students was 2061, equating to 10.1% of the Trinity student population.
- The [TCD Sense](#) HEA strategic initiative funded project delivered all objectives and increased the number of sensory spaces across the university.
- The ADHD project set up to improve supports and services established an [ADHD Clinic](#), the first of its kind in any university in Ireland.
- The Disability Service received a total of 644 applications for Reasonable Accommodation in 2021-22, 388 from new entrants and 255 from DARE applicants.
- The Disability Service Annual Pre-Orientation Event 'Getting to know the Disability Service at Trinity College' was co-produced for the first time with the Student Summer Interns.
- The Disability Service in collaboration with TCDSU, TCPID and Trinity Ability co_op hosted an Art Exhibition of work created by disabled students during TCDSU Disability Awareness Week 2021.
- This was the first year of the [Disability Inclusion Pathway](#) in collaboration with the Trinity Careers Service. Both the Graduate and Summer Intern were recruited through the pathway programme while a variety of internship roles and employment opportunities were also created for disabled students.
- The [Towards Inclusive Clubs and Societies Project](#), a collaboration between the Disability Service and the Trinity Ability co_op received the USI Equality Campaign of the Year Award for 2022.
- The DS continues to provide a disability support service to Marino Institute of Education (MIE). MIE recorded their highest number of students applying for reasonable accommodations (8% of student population) in 2021-22.
- Throughout 2021-22 the Disability Service worked to strengthen the support provided to students on professional courses through the Enhancing Connections, a Professional Placement Planning Project which included contributing a case study to [AHEAD's Reasonable Accommodations Professional Placement Project](#).
- The Assistive Technology Masterclass series was delivered to students for the first time this year. These AT Masterclasses offered bite sized demonstrations of top technology tools for academic success.
- As part of the DS Neurodivergent Project, a two-day pre-college transition event was held. Five Neurodiversity Workshops were also facilitated for academic staff in Trinity this year.

- A programme of Occupational Therapy support and Academic resources were delivered in Trinity Hall this year. Focus groups were held with the incoming and outgoing welfare teams and the Assistant Warden team in Trinity Hall.

DS Processes Annual Review

Below are the DS objectives set for each Disability Service process with highlights and KPIs.

DS1 - Pre-Entry to First Year Experience

DS1 Objectives

OB1: To provide clear information on DS supports to prospective students and their parents/guardians.

OB2: To provide an effective pre-orientation and orientation programme to new disabled entrants.

OB3: To assist the admissions office in the process of administering the DARE scheme at Trinity.

OB4: To assist prospective and new entrant international disabled students to understand and access supports.

DS1 KPIs

DS Code	DS Process	KPI Indicator	Year 2021-22
DS1	Pre-Entry to First Year Experience Activities	Number of new UG disabled entrants entering with the required points (RP) / DARE	Required Points: 157 DARE Reduced Points: 204 Mature (Over 23): 27 Total: 388

DS1 Highlights

- The [Disability Service annual Pre-Orientation Event](#) 'Getting to know the Disability Service at Trinity College' was co-produced for the first time with the Summer Intern.
- The Summer Intern also led on the production of prospective and new student resources, as well as a series of re-orientation activities for continuing students that included campus tours and scavenger hunts.
- The Disability Service were delighted to be able to return to some in-person events and activities in 2021-22, in combination with a continuation of online offerings for students who were still unable to attend campus. 200 students attended across two in-person Pre-Orientation sessions in September 2021, while 40 parents logged into the Parent Information session online. 16 students attended the Autism Pre-Orientation Programme while 34 continuing students engaged in Re-Orientation activities.
- 13 disabled students were awarded [1916 Leaders and Learners Bursaries](#) across the various funding tiers.

DS2 - Disability Service Needs Assessment

DS2 Objectives

OB1: Provide a comprehensive and timely assessment of the needs of all disabled students applying to DS for support.

OB2: Complete a LENS (Learning Educational Needs Summary) report for all students that accurately and clearly outlines their reasonable accommodations.

OB3: Disseminate LENS reports to Schools and relevant staff and ensure they are fully informed on how to process and implement supports.

DS2 KPIs

DS Code	DS Process	KPI Indicator	Year 2021-22
DS2	Trinity Admission and Disability Service Applications	Number of disabled students in College	2061 (10.1% of total Student population)
DS2	Disability Needs Assessment	Number of needs assessments carried out	708
DS2	General Disability support	Number of students in receipt of General Disability support	1399
DS2	Exam Accommodations	Number of students receiving exam accommodations	1859
DS2	Professional Placement Supports	Number of students availing of Professional Placement support	512 students on a professional course 123 students with a PLENS report
DS2	Trinity Residential Accommodation	Number of students whose residential accommodations applications were supported	41
DS2	Disability Consultations	Number of Disability Consultations	33

DS2 Highlights

- There was a 12.8% increase in the number of completed student applications for Reasonable Accommodation with the Disability Service in 2021-22 compared to 2020-21.
- The total number of disabled students was 2061, equating to 10.1% of the Trinity student population.
- 708 Needs Assessments were completed in 2021-22.
- A combination of online and in-person appointments worked well. Cancellations decreased from 209 in 2020-21 to 153 in 2021-22. The return to in-person Drop-In was useful for dealing with quick queries. Phone calls were used for student check-ins at different points in the academic year.
- A [Safe Zone](#) pilot commenced, and 7 students were actively using the Safe Zone app in 2021-22.
- There was a significant increase in the numbers of students with ADHD seeking to access supports through the Disability Service, and other college services.

DS3 – Inclusive Learning and Technology

DS3 Objectives

OB1: Implement a full spectrum of inclusive digital learning tools.

OB2: Implement a full support route for students with a specific 1:1 need for academic supports where Student Learning Development cannot meet it.

OB3: Provide independent learning tools for students engaging with the service. Remove human supports within learning and working environments wherever possible.

OB4: Scaffold 'ready for work' skills, including the use of technology to enhance performance.

DS3 KPIs

DS Code	DS Process	KPI Indicator	Year 2021-22
DS3	Assistive Technology	Number of Assistive Technology Assessments/Appointments	197
DS3	Academic Support	Number of Academic Support Appointments	519

DS3 Highlights

- Matching Student with Technology assessment (MST): A full technology assessment allows students to see technology as a support. Technology is matched to student need and trialled. The student is involved in the decision-making process in a joint approach to support provision.

- Increased usage of Texthelp Read & Write software due to promotion to other student cohorts including international students.
- A hybrid approach to technology support offered greater flexibility for students to engage and better understand the supports being demonstrated, through screen sharing for example. This also reduced the time between initial engagement with the student and their first appointment.
- Online meetings and screen sharing also worked well for Academic Support meeting. This also allowed Academic Support Specialists to enrol student in the ASKDS Blackboard Module.
- The addition of two Academic Support tutors increased the availability of 1:1 support. It allowed students to avail of a combination of complimentary support types from a multidisciplinary team.

DS4 – Occupational Therapy Supports

DS4 Objectives

OB1: Deliver individualised occupation focused support to students who have the most significant barriers to engaging in their student role.

OB2: Provide an accessible and responsive service to meet students’ needs.

OB3: Deliver a professional, competent, and evidence-based occupational therapy approach to students.

OB4: Work collaboratively with other DS Staff, Students services, tutors, and academics in supporting students.

DS4 KPIs

DS Code	DS Process	KPI Indicator	Year 2021-22
DS4	Occupational Therapy Supports	Number of students receiving Occupational Therapy supports/appointments	576
DS4	Occupational Therapy Supports	Number of Occupational Therapy appointments per year	1861

DS4 Highlights

- 576 students met 1:1 with an Occupational Therapist in 2021-22.
- The average number of meetings with an OT was 3.2 meetings per student.
- The introduction of additional academic support hours within the Disability Service, provided more focused support in managing specific disability issues with meeting academic demands. This enabled Occupational Therapy support to focus upon areas

such as managing physical or mental health, developing a healthy routine, communication with students and staff, managing the sensory environment and balancing college and other demands.

- Regular meetings were held with College Health and the Student Counselling Service to coordinate the management of complex student cases. The formation of a coordinated support model for ADHD is an example of developments of resources across these three services.
- There was a significant increase in the numbers of student being referred between College services and a better referral structure is required to ensure that all students are provided with the appropriate support.

DS5 Graduate Attributes, employability skills & international mobility

DS5 Objectives

OB1: To deliver an individualised comprehensive and timely support to students who have barriers to engaging in activities associated with professional development through an accessible, inclusive, and responsive service to student's needs.

OB2: To support schools in developing inclusive opportunities which may enhance a student's graduate attributes, employability and professional engagement through international mobility.

OB3: To support students with the development of skills required for transition from college to the workplace through the provision of online resources, workshops, and advertisement of career enhancement opportunities.

OB4: To develop a support network for disabled students within the workplace through connection with placement/internship staff and mentorship from the DS Alumni community.

DS5 KPIs

DS Code	DS Process	KPI Indicator	Year 2021-22
DS5	Gradate Attributes & Employability	Number of applicants for the Disability Inclusion Pathway	58
DS5	Gradate Attributes & Employability	Number of DIP Level 1, 2, 3 awardees	19
DS5	Gradate Attributes & Employability	Number of Careers Summer Internship applications	12

DS5 Highlights

- First year of the Disability Inclusion Pathway in collaboration with Trinity Careers Service.

- New internal synergies were formed with the Erasmus and Alumni departments.
- A variety of work placement and internship opportunities were developed for disabled students including two roles with the Careers Service and numerous opportunities within the Disability Service.
- Online events and webinars enjoyed a much greater reach when the Disability Service collaborated with other Trinity services/departments.

DS6 Student Development and Engagement

DS6 Objectives

OB1: To act as coordinator of Trinity Ability co_op, supporting members on delivering projects and developing transferable skills.

OB2: To create meaningful synergies with college bodies to provide opportunities for disabled students to engage in college life.

OB3: To create resources and data in partnership with students for college bodies to use to support the engagement of disabled students in college life.

OB4: To collaborate regularly with the wider Trinity disability community for increased social engagement: Trinity Hall, TCPID, Marino, SU/GSU DO's, Deaf Studies.

DS6 KPIs

DS Code	DS Process	KPI Indicator	Year 2021-22
DS6	Student Development and Engagement	Number of Trinity Ability co_op members	55
DS6	Student Development and Engagement	Number of members attending meetings	114
DS6	Student Development and Engagement	Number of training sessions and projects	21
DS6	Student Development and Engagement	Number of meetings with college bodies	20
DS6	Student Development and Engagement	Number of projects formed with college/external orgs	12

DS6 Highlights

- Collaboration with other college working groups: Forum for Disabled Postgraduates (Breaking Boundaries Series), Trinity Sport (Inclusion GAA Team), Trinity Inclusive Curriculum Project (The Inclusivity of the Foundation Scholarship Survey), Trinity Centre of Intellectual Disabilities (Annual Art Project), the CSC (Towards Inclusive Clubs and Societies Project) and EDI unit (Disability and Violence against Women Podcast and Wider Disability Community Board).

DS7 Marino Disability Service

DS7 Objectives

OB1: To provide professional disability support services to students that apply to the Disability Support Service at M.I.E, as outlined in the Service Level Agreement.

OB2: To ensure the Disability Service is accessible and inclusive for all students applying for support by providing a range of resources targeting various levels of need.

OB3: To work collaboratively with the access officer, student services, tutors, and academics in supporting disabled students in M.I.E.

DS7 KPIs

DS Code	DS Process	KPI Indicator	Year 2021-22
DS7	Marino Disability Service	Total number of student applications for DS support	103
DS7	Marino Disability Service	Number of new students applying for DS support	39
DS7	Marino Disability Service	Number of needs assessments carried out	37
DS7	Marino Disability Service	Number of LENS/PLENS reports produced	LENS: 37 PLENS: 5
DS7	Marino Disability Service	Occupational Therapy referrals	17
DS7	Marino Disability Service	Assistive Technology Referrals	8
DS7	Marino Disability Service	Academic Support Referrals	4

DS7 Highlights

- 8% of the student population of MIE availed of Disability Service support.
- This year 15 continuing students applied for Disability Service support.
- The DS presented at the President's 'Town Hall' event in August. This has increased awareness of the DS among MIE staff.
- The DS now have an office space on MIE campus, which has increased visibility of the service and allows for provision of in-person meetings to students.
- There has been high student and staff engagement at online and in-person events offered by the DS.
- There has been an increased connection between the DS and staff in MIE including tutors, placement co-ordinators, student counsellor, chaplain, and GP service in Fairview.

- A strong relationship has been developed between the DS and the MIE Library. MIE Library has developed [additional Library borrowing supports](#) for those availing of reasonable accommodations.
- A respite room facility was developed this year, by the DS and Registrar’s office.
- The DS hosted a Pre-orientation event for the first time, for prospective MIE disabled students.
- The DARE Orientation took place in-person on MIE campus. A highlight was the involvement of students on the day: Disabled student speaker, Disability Service Graduate intern and the President of Marino Student Union.
- The DS and School Placement staff had regular connection this year. The DS joined many placement preparation lectures to present on placement supports and the PLENS process.
- TCD Sense project lead, Kieran Lewis, hosted a tour of TCD Sensory Spaces for the MIE Autism Friendly Campus committee.

DS8 – Disability Service Funding Determination, Allocation and Reporting

DS8 Objectives

OB1: Fulfil Higher Education Authority reporting requirements by due dates and to the quality required.

OB2: Provide well trained Educational Support Workers to meet the needs of the students.

OB3: Maintain detailed financial reports relating to the European Social Fund for Students with Disabilities.

OB4: Ensure payment of Educational Support Workers and casual staff through casual payroll.

DS8 KPIs

DS Code	DS Process	KPI Indicator	Year 2021-22
DS8	Disability Service Funding Determination, Allocation and Reporting	Number of students supported/funded by FSD	1499
DS8	Disability Service Funding Determination, Allocation and Reporting	Number of new students supported/funded by FSD	389
DS8	Disability Service Funding Determination, Allocation and Reporting	Number of International students supported/funded	222
DS8	Disability Service Funding Determination, Allocation and Reporting	Number of Northern Irish students supported	18

DS8 Highlights

- Educational Support Worker Recruitment: The advertisement of Educational Support Worker roles through the Postgraduate Advisory Service generated good interest in roles throughout the academic year.
- The student activity report generated monthly based on SID enquiries and SID case notes provided detailed information on levels of student activity and interaction within the service as a whole.
- Educational Support Worker demand increased 34% on last year, and 110% on 2019-20.

DS9 School Communication & KPIs and statistics

DS9 Objectives

OB1: Continuously monitor DS operating systems (DS module in SITS and SID) to ensure both are functioning accurately.

OB2: Sharpen communication with both internal and external stakeholders around the needs of students with disabilities.

OB3: Meet with all schools and departments annually to discuss disability-related issues i.e., teaching and assessment.

OB4: Engage with students with disabilities in a meaningful way through social media and other targeted comms.

OB5: Maintain service KPIs and Statistics that will form the basis for the DS annual report.

DS9 KPIs

DS Code	DS Process	KPI Indicator	Year 2021-22
DS9	Disability Service Stakeholder Communication	New Facebook Likes/Followers	+10/+27
DS9	Disability Service Stakeholder Communication	New Twitter Followers	+257
DS9	Disability Service Stakeholder Communication	New Instagram Followers	+205
DS9	Disability Service Stakeholder Communication	Number of E-newsletters sent to students	6
DS9	Disability Service Stakeholder Communication	Number of E-newsletters sent to staff	6

DS9	Disability Service Stakeholder Communication	Students employed by DS as content creators/producers	1
DS9	Disability Service Stakeholder Communication	Number of communication meetings held with Schools/Departments	31

DS9 Highlights

- Communications: Weekly emails during semester 2 worked well and informed students of upcoming events, resulted in students attending webinars, groups and events.
- Social Media: Increased presence and following on Instagram. Use of Canva has allowed for continuity across platforms. The [Disability Service Linktree](#) has worked well as a repository for all events/links. Communications calendar and weekly meetings have worked well in planning content. It has proved useful to have a team member sitting on the TCD Social media group. Social media reach was particularly good during Accessible Information Awareness Week.
- School Communications Meetings: 31 School meetings, attended by the Head of Student Disability Support and one other DS team member, took place during semester 2. Shared schools' folders (Sharepoint) were introduced to house school specific information and key disability information and policies. This will be the main way of communicating with schools going forward.
- Web Migration Project: Web migration to new Content Management System underway, new site expected to go live in early July, new CMS should allow for easier updating and maintenance of website.

DS10 Staff with disabilities

DS10 Objectives

DS continues to provide disability needs assessments for staff with disabilities as per the [Trinity Code of Practice applying to the employment of staff with disabilities](#).

DS10 KPIs

DS Code	DS Process	KPI Indicator	Year 2021-22
DS10	Staff with disabilities	Number of staff with disabilities needs assessments	18
DS10	Staff with disabilities	Number of staff with disabilities disability support appointments	40

DS10 Highlights

- Staff with disability sub-committee of Trinity Equality Committee was set up and chaired by Professor Na Fu of Trinity Business School.
- Three staff with disabilities projects were developed with the Masters in Human Resources in Trinity Business School.

DS Operational Developments

The Disability Service aims to improve the quality of the service it provides through continuous review and operational development. Working towards its ambition to become the number one choice for disabled students in Ireland, in 2021-22 the Disability Service implemented organisational change in the areas of structure, information systems and processes.

Structure and resources

The Disability Service was restructured, and the new position of Head of Student Disability Supports/Deputy Director was created. A Senior Occupational Therapist and Disabled Graduate Intern and another Occupational Therapist were also added to the team. As of June 2022, the new roles of Occupational Therapy Manager and Senior Occupational Therapist: Trinity disAbility Hub Community, Development & Engagement Strategy Officer were also filled.

In line with the DS Strategic Plan an enhanced offering of Academic Support was piloted. An Assistant Psychologist with expertise in the bio-psychosocial approach was sourced externally to provide structured academic learning support in both 1:1 and group settings.

Student Information Desk (SID) Implementation

SID was introduced in July 2020 and the service continued to utilise its enquiry and case management functionality throughout 2021-22. Most DS KPIs are now recorded in and reported on from SID. Staff record all student interactions, email, phone contact and appointments within SID through case notes to capture all student activity in one secure location. An annual review of system usage was conducted again in April 2022 and both case and enquiry categories were refined, as well as, standard replies and frequently asked questions.

GDPR improvements

All staff have completed GDPR training and are required to review a GDPR checklist annually. All student contact and interaction is now recorded in SID to ensure that sensitive student information is processed in accordance with the College GDPR best practice. A procedure for archiving staff email accounts was introduced at the end of the 2021-22 academic year. Legacy student information was destroyed in line with the GDPR retention schedule. The DS Privacy statement was updated and posted on the DS website.

DS Strategic Developments

disAbility Identity Project

Preparations continued throughout 2021-22 for the Disability Service's transition to its new state-of-the-art home at the newly developed Printing House Square. Portraits of Trinity's disabled leaders were exhibited in the Arts Building as part of Disability Awareness Week in December 2021.

Trinity Sensory Processing Project – TCD Sense

The TCD Sense Project aims to make Trinity more inclusive by reviewing and improving new and existing spaces, building sensory awareness, and delivering specialist supports to students and staff who experience barriers to managing and adapting to the sensory environments of college.

Objectives & Aims

The project has the following three key strategic aims:

1. To enable students with different sensory processing preferences to more fully participate in student life.
2. To develop inclusive venues on the college campus from a sensory perspective
3. To conduct research into the experiences of college students with sensory processing issues and to underpin developments throughout project

Highlights

<p>Student Approaches within the Disability Service</p> <ul style="list-style-type: none">• Revise Needs Assessment Process to incorporate initial assessment of sensory processing issues.• Individualised Sensory Based Occupational Therapy Approach for College Students.• Sensory App development with TU Dublin (May 2020 - December 2021)	<ul style="list-style-type: none">• TCD Sense website content redeveloped and TCD Sense Linktree developed to help students navigate information.• Sensory-based question included in DS pre-needs assessment form & needs assessment format piloted in 2021-22 and to be included 2022-23• Sensory Training delivered to DS staff in advance of academic year 2021-22• Noise Cancelling Headphones and headsets have been provided to students from needs assessment process, to be extended to the library 2022-23• Review of low distraction exam venues and purchase of suitable equipment for semester one exams 2022-23• Systematic review of sensory-based approaches in education has been carried out. Article to be
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	<p>drafted for submission to Irish Journal of Occupational Therapy</p> <ul style="list-style-type: none"> • Refine 1:1 Sensory Approach using Sensory Environment Self-Evaluation Tool, eTrinity Student Profile, and sensory profile - intervention at present focused upon sensory self-regulation using sensory ladders with additional use of sensory-based equipment • Sensory-based equipment purchased for use within the OT approach • Research – Pilot of the Sensory Environment Self-Evaluation Tool with Discipline of Occupational Therapy
<p>College Environment</p> <ul style="list-style-type: none"> • Follow up on previous audit actions with the library • Connection of approaches to other resources within student services such as TCD Sports • Follow up on Previous audit actions with the Science Faculty • Additional Audits across College • Development of Sensory spaces/rooms across the college campus 	<ul style="list-style-type: none"> • 80 Library Spaces introduced in BLU & John Stearne libraries & Branding developed on each of the spaces • Library map outlines all the library spaces • Academic Registry Service Desk redesign - allocated a room off main area as a sensory space • Connection with School of Physics – redesign PG study spaces • School of Genetics & Microbiology planning to clear a storage room – to review • Sensory Spaces developed as part of student spaces development • Respite Space in Arts Building and Reflective space in 4094 • 27 Additional Sensory Audits carried out across campus • Printing House Square – trial of existing furniture and purchase of tables of existing tender • Planting/moss walls for student spaces & respite spaces – Connection with E&F • Meeting with Accommodation Office regarding Trinity Hall • Connection to Trinity Sports on development of sensory spaces – Summer 2022
<p>Student and Staff Awareness and Training</p> <ul style="list-style-type: none"> • Development of Workshops / Modules for 	<ul style="list-style-type: none"> • Sensory Map of campus in development to be available to students September 2022 • Workshop delivered to PG students School of Religion, Theology, and Peace Studies • Sensory workshop information embedded into neurodiversity sessions (Careers, Trinity Hall, Lir)

<p>Academic Staff on sensory processing and inclusive design & practice</p> <ul style="list-style-type: none"> • Coordinate additional training opportunities for key stakeholders with college • Guidelines for inclusive design of new student spaces in Trinity to include sensory processing 	<ul style="list-style-type: none"> • Branding and imagery designed for TCD Sense areas around Trinity • Social media accounts developed – Twitter (311) Instagram (198) and Linktree developed (949 views) • Inclusion of sensory content on Healthy Trinity Online Tool • Podcast series of 3 episodes in development
<p>Research</p> <ul style="list-style-type: none"> • Connection to the Discipline of Occupational Therapy • Connection to International Researchers/Networks • Research into the experiences of college students with sensory processing issues and to underpin developments throughout project 	<ul style="list-style-type: none"> • Research – Pilot of the Sensory Environment Self-Evaluation Tool with Discipline of Occupational Therapy • Presentation at the AHEAD conference • Co-presenting with the Library - Academic Libraries North Enabling Group's online event on sensory spaces in academic libraries on 28 June 2022 • National Forum for teaching and learning in HE – 17 June 2021 • British Journal of Occupational Therapy – Article submission • Submission to the AOTI National Conference • Library staff from Marino, TU Dublin, UL have all come to view developments • HSE vaccination clinic coordinators in Citywest came to view and took learning to setting up spaces there • Active Inclusion Support team at Cork Education & Training Board – met and proposing developing in Cork County and city libraries.

Trinity Accessible Information Policy

Updated policy came into effect in August 2021. Updates include references to 7 areas of the policy:

1. Social media
2. E-learning
3. Procurement
4. Irish Sign Language
5. College events

6. Web design
7. Accessible document information

Accessible Information week 2021-22

Communication strategy created within the Disability Service. Trinity Communications promoted pre-prepared social media posts and videos on accessible information topics including: the creation of accessible documents in Microsoft Word/PDF, accessible online meetings in the hybrid world, and the captioning of video content.

In person training sessions were also held on the following topics:

- PDF accessibility (28 attendees)
- EU Web accessibility directive (24 attendees)

Highlights

- Getting buy in from the web office and collaboration in training events.
- Good knowledge base and resources created for future communications sessions.
- NDA taking on a monitoring role similar to GDPR regarding web accessibility.
- The policy was tied into activities being undertaken by the Trinity College Dublin Inclusive Curriculum Project (Trinity INC).

Student Services Support Hub Trinity Hall

To aims of this project are to embed student-focused supports on site in Trinity Hall as part of a student services hub. This will be a collaboration with the student and staff community in Trinity Hall.

Highlights

- Connection formed with SCS, Accommodation Office, the Warden and Assistant Warden team (SCR).
- Focus Groups with JCR and SCR.
- Provision of 1:1 supports to limited number of students on site.
- Connection with Healthy Trinity in the form of the Healthy Cookery Group.
- Proactive connection with John Garvey (incoming JCR Welfare Officer).
- Planning for next year based upon focus groups and starting earlier.

Neurodivergent Project

The Disability Service Neurodivergent Project aims to review and develop existing DS supports to meet best practice standards, expand upon the resources offered to enhance the student experience and to address environmental barriers to student participation such as sensory processing needs.

Highlights

- Delivery of specialized 2-day autism orientation programme for 2021/22 entrants.
- Continuation of weekly autism group and return to on-campus sessions.
- Launch of ADHD peer support group in collaboration with ADHD Ireland.
- Provision of neurodiversity education workshops across areas including the Lir Academy, Trinity Hall Assistant Warden and JCR teams, Trinity Careers Advisory Service.
- Establishment of DAWN autism working group for disability and access staff in higher education.
- Development of DS supports pathway and recommendations for autistic students applying for reasonable accommodations.
- Connection formed with developing student neurodiversity society.
- Recruitment of student co-producer project intern to support development during the summer months.
- Establishing of TCD ADHD Clinical Pathway as a collaboration with College Health Service. Planning day held 21 June involving College Health Service, Disability Service and Student Counselling Service.

Enhancing Connections, a Professional Placement Project

Enhancing Connections, a Professional Placement Project aims to enhance the existing Disability Service Placement Planning Process by strengthening the communication between disabled students on professional courses, the staff within their disciplines and the Disability Service staff to ensure that students are reasonably accommodated on their placement so that they can engage in professional placement to their full potential. A key focus of this project is to engage the wider university community in empowering disabled students, which is in line with the Disability Service Strategy.

Highlights

- Student survey completed to gather feedback on existing placement planning process.
- The Disability Service met with 12 professional schools & disciplines in semester 2 of the 2021/22 academic year, to introduce the project and gather input from schools.
- Membership of the DAWN Transitions to Work subgroup.
- A report was written for inclusion in AHEAD's Reasonable Accommodations and Professional Placement (RAPP) Project.
- Attendance at a webinar from Dr. Lisa Meeks, on supporting disabled students in professional work placements.
- The Disability Service collaborated with the school of Social Work Practice Education Coordinator and presented as part of the placement preparation lecture for Social Work students (07/04/2022)

- The Disability Service collaborated with the Human Nutrition and Dietetics Practice Education Coordinator and presented as part of the placement preparation lecture for Human Nutrition and Dietetics students (27/04/2022).
- The Disability Service collaborated with the Physiotherapy Practice Education Coordinator and presented to placement tutor staff as part of the tutor training session for Physiotherapy (04/05/2022).

DS Internships/Disability Inclusion Pathway

Trinity is committed to preparing its students for the ever-changing challenges of the 21st century workplace. This co-curricular Employability Training Scheme will expand the support available to disabled students to develop the graduate attributes necessary for the transition into their future careers.

The Scheme focuses on offering tailored opportunities open to the 2061 students registered with the Disability Service and will combine career readiness skills development with practical learning opportunities. This experience supports disabled students in their personal and professional development and their chance of success in the next steps in their career.

This Scheme is a partnership between Trinity Careers Service and Trinity Disability Service intended to deepen student connection with available resources and aid the development of the Trinity Graduate Attributes.

Highlights

The success of this pilot programme has ensured the ongoing delivery of the programme for the academic year 22/23. The outcomes of the Disability Inclusion Pathway and available employment opportunities with the DS/CS are as follows:

KPI	Proposed KPIs to support Objective 2	Year 2021-22
1	Number of applicants for the Disability Inclusion Pathway	58
2	Number of DIP Level 1,2,3 awardees	19
3	Number of Careers Summer Internship applications	12
4	Number of students engaging in volunteer/internships with the DS/CS	7

ADHD Project

The ADHD Supports Project sits within the Trinity Neurodivergent Project together with the Sensory Project and addresses two main themes:

1. Entry, progression, and graduation experiences of students with ADHD in College, and
2. Reasonable accommodations for students awaiting a diagnosis of ADHD.

The ADHD Project functions in accordance with the University's Strategic Plan, and with the Disability Service Strategic Plan to empower disabled students by:

- Creating a more inclusive campus (Civic Action)
- Providing an effective and dynamic service that anticipates and responds to the emerging needs of our diverse students with disabilities (Organisation)
- Providing professional, evidence-based services to impact students with disabilities positively (Research)
- Empowering students with disabilities to develop their full potential and inspire them to meet the challenges of the future (Education)

Objectives

- To investigate entry, progression, and graduation experiences of students with ADHD as empirical evidence for discussion internally with student services and externally e.g., with HSE.
- To conduct a reasonable accommodation review of support and recommendations on RA (Reasonable Accommodations) changes.
- To create an ADHD Resource bank for students and staff.
- To pilot a Restricted (R) Registration pathway.
- To collaborate with external agencies and community links e.g. ADHD Ireland.

Highlights

Research project

- ADHD in Higher Education Research project: Investigating the experiences of students with ADHD from university entrance to graduation: An evidence base for effective support systems seeks ethical approval in School of Psychology June 2022.

Review of ADHD supports

- Initiation of new [clinical care pathway](#) for students who have been diagnosed with ADHD. The DS inputs to this process by providing Occupational Therapy and Academic Support to students who attend the clinic. 11 students attended the pilot of this clinic in October 2022.
- An ADHD peer support group was initiated at the ADHD clinic. This takes place weekly throughout the academic year at Trinity disAbility Hub. The peer support group provides a space for students to connect to discuss the experience of ADHD as a university student and to share strategies and approaches to getting the most out of student life. All students are welcome to attend the group, whether they have a formal diagnosis of ADHD or not, and there is no registration required.
- New communication agreed for students who approach DS for advice on ADHD assessment and diagnosis are signposted to 1) enrolling in ASKDS and availing of

ADHD resources, and 2) accessing online support groups and information on accessing clinicians via ADHD Ireland.

ADHD Resource bank for students and staff

- Content created and uploaded to ASKDS Blackboard module.
- Webinar recording on ADHD in HE provided by ADHD Ireland.
- Links to ADHD Ireland online support groups.
- Link and application form for DS ADHD Support group in college.