

# Access for disabled learners

A NEON Survey

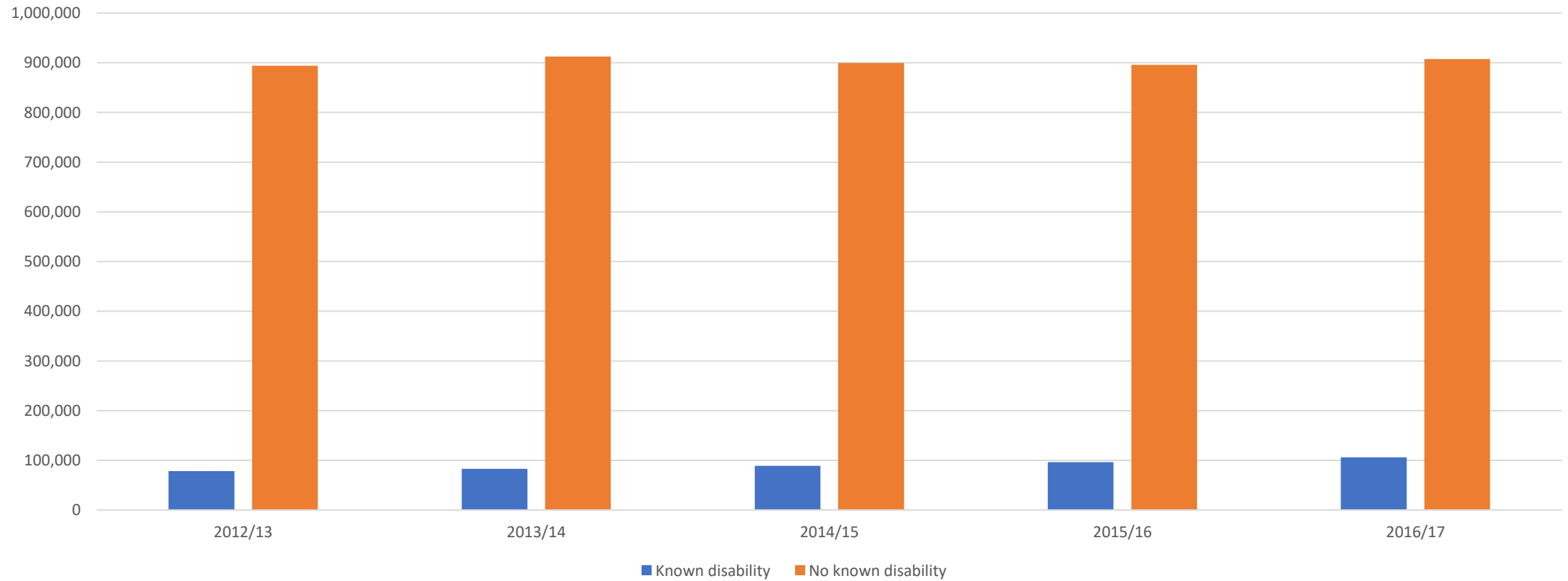
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# Overview – First Year Students



First Year Students



# Overview

- Number of full time students with a known disability have increased (as a %) year on year since 2012/13 (8.73%) to 2016/17 (11.86%)
- Number of part time students with a known disability have increased as a % over the same period but this is within the context of declining part time numbers.
- Actual numbers of part time students with a known disability has increased slightly after an initial dip in 2013/14.

# Survey

- Survey of NEON members to ascertain what initiatives were going on across the student lifecycle
- 20 members responded
- Scale of targeted outreach appears limited (although several mentions of initiatives in development)
- Many HEIs offering comprehensive package of support once a student has applied
- Many initiatives are reactive not proactive
- No evidence from survey of work with younger learners

# Outreach

- Manchester – Several targeted initiatives to raise the aspirations of disabled learners.
- UCL – looking to develop a summer school for people with autistic spectrum conditions
- Conservatoire for Dance and Drama – Access to acting projects aimed at individuals with physical and sensory disabilities
- Aim Higher London South – 6<sup>th</sup> form conferences and workshops where 6<sup>th</sup> formers find out what they can expect at university and how their support needs will be met

# Evidence of impact

- Very little evidence of impact at present around outreach activities
- Responses indicated HEIs know this is a weaker area
- Some short term event evaluations taking place
- A need for the sector to develop this area and share what does, and doesn't work

# Challenges

- Ability to target disabled learners
- Understanding the particular requirements of the group
- Pressure on Disability Support Service (not seen as a key function of outreach) – “I don’t know what we do, it’s not our department”
- Diverse group – Needs can be very different
- Changes in DSA

# Staff development need?

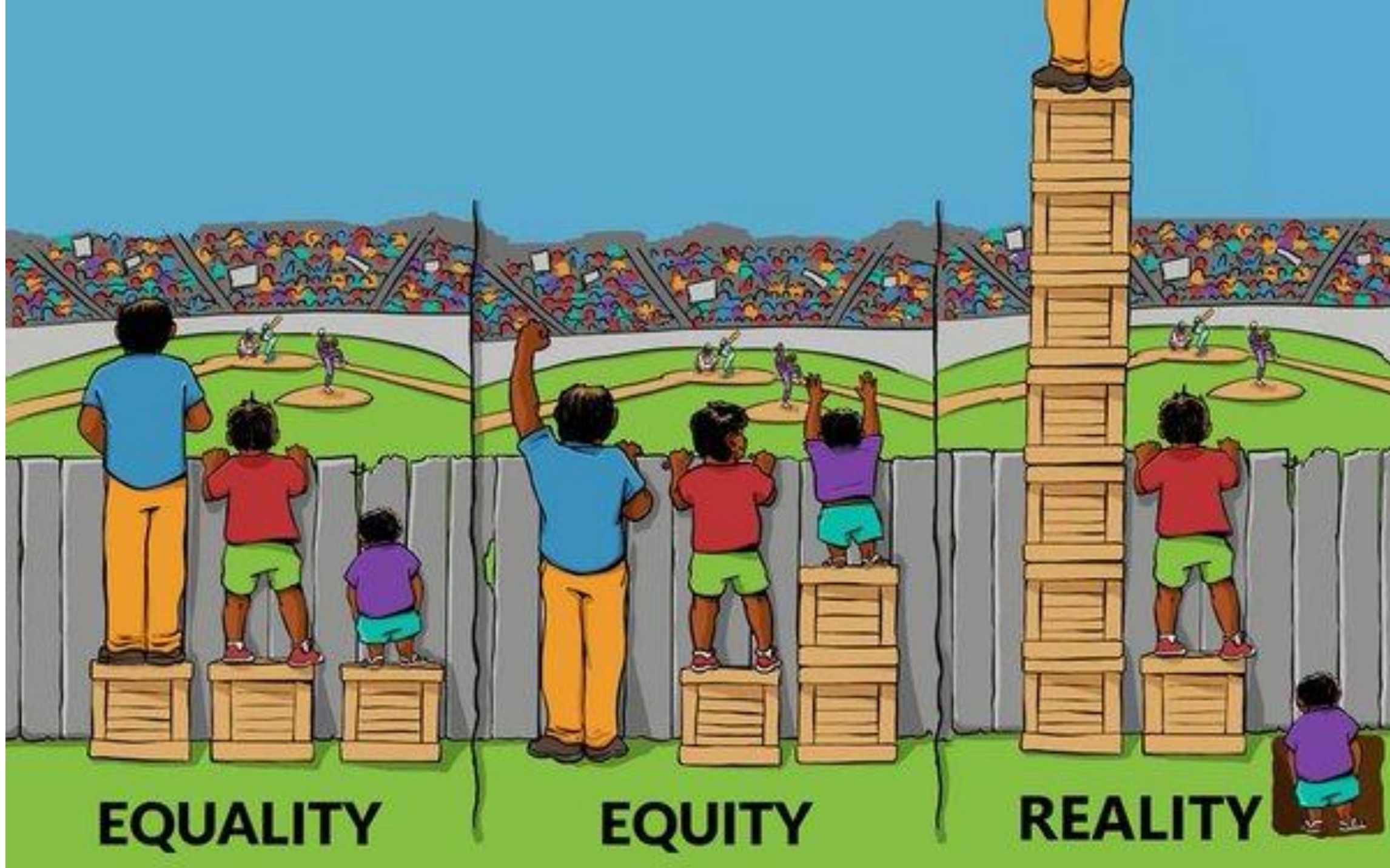


“Not much, as it can be really hard to actively engage with disabled students with out discriminating against abled ones”



# What are we trying to achieve?

- Equality?
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- What do those terms mean?
- Equality – Treating everybody the same. Aims to promote fairness but only works if everyone starts from the same place and needs the same help.
- Equity – Giving everyone what they need to be successful.



**EQUALITY**

**EQUITY**

**REALITY**