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| Transcript for HE/Public Sector Update: Addressing Autism, Dyslexia, and Neurodivergence in education and work webinar – March 2022.  |
|   ANNIE: Hello everyone. |
|  Welcome to today's webinar. |
|  It is just 1.00. |
|  I will just give everyone a chance to join. |
|  Feel free to drop in the Q&A box and say hi. |
|  We've disabled the chat feature as we discovered it can cause problems for  |
| some people using screen readers. |
|  I will leave a few more moments for people to arrive and then we'll get  |
| started. |
|   |
|  ANNIE: Hi, from gorgeous sunny, south Wales. |
|  It is gorgeously sunny here in Hastings, as well. |
|  So be, I can see lots more people have arrived I'll just give it a few more  |
| minutes. |
|  ANNIE: Okay. Glad you could all make it today. |
|  Give it a start now. So, hi. |
|  HE/Public Sector Update: Addressing Autism, Dyslexia, and Neurodivergence  |
| in Education and work. |
|  It is neurodiversity celebration week, which is a worldwide initiative that  |
| challenges stereotypes and misconceptions about Autism and learning disabilities, so it is a  |
| really perfect time to run this session. |
|  My name is Annie Mannion, and I'm the Marketing Manager at AbilityNet. |
|  I will run through what you can expect today. |
|  Just to go through a bit of housekeeping we have live captions  |
| provided by MyClearText. |
|  Thank you, Kim, who is doing those in the background. |
|  You can turn those on, using the closed caption option on the control  |
| panel and additional captions are available at StreamText.Net/player? Event AbilityNet. |
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|  And slides are available at SlideShare and on our website. |
|  If you have any technical issues or you need to leave early, don't worry. |
|  You'll receive an E-mail with the recording, the transcript, and the  |
| slides on Thursday afternoon you will find a request Q&A window. |
|  If you would like to ask the speakers any question. |
|  Do drop those in the Q&A area. |
|  We'll address those later on or if we don't get to them after today's  |
| session on the website And finally we have a feedback page directed at the end. |
|  Please, do complete that. |
|  Next slide, please, Kelly. |
|  So, for those of you, who aren't yet familiar with AbilityNet. |
|  We support people of any age, living with any disability or impairment to  |
| use technology, to achieve their goals at home, at work and in education. |
|  We do this by providing specialist advice, services, free information,  |
| resources, like this webinar. |
|  I'll share a little more about our services at the end. |
|  So, today, we're joined by Rob Howe, who is Head of Learning Technology at  |
| the University of Northampton And Jennie Dettmer, be at the University of Bedfordshire. |
|  And Helen Wickes, education Manager at AbilityNet  |
| And providing on the accessibility regulations and we also have Teresa Loftus, Assessment Team Manager at  |
| AbilityNet. |
|  She will discuss the disabled students allowances and highlighting the issues  |
| that some people may face, in the transition from education to work. |
|  Looking at reasonable adjustments that may need to be provided, as well. |
|  Just before Helen kicks off today's webinar content. |
|  I will just start with a poll. |
|  So we can have a bit more understanding who is joining us today. |
|  Can you tell us who are you? |
|  A digital professional? |
|  University professional? |
|  , public sector professional, non university. |
|  Student with Neurodivergent condition. |
|  o the student. |
|  Not depending on how you joined the webinar. |
|  You may not be able to see the poll, but you can respond in the Q&A panel. |
|  I will just leave it a bit longer for everyone to vote  |
| ANNIE: A few more moments for everybody. |
|  Okay, just going to end the poll now. |
|  If I share the results fairly broad cross section. |
|  Most people are University Professionals, 58%. |
|  Then Public sector employees, non-university, 18%. |
|  Professional with a Neurodiversity condition, 9%. |
|  And digital professional 6%. |
|  And students 1%. |
|  And at the moment we don't have any students with a Neurodivergent  |
| condition noted on et session today. |
|  I will stop sharing and hand over to Helen to share a bit more about  |
| digital accessibility regulations. |
|  HELEN: If anyone joined us on the  |
| last webinar we were talking about a report that would be published. |
|  The Accessibility managing mobile apps 202021 report was published on the  |
| 20th of December 2021. |
|  I don't know how many people may have managed to have looked at the report. |
|  We will share the link for it, as part of the follow-up and the Q&A. |
|  So you can have a look, if you haven't done so already. |
|  But just wanted to pull out some of the key points that they mentioned in  |
| there, for people to be thinking about and being aware. |
|  Obviously, most people are aware the regulations came into force over the  |
| last, couple of years. |
|  They've been monitoring, since then. |
|  It they said access built were found on almost all of the web sites. |
|  They send a report giving them time to fic the issues 59% had issues found or  |
| short-term time lines in place, when the website would be fixed. |
|  It is just important to share they are doing the monitoring. |
|  They are sending out those reports to make sure those fixes are being made. |
|  Some of the main issues they found. |
|  Lack of visible focus. |
|  That's something really important for keyboard users. |
|  Also, Low colour code contrast. |
|  It is effective for visually impaired users. |
|  They were a couple of main issues they found on the websites, they were  |
| testing. |
|  The next thing they discovered was around accessibility statement. |
|  It was something new, when the regulations came into place and a new  |
| requirement. |
|  Whilst had accessibility most had information that wasn't quite correct  |
| and didn't have all of the required information within them. |
|  So 90% of the websites had statements. |
|  Only 7% actually were fully compliant, within their statements of everything  |
| that needed to be in there. |
|  So, it is just to remember that the statements due need to be kept up to  |
| date. |
|  Lots of the statements were written, when the regulations came into force. |
|  They do need to be monitored and kept, as time goes on. |
|  Obviously, things are changing, with everything you're doing. |
|  Just need to keep aware of those. |
|  Go back, especially if it hasn't been reviewed, since the regulations came  |
| into place in 2018. |
|  For new websites and September 2019 for remaining sites. |
|  It is work going back and making sure they are compliant still, with how you  |
| are now. |
|  Just if you haven't looked at the report, we will send the link through. |
|  There's three, different types of testing that they do. |
|  There there's simplified testing covering a sample of pages. |
|  They did go into detailed testing. |
|  And the mobile app testing. |
|  As I said, in the report they tell you how they're doing those testings. |
|  What they're looking at. |
|  What they're doing. |
|  And what the processes, in terms of sending the report and the time frame  |
| to rectify those. |
|  It is definitely having a look at the report, if you haven't done so already. |
|  Just to think of the key issues that they have found, when doing that  |
| monitoring. |
|  They haven't said maybe when the next report will come out. |
|  We'll keep you updated on that, as well I just wanted to let you know about  |
| some training that we have coming up. |
|  Some of you may have joined us for the Don't Disable Me webinar. |
|  We have training that follows on the don't disable me series of training. |
|  Within this training we have a AbilityNet inclusion experts. |
|  They provide a deep-dive into the experiences of people living with  |
| different disabilities and impairments. |
|  Each are led by individuals, with lived experiences. |
|  They're sharing the common barriers that people encounter, at work, in  |
| study, in the day-to-day life. |
|  The kinds of assistive technologies and tools that people use to over come  |
| these barriers. |
|  The steps everyone can take to avoid creating barrier in the first place. |
|  We have the physical barrier session taking place tomorrow. |
|  We have all of the others ones coming up over the next, few weeks. |
|  And our neurodiverse one is on the fourth of May. |
|  Please do check those out on our web sites. |
|  They're quite useful for people to talk about those different barriers  |
| people are facing. |
|  Also, similarly if you're looking at things for your full staff to try to  |
| make them aware, of teaching staff about accessibility and inclusion, our eLearning options are a great way to  |
| look at those, as well To get across all of your staff the business case, the legal, and the  |
| morale reasons forgetting things right. |
|  Then we touch on the languages dos and don'ts, common accessibility issues. |
|  The person-centred, real-life experience of what people experience. |
|  How you can help overcome those for them. |
|  Assistive technology used. |
|  And practical advice not to create the barriers in the first place. |
|  And step by step guides, how to create accessible content. |
|  Just those two things together, to look at those. |
|  Just wanted to make you aware of some of those services we have. |
|  I will pass you over now to Jennie and rob. |
|  ROB: Hi. |
|  I'm Rob Howe, I'm joined with Jennie Dettmer, the Acting senior  |
| professional and Academic tutor at the University of Bedfordshire and talk about Neurodivergence and learning  |
| through the pandemic. |
|  We will talk about the session that we actually ran last year, as part of the  |
| East England group and what is the Neurodiversity and Neurodivergence and pick out some of the key points  |
| hopefully you will find useful and some of the tips and recommendations, for other teams supporting. |
|  neurodivergent students. |
|  And further resources. |
|  So the session that we hosted was planned really through the old East,  |
| England group and held it on the 10, June, 2021. |
|  We had five students with Neurodivergent needs. |
|  We wanted to focus on the impact of COVID on them  |
| And to look at their experiences at the different institutions. |
|  And the de agree, to which those helped the students through that,  |
| particular requirements at that time. |
|  JENNIE: First, what do we mean by the term, Neurodiversity? |
|  The term, Neurodiversity was originally attributed to Autism. |
|  It was coined in the late 1990s, by Judy Singer. |
|  Singer believed Autism should be viewed more positively within the  |
| Ethos of the social model of disability where many of the barriers for autistic people are caused by society,  |
| itself. |
|  Nowadays. |
|  Neurodivergence is used to refer to a range of conditions, including Autism,  |
| Dyslexia, dyspraxia, ADHD, dyscalculia and Tourette syndrome. |
|  We know there's a increasing number of Neurodivergent students entering  |
| education in the UK. |
|  And under the 2010 Equality's Act, Neurodivergent students should expect  |
| equal access to their learning. |
|  Additionally, in support of the Neurodiversity movement. |
|  Neurodivergent individuals should be included in how best to be supported  |
| at higher education institutions, as they are experts in their own conditions. |
|  What this diagram shows is that a particular Neurodivergence often  |
| shares features of others. |
|  Apologies if aspects of this slide are too small to read at the moment, but  |
| you can, of course refer back to the diagram after the webinar, in the slide deck. |
|  It is also interesting to note that there is a high rate of  |
| co--occurrence, within an external to Neurodivergence. |
|  And interestingly, none of the five students, who participated in our  |
| Event presented with just one difference. |
|  ROB: Some key findings from the session itself. |
|  We've picked out six that we're going to just talk about today. |
|  The first of these is the responsiveness of tutors. |
|  Students often found that tutors were more responsive to questions and  |
| queries on-line. |
|  Especially the use of environments such as Microsoft Teams made it  |
| easier to contact tutors in real-time and then talk to them. |
|  The additional means to communicate, and reach the tutors beyond E-mail  |
| was highlighted as a well benefit for on-line learning for the students we were speaking to. |
|  The second item, is about working with peers on-line. |
|  For some of the students the move to learning on-line, changed the way  |
| they were engaging with peers. |
|  The student with Asperger’s found it easier to engage with small groups of  |
| students N virtual break out rooms. |
|  While often working in isolation, when they were in large face-to-face  |
| lectures and group work. |
|  So for them it was a real change it. |
|  Was the first time in their studies that this student was able to interact  |
| with other students. |
|  To enable the interaction it was important for the student that,  |
| participation in the breakout room, switch on their cameras to actually put a face to a name. |
|  This enabled them to connect and get to know each other. |
|  However, the debate about switching the cameras on and off S still contentious. |
|  One student with dyslexia and ADHD noted the sharing of cameras should  |
| be optional. |
|  However, it was acknowledged it was essential, for those who relied on  |
| lipreading. |
|  The use of cameras tended to be more successful, where students were  |
| already comfortable working together. |
|  Students did appreciate that, the choice of cameras may be also down to  |
| personal situations. |
|  In some cases, students may not be comfortable sharing their home  |
| environment. |
|  In other cases, there may be a technical reason. |
|  Such as poor wi-fi, that prevents the camera from being on. |
|  One student with the Asperger’s, dyspraxia and assessed for  |
| Dyslexia noted it was distracting if the video feeds I know stable and impacted on the value of the whole  |
| session. |
|  However, the on-line environment, requires students to adopt, and  |
| sometimes develop new learning and coping strategies for processing and pre-taking information. |
|  Through the on-line learning and interaction, one student with  |
| Asperger’s and ADHD, for example found their retention for information was different, when learning on-line. |
|  They actually found it more difficult to explain and feedback, what they actually knew. |
|  The third item, is around increased control over their time and  |
| environment. |
|  When moving to an on-line learning environment, Neurodivergent students  |
| report that had they had more flexibility over their routine. |
|  Especially for students with ADHD and anxiety. |
|  Studying at home lowered necessity for mentally preparing every step. |
|  From getting up. |
|  Planning the journey to campus And moving between different locations  |
| on campus. |
|  The benefit of choice, flexibility, also carried over, where courses  |
| changed from traditional to on-line and open-book exams. |
|  One of the of the students with Asperger’s and ADHD noted moving to  |
| on-line assessments. |
|  Meant it easier to work in the place of their choice over a long period of  |
| time. |
|  Another student with ADHD reflected on the fact they were able to select when  |
| they start the time-based assessment, which lowered stress levels and allowed for better planning of time  |
| and breaks. |
|  And helped them concentrate more fully on assessment. |
|  The ability to work in their own location, also reduced the stress of  |
| trying to find the exam hall. |
|  And become familiar with the new environment. |
|  One of the students with Asperger’s and dyspraxia were able to see  |
| improvements in their grades post pandemic as open book nature was more suited to their way of working. |
|  The fourth item on the slide is around the ability to focus when studying on  |
| line. |
|  The challenge of maintaining focus is a major characteristic of conditions  |
| such as dyslexia, and ADHD and dyspraxia they found it easier to concentrate it if also sketching  |
| working alone on be line meant they felt less inhibited especially if their webcam was turned off. |
|  Studying in a physical environment, normally associated with relaxation  |
| was difficult transition for a student with ad half especially with personal distractions such as Netflix. |
|  Social cues with the Ray to know whether students are listening. |
|  Students with ADHD it is an important part of conversing with others. |
|  The fifth item on the slide is around lack of physical presence. |
|  And the lack of physical presence made one student with depression, and panic  |
| disorder, uncertain and uncomfortable, about gaining the opportunity to speak to lecturers. |
|  In addition, Students who studied practical subjects felt they were disadvantaged,  |
| because the digital adjustments were inadequate. |
|  One student said they chose a specific course because they preferred hands on  |
| learning and the student felt they had a lesser experience learning in the digital realm due to the lack of  |
| kineticist and the practical adjustments suitability was most start with assessment. |
|  The change to certain types of assessment, for example timed essays  |
| was not always seen as supporting those with Neurodivergence. |
|  One of the students with ADHD noticed institutions seem to measure how fast  |
| a student can write down facts, when for them, using the timing productively and structuring the  |
| essays in a reduced time was problematic. |
|  One student with Panic disorder and anxiety interestingly note that had  |
| institutional policies for adding extensions to every assessment gave them more time to be stressed, and  |
| aggravated their panic disorder. |
|  These students would have preferred adaptions like a no detriment policy and  |
| just have the option for extension, if they actually chose it. |
|  Two students with ADHD noted issues in dealing with their institution. |
|  On some occasions. |
|  Institutional replies regarding accommodating specific needs on an  |
| assessment were being sent out after the actually deadline. |
|  On other occasions broken personal laptops and isolation issues were not  |
| considered as reasons to grant an extension. |
|  As the students were already seen as having accommodations for their  |
| learning disabilities. |
|  From the information, that we actually got from the student itself. |
|  We came one a number of tips and recommendations for other teams on  |
| supporting Neurodivergent just based on our findings particularly. |
|  The first one of these. |
|  Students should make institution as wear of their Neurodivergence, using  |
| the recognised channels. |
|  Ideally this should be done on their UCAS forms apply for place in  |
| university so, the university can contact them, regarding their needs. |
|  However, students may not choose to disclose their differences on the form  |
| as they believe it will effect their chances of being accepting on a course. |
|  Additionally, students needs change overtime. |
|  So, when filling in the form. |
|  They may or may not be accurate. |
|  The next point is around institutions should insure that all relevant staff  |
| are aware of students, who have declared, specific needs. |
|  This allows the staff to adjust their inclusive teaching practices,  |
| accordingly. |
|  Students may also have complex needs, based on the Neurodivergence and staff  |
| need to be aware of the best ways to support them. |
|  Training should be available at institutions so, that staff can  |
| support students effectively, within their lectures and tutorials. |
|  Finally, institutions need to anticipate that students may not have  |
| declared the needs, but actually just manage sensible adaptations, which benefit the whole, student cohort. |
|  This is why inclusive teaching practices, are important. |
|  And all staff should be aware what they are and how to include them in  |
| their sessions. |
|  JENNIE: If you are interested in reading the findings from this  |
| everyone. |
|  You can read about it in the three block posts, which we had published  |
| from ALTC And it can be found on the useful link section of the webinar, on the  |
| AbilityNet website. |
|  Of the three blog posts, the first blog posts looks at what is Neurodiversity Celebration Week. |
|  The second on. |
|  Neurodivergent and the third centres on recommendations from the support  |
| perspective. |
|  If you're interested in finding out more about the Association of learning  |
| technology East England group is it group will be on the webinar page and the Association of higher  |
| development inclusive community of practice that I co-chair. |
|  Again the link to further information and expression of interest form can be  |
| found in the useful links section of the Web page. |
|  So thank you for listening to our summary of the ALT East England  |
| event where five students focused on the impact of covid and their experiences at their different  |
| institutions. |
|  That brings us to the end of our input today. |
|  If you do have any questions. |
|  There will be time for them, at the end of the session some thank you for  |
| listening. |
|  ANNIE: Thanks Rob and Jennie we have had loads of questions. |
|  We'll cover them at the end of the webinar. |
|  Do continue to put near questions in the Q&A panel, if you would like to  |
| post them to any of the panel. |
|  Now over to Teresa. |
|  |
|  TERESA: My name is Teresa Loftus a DSA and workplace Accessor. |
|  My screen went into a bit of a hiccup. |
|  I have sorted myself out. |
|  I'm going to speak to you about the barriers and solutions for people with Neurodivergent conditions when  |
| studying or working. |
|  Really assessors, when someone comes along for an assessment rely on a  |
| diagnostic or consultant, pre-assessment information. |
|  They also rely on speaking with a student when they're conducting the  |
| DSSA assessment as well. |
|  Some of the information is true, when you're doing a workplace assessment. |
|  Although we don't always have access to the medical information or  |
| diagnostic report. |
|  We're just relying on speaking to the client at that time. |
|  So, when we think about DSA assessments and discussions, there's  |
| 10 areas we tend to cover. |
|  And those I'm going to speak a little about. |
|  Some are things like reading and research, writing and reviewing your  |
| work, note taking and lectures, and managing time and organising work. |
|  Things practical’s and social interaction and communication, then  |
| travel too. |
|  So, we'll have a little look at the types of barriers and solutions that  |
| might come up. |
|  Our assessments actually are very in formal and often students expect there  |
| to be a test, and there isn't. |
|  So quite often they turn up, and they're very nervous about having a  |
| chat with us. |
|  And so, they are actually really friendly. |
|  And we realise that it can be difficult for some people, due to the  |
| feelings of anxiety, for instance when they come along. |
|  So through discussion and demonstrations we identify what the  |
| student feels most comfortable with, to help minimize the barriers when studying. |
|  These may be solutions on their computers. |
|  Or DSA-funded tech and speak about other forms of help, such as  |
| non-medical help and travel support too. |
|  So, firstly thinking about reading and research. |
|  So barriers often spoke about of poor focus, being easily distracted and  |
| rereading or jumping lines of text. |
|  Reading but not taking anything in, feeling overwhelmed poor note taking  |
| strategies reading more than needed and following a line of interest, to the detriment of keeping on track with the  |
| course work. |
|  So, where we, where someone would find it easy to listen, rather to read. |
|  The software such as text to speech that can be really helpful. |
|  Quite often people aren't aware of the free solution here. |
|  In Microsoft Office 365 you might be able to access some basic information,  |
| with text to speech solutions. |
|  But also, that immersive reader in Office 365 is really useful. |
|  It can convert the text that you're reading and open into a new window. |
|  It will make lines shorter if you want them or longer. |
|  It will make that reading a little more accessible for you. |
|  It could also be about changing the background colours as well to reduce  |
| some social fatigue some you could choose a colour or adapt a cooler to suit your specific need and there's a  |
| line focus so that create a bit of a letter box for you on your screen. |
|  That means that information is less overwhelming you have a decluttered  |
| screen that you can look at. |
|  And the speech option, actually allows you to speed up the speech or slow it  |
| down. |
|  As and when you want to. View a few options of different  |
| voices. |
|  You can also use some of these solution was an edge, when you're  |
| searching the internet and accessing PD F documents. |
|  That's really useful, because you can convert some of the text into speech. |
|  You can also, write and annotate and save that for different documents  |
| those are a great stepping-stone there. |
|  Of course, if they don't work, you need something a little bit more. |
|  That's where DSA can come in and step in and provide some help. |
|  So there's some good options there for you. |
|  That go a little further. |
|  They provide text to speech. |
|  Organisation of research and predictive text and dictionaries  |
| highlighting and extraction of key points and converting text into audio files. |
|  All within one piece of software. |
|  Things like text up and Clara to do things for you  |
| And often these solutions work across multiple platforms and devices that means you can access where and when  |
| you want to. |
|  It is not always about access to text, through alternative formats it. |
|  Might be about organisation of your notes. |
|  And again, free solutions such as One Note is great. |
|  Organising through colour coded tabs and allows you to draw or type and  |
| write and record information, you can actually record your voice, against some of your notes to, refer back to  |
| later. |
|  Moving on there's the DSA-funded option that allows you to integrate  |
| some of those solutions across sort of other assistive software that's being recommended for you some you can  |
| combine two solutions together. |
|  So things like using, ProStudy with Mind Maps, for instance. |
|  ProStudy to recap is organisational piece of software DSA-funded just one  |
| step up on the One Note option that I've just spoken about. |
|  It might also be that switching in between screens is quite difficult or  |
| looking at your keyboard. |
|  Looking up at the screen is quite detail some you might want to think  |
| about dictation software, which can again be really helpful, in reducing that impact of bopping up and down in  |
| between screens , because you lose where you are when you're typing or lose your train of  |
| thought and want to get your ideas out really fast some dictation is a really good way of doing that  |
| There's in-built solution there's, which are tree, which is Dictate, in Microsoft Office, when you have a look  |
| on Microsoft Word. |
|  You can see the dictate function on the screen. |
|  If you're using, lots of different types of software T might be that you want to consider using Dragon  |
| Naturally Speaking it depends on what you're doing, and the accessor will talk to you to try to identify what  |
| works for you And they will give you demonstrations of that too. |
|  So the next areas of writing and reviewing your work. |
|  Organising your ideas, and breaking assignments down into manageable  |
| chunks. |
|  It would make essay writing feel a little less overwhelming. |
|  Mind maps are great for this. |
|  And they are solutions that also convert your mind mapping to a word  |
| document so, that process of writing an assignment is stream lines for you. |
|  It makes it feel a lot more manageable. |
|  We wills remind students about the editor function in Word. |
|  That's the in-built solution to check for your spellings and also for your  |
| grammar, clarity and conciseness too. |
|  And there's more that it does there. |
|  And you know, it will also help you with looking at inclusive language  |
| some do, have a look at the settings to see if there's more you want to be doing. |
|  Within the Editor function in Word. |
|  So note taking and lectures. |
|  So, again, that can be quite anxiety-inducing. |
|  Only with designation with what's being said it. |
|  Might be the area that you're working in. |
|  Or the sensory overload you might feel with the environment you're in. |
|  That affects the way N which you actually listen to information and  |
| take notes. |
|  So during the pandemic it was really helpful. |
|  A lot of universities went on-line. |
|  You could access information in your own room. |
|  Or lectures were record. |
|  So you could listen for that. |
|  A lecture in your own time. |
|  Because they were recorded some it is really helpful. |
|  You can top stop, it and pause it, and get become where you want. |
|  To is not always possible that those lectures recordings are available to  |
| you or it is not being applied for whatever reason, and then so, DSA can fund a different solution there for  |
| you, as well. |
|  Those solutions could be in the form of a digital voice recorder,  |
| depending on the environment that you're working in. |
|  Or it could be an app that goes on your phone. |
|  Or on your laptop. |
|  Or a mixture of both. |
|  So, when we think about sort of the software that could support you  |
| through DSA-funding. |
|  There's some really good Chris choices there  |
|  good choices combining the lecture and with the power point and pinpoint to get back to specific points to be able  |
| to review them in your own time. |
|  And it saves you having to go back through a whole lecture in one session. |
|  So you can actually identify where you need to get back to very, very quickly. |
|  So managing time and organise work And this is where students can find  |
| their overwhelmed with deadlines. |
|  And their ability to prioritise tasks may be diminished and anxiety  |
| exacerbated by the constant need to keep on track. |
|  It is not always about using tech. |
|  As reminder set on the phone can be easily swiped away. |
|  It is often something said during assessments, that they just swipe it  |
| away and don't worry about it. |
|  Although it does clear anxiety later on. |
|  Because they're not keeping up. |
|  So students very often say they want a visual reminder. |
|  As they walk this and out of their room. |
|  Academy academic DSA fundable. |
|  And out look calendars provide a solution and can colour code. |
|  Free solution and connect with to do lists and alternatively you might want  |
| to look at an app that allows you to hide some tasks And highlight others. |
|  So you can prioritise what you need. |
|  But don't feel overwhelmed by the large amount of tasks that are ahead  |
| of you. |
|  So again, assessors will demonstrate the one that best suits the individual  |
| and the barriers that they're experiencing. |
|  Think about social interaction and communication. |
|  This can pose, a sort of like a spike in anxiety. |
|  When someone feels really anxious, they can't sort of get the ideas  |
| together that they want. |
|  To or it mite might effect their communication as well  |
| And speaking fluently in public could pose a problem. |
|  We can think of like group work or presentations. |
|  So when we think about presentations. |
|  The free solution that's really helpful is something like rehearse  |
| with coach in PowerPoint It is a place where you can practice your presentation and go back, and  |
| review it. |
|  And, that will software will actually analyse what you've been saying when  |
| it is actually ape copurification of what's on the slide. |
|  So have a look at coach rehearse with coach and power-point. |
|  It is a good one to work. |
|  Traveling to and from university and those late changes, as well. |
|  When we've got room changes, so if we're traveling to and from university. |
|  You might be traveling on train. |
|  There might be something that happens that causes anxiety, and you can't  |
| collect your thoughts well. |
|  In the way that you would like to. |
|  And it means that you freeze, and can't, contact anybody that you would  |
| normally speak to. |
|  And there's some good solutions there to overcome those barriers. |
|  And I think, it is very helpful. |
|  In fact it provides you with a traffic-light system of support. |
|  Where by you can escalate the strategies from working through the  |
| solutions through solutions you have come up before. |
|  Or, actually going to like the red I need to contact someone. |
|  Via E-mail, text or phone. |
|  So it is a good DSA fundable solutions that works well. |
|  Quite a few areas there. |
|  And there's an awful lot to take on board. |
|  And, whilst I have spoken about the assistive technology. |
|  The free solutions and the DSA-funded solutions there's also nonmedical help. |
|  You could access study skills on the one-to-one basis or specialist  |
| mentoring if you required it you would need to discuss what the barriers are. |
|  In order for that to be supported for you. |
|  The all the mat goal is get south to work. |
|  And that transition can feel quite daunting. |
|  We have spoken about all of the solutions here. |
|  There's an opposition of access to work. |
|  And the assessor would talk through all of the barriers experienced in the  |
| workplace and identify some of the solutions very similar to what's been provided for you. |
|  Within the DSA funded solutions. |
|  AbilityNet have a fact sheet, so please do have a look at it. |
|  If it is something feel would be useful on our AbilityNet website. |
|  So Helen spoke to you briefly about some of the series that AbilityNet run. |
|  And such as the lived experience. |
|  And again, that's really useful to go to. |
|  It is good for employers, tutors and lecturers for instance. |
|  They're led by our individuals, who share common barriers encountered in  |
| work, study and the day-to-day life And the kinds of assistive technologies and tools that they use  |
| to overcome the barriers and the steps that everyone can take to avoid creating the barriers in the first place. |
|  Really do recommend that those are accessed to create a bit of empathy,  |
| and allyship, in supporting people within work, and within education. |
|  And again, we have our eLearning modules to support that workplace and  |
| transition. |
|  They take sort of a broader look at the types of support that can be  |
| implemented. |
|  I've covered quite a lot here. |
|  And taken you through some of the DSA-funded solutions and Access to  |
| Work and our AbilityNet tools and training and hopefully that's been quite useful to you. |
|  I'm going to hand you back now to the safe hands of Annie. |
|  ANNIE: Thank so much, Teresa for sharing that valuable resource. |
|  Lots to digest there. |
|  We've had loads of questions through. |
|  If I could ask Jenny and Rob, and Helen to come back on as panellists. |
|  That would be great. |
|  ANNIE: We have lots to have a look at. |
|  . |
|  Bill: Do you haves to help students that don't have the proper paperwork  |
| to get DSA funding. |
|  For many minority groups there's a lot of inequality when it comes to getting  |
| a correct diagnosis? |
|  I don't know if anyone is able to answer that question? |
|  Or if it is one we come back to? |
|  TERESA: I think we would have to come back to that one and need to know the  |
| specifics on that, as well. |
|  I wouldn't be able to answer that one at the moment, I'm very sorry. |
|  ANNIE: That's fine. |
|  Q. |
|  Are there examples of staffing policy on Neurodivergent that anyone is able to share some information about? |
|  Or a similar question, about internal training options for Neurodivergent. |
|  Neurodiversity within workplaces. |
|  HELEN: Staff and policy is something I can have a look into and see if we  |
| have any guidelines. |
|  We don't have anything specification but I can look into something we have  |
| a look at pulling together. |
|  Training options, again as we have spoken from an AbilityNet side we have  |
| our Lived Experience, the eLearning options, be that specifically focus on Neurodiversity. |
|  Those are some of the options that we have. |
|  And some of our past webinars, as well, I think that we could link to as  |
| well. |
|  Some of our other past free webinars that we have done have touched on  |
| Neurodiversity as well. |
|  They might be having a look at. |
|  Especially the Don't Disable Me had our colleague Ren be a who delivers  |
| our neurodiverse training webinar about the barriers that she faces and some examples and stuff that she gave. |
|  That was definitely worth a watch back and a listen to as well. |
|  I would add to that. |
|  TERESA: We have a lovely one within the hearing impairment and dyslexia |
|  Those conditions are not separate. |
|  There's other disabilities that co-occur as well. |
|  Yeah, have a look at quite a few of those. |
|  Hearing impairment with Dyslexia, which is worth investigating as well. |
|  ANNIE: We can share lots of the useful link within the Web page that  |
| you'll be sent on Thursday afternoon, as well. |
|  You will able to access the recordings, the slides, the  |
| transcript, and Q&As and useful links. |
|  We'll include those, as well. |
|  I think there are a few people asking for any recommendations or suggestions  |
| of accessible Mind mapping tools. |
| Mind Map tools until. |
|  Something you can share now or further down in the Q&As? |
| . TERESA: When you talk about accessible Mind Mapping software, if  |
| depends on what you're wanting to use it with. |
|  You probably want to have aleukia VPAC statement of software to see whether  |
| it is accessible with the types of software being used. |
|  We know that there are quite a few funded through DSA. |
|  We look at Mind View and inspiration as a couple of them and also others as  |
| well. |
|  Mind View is a accessible piece of software from  |
| Looking at the statement, I haven't looked at inspiration. |
|  It is also well, worth looking at that one as well. |
|  Because it is also working out whether it is something that meets your needs  |
| needs, with regards to the way of it being aid out and presented to you. |
|  As well, because they have two, very different views. |
|  And ways of working when you're using those different bits of software. |
|  ANNIE: Fantastic Thank you. |
|  A question for Jennie and Rob, for everyone, really. |
|  Q. |
|  Is the incretion number of Neurodivergent due to widening access? |
|  Or students feeling more comfortable disclosing? |
|  Wonderer what your impressions were from the people that you work with? |
|  JENNIE: It can be a mix. |
|  It depends on students previous experiences really. |
|  If they've had a really, positive experience at school, then they are  |
| happy disclosing when they come to university. |
|  You know the opposite is also true. |
|  If they haven't had a positive experience at school, then they tend  |
| not to wants to disclose. |
|  They also think that, maybe they won't be accepted within their peer group at  |
| university. |
|  And also, issues around admissions on to the course. |
|  Especially for students, who are applying for professional courses,  |
| like nursing, and teaching, and there's still a lot of stigma around disclosing for Neurodivergence. |
|  I think it has had a positive impact on the number of Neurodivergence  |
| students coming into HE. |
|  And also, the access to the DSA, as well. |
|  That students have been able to receive financial support, at  |
| university has also had a big impact. |
|  There's been better support in the compulsory education sector and once  |
| they come into higher education as well. |
|  Everything has really had a positive impact on improving the numbers coming  |
| in. |
|  But the numbers we see in higher education don't reflect the numbers in  |
| the general population some there are still people coming into higher education that aren't, saying that  |
| they have a Neurodivergence. |
|  So it is really important. |
|  I know some people were saying in the chat as well. |
|  What do you do, if you haven't got paperwork. |
|  If you haven't got the diagnosis? |
|  Is this why it is really important that we do have, the inclusive  |
| teaching practices present in our higher education institutions. |
|  And, students can always access support from their support teams. |
|  I know at the University of Bedfordshire we support students as  |
| well, without a diagnosis. |
|  Whether that be in a one-to-one or a drop in situation. |
|  So, there should always be support available to students. |
|  Whether or not they have a diagnosis. |
|  ANNIE: A related question. |
|  Jennifer has asked in the Q&A. |
|  And we're finding several members of staff self-diagnosing as daughter  |
| through increased awareness. |
|  Neurodivergent, through increased awareness do you have any information how to be diagnosed? |
|  That might be one for Teresa. |
|  TERESA: I think if you go to Dyslexia Association to have a look. |
|  Often people don't really need to go for a diagnostic assessment, because  |
| they know the barriers they're experiencing. |
|  Some of the solutions you might find helpful in the workplace are free  |
| solutions within your computer settings. |
|  If you have a look on the AbilityNet. |
|  We have My Computer My Way or our website on the fact sheets. |
|  Again T can pinpoint you in the right direction. |
|  To get some ideas of how you can adapt your computer to suit your specific  |
| needs some there's an awful lot out there. |
|  That you can do. |
|  Just to overcome some of the barriers. |
|  It is not always about getting that diagnostic report, just to support you. |
|  And know that you feel you have those conditions and those difficulties. |
|  But it is actually finding some solutions that would work for you as  |
|  and have our interim. |
|  And you can drop a message to AbilityNet to ask some questions there  |
| too. |
|  And we'll sort of ask all of the assessors, I suppose in a sense and we  |
| can all put in an ideas F we need to from there. |
|  ANNIE: There's a comment that someone has seen students receive excellent  |
| support in academic environments through Disabled Students Allowances but they have not been able to take  |
| their equipment or technology with them N the transition to the workplace. |
|  Is there any support available for students transitioning that you're  |
| aware of? |
|  TERESA: DSA-funded equipment, once you've got that equipment, it's yours. |
|  I'm not quite sure why you can't use that equipment. |
|  But having that software installed ton your laptop, you quite often have that  |
| installed into the workplace. |
|  So that's where the Access To work Might be supportive to you. |
|  Depending on the organisation or the organisation's size. |
|  It depends where the funding from that comes from. |
|  It is well worth having a look at the Access to Work fact sheet of  |
| AbilityNet. |
|  As it is a Government Funded scheme it is on the government web sites as  |
| well And you would likely get all of that equipment, in place for you, within  |
| the workplace. |
|  So have a look at it and raise your awareness about Access to Work. |
|  Yes, you wouldn't be able to take that license into the new software. |
|  There might be a whole host of issues. |
|  It might be to do with security. |
|  It is something that you would speak to with, with regards to the HR your  |
| On boarding when you're going into work as well. |
|  Discuss that with your employer and have a look at the Access to Work. |
|  HELEN: Sorry, I was just going to add. |
|  That's the kind of thing as well. |
|  There's that disconnect between DSA and Access to Work and moving into the  |
| workplace. |
|  And, being able to approach that with your employers  |
| And hopefully employers are moving towards that more inclusive environment  |
| And people able to disclose and being able to have that kind of, processes already in place through their  |
| recruitment and on boarding processes. |
|  Maybe they've already got a suite of software and different thing within  |
| the organisation. |
|  That people can have and yeah, just that kind of awareness of thinking  |
| about removing barriers across the board And people not having to disclose all  |
| the time. |
|  And yeah, just thinking about that inclusive work practices. |
|  Rather than always having to think about an individual's--  |
| It become by the way, I need this. |
|  Or X, Y, z or something. |
|  Just for employers to start thinking about it in that way as well. |
|  Because there is that bit of disconnect between DSA and Access to  |
| Work, and moving through, at the moment. |
|  ANNIE: Fantastic. |
|  Thank you. |
|  Just looking at the time. |
|  I think we have time for just one, quick question. |
|  This is probably for Jenny, and Rob someone has asked what are your three,  |
| top tips for university lecturers in terms of accessible education and supporting Neurodivergent students? |
|  JENNIE: If you're looking at the reasonable adjustments, write mostly  |
| made for students that you can bring into the classroom I would say they would be making your lecture notes or  |
| an outline available before the session. |
|  That would be at least 24 hours beforehand. |
|  So that students, who need to make accommodations to that can do. |
|  And so that they're not also having to make notes, read, and listen, at the  |
| same time. |
|  So that there's not having an information overload. |
|  Not having an information overload in the lectures. |
|  That's really important. |
|  I think that's probably the top one. |
|  If you're going to do anything. |
|  That is extremely helpful. |
|  And, as with all of these inclusive teaching practices. |
|  It is not just useful for Neurodivergent or disabled students. |
|  They're helpful for all students. |
|  Mature students. |
|  International students. |
|  And home students, for whom English is not their first language. |
|  That's the great thing about inclusive teaching practices. |
|  They work well for all students. |
|  The second point would be to have personal recordings available for  |
| students. |
|  Now, we saw when we went into on-line teaching. |
|  They were readily available for students. |
|  And now we've gone back to the classroom. |
|  It depends on the IT systems that we've got in place. |
|  And you know in making sure that if we are recording live sessions to, make  |
| sure that captions are also available. |
|  Available for those sessions, within two weeks of them being made available  |
| to students. |
|  And the third point would be around reading lists some prioritising  |
| reading lists. |
|  What are the, what's the core reading. |
|  What's supplementary? |
|  So students can really focus in on what they need to be reading. |
|  And making them available prior to a course, as well. |
|  So students, who need more time around reading, have got that opportunity to  |
| do that. |
|  So that would be my three, top tips. |
|  That's excellent advice. |
|  Did you want to add anything, as well? |
|  ROB: The only thing I would add one of the things we picked out anything  |
| reducing anxiety is particularly useful and one of the things that, I think I picked up when I was talking to the  |
| students. |
|  It was exam halls. |
|  I know a lot of institutions are debating the whole nature of exams and  |
| whether they're needed and the stress they actually give all students And Jennie was talking Universal  |
| design are they measuring what they need to measure or unnecessarily put people under stress. |
|  Where they need to go in the new environment such as an exam hall. |
|  Can we prepare students N terms of environment they will face, when they  |
| walk in there? |
|  For some students that will be the first time they've been into that  |
| particular location. |
|  And they won't necessarily have any of the things, which make it a normal  |
| environment for them. |
|  Actually, so instantly that can raise the stress level as above that of  |
| potentially other students. |
|  So I think anything that helps the students in terms of making them feel  |
| more comfortable with that environment. |
|  Inning it would really useful. |
|  I think all of the thing like Jennie mentioned were important for most  |
| institutions. |
|  I would add, sort of just to add on those. |
|  Terse those are really, great points. |
|  TERESA: If the student comes and raises those of some of the barriers  |
| we experience. |
|  We're not allowed to actually recommend what types of things that  |
| the university puts in place. |
|  But we can definitely put into the report, the barriers that are  |
| experienced And for you to then go ahead and have the discussion with the Disability  |
| Advisor at the university. |
|  It is something that we can add to prompt that conversation to go forward. |
|  ANNIE: Fantastic. |
|  Just looking at the time, I'm afraid it is time to end there. |
|  But thank so much Jennie Rob, Teresa, Helen and perfecter timing for. |
|  Neurodiversity Celebration Week this week. |
|  Just finally to close. |
|  Just to let you know we run some fantastic on-line training sessions on  |
| digital accessibility you can find out more at AbilityNet original. |
|  original. |
| UK/training. |
|  And you can use AbilityNetWebinar10 for a 10% discount. |
|  This week. |
|  Don't Disable Me. |
|  Then, we also have How to develop accessible inclusive collaboration and team work. |
|  A new course on Digital Accessibility Legislation  |
| And next week how to deliver and sustain accessible digital learning for HE and F E professionals. |
|  We also have a number of eLearning modules for hiring further education  |
| institutions you can find out more at/eLearning modules. |
|  And we wills have some HE and-F E-focused services including the free  |
| McNaught AbilityNet maturity model and accessibility services and finally you can sign up to our newsletter  |
| at/newsletter. |
|  And don't forget about our next free webinars at webinars. |
|  On the next at 26 of April and looking at COVID and reasonable adjustments  |
| that Will be available to register for next week. |
|  So thanks again. |
|  Think that has joined us. |
|  We'll be in touch with you soon. |
|  Please do fill out the feedback form that will appear at the end of the  |
| webinar. |
|  Thank a lot. |
|  Bye, everyone. |